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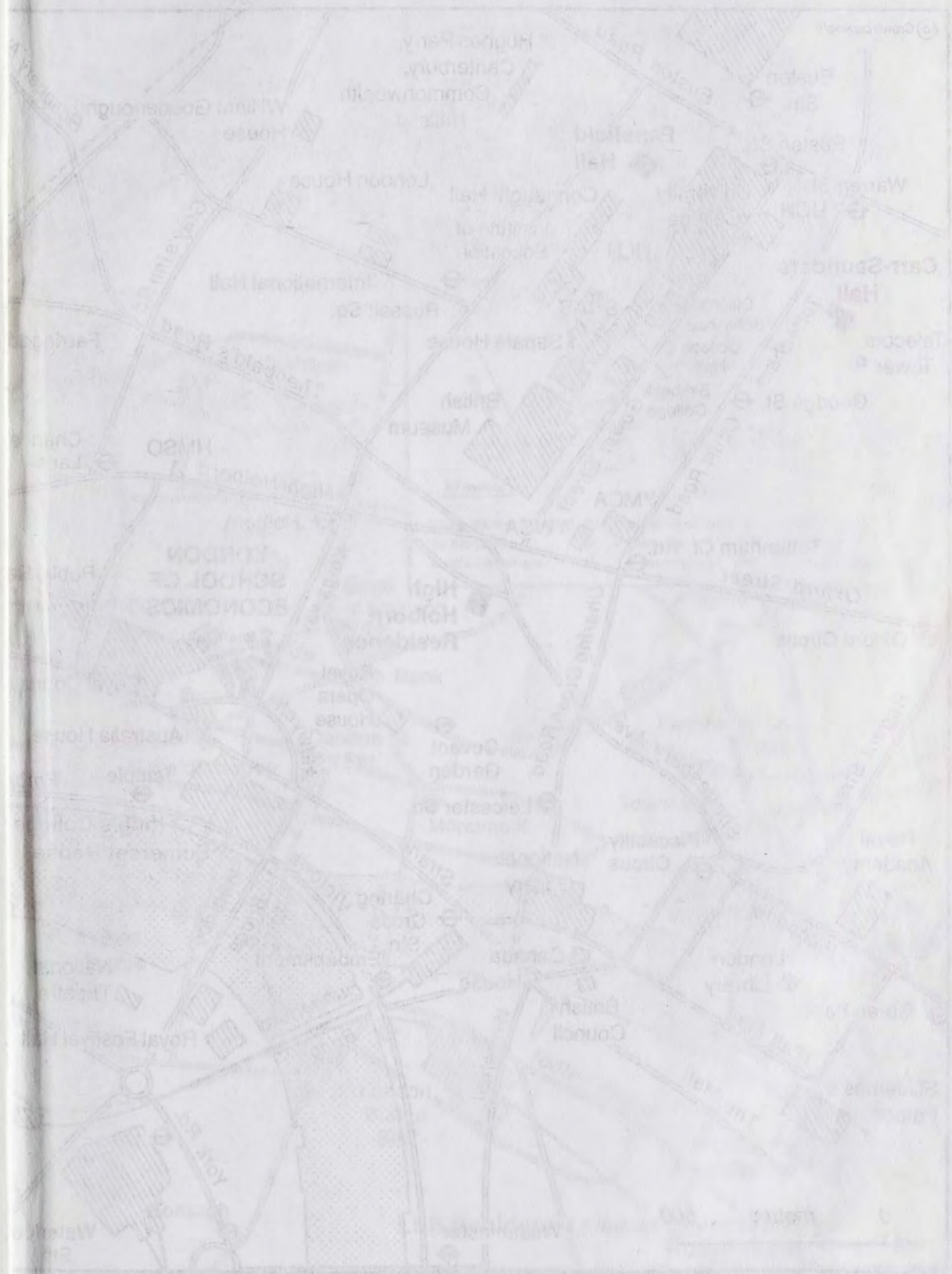
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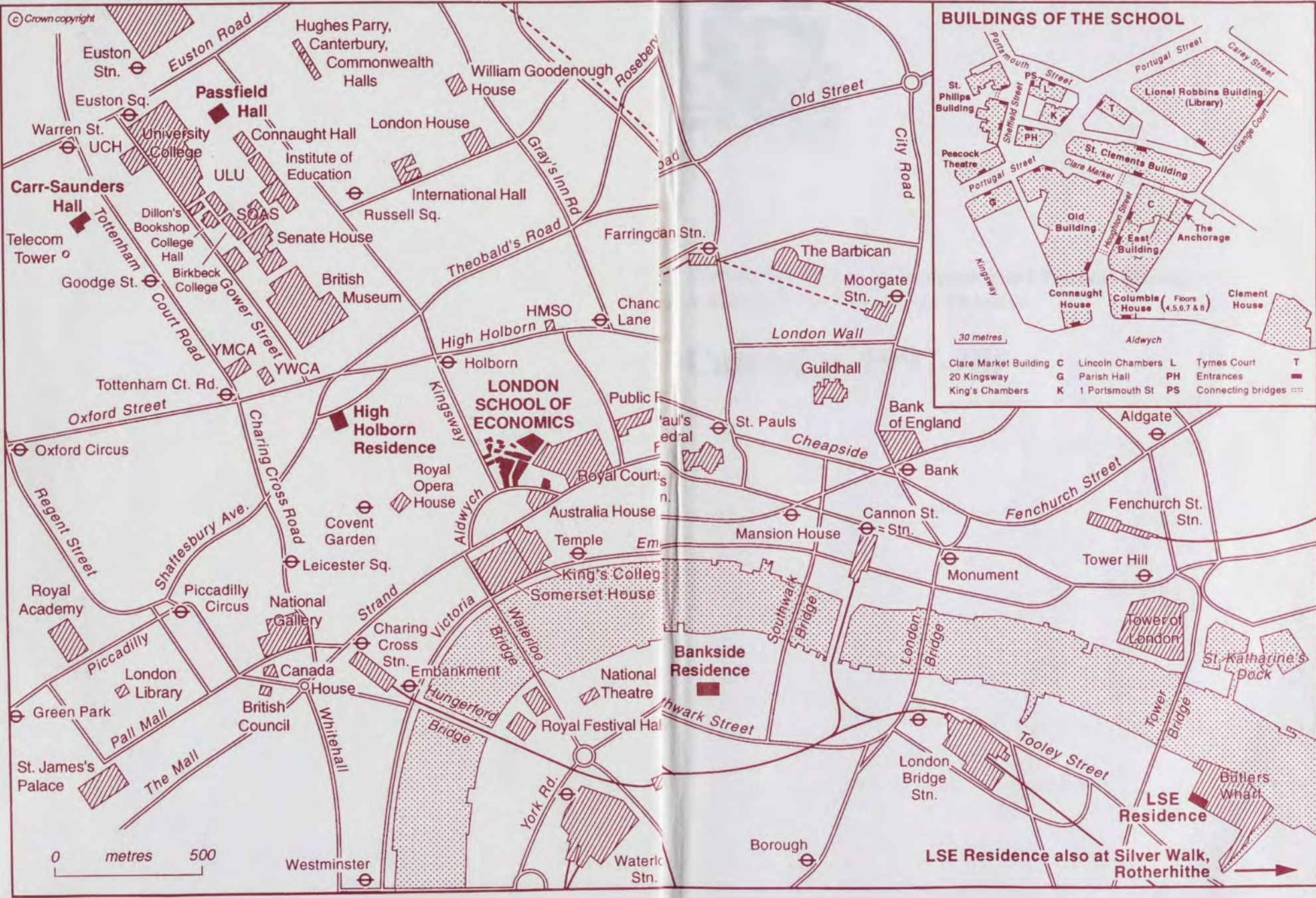
London School of Economics and Political Science



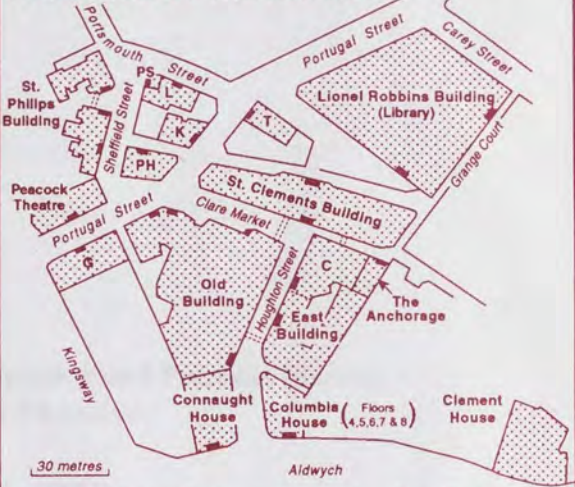
Calendar 1997-98

LSE/UNREGISTERED
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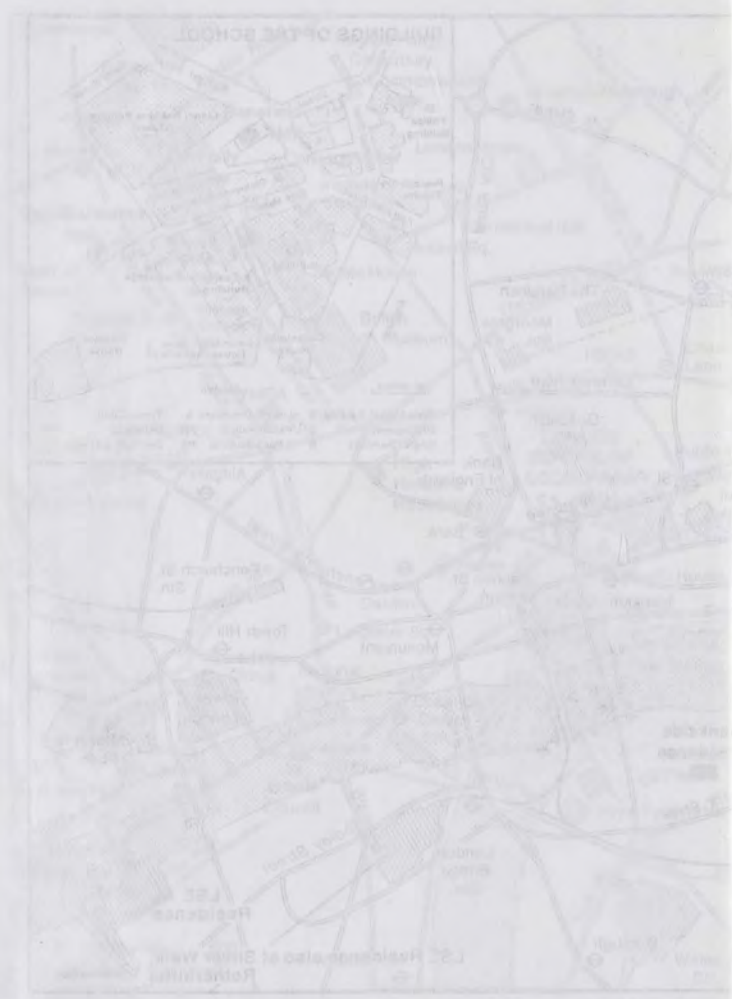


BUILDINGS OF THE SCHOOL



- | | | | | | |
|-----------------------|---|------------------|----|--------------------|-----|
| Clare Market Building | C | Lincoln Chambers | L | Tymes Court | T |
| 20 Kingsway | G | Parish Hall | PH | Entrances | ■ |
| King's Chambers | K | 1 Portsmouth St | PS | Connecting bridges | --- |

LSE Residence also at Silver Walk, Rotherhithe →



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

Calendar 1997-98

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London WC2A 2AE

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Calendar 1997-98

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Academic Officers

Director: Professor A. Giddens
Pro-Director: Professor S. Hill
Vice-Chairman of the Academic Board: Professor D. M. Downes
Vice-Chairman of the Appointments Committee: Professor G. W. Jones
Chairman of the Graduate School Committee: Professor D. F. J. Piachaud
Chairman of the Academic Studies Committee: Mr. N. Sims
Chairman of the Research Committee: Professor Lord Desai
Chairman of the Admissions Committee: Mr. N. A. Sims
Dean of Recruitment: Dr. J. E. Stockdale
Dean of the Graduate School: Mr. M. Steuer
Dean of Undergraduate Studies: Mr. C. W. Noke
Adviser to Women Students: Dr. E. Szyszczak
Adviser to Students with Disabilities: Dr. A. Best
Senior Tutor to General Course Students: Mr. M. Reddin
Programme Director for External Study: Mrs. R. Gosling

Dates of Terms**Session 1997-98**

Michaelmas Term: Thursday, 2 October 1997 to Friday, 12 December 1997

(Teaching begins Monday, 6 October 1997)

Lent Term: Monday, 12 January 1998 to Friday, 20 March 1998

Summer Term: Monday, 27 April 1998 to Friday, 3 July 1998

Session 1998-99

Michaelmas Term: Thursday, 1 October 1998 to Friday, 11 December 1998

(Teaching begins Monday, 5 October 1998)

Lent Term: Monday, 11 January 1999 to Friday, 19 March 1999

Summer Term: Monday, 26 April 1999 to Friday, 2 July 1999

Opening Times of the School Buildings

The School buildings are normally open as follows

In term: *Mondays to Fridays:* 8.00 a.m. to 9.30 p.m.
 (Via main entrances ONLY after 6.30 p.m. – after 9.30 p.m. identification is required).
Saturdays: 8.00 a.m. to 5.00 p.m. (Old Building & St. Clements Building ONLY are open via main entrances ONLY – after 5.00 p.m. identification is required). Access to other buildings via Main Lodge/Reception in Houghton Street – identification is required.
Sundays: Access via Main Lodge/Reception – identification is required.

In vacation: *Mondays to Fridays:* 8.00 a.m. to 6.30 p.m.
 (Old Building & St. Clements Building are open via main entrances ONLY from 6.30 p.m. to 9.30 p.m. – after 9.30 p.m. identification is required).
Saturdays & Sundays: Access via Main Lodge/Reception in Houghton Street – identification is required.

NOTE: Access to Kings Chambers, Lincoln Chambers, Tymes Court, St. Philips, Portsmouth Street, Grange Court, 20 Kingsway and the Anchorage is restricted after 7.30 p.m. and restricted at weekends. Access to Columbia House is restricted after 5.30 p.m. and at weekends. Clare Market Building opens between 8.00 a.m. and 11.00 p.m. in term-time and closes at 7.30 p.m. during vacations.

CALENDAR OF EVENTS 1997-98

(University Functions in italics)

September 1997

1	M	
2	T	
3	W	
4	Th	
5	F	
6	S	
7	S	
8	M	
9	T	
10	W	
11	Th	
12	F	
13	S	
14	S	
15	M	
16	T	
17	W	
18	Th	
19	F	
20	S	
21	S	
22		<i>University Michaelmas Term Begins</i>
23	T	
24	W	
25	Th	10.30 a.m. LSE OPEN DAY 4.30 p.m.
26	F	
27	S	
28	S	
29	M	
30	T	

October 1997

1	W	5.00 p.m. Lay Appointments Committee
2	Th	School Michaelmas Term Begins
3	F	
4	S	
5	S	
6	M	1.00 p.m. Meeting of the Professors of Economics
7	T	4.00 p.m. Working Party on Building Acquisitions 5.15 p.m. Standing Committee
8	W	2.00 p.m. Academic Studies Committee 4.30 p.m. Audit Committee
9	Th	12.00 noon Agenda Committee of the Academic Board 2.00 p.m. Research Committee 4.00 p.m. Athletics Committee
10	F	1.00 p.m. Academic Publications Committee
11	S	
12	S	
13	M	5.00 p.m. Site Development Committee
14	T	10.30 a.m. Nursery Committee 2.00 p.m. Academic Planning and Resources Committee 5.00 p.m. Finance Committee
15	W	10.00 a.m. Teaching Quality Assurance Committee 2.15 p.m. Standing Sub-Committee of the Appointments Committee/Promotions and Review Committee 4.30 p.m. Library Committee
16	Th	
17	F	
18	S	
19	S	
20	M	
21	T	10.00 a.m. Management Information Systems Steering Group 2.00 p.m. Admissions Committee
22	W	11.00 a.m. Sub-Committee on Continuing Education 2.00 p.m. Academic Board 4.30 p.m. <i>Executive Committee</i>
23	Th	10.30 a.m. Student Support and Liaison Committee 3.00 p.m. Communications Project Team
24	F	
25	S	
26	S	
27	M	2.00 p.m. LSE Health Service Committee 5.00 p.m. Committee on Undergraduate Studies
28	T	2.00 p.m. Academic Planning and Resources Committee
29	W	2.00 p.m. Examinations and Regulations Sub-Committee of the Graduate School Committee 2.00 p.m. External Programmes Sub-Committee
30	Th	
31	F	2.00 p.m. Dean's Committee for Research Students

November 1997

1	S	
2	S	
3	M	1.00 p.m. Meeting of the Professors of Economics
4	T	4.00 p.m. Working Party on Building Acquisitions 5.15 p.m. Standing Committee
5	W	2.00 p.m. Academic Studies Committee 2.00 p.m. Meeting of the Graduate Admissions Selectors 2.15 p.m. Appointments Committee 4.00 p.m. Equal Opportunities Committee
6	Th	10.30 a.m. LSE/UNISON Joint Committee 5.00 p.m. Communications and Development Committee
7	F	
8	S	
9	S	
10	M	
11	T	2.00 p.m. Academic Planning and Resources Committee 2.00 p.m. Safety Committee 5.00 p.m. Finance Committee
12	W	9.30 a.m. Information Systems Planning Committee 2.00 p.m. Dean's Committee for M.Sc. Students 2.00 p.m. External Programmes Sub-Committee
13	Th	12.00 noon Agenda Committee of the Academic Board 4.00 p.m. Library Panel
14	F	
15	S	
16	S	
17	M	4.00 p.m. Academic Committee
18	T	2.00 p.m. Admissions Committee
19	W	10.00 a.m. Teaching Quality Assurance Committee 2.00 p.m. Research Degrees Sub-Committee of the Graduate School Committee 2.15 p.m. Standing Sub-Committee of the Appointments Committee/Promotions and Review Committee
20	Th	2.15 p.m. Committee on External Academic Activities 4.00 p.m. Athletics Committee
21	F	2.00 p.m. Collegiate Board of Examiners
22	S	
23	S	
24	M	3.00 p.m. Catering Services Advisory Committee 5.00 p.m. Committee on Undergraduate Studies
25	T	4.00 p.m. Working Party on Building Acquisitions 5.15 p.m. Standing Committee
26	W	2.00 p.m. Academic Board 5.00 p.m. Joint Negotiating and Consultative Committee
27	Th	10.30 a.m. Student Support and Liaison Committee 2.00 p.m. Research Committee
28	F	11.00 a.m. Academic Support Staff Committee 1.00 p.m. Academic Publications Committee 1.30 p.m. Inter-Halls Committee
29	S	
30	S	

December 1997

1	M	1.00 p.m. Meeting of the Professors of Economics
2	T	2.00 p.m. Academic Planning and Resources Committee 4.30 p.m. Careers Advisory Service Committee
3	W	2.00 p.m. Graduate School Committee 5.00 p.m. Investments Committee
4	Th	
5	F	
6	S	
7	S	
8	M	
9	T	
10	W	2.00 p.m. Academic Studies Committee 4.45 p.m. Council 5.30 p.m. School Carol Service
11	Th	5.00 p.m. Court of Governors
12	F	School Michaelmas Term Ends <i>University Michaelmas Term Ends</i>
13	S	
14	S	
15	M	
16	T	
17	W	School Presentation Ceremonies
18	Th	
19	F	
20	S	
21	S	
22	M	
23	T	School buildings close
24	W	
25	Th	Christmas Day
26	F	Public Holiday
27	S	
28	S	
29	M	
30	T	
31	W	

January 1998

1	Th	New Year's Day
2	F	
3	S	
4	S	
5	M	School buildings re-open
6	T	
7	W	
8	Th	
9	F	
10	S	
11	S	
12	M	School Lent Term Begins <i>University Lent Term Begins</i>
		1.00 p.m. Meeting of the Professors of Economics
13	T	2.00 p.m. Academic Planning and Resources Committee 4.00 p.m. Working Party on Building Acquisitions 5.15 p.m. Standing Committee
14	W	10.00 a.m. Standing Sub-Committee of the Appointments Committee/Promotions and Review Committee 10.00 a.m. Teaching Quality Assurance Committee 2.00 p.m. Academic Studies Committee 4.30 p.m. Library Committee
15	Th	2.00 p.m. Research Committee 3.00 p.m. Communications Project Team 4.00 p.m. Athletics Committee 5.00 p.m. Finance Committee
16	F	
17	S	
18	S	
19	M	5.00 p.m. Committee on Undergraduate Studies
20	T	2.00 p.m. Admissions Committee
21	W	10.30 a.m. Student Support and Liaison Committee
22	Th	12.00 noon Agenda Committee of the Academic Board 4.30 p.m. Audit Committee
23	F	
24	S	
25	S	
26	M	2.00 p.m. LSE Health Service Committee
27	T	10.00 a.m. Management Information Systems Steering Group 2.00 p.m. Academic Planning and Resources Committee
28	W	2.00 p.m. Examinations and Regulations Sub-Committee of the Graduate School Committee 2.15 p.m. Appointments Committee
29	Th	5.00 p.m. Communications and Development Committee
30	F	2.00 p.m. Collegiate Board of Examiners
31	S	

February 1998

1	S	
2	M	3.00 p.m. Catering Services Advisory Committee
3	T	4.00 p.m. Working Party on Building Acquisitions 5.15 p.m. Standing Committee
4	W	2.00 p.m. Academic Board
5	Th	
6	F	
7	S	
8	S	
9	M	
10	T	2.00 p.m. Safety Committee
11	W	9.30 a.m. Information Systems Planning Committee 11.00 a.m. Sub-Committee on Continuing Education 2.00 p.m. External Programmes Sub-Committee 2.00 p.m. Dean's Committee for M.Sc. Students 3.30 p.m. Meeting of the Research Student Tutors
12	Th	12.00 noon Agenda Committee of the Academic Board 4.00 p.m. Equal Opportunities Committee
13	F	1.00 p.m. Academic Publications Committee 2.00 p.m. Dean's Committee for Research Students
14	S	
15	S	
16	M	
17	T	2.00 p.m. Academic Planning and Resources Committee
18	W	9.30 a.m. Standing Sub-Committee of the Appointments Committee/Promotions and Review Committee 10.00 a.m. Teaching Quality Assurance Committee 2.00 p.m. Academic Studies Committee 2.00 p.m. Research Degrees Sub-Committee of the Graduate School Committee 4.30 p.m. <i>Executive Committee (if required)</i>
19	Th	10.30 a.m. LSE/UNISON Joint Committee
20	F	9.30 a.m. Standing Sub-Committee of the Appointments Committee/Promotions and Review Committee
21	S	
22	S	
23	M	5.00 p.m. Committee on Undergraduate Studies
24	T	
25	W	2.00 p.m. Academic Board Special Meeting
26	Th	2.00 p.m. Research Committee 4.00 p.m. Athletics Committee
27	F	1.30 p.m. Inter-Halls Committee
28	S	

March 1998

1	S	
2	M	2.00 p.m. Student Support and Liaison Committee 4.00 p.m. Academic Committee
3	T	10.00 a.m. Management Information Systems Steering Group 2.00 p.m. Admissions Committee 4.00 p.m. Working Party on Building Acquisitions 5.15 p.m. Standing Committee
4	W	2.15 p.m. Appointments Committee 2.00 p.m. Graduate School Committee 5.00 p.m. Joint Negotiating and Consultative Committee
5	Th	10.30 a.m. Nursery Committee 12.00 noon Agenda Committee of the Academic Board 2.00 p.m. Academic Support Staff Committee
6	F	
7	S	
8	S	
9	M	1.00 p.m. Meeting of the Professors of Economics 5.00 p.m. Site Development Committee
10	T	2.00 p.m. Academic Planning and Resources Committee
11	W	9.30 a.m. Information Systems Planning Committee 2.00 p.m. Academic Studies Committee 2.15 p.m. Standing Sub-Committee of the Appointments Committee
12	Th	2.15 p.m. Committee on External Academic Activities 4.00 p.m. Library Panel 5.00 p.m. Finance Committee
13	F	
14	S	
15	S	
16	M	
17	T	
18	W	2.00 p.m. Academic Board
19	Th	5.00 p.m. Court of Governors
20	F	School Lent Term Ends
21	S	
22	S	
23	M	
24	T	
25	W	4.45 p.m. Council
26	Th	
27	F	
28	S	
29	S	
30	M	
31	T	

April 1998

1	W	
2	Th	
3	F	<i>University Lent Term Ends</i>
4	S	
5	S	
6	M	
7	T	
8	W	School buildings close
9	Th	
10	F	Public holiday
11	S	
12	S	Easter Sunday
13	M	Public holiday
14	T	
15	W	
16	Th	School buildings re-open
17	F	
18	S	
19	S	
20	M	
21	T	
22	W	5.00 p.m. Lay Appointments Committee
23	Th	
24	F	
25	S	
26	S	
27	M	<i>University Summer Term Begins</i> School Summer Term Begins 12.00 noon Agenda Committee of the Academic Board 1.00 p.m. Meeting of the Professors of Economics 5.00 p.m. Committee on Undergraduate Studies
28	T	2.00 p.m. Academic Planning and Resources Committee 4.00 p.m. Working Party on Building Acquisitions 5.15 p.m. Standing Committee
29	W	10.00 a.m. Teaching Quality Assurance Committee 2.00 p.m. Examinations and Regulations Sub-Committee of the Graduate School Committee 2.00 p.m. Academic Studies Committee 2.15 p.m. Standing Sub-Committee of the Appointments Committee
30	Th	10.00 a.m. Student Support and Liaison Committee 2.00 p.m. Research Committee 4.00 p.m. Athletics Committee

May 1998

1	F	
2	S	
3	S	
4	M	Public Holiday
5	T	2.00 p.m. Admissions Committee 5.00 p.m. Finance Committee
6	W	10.30 a.m. LSE OPEN DAY 4.30 p.m. 2.00 p.m. Academic Board 2.00 p.m. External Programmes Sub-Committee
7	Th	11.00 a.m. Sub-Committee on Continuing Education 3.00 p.m. Communications Project Team
8	F	11.30 a.m. Inter-Halls Committee
9	S	
10	S	
11	M	2.00 p.m. LSE Health Service Committee
12	T	
13	W	2.15 p.m. Appointments Committee 2.00 p.m. Research Degrees Sub-Committee of the Graduate School Committee
14	Th	10.30 a.m. Nursery Committee 11.00 a.m. Academic Support Staff Committee 4.30 p.m. Library Committee 4.30 p.m. Careers Advisory Service Committee 5.00 p.m. Investments Committee
15	F	2.00 p.m. Dean's Committee for Research Students
16	S	
17	S	
18	M	
19	T	10.00 a.m. Management Information Systems Steering Group 2.00 p.m. Academic Planning and Resources Committee
20	W	10.00 a.m. Teaching Quality Assurance Committee 2.00 p.m. Graduate School Committee 4.30 p.m. Executive Committee 5.00 p.m. Joint Negotiating and Consultative Committee
21	Th	12.00 noon Agenda Committee of the Academic Board 2.15 p.m. Committee on External Academic Activities 4.00 p.m. Library Panel
22	F	1.00 p.m. Academic Publications Committee
23	S	
24	S	
25	M	Spring Bank Holiday
26	T	Undergraduate examinations begin 5.15 p.m. Standing Committee
27	W	2.00 p.m. Academic Studies Committee 2.15 p.m. Standing Sub-Committee of the Appointments Committee
28	Th	10.30 a.m. LSE/UNISON Joint Committee
29	F	
30	S	
31	S	

June 1998

1	M	2.00 p.m. Student Support and Liaison Committee 4.00 p.m. Academic Committee 5.00 p.m. Site Development Committee
2	T	2.00 p.m. Safety Committee
3	W	9.30 a.m. Information Systems Planning Committee 2.00 p.m. Academic Board 5.00 p.m. Finance Committee
4	Th	12.00 noon Agenda Committee of the Academic Board 2.00 p.m. Research Committee 3.00 p.m. Catering Services Advisory Committee 4.00 p.m. Equal Opportunities Committee
5	F	9.30 a.m. Academic Support Staff Committee <i>University Summer Term Ends</i>
6	S	
7	S	
8	M	
9	T	2.00 p.m. Academic Planning and Resources Committee
10	W	2.15 p.m. Appointments Committee 4.30 p.m. SCR Strawberry Tea
11	Th	4.30 p.m. Audit Committee
12	F	
13	S	
14	S	
15	M	
16	T	
17	W	2.00 p.m. Academic Board Special Meeting Undergraduate examinations end
18	Th	
19	F	
20	S	Open Day (Sportsground)
21	S	
22	M	1.00 p.m. Meeting of the Professors of Economics 2.00 p.m. Committee on Accommodation 4.00 p.m. Academic Committee
23	T	4.00 p.m. Working Party on Building Acquisitions 5.15 p.m. Standing Committee
24	W	
25	Th	
26	F	
27	S	
28	S	
29	M	
30	T	2.00 p.m. Academic Planning and Resources Committee

July 1998

1	W	4.45 p.m. Council
2	Th	5.00 p.m. Court of Governors
3	F	School Summer Term Ends
4	S	
5	S	
6	M	
7	T	
8	W	
9	Th	
10	F	10.00 a.m. Collegiate Board of Examiners
11	S	
12	S	
13	M	
14	T	
15	W	
16	Th	School Presentation Ceremonies
17	F	School Presentation Ceremonies
18	S	
19	S	
20	M	
21	T	
22	W	
23	Th	
24	F	9.30 a.m. Academic Support Staff Committee (Annual Review Appeals Hearing)
25	S	
26	S	
27	M	
28	T	
29	W	
30	Th	
31	F	

History of the School

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

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

Once the University of London had reorganised itself in 1900 and established a Faculty of Economics and Political Science, the School joined the University, its three-year course providing the basis of the new B.Sc. (Econ.) degree. Since the formality of its new position required the School to regularise its constitution, it was incorporated as a limited company not trading for profit, on 18 June 1901, with Sidney Webb as Chairman of the Governors. Sidney Webb may have hoped that the study of society and social problems would lead to social, economic and political developments congenial to him and other Fabians; but he firmly established the principle that the School was not to be the servant of any political or economic dogma, but only of the impartial pursuit of knowledge and understanding. This was emphasized in the adoption by the School in February 1922 of the motto from Virgil (*Felix qui potuit rerum cognoscere causas*), and of the coat of arms depicting books (for learning) and the beaver 'as an industrious animal with social habits.'

Much of the development of the social sciences in this country has its origins in work done at the School. Five Nobel Prizes in Economics have been awarded to former members of Staff at the School (Sir John Hicks, Sir Arthur Lewis, Professor J. E. Meade, Professor F. A. von Hayek and Professor R. Coase); but, as the list of subjects in the original Articles of Association suggests, the School's work has concerned the social sciences in the widest senses of that term, both theoretical and empirical, quantitative and humanistic. Among further examples of the School's contribution may be cited the development of the Sociology department (the oldest in the country – the first lectureship was established in 1904), or of the department of Social Science and Administration, established in 1912 'for those who wish to prepare themselves to engage in the many forms of social and charitable effort' (later it offered one of the first university courses for professional social workers); Anthropology as it is currently practised owes much to the pioneering work at the School of Malinowski and others in the 1920s; in 1924, one of the first Chairs in International Relations was established at the School; in 1934, the first organized study of Criminology began at the School. Among many distinguished former members of staff may be mentioned Sir Raymond Firth, Morris Ginsberg, Harold Laski, T. H. Marshall, Michael Oakeshott, Sir Karl Popper, Lord Robbins, R. H. Tawney and Richard Titmuss.

The extent of the School's current research and teaching may be gauged from other sections of the *Calendar*. Neither is rigidly confined within departmental or subject boundaries. Efforts have been made to ensure that specialization does not prevent students from drawing on the insights of other approaches, to enable them to take a broader view. For many years advantage has been taken of the federal structure of the University of London to offer teaching on an intercollegiate basis in some subjects.

From the first it was intended that the School's work should be of service to the community. As early as 1903, members of staff were offering expert advice to a Royal

Commission on Taxation, and since then many have engaged in many forms of public service, in advising and participating in commissions and enquiries, in attachments as civil servants, in consultancy work at home and abroad; some have entered public life directly (Clement Attlee, later Prime Minister, lectured at the School in the early 1920s). Research at the School has been disseminated through a series of journals, starting with *Economica*, established in 1921. More recently, the School has developed publications such as *LSE Experts* to encourage greater access for a wider, general audience to research and consultancy services at the School. The School has also offered teaching designed to be of direct relevance to those in employment. At different times there have been special courses for specific groups such as railway staff, social workers, bankers, trades union officials, personnel managers and civil servants in many different branches of government. A B.Com. degree was offered, combining vocational and general training for business and commercial life; and much of the apparently more academic research and teaching of the School has been of direct value to business and commerce. The School also actively seeks to develop short courses and other forms of teaching outside the conventional degree patterns to suit the varied needs of different groups and organisations. Many of the School's former students have held important positions in industry and commerce, in the professions and in public service in many parts of the world. Some of the world's major businesses – and many of its governments – have been led by alumni of the School. At any one time, several Governors of Central Banks, dozens of Government Ministers and several scores of Members of Parliaments may be former students – as are over 30 members of the present United Kingdom Parliament.

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

However, the School is still in some important respects unusual among British universities. As the founders originally intended, the School welcomes 'mature' students – at present, about a quarter of each undergraduate intake. There is also a high proportion of postgraduate students (and, among them, of part-time students). From very early days, students have come to the School from many countries: in the 1920s and 1930s between 20% and 25% of students were from overseas, and in the 1960s, the proportion rose to about one-third and has now reached one-half. Similarly, the range of countries of origin of students has been wide; in 1921 the then Director claimed that at the School one could, in Samuel Johnson's words 'survey mankind from China to Peru' and among the countries represented were Albania and Georgia (in its pre-Soviet period of independence). Nowadays, as shown in the statistics published elsewhere in the *Calendar*, over 120 countries can be represented among the School's students, and though political and economic change may affect the fortunes of students from particular countries, the overall importance of overseas students in the School's life has not diminished.

Similarly, there are many contacts between the School and overseas organizations and academic institutions. Every year, some 100 academic visitors come from abroad to work at the School, and many eminent scholars and public figures have come to lecture and debate, or to attend seminars. Members of the School staff travel widely on academic business, and there are many fruitful international academic links.

One of the recurring themes in successive *Directors' Reports* has been the pressure of numbers and shortage of space. The School's situation close to the centres of government,

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

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

After the return to Houghton Street, student numbers began to rise, as they did nationally. Indeed, by the late 1950s, there was extreme competition for admission to university and pressure on facilities, leading to the Government enquiry chaired by Lord Robbins which reported in 1962 and led to the national policy of expansion of University facilities of the 1960s and 1970s. The School experienced its fair share of such pressures, and continued to search for more space. The St. Clement's Building opened in 1961 after conversion following its acquisition from the St. Clement's Press, who published and printed *The Financial Times* there. In the early 1960's, new universities were being established on 'green field' sites in several parts of the country, and there was discussion of a plan to move the School to completely new premises on a site offered by the London Borough of Croydon; but a location in central London was held to outweigh the benefits of campus life in Croydon. Connaught House, where the School's administrative offices are now centred, was leased in 1966 and purchased outright in 1989. The St. Clement's extension and Clare market building were opened in 1970 on the site of the former Government Laboratory and various houses previously rented by the School. One writer's view is that, as a result of piecemeal development over the years, 'the buildings bear the marks of growth by accident and accretion, connected by bridges and different levels, full of corridors that end abruptly, connections that no rational man could expect.' Other buildings have been used from time to time, notably on the 'Island Site' between Portugal Street and Sheffield Street. A little further afield, but still within walking distance of the School, are student residences (two of which were acquired through the generosity of the Anonymous Donor who has contributed so much to the wellbeing of the University of London). Since 1989, the School has acquired new residences near Tower Bridge, off Shaftesbury Avenue, and in Bankside; by 1996, the School owned one of the largest collections of residential accommodation in London. Land at New Malden has been used for playing fields since the 1920s.

Houghton Street remains, however, the focus of the School's life; and a major expansion became possible in 1978, when the British Library of Political and Economic Science moved into Strand House, the former headquarters of W. H. Smith and Son, now renamed the Lionel Robbins Building, in honour of the distinguished former member of staff and Chairman of the Governors who had led the successful appeal for funds to acquire the building. In one move, the School obtained 60% more space; for the major part of the 1980's there was reasonable room not only for teaching, but also for general amenities for staff and students. In subsequent years, much has been done to improve the appearance of Houghton Street; the

local authority was persuaded to close the street to motor traffic in 1975, and in 1982, an anonymous donor enabled the stonework to be cleaned, the street to be paved over, and plants to be established, to make a pedestrian precinct at the School's centre. In 1992, the School acquired the former St. Philip's Hospital in Sheffield Street. In 1995, the School acquired the Royalty Theatre, providing an excellent venue for major occasions. In 1996, Clement House on Aldwych added attractive new teaching and office space. The School continues to plan ways of making the Houghton Street area a more unified and attractive campus.

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

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 Professor Susan Strange, B.SC.ECON.
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 R.D. Theocharis, B.SC., PH.D.
 Mr. Cedric Thornberry, M.A., LL.B. (CAMBRIDGE), HON.D.UNIV. (OPEN).
 Mr. Eiji Toyoda, BSME (TOKYO).
 Dr. S. Toyoda, B.ENG. (NAGOYA), DR.ENG. (TOHOKU).
 The Right Hon. Pierre Elliott Trudeau, P.C., C.C., C.H., Q.C., M.A., LL.L., LL.D. (ALBERTA, QUEEN'S OTTAWA, DUKE, KEIO, ST.FRANCIS XAVIER, NOTRE DAME, DALHOUSIE, MCGILL), LITT.D. (MONCTON), F.R.S.C.
 His Honour Judge Stephen Tumin, M.A. (OXON).
 P. Ungphakorn, B.SC.ECON., PH.D.
 V.L. Urquidi, HON. C.B.E., B.COM., COM. ORDRE DES PALMES ACADEMIQUES, GRAN CRUZ DE LA ORDEN DE ALFONSO X EL SABIO, COM.LEG.D'HONN.
 P.A. Volcker, A.B., M.A., HON.DR. (HARVARD, PRINCETON, YALE, NEW YORK).
 Takeshi Watanabe, O.SACRED TREASURE (1st).
 The Right Hon. Lord Weinstock, B.SC.ECON., HON.D.SC. (SALFORD, ASTON, BATH, READING, ULSTER), HON.D.TECH. (LOUGHBOROUGH), HON.LL.D. (LEEDS, WALES), HON.F.R.C.R., F.S.S.
 Sir Charles Wilson, M.A., LL.D., D.C.L. D.LITT.
 T. Wilson, O.B.E., M.A., PH.D., HON.D.UNIV. (STIRLING), F.B.A., F.R.S.E.
 M.J. Wise, C.B.E, M.C., B.A., PH.D., HON.D.SC. (BIRMINGHAM), HON.D.UNIV. (OPEN), F.R.S.A., F.R.G.S., HON.F.L.I.
 Professor Sir Tony Wrigley, M.A., PH.D., F.B.A.
 B.S. Yamey, C.B.E, B.COM., F.B.A.
 The Right Hon. Lord Young of Dartington, B.SC.ECON., PH.D., LITT.D., D.UNIV.

Regulations as to Honorary Fellows

1. The Lay Appointments Committee of the Court of Governors shall consist of the Chairman and Vice-Chairman of the Court of Governors, the Director, the Pro-Director, the Vice-Chairman of the Academic Board, three lay governor members, three academic governor members appointed by the Standing Committee on the recommendation of the Academic Board and two student members appointed by the Standing Committee on the recommendation of the Students' Union.
2. The Court may, on the recommendation of the Lay Appointments Committee and with the concurrence of the Academic Board, elect as an Honorary Fellow of the London School of Economics and Political Science any past or present member of the School who has attained distinction in the arts, science or public life; and, exceptionally, any person who has rendered outstanding services to the School or its concerns.
3. No full-time member of the staff of the School shall be elected an Honorary Fellow.
4. Elections may be made annually in the Michaelmas Term. The number of persons elected shall not, save for special reasons considered adequate by the Court, exceed six.
5. Suggestions for election to Honorary Fellowships shall be invited annually by the Lay Appointments Committee in April from:
 - (i) each member of the Court of Governors
 - (ii) each member of the Academic Board
 - (iii) each Honorary Fellow
6. Not more than two suggestions are permitted from the same person in any one year. If two suggestions are made, one should be the 'lead' suggestion and the other a 'supporting' one. Every suggestion shall be made in writing, shall be signed by the person making it and shall be received by the Secretary not later than 15 September. Unless successful or withdrawn, it shall be regarded as current for three successive years, including the year of nomination, after which it shall lapse; but a fresh suggestion of the same name can be made.
7. The file of names suggested, past and current, shall be open to inspection in confidence by those persons who are to be invited, in accordance with regulation 5, to make suggestions.
8. In each year the Lay Appointments Committee shall, in the Michaelmas Term prior to the first ordinary meeting of the Academic Board, consider the current list of names suggested, and such other names as may be proposed in the course of their deliberations; and the names of persons recommended for election shall be arranged in alphabetical order in the report of the Committee.
9. The report of the Lay Appointments Committee shall be considered by the Academic Board at their first meeting in the Michaelmas Term and shall be transmitted by the Board, with such observations as they may think fit, to the Court of Governors for consideration at their meeting held in the Michaelmas Term.
10. After the report of the Lay Appointments Committee has been considered by the Academic Board, but before its transmission to the Court, the Director shall ask those who are recommended for election to Honorary Fellowships whether they would be willing to accept election. No such enquiry shall be made by those who suggest their names.

Academic and Research Staff

This list includes certain former members of the regular academic staff who are visiting teachers at the School, and does not include changes notified after 27 June 1997.

- Director:** Professor A. Giddens, B.A. (HULL), M.A., PH.D. (CANTAB.).
- P. Abell, B.SC., PH.D. (LEEDS); Eric Sosnow Professor of Management; The Interdisciplinary Institute of Management, Department of Sociology.
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- S. Almond, B.A., PH.D. (KENT); Research Officer, Personal Social Services Research Unit.
- Steve Alpern, A.B. (PRINCETON), PH.D. (NEW YORK); Professor of Mathematics.
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- M. Barzelay, A.B. (STANFORD), MPPM, PH.D. (YALE); Lecturer in Public Administration, Department of Government.
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 Professor Emeritus of Commercial Law.
 M. J. Wise, C.B.E., M.C., B.A., PH.D., HON.D.SC. (BIRMINGHAM), D.UNIV. (OPEN), F.R.S.A., F.R.G.S.,
 HON.F.L.I.; Professor Emeritus of Geography.
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 E. G. Zahar, M.A. (CANTAB.), M.SC., PH.D.; Emeritus Reader in Logic and Scientific Method.

Academic Departments

Regular staff only i.e. visiting teachers are not included. Changes notified after 27 June 1997 are not included.

Conveners of Department for the Session 1997-98

- Accounting and Finance:* Professor M. K. Power
Anthropology: Professor C. J. Fuller
Economic History: Professor N. F. R. Crafts
Economics: Professor C. A. Pissarides
Geography: Professor J. A. Rees
Government: Professor C. C. Hood
Industrial Relations: Dr. G. R. J. Richardson
Information Systems: Professor I. O. Angell
International History: Professor M. Knox
International Relations: Professor C. Hill
Law: Professor H. G. Collins
Mathematics: Professor N. Biggs
Operational Research: Dr. G. M. Appa
Philosophy, Logic and Scientific Method: Professor J. Worrall
Social Policy and Administration: Professor T. Dyson
Social Psychology: Michaelmas Term: Professor P. C. Humphreys
 Lent and Summer Terms: Professor R. M. Farr
Sociology: Professor E. V. Barker
Statistics: Dr. M. Knott

Departmental Tutors for the Session 1997-98

- Accounting and Finance:* To be appointed
Anthropology: Dr. J. Woodburn
Economic History: Dr. W. P. Howlett
Economics: Mr. J. J. Thomas
Geography: Professor D. K. C. Jones
Government: Mr. E. Thorp
Industrial Relations: Dr. J. Kelly
Information Systems: Dr. E. A. Whitley
International History: Dr. D. Stevenson
International Relations: Mr. M. Banks
Law: Dr. E. Szyszczak
Mathematics: Dr. A. J. Ostaszewski
Operational Research: Dr. John Howard
Philosophy: Dr. Thomas Uebel
Social Policy and Administration: Mr. D. Cornish
Social Psychology: Dr. A. Wells
Sociology: Dr. C. Badcock
Statistics: Mr. D. W. Balmer and Dr. A. Dassios

Departmental Administrative Staff

Departmental Administrators/Administrative Secretaries

- Accounting and Finance:* Vera Bailey
Anthropology: Margaret Bothwell
Economic History: Linda Sampson
Economics: Jenny Law
Geography: Susan Morgan

Government: Nicole Boyce, M.Sc.
 Industrial Relations: Sandra Bayne
 Information Systems: Ilse Redpath
 International History: Patricia M. Christopher
 International Relations: Hilary Parker
 Law: Angela White
 Mathematics: Elaine Rossi
 Operational Research: Brenda Mowlam
 Philosophy, Logic and Scientific Method: Patricia Gardner
 Social Policy and Administration: Jean Ingram
 Social Psychology: To be appointed
 Sociology: Susanne Umerski
 Statistics: Pippa Smith

Geography/Cartography Department Technical Staff

Andrew Patterson, B.Sc., M.Sc.ECON.: *Geographical Support Officer*
 Mina Moshkeri, B.Sc. (CNA): *Senior Technician (Cartography)*
 Jane Pugh: *Chief Technician (Cartography)*
 S. J. Brown, B.A. (LEICESTER): *Graphic/DTP Technician*
 D. Ryder: *Graphic/DTP Technician*

Social Psychology Department Technical Staff

Steve C. Bennett: *Chief Technician*
 Michelle Duxbury: *Technician (Multimedia)*
 Steve Gaskell: *Technician*

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 Professor M. Bromwich
 Dr. J. Danielsson
 Ms. Judith F. S. Day
 Mr. J. F. Dent
 Dr. R. A. Edwards
 Dr. P. Frantz
 Dr. M. B. Gietzmann
 Professor R. Macve
 Dr. P. Mella-Barral
 Professor P. B. Miller
 Mr. C. W. Noke
 Mr. R. Payne
 Professor M. K. Power
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 Mr. M. Trombetta
 Dr. P. Vitale
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 Dr. Fenella Cannell
 Dr. E. Francis
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 Dr. E. H. Hunt
 Dr. Janet E. Hunter
 Dr. P. A. Johnson
 Dr. William P. Kennedy
 Dr. Colin M. Lewis

Dr. H. Mercer
 Dr. M. S. Morgan
 Mr. S. Rosevear
 Dr. M.-S. Schulze

Department of Economics

Dr. Nicholas A. Barr
 Professor C. R. Bean
 Professor T. J. Besley
 Dr. P. Boone
 Dr. Margaret M. Bray
 Mr. J. E. S. Brown
 Professor Frank A. Cowell
 Professor Lord Desai of St. Clement Danes
 Dr. Christopher R. S. Dougherty
 Dr. L. Felli
 Dr. Stanislaw Gomulka
 Professor C. A. E. Goodhart
 Mr. U. Haegler
 Dr. V. A. Hajivassiliou
 Professor John H. Hardman Moore
 Dr. F. J. Hidalgo
 Dr. Brian Hindley
 Dr. A. Horsley
 Professor R. A. Jackman
 Dr. R. G. Keller
 Professor N. Kiyotaki
 Dr. Edward A. Kuska
 Mr. R. Lagos
 Dr. John S. Lane
 Professor P. R. G. Layard
 Dr. J. I. Leape
 Dr. E. G. J. Luttmer
 Dr. J. R. McCrorie
 Professor A. Manning
 Mr. A. Marin
 Mr. D. Marinucci
 Mr. C. Michelacci
 Dr. F. Ortalo-Magne
 Dr. M. Perlman
 Professor C. A. Pissarides
 Professor D. T. Quah
 Dr. S. Rady
 Dr. H. Rey
 Professor K. W. S. Roberts
 Professor P. M. Robinson
 Dr. Marcia M. A. Schafgans
 Dr. M. Schankerman
 Dr. Christopher D. Scott
 Professor John Sutton
 Mr. J. J. Thomas
 Professor A. J. Venables
 Dr. Christine M. E. Whitehead

Dr. Hugh Wills
 Dr. C. Xu

Department of Geography

Dr. S. H. Chant
 Professor P.C. Cheshire
 Dr. G. Duranton
 Dr. Stephen Glaister
 Mr. A. P. Gouldson
 Dr. F. E. Ian Hamilton
 Dr. E. M. M. S. João
 Professor David K. C. Jones
 Dr. D. Perrons
 Dr. A. C. Pratt
 Professor J. A. Rees
 Dr. J. D. Robinson
 Dr. A. Rodríguez-Pose
 Dr. Y. J. Rydin
 Dr. A. J. Thornley

Department of Government

Dr. S. Balfour
 Dr. Rodney Barker
 Mr. A. J. L. Barnes
 Professor Brian Barry
 Dr. M. Barzelay
 Mr. A. J. Beattie
 Dr. D.-E. Bubeck
 Professor J. C. R. Charvet
 Professor Janet Coleman
 Dr. V. T. Dimitrov
 Dr. K. M. Dowding
 Professor Patrick Dunleavy
 Dr. K. H. Goetz
 Dr. A. Guyomarch
 Dr. S. Hix
 Professor C. C. Hood
 Dr. J. Hughes
 Professor G. W. Jones
 Dr. S. Karmel
 Dr. P. J. Kelly
 Dr. R. Leonardi
 Professor D. C. B. Lieven
 Dr. C. Lin
 Dr. H. Machin
 Mr. John T. S. Madeley
 Dr. M. A. Mulford
 Professor Brendan O'Leary
 Dr. F. Panizza
 Dr. G. D. E. Philip
 Dr. E. Ringmar
 Dr. C. M. Schonhardt-Bailey
 Dr. M. Thatcher

Department of Industrial Relations

Dr. Birgit Benkhoff
 Dr. J. Coyle-Shapiro
 Mr. S. R. Dunn
 Dr. C. M. Frege
 Dr. John Kelly
 Dr. D. W. Marsden
 Professor D. Metcalf
 Dr. R. E. Peccei
 Dr. R. Richardson
 Dr. S. J. Wood

Department of Information Systems

Professor I. O. Angell
 Mrs. C. Avgerou
 Dr. J. Backhouse
 Dr. A. Cornford
 Dr. L. Introna
 Dr. J. M. Liebenau
 Dr. S. Madon
 Mrs. S. V. Scott
 Dr. J. Siemer
 Dr. S. C. Smithson
 Dr. E. A. Whitley

Department of International History

Dr. T. O. Anderson
 Dr. A. M. Best
 Dr. R. W. D. Boyce
 Professor John B. Gillingham
 Dr. J. M. Hanhimäki
 Dr. Janet M. Hartley
 Dr. T. J. Hochstrasser
 Dr. A. C. Howe
 Dr. C. J. Kent
 Professor B. M. B. Knox
 Dr. Anita J. Prazmowska
 Professor Paul Preston
 Professor Maria-José Rodriguez-Salgado
 Dr. Kirsten E. Schulze
 Dr. A. Sked
 Dr. David Starkey
 Dr. D. Stevenson

Department of International Relations

Mr. Michael H. Banks
 Dr. E. L. Benner
 Dr. C. Coker
 Mr. M. D. Donelan
 Dr. S. Economides
 Professor F. Halliday
 Professor C. J. Hill
 Dr. M. R. Hodges
 Mr. M. J. Hoffman

Dr. A. Inder Singh
 Dr. D. Josselin
 Dr. M. M. Light
 Professor J. B. L. Mayall
 Mr. J. P. Rosenberg
 Dr. I. H. Rowlands
 Dr. R. Sally
 Dr. G. Sen
 Mr. Nicholas A. Sims
 Dr. K. E. Smith
 Mr. G. H. Stern
 Professor P. G. Taylor
 Dr. Lord W. Wallace of Saltaire
 Mr. P. C. Wilson
 Mr. P. Windsor
 Dr. A. R. Wyatt-Walter
 Professor M. B. Yahuda

Department of Law

Professor Robert Baldwin
 Ms. A. Barron
 Mr. D. L. Bethlehem
 Dr. C. Beyani
 Dr. J. M. Black
 Mr. D. C. Bradley
 Mr. D. J. Chalmers
 Professor C. M. Chinkin
 Professor Hugh Collins
 Mrs. Vanessa M. I. Finch
 Mrs. Judith Freedman
 Dr. Julian Fulbrook
 Professor C. J. Greenwood
 Dr. C. Hadjiemmanuil
 Professor C. R. Harlow
 Professor T. C. Hartley
 Mr. Joe M. Jacob
 Professor N. Lacey
 Mr P. T. Muchlinski
 Mr. W. T. Murphy
 Mr. R. L. Nobles
 Dr. Jill Peay
 Mr. R. A. Pottage
 Mr. R. W. Rawlings
 Professor R. Reiner
 Professor Simon Roberts
 Dr. I. Roxan
 Mr. D. N. Schiff
 Mr. Colin D. Scott
 Mr. R. C. Simpson
 Dr. U-I. A. Stramignoni
 Dr. E. M. Szyzszak
 Professor G. Teubner
 Dr. S. E. Worthington
 Professor Michael Zander

Department of Mathematics

Professor Steve Alpern
 Dr. Martin Anthony
 Professor N. L. Biggs
 Dr. G. Brightwell
 Dr. Joan Davies
 Dr. Michele Harvey
 Dr. A. J. Ostaszewski
 Dr. J. P. M. Van Den Heuvel

Department of Operational Research

Dr. G. M. Appa
 Mr. R. G. Bevan
 Dr. John Howard
 Dr. D. C. Lane
 Dr. S. Powell
 Professor Jonathan Rosenhead
 Mr. L. J. Valverde

Department of Philosophy, Logic and Scientific Method

Professor N. L. D. Cartwright
 Mr. C. A. Callender
 Professor C. Howson
 Professor D.-H. Ruben
 Dr. T. E. Uebel
 Professor John Worrall

Department of Social Policy and Administration

Dr. J. D. Beall
 Dr. D. Billis
 Dr. Gillian E. M. Bridge
 Dr. J. W. Carrier
 Mr. D. B. Cornish
 Professor Bleddyn Davies
 Professor David M. Downes
 Professor Tim Dyson
 Ms. J. C. Falkingham
 Professor Howard Glennerster
 Dr. A. L. Hall
 Dr. M. E. Harris
 Mr. J. R. Hills
 Professor J. Hobcraft
 Mr. P. Kanavos
 Dr. K. Kiernan
 Dr. M. Kleinman
 Professor Martin Knapp
 Mr. C. M. Langford
 Professor Julian LeGrand
 Dr. D. Lewis
 Dr. S. P. Mangen
 Dr. E. Mossialos
 Dr. E. M. Munro

Professor M. J. Murphy
 Professor David F. J. Piachaud
 Dr. A. Power
 Ms. K. A. Rake
 Dr. Judith Rumgay
 Miss Sally B. Sainsbury
 Mr. F. Sassi
 Ms. R. K. Tunstall
 Dr. Gail Wilson
 Ellen Wratten

Department of Social Psychology

Dr. M. Bauer
 Dr. Catherine M. Campbell
 Dr. R. E. Collins
 Professor Robert M. Farr
 Dr. B. W. Franks
 Dr. G. D. Gaskell
 Ms. Marie-Claude Gervais
 Professor Patrick C. Humphreys
 Dr. Sandra Jovchelovitch
 Dr. Sonia M. Livingstone
 Dr. R. Mullan
 Ms. Gemma Penn
 Dr. Janet E. Stockdale
 Dr. A. J. Wells

Department of Sociology

Professor P. M. Abell
 Dr. C. R. Badcock
 Professor Eileen Barker
 Mr. M. C. Burrell
 Professor S. Cohen
 Dr. N. B. Dodd
 Professor Stephen R. Hill
 Dr. Christopher T. Husbands
 Dr. B. M. Hutter
 Dr. P. G. McGovern
 Mr. C. Mills
 Professor Nicos Mouzelis
 Professor P. E. Rock
 Dr. L. A. Sklair
 Mr. Angus W. G. Stewart
 Dr. A. W. Swingewood
 Dr. Steve Taylor
 Dr. E. A. Weinberg

Department of Statistics

Professor A. C. Atkinson
 Mr. D. W. Balmer
 Dr. B. J. N. Blight
 Miss Susannah A. Brown
 Dr. A. Dassios
 Dr. P. De Jong

Mrs. Jane I. Galbraith
Mr. M. J. Gilbert
Dr. John Howard
Dr. M. Knott

Dr. I. Moustaki
Mr. C. A. O'Muircheartaigh
Dr. Celia M. Phillips
Dr. F. Steele

Institutes

The School has established a number of institutes to provide a co-ordinated focus for teaching and research in subjects of contemporary importance to which several academic disciplines and departments contribute. Research and teaching carried on under the aegis of each Institute are described in the relevant sections of the *Calendar*. Some members of academic staff are formally attached to Institutes, as listed below; but many other members of the academic staff participate in the work of each Institute.

Development Studies Institute (DESTIN)

The Institute is concerned with teaching and research on development problems around the globe, including the third world, Eastern Europe and the less-developed regions of the developed world. It is responsible for the M.Sc. in Development Studies, and from 1997/98 is also offering an M.Sc. in Development Management.

Head of Institute: Professor Ashwani Saith
Chairman of Steering Committee: Professor Simon Roberts (Department of Law)
Programme Director: Dr. John Harriss
Academic Staff:
Dr. E. Brett
Dr. E. Francis
Dr. J. J. Putzel
Dr. I. Rowlands

The European Institute

The Institute is responsible for the development and coordination of teaching, research training and research about Europe in all departments and centres at LSE, for interdepartmental teaching and research, for public lectures and seminars, and for support and advice (with the Research and Consultancy Office) to all LSE researchers working on studies of Europe, both West and East, including Russia.

The Institute is responsible for the M.Sc. European Studies, the M.Sc. Political Economy of Transition in Europe, the M.Sc. Russian and Post-Soviet Studies the B.A. Russian Studies and for the School's contribution to the B.A. European Studies (joint degree with King's).

Director, Jean Monnet Chair in European Integration: Dr. Howard Machin (Department of Government)
Deputy Director, Lecturer in European Politics: Dr. Alain Guyomarch (Department of Government)
Publications Officer: Professor Gordon Smith (Professor Emeritus of Government)
Administrator: Mrs. Marian Clark
Secretary: Ms. Elizabeth Green

Principe de Asturias Professor of Contemporary Spanish Studies: Chair, Academic Management Committee

Professor Paul Preston (Department of International History)

Professor of Ethnicity and Nationalism:

Professor Anthony Smith

Reader in Contemporary Spanish Studies:

Dr. Sebastian Balfour (Department of Government)

Jean Monnet Senior Lecturer in EU Politics and Policy:

Dr. Robert Leonardi (Department of Government)

Lecturer in International and European Politics:

Dr. Spyros Economides (Department of International Relations)

DAAD Lektor in German Political Economy:

Dr. Jens Bastian

Lecturer in European Union Politics and Policy:

Dr. Simon Hix (Department of Government)

Research Fellows:
Dr. Carsten Holbraad

Dr. Jean Chalaby

Research Officers:
Mr. Stephen Woolcock

Mr. Jonathan Barton

LSE Gender Institute

The Institute's objective is to develop teaching and research in Gender Studies.

Chair of Steering Committee:

Professor N. Cartwright

Director:

Professor H. L. Moore (Anthropology)

MSc Course Tutor:

Ms. C. Martin

Administrator:

Ms. H. Johnstone

Lecturer in Gender Studies and Gender Theory:

To be appointed

Interdisciplinary Institute of Management

The Institute promotes interdisciplinary teaching and research in management and is responsible for the B.Sc. in Management.

Chairman of the Academic Management Committee:

Professor Simon Roberts

Director:

Professor P. Abell (Department of Sociology)

Deputy Director:	Professor Stephen Hill
Lecturer in Strategic Management:	Dr. S. Datta
Lecturer in Management:	Dr. J. D. Montgomery
Lecturer in Management:	Dr. A. Faure-Grimaud
Lecturer in Public Administration:	Dr. M. Barzelay (Joint post with Department of Government)
Reader in Management:	Dr. D. J. Reyniers
Joint Lecturer in Marketing:	Dr. Celia Phillips
Research Fellow:	Mr. Norman Flynn
Administrative Officer:	Ms. V. L. Elliot
Administrative Secretary:	Ms. Surinder Hunjan

Methodology Institute

The Institute's objective is to foster cross-disciplinary research and teaching to develop the use of common social science methodological tools.

Chairman of the Academic Management Committee:	Professor J. Hobcraft (Department of Social Policy and Administration)
Director:	Dr. G. Gaskell (Department of Social Psychology)
Lecturers:	Dr. M. Bauer (Joint post with Social Psychology) Dr. M. Mulford (Joint post with Government) Dr. F. Steele (Joint post with Statistics)
Institute Administrator:	Ms. S. Firth

Research Centres and Units

A significant proportion of the School's research is conducted in projects or programmes under the umbrella of a research centre or unit. A full account of the research undertaken in each centre or unit will be found in the section on Research elsewhere in the Calendar. Some staff are appointed to work on specific research programmes within the centres and units as listed below: but many other members of academic staff participate in research work in this way.

Suntory and Toyota International Centres for Economics and Related Disciplines

STICERD was established in 1978 with an endowment of funds donated by Suntory Ltd and the Toyota Motor Company Ltd of Japan.

Chairman	Professor H. Glennerster (Department of Social Policy and Administration)
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Research Staff:	Ms. T. Burchardt Mr. R. Burgess Dr. M. Evans Ms. K. Gardiner Mr. H. Gazdar Dr. J. Gomulka Mr. R. Hendry Mr. S. A. Hussain Ms. J. A. Litchfield
-----------------	--

Business History Unit

The Unit was founded in 1978 and is financed by a private trust

Director:	Dr. T. R. Gourvish
Senior Research Fellow:	Dr. R. G. Coopey
Research Officer:	Dr. S. O'Connell
Visiting Research Fellow:	Dr. M. Campbell-Kelly
Visiting Research Fellow:	Dr. D. Porter
Visiting Research Fellow:	Dr. N. Tiratsoo
Administrative Assistant:	Mrs. Sonia Copeland

City Policy Architecture and Engineering Programme

The programme was established in 1996 and is associated with the Department of Social Policy and Administration.

Director:	Mr. R. M. Burdett
Co-ordinator:	Ms. C. Jones

Asia Centre

Director:	Professor M. Leifer
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Centre for Economic Performance

The Centre was established by the ESRC in 1990 as a major interdisciplinary research centre. It comprises some sixty Research Associates and thirty paid research staff.

Director:	Professor P. R. G. Layard (Department of Economics)
Deputy Director:	Professor D. Metcalf (Department of Industrial Relations)
Executive Programme Directors:	(Corporate Performance and Work Organisation) Professor S. Nickell (Oxford) (Business Policy and Entrepreneurship) Sir Geoffrey Owen Professor P. Abell (Human Resources) Professor R. Jackman (Industrial Relations) Professor S. Machin

(National Economic Performance)
 Professor C. Pissarides
 (Post-Communist Reform) Dr. S. Estrin
 (International Economic Performance)
 Professor A. Venables
 (Discontinuous Change) Professor R. Freeman

Research Staff: Dr. P. Canziani
 Ms. S. Fernie
 Mr. P. Gregg
 Ms. S. Harkness
 Mr. D. Puga
 Mr. P. Robinson
 Dr. H. E. Steedman
 Dr. W. J. Wadsworth

Research Assistants: Approximately 30.

Administrative Officer: Nigel Rogers, B.Sc.

Administrative Secretary: Marion O'Brien

Information Systems Manager: Mr. Adam Lubanski

Information Officer: Ms. L. Matthew

Public Affairs Unit: Graham Ingham

Centre for Educational Research

The Centre was established in 1990

Director of Research: Dr. A. West

Research Staff: Mrs. A. P. D. Edge
 Mrs. C. Holdstock
 Dr. P. Noden
 Ms. H. M. Pennell
 Mrs. E. Stokes

Computer Programmer: Mrs. A. Hind

Office Manager: Mr. J. W. Wilkes

Centre for International Studies

The Centre was established in 1967, with the initial aid of a grant from the Ford Foundation.

Chairman of the Steering Committee: Professor J. B. L. Mayall
 (Department of International Relations)

Centre for the Philosophy of Natural and Social Science

The Centre was established in October 1990

Director: Professor N. Cartwright
 (Department of Philosophy, Logic and Scientific Method)

Post-Doctoral Fellow: Dr. E. S. Psillos

Administrative Secretary: Ms. K. H. Workman

Centre for Research into Economics and Finance in Southern Africa

The Centre was established in 1990, as a result of an initiative by the Commonwealth.

Director: Dr. J. I. Leape (Department of Economics)

Research Officer: Dr. Y. Khatri

Research Associate: Mrs. C. Jenkins

Researcher: Ms. L. Thomas

Administrative Secretary: Ms. S. Persaud

Centre for the Study of Global Governance

Director: Professor Lord Desai

Centre for Voluntary Organization

The Centre was established in 1987-88 with the support of a number of charitable trusts.

Director: Dr. David Billis
 (Department of Social Policy and Administration)

Assistant Director: Dr. Margaret Harris
 (Department of Social Policy and Administration)

Lecturer in the Management of Non-Governmental Organisations: Dr. David Lewis
 (Department of Social Policy and Administration)

Research and Dissemination Officer: Mr. C. Rochester

Computer Security Research Centre

Director: Dr. James Backhouse
 (Department of Information Systems)

Financial Markets Group

The Group was established in February 1987. The Group is directed by Professor David Webb. It has its own research staff and members are drawn from the Departments of Economics and Accounting and Finance.

Director: Professor David Webb
 (Department of Accounting and Finance)

Research Fellow: Dr. Anne Fremault Vila

Research Officers: Mr. Sylvain Friederich
 Dr. Haizhou Huang
 Dr. Jan Lemmen

Centre Administrator: Alison Brower

Greater London Group

The Group was founded in 1958

Chairman:	Professor G. W. Jones
Director of Research:	Mr. A. Travers
Administrative Secretary:	To be appointed

LSE Health

The Centre was established in 1994 as a multidisciplinary research centre within the Department of Social Policy and Administration, and is affiliated to the European Institute and the Department of Social Psychology. The centre also brings together members of the LSE academic staff from other departments working on health policy issues. The fundamental mission of LSE Health is to undertake research consultancy and training in the area of international health policy, and thereby influence international health policies and contribute to the School's presence and reputation in the area.

Chairman:	Professor Julian Le Grand (Department of Social Policy and Administration)
Director:	Dr. Elias Mossialos (Department of Social Policy and Administration)
Emeritus Professor of Social Policy:	Professor Robert Pinker
Chairman of the European Health Policy Research Network:	Professor Walter Holland
Lecturer in Health Policy:	Dr. Lucy Gilson
Lecturer in Health Policy:	Mr. Franco Sassi
Lecturer in Health Policy:	Mr. Panos Kanavos
Research Staff:	Mr. Paul Belcher Mr. Giovanni Fattore Dr. Julio Lopez-Bastida Mr. David McDaid Mr. Pankaj Rawal Dr. Jolanta Sabbat
Research Administrator:	Ms. Demetra Nicolaou
Secretary:	Ms. Anna Hanson

LSE Housing

LSE Housing was established in January 1989

Co-ordinator:	Dr. A. E. Power (Department of Social Policy and Administration)
Research Staff:	Ms. R. K. Tunstall (Department of Social Policy and Administration)

Mannheim Centre for Criminology and Criminal Justice

The Centre was established in 1990

Chairman:	Professor P. Rock (Department of Sociology)
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Personal Social Services Research Unit

Director:	Professor Bleddyn P. Davies (Department of Social Policy and Administration)
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Director of PSSRU at LSE:	Professor Martin Knapp (Department of Social Policy and Administration)
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Research Officers:	Dr. S Almond Mr. J. Fernández Mr. J. E. Forder Mr. S. M. Kavanagh Dr. J. Kendall Ms. L. M. Pickard Mr. R. Wittenberg
--------------------	--

Population Investigation Committee

The Committee was established in 1936

Chairman:	Professor John Hobcraft (Department of Social Policy and Administration)
Research Secretary:	Professor M. Murphy (Department of Social Policy and Administration)
Administrative Officer:	Mrs. D. Castle

Other Academic Organisations**British Journal of Sociology**

Journal Manager:	Jacqueline M. Gauntlett, B.A. (OPEN)
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Government and Opposition

Managing Editor:	Rosalind J. Jones, B.A. (NOTTINGHAM), M.A.
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INFORM (Information Network Focus on Religious Movements)

INFORM was established with the support of the Home Office and mainstream Churches in 1988 with the aim of obtaining and making available objective and up-to-date information about new religious movements or 'cults'.

Chairman: Professor Eileen Barker

Language Studies Centre**Director of the Centre**

B. S. Johnson

Academic Staff

Instructor in English as a Second Language:	E. G. Black
Instructor in French:	H. J. Didiot-Cook
Instructor in German:	Astrid Küllmann-Lee
Centre Administrative Secretary:	Marianna Tappas, B.SC.ECON.

Central Administrative Staff**Director**

Professor A. Giddens, B.A. (HULL), M.A., PH.D. (CANTAB.)
Private Secretary: Anne de Sayrah, B.A. (OPEN)

Pro-Director

Professor S. R. Hill, B.A. (OXON.), M.SC., PH.D.
Secretary: Janet Wolfe, B.A. (OPEN)

Secretary

Christine Challis, B.A., PH.D.
Personal Assistant: Lilian Frith

Academic Registrar: George Kiloh, M.A. (OXON.)

Secretary: To be appointed

Deputy Academic Registrar: Ian Stephenson, B.SC., PH.D., M.R.I.C.

Senior Assistant Registrar: Catherine Manthorpe, B.A., PH.D. (LEEDS)

Scholarships Officer: Suzanne Cullen, B.A.

Scholarships Team Leader:

Margaret Whitton, A.C.I.B., Grad. Dip. Finance

Administrative Officer (Graduate Office): To be appointed

Graduate School Registry Manager: Shola Alabi, B.A. (CNA)

Graduate Admissions Registry Manager: Eamon Wright, B.A.

Assistant Registrar (Undergraduate Office): David Ashton, B.A. (BRISTOL)

Admissions Officer: Louise Burton, B.A. (HULL)

Administrative Officer (Admissions): Mary Whitty

Administrative Officer (Registry): Janetta Futerman

Administrative Assistant (Registry):

Marion Hancock, B.SC. (PORTSMOUTH)

Team Leader (Registry): Irena Rach

Assistant Registrar (Systems): Patrick Wallace, B.A. (CANTAB.)

Editorial Co-ordinator, Official Publications: Gloria Henshaw

Student Recruitment Co-ordinator:

Carey Singleton, B.A. (LANCASTER), P.G.C.E.

Administrative Officer (Systems): Derek Cook, B.A. (EAST ANGLIA)

Administrative Officer (External Study): To be appointed

Senior Tutor to General Course Students: Mike Reddin, DIP in SOCIAL ADMINISTRATION

Estates Officer: Christopher Kudlicki, M.C.I.O.B. Chartered Builder.

Assistant Estates Officer (Projects): P. G. Seager, A.C.I.O.B., M.B.I.A.T., L.A.S.I.

Assistant Estates Officer (Operations): K. Foot

Energy Manager: F. Malik, B.SC. (KARACHI)

Building Projects Officer: To be appointed

IT Systems Manager: To be appointed
Operational Administrator: Valerie Reid

Finance Officer: Bryan Pearce, C.P.F.A.

Executive Assistant: Chandra Patel

Deputy Finance Officer: Norman Hill, B.SC., C.P.F.A.

Assistant Finance Officer: Nigel Stallard, B.SC., A.C.A.

Accountant: Catherine Hollyhead, B.SC., A.C.A.

Assistant Accountants: Gillian Lee, B.SC.

Tony Salzman, M.I.C.M.

Superannuation Officer: Eugene Kennedy

Payroll Officer: Patricia L. Barham

Supervisor, General Accounts Office:

Sean McNally, B.A., P.G.C.E., L.Mus.LSM.

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

Deputy Catering Manager: Gillian Passey, B.A.

Unit Managers (Brunch Bowl): T. A. K. Kose

L. Causley

Unit Manager (Staff Dining Room): Jacqueline Beazley, L.H.C.I.M.A.

Head of Personnel Services: Alison Johns, M.A. (OXON.), M.I.P.D.

Deputy Head of Personnel Services: Diane Cleak, B.A., M.A., LL.B., F.I.P.D.

Assistant Personnel Officer (Employee Relations):

Gail Keeley, B.A., M.I.P.D.

Recruitment Manager: Sita Gore, G.I.P.D.

Senior Management Information Officer and Records:

Margaret L. Seaward

Systems and Management Information Officer:

Simon Beattie, B.A., M.SC.

Academic Personnel Officer: Hannah Paton, B.A.

Committee Secretary: June Brown

Personnel Officer (Staff Development): To be appointed

Head of Research and Contracts Division: Neil Gregory, B.A., M.A., A.C.I.S.

Deputy Head of Research and Contracts Division: Angus Stewart

Head of Executive and Professional Education: Anne C. Brown

Divisional Office Manager: Michael Oliver

Research and Contracts Division Policy Coordinator:

Andrew Jones, B.A. (GREENWICH), M.SC. (KENT)

Divisional Administrative Secretary: Joanne Baker

Executive and Professional Education Projects Coordinator:

Victoria Matheson, B.SC.

Research and Contracts Division Accounts Coordinator: Kerry Fyffe

International Summer Schools Coordinator: Paul Myrmus, B.A.

European Research and Training Administrator: Jonathan Deer

Senior Assistant Secretary: Adrian Hall, B.A.

Planning Officer: Graham Morrison M.A. (EDINBURGH) F.C.I.S.

Assistant Secretary: Andrew Webb, B.A. (KENT), M.A.

Administrative Officer: Sarah Smith, B.A. (KENT)

Resource Centre Manager: Sue Wood

Administrative Assistants: Frances Reynolds, B.A.

Paul Nancarrow, B.A.

Academic Publications Officer: B. S. Friedgood, B.A., M.A., PG.C.E.

Head of Public Relations: Denise Annett, B.A., DIPLIS.

Press Office Manager: Deirdre French

Corporate Publications Manager: Sarah Dyson, M.A. (ST. ANDREWS), DPP

Assistant Information Officer: Fiona Whiteman, B.A.

Communications Officer: Toni Sym, B.A. (STIRLING), PG.C.E.

Press and Information Assistant: To be appointed

Photographic Unit: *Chief Photographer:* Carlo Faulds

Information Systems Manager: Alan Harrison, F.B.C.S.

Deputy Information Systems Manager: Christopher Cobb, B.SC. (CNA)

Support Analyst/Programmers:

Clifton Lindo, P.G.D.

Toritseju P. Mode, B.SC. (NIGERIA), M.SC. (SOUTH BANK)

R. K. Wallis, B.SC. (SUSSEX), M.I.BIOL.

Analyst/Programmers: Jane Godfrey, B.A. (SUSSEX)

Brian Young, B.SC. (GLASGOW)

Peter Sime

Ronald Riley, B.A. (LEEDS)

Database Administrator: P. Makkar, B.SC., PH.D.

Support Officer: Mike Bragg

Head of Accommodation Planning and Services:

M. G. Arthur, LL.B., A.K.C., A.C.I.S.

Facilities Manager: H. Edwards, H.N.C. (CNA), D.M.S. (STRATHCLYDE), M.I.MGT.

Environmental Services Officer: S. J. Black, M.A. (ABERDEEN), PG.C.E. (CNA)

Supplies Controller: M. Clark

Post Room Supervisor: K. Harvey

Reprographics Services Manager: S. Mitchell, B.A.

Telecommunications Manager: K. J. Pearson, M.T.M.A.

House Manager: B. N. Taffs

Teaching Room Services Manager: C. Hickson, B.SC.

Audio Visual Supervisor: R. V. Flood

Conference Manager: G. Delaney, B.SC.ECON.

Timetables Manager: K. Elliott, B.A.

Administrative Officer: To be appointed

Head of Residential Services:

D. Segal, B.A., PG.C.E. (CNA), PG.D.I.R.D.

Accommodation Officer: Paul Trivett, B.SC.ECON.

Residences Accountant: D. Wilson-Cole, F.C.E.A., M.A.A.T., M.A.B.E., A.I.MGT.

Marketing Officer: Mark Worrall, B.A. (BELFAST), B.I.M.

Residences Administrator: S. Macauley

Senior Nursery Officer in Charge: Claire Boyack, N.N.E.B.

See also Residential Accommodation below

LSE Foundation

Director of LSE Foundation: Richard Stevens, B.A.

PA to the Director: Hilary McEwan

Assistant Director/Overseas: Liam Fisher-Jones, B.A. (READING)

Fundraising Manager (UK): Roger Edgar, B.A. (LEICESTER)

Fundraising Executive: Vanessa Edwards, M.A.

Fundraising Executive: Patrick Hawke-Smith, B.A. (OXON.)

Fundraising Executive: Dorothy Johnson, B.A. (BRISTOL)

Fundraising Executive: Robert McCarthy, B.A. (WESLEYAN)

Fundraising Executive: Tariq Sadiq, B.A. (DUNELM)

Fundraising Assistant: Belinda Coletti

Research and Information Assistant: Emma Gummer, B.A.

Administrative Assistant: Jane King, B.SC. (UMIST)

Operations Manager: Julian Szego, B.SC, M.A. (SUSSEX)

Alumni Relations Manager: Regina (Reggie) Simpson, B.A., M.A. (KENT STATE)

Alumni Relations Assistant: Fran Malaree, B.SC.ECON.

Alumni Relations Assistant: Fiona Duffy, B.A.

Information Technology Services

IT Services Manager

David Dalby, B.SC.ECON., M.SC., M.B.C.S.

User Services Manager

Malcolm Keech, B.A. (OXON.), M.SC., PH.D., F.I.M.A.

Sam Thornton, M.SC. (ESSEX): *Training & Information Manager*

Alma Gibbons: *Specialist Applications Consultant*

Mary Stewart-David, M.A.: *IT Trainer*

Chavi Yogeswaran: *Information & Help Desk Officer*

Penny Page: *Information Officer & Data Preparation Supervisor*

Cluster Support Teams

Carol Hewlett, M.A. (OXON.), M.SC., M.B.C.S.: *IT Support Specialist*

Yvonne Ward: *IT Support Officer*

San Huang-Doran, B.A., M.SC.: *IT Support Specialist*

Paul Gee, B.SC., M.SC.: *IT Support Specialist*

Mark Reynolds, B.SC.: *IT Support Officer*

To be appointed: *IT Support Specialist*

Fraser Muir, B.SC.: *IT Support Officer*

Joanne Bourne, B.A., M.SC.: *IT Support Specialist*

Carole Simpson: *IT Support Officer*

Paul Jackson, B.SC., DIP. COMPUTER SCIENCE: *IT Support Specialist*

Mark Pack, B.A., D.PHIL.: *IT Support Specialist*

Henrico Coeur-de-Lion, H.N.D.: *IT Support Officer*

Kerrie Henderson, B.SC.: *IT Support Officer*

Adam Preston, B.A., M.SC.: *IT Support Specialist*

Peter Krawiecki, H.N.C.: *IT Support Officer*

Adam Bovington, B.SC.: *IT Support Specialist*

Mike McFarlane: *IT Support Officer*

Frank Srba, M.SC.: *IT Support Specialist*

Alem Million, B.ENG., M.SC. (ESSEX): *IT Support Officer*

Network Services

Raj Patel, H.N.D., C.N.E.: *Network Services Manager*

Michael Koh, M.SC. (SALFORD): *Analyst/Programmer*

Puneet Singh, B.SC., DIP. Accounting & Finance: *Technical Administrator*

Charles Affor: *Network Support Officer*

Salilanath Cooray, H.N.D.: *Technical Support Officer*

Martin Slade, B.SC. (ULSTER): *IT Development Officer*

Systems Development

Richard Kaczynski, B.SC, M.SC.: *Systems Development Manager*
 Rick Barns, B.SC.: *Analyst/Programmer*
 Jeremy Skelton, B.SC.: *Analyst/Programmer*

Office Administration

Maria Tortelli, B.A.: *Departmental Administrator*
 Elizabeth Dada, H.N.D.: *Departmental Secretary*

Operations

Derek Harper: *Operations Manager*
 Ian Harvey: *Supplies Officer*

LSE Health Service

Elizabeth Fender, B.SC. (WELSH NATIONAL SCHOOL OF MEDICINE), B.M., B.CH. (OXON.), D.P.M.:
Senior Partner and Director

John Kelt, B.SC. (EDINBURGH), M.B.CH.B. (EDINBURGH), D.F.M., M.PHIL. (GLASGOW), M.R.C.G.P.:
Partner

M. B. Byrne, M.B.CH.B. (LEEDS): *Part-time Partner*

R. Ratnavel, B.A. (OXON.), M.B.B.S., M.R.C.G.P.: *Part-time Partner*

J. F. Garner, B.SC., M.B.CH.B., M.R.C.PSYCH.: *Consultant Psychotherapist (Part-time)*

Valerie Little, B.SC.PHYSIOL., M.B., B.S., M.R.C.S., L.C.R.P.: *Health Service Officer
 (Gynaecologist) (Part-time)*

E. Barker, B.A., PG.DIP.: *Student Counsellor*

A. J. Storey, B.A. (CNA), DIP.PSYCH., M.SC.: *Part-time Student Counsellor*

J. M. Ede, L.D.S., R.C.S. (ENG.): *Dental Surgeon*

J. C. Leach, B.D.S.: *Dental Surgeon*

E. Rosemary Malbon, S.R.N., S.C.M., R.S.C.N., CERTIFICATE IN STUDENT COUNSELLING: *Senior
 Nursing Officer*

Catherine Duggan: *Practice Manager*

Jane Bridle: *Secretary/Receptionist*

V. Robertson: *Medical Secretary/Receptionist*

S. Little: *Receptionist*

A. M. Best, B.A. (LEEDS), PH.D.: *Lecturer in International History, Adviser to Disabled
 Students.*

Residential Accommodation**Bankside Hall**

T. J. Hochstrasser, M.A., PH.D.: *Warden*

A. P. Gouldson, B.A., M.SC.: *Academic Resident*

Richard M. Anderson, H.I.C.M.: *General Manager*

A. S. Lapping, B.SC., DIP. in Management: *Deputy General Manager*

S. B. Williams: *Accounts Officer*

Carr-Saunders Hall

J. J. Thomas, B.SC.: *Warden*

Sarah Vink, B.A. (MANCHESTER): *Acting Hall Bursar*

Passfield Hall

M. Perlman, B.B.A., PH.D.: *Warden*

Jill Martin: *Hall Bursar*
 Catherine Muir: *Deputy Hall Bursar*
 Carole Tew: *Caterer*

Rosebery Avenue

J. M. Hanhimäki, B.A., M.A., PH.D.: *Warden*

Mary W. Zanfai, M.H.C.I.M.A.: *Hall Bursar*

Joanne Mabbutt, B.SC., M.A., A.H.I.C.M.A.: *Deputy Hall Bursar*

To be appointed: *Caterer*

Butlers Wharf

J. Siemer, B.SC., M.SC., PH.D.: *Warden*

George W. Kane, B.A. (HULL), P.G.D.H.C.I.M. (GLASGOW): *Residence Manager*

High Holborn

Edward A. Kuska, B.A., PH.D.: *Warden*

S. Jons, B.SC. (CNA): *Residence Manager*

Jacquelyn Woodley, A.H.I.C.M.A.: *Deputy Residence Manager*

LSE Careers Service**Careers Advisers of the University of London Careers Service attached to the School**

Michael Tiley, M.A. (OXON.), F.C.A.: *Senior Careers Adviser*

Mary Baldwin, B.A.: *Careers Adviser*

Lesley Martin, B.SC., DIP.CG.: *Careers Adviser*

The Chaplaincy

The Reverend Neil Nicholls: *Anglican*

The Reverend Nadim Nassar: *Free Church*

Father Jeremy Fairhead: *Roman Catholic*

Father Alexander Fostropoulos: *Orthodox*

British Library of Political and Economic Science

LIBRARIAN & DIRECTOR OF INFORMATION SERVICES

To be appointed

ADMINISTRATION AND PLANNING (Library and IT Services)

Janet Wilkinson, B.A., DIPLIB., A.L.A., D.M.S.: *Deputy Librarian*
 Valerie Straw, B.A.: *Library Administrator & Project Coordinator*
 Barbara Levinson: *PA and Office Administrator*

INFORMATION SERVICES AND COLLECTION DEVELOPMENT

Maureen P. Wade, B.A., DIPLIB., A.L.A.: *Sub-Librarian*
 Simon Brackenbury, B.A.: *Data Librarian*
 Graham Camfield, B.A., M.A.: *Assistant Librarian*
 Heather Dawson, B.A., DIPLIB., A.L.A.: *Assistant Librarian*
 Kenneth M. Gibbons, M.A., A.L.A.: *Assistant Librarian*
 Christine G. James, M.A., A.L.A.: *Assistant Librarian*
 Frances Shipsey, B.A., M.A., A.L.A.: *Assistant Librarian*
 Rupert J. M. Wood, B.PHIL., M.A., DIPLIB.: *Assistant Librarian*
 Iain Baxter: *Senior Library Assistant*

ARCHIVES AND RARE BOOKS

G. E. Angela Raspin, B.A., PH.D., DIP.ARCHIVE ADMIN.: *Archivist*
 Susan Donnelly, B.A., DIP.ARCHIVE ADMIN.: *Assistant Archivist*

USER SERVICES

Janet Wilkinson, B.A., DIPLIB., A.L.A., D.M.S.: *Deputy Librarian*
 Caroline Lloyd, B.A., M.A., A.L.A.: *Assistant Librarian*
 Peter Dennison, B.A., M.SC.: *Principal Library Assistant (Document Delivery)*
 Joanne Taplin, B.A.: *Senior Library Assistant (Circulation Supervisor)*
 Graham Meredith: *Shelving Supervisor*
 Bridgette Cummings: *Photocopying Supervisor*

TECHNICAL SERVICES

Ben Wynne, B.A., DIPLIB., A.L.A.: *Acting Sub-Librarian*

Serials

Thalia Knight, M.A., A.L.A.: *Assistant Librarian*
 Susan Bates, B.A., DIPLIB.: *Assistant Librarian (part-time)*
 Elizabeth Fishman: *Principal Library Assistant*
 Nick Bostock, B.A., M.SC.: *Senior Library Assistant*

Official Publications

E. Jane Kent, B.A., DIPLIB.: *Assistant Librarian*
 Jane Neilson, B.A., M.PHIL., DIPLIB.: *Assistant Librarian*
 Giovana Bono, B.A., M.SC.: *Assistant Librarian (part-time)*
 Robert Warren: *Principal Library Assistant*
 Rachel Robinson, B.SC., M.A.: *Senior Library Assistant*
 Francesca Ward: *Senior Library Assistant*

Acquisitions (including Binding)

Beverly Brittan: *Taught Course Support Officer*

Sandra Pawley, B.A.: *Senior Library Assistant (Binding)*
 Irene Kiene: *Senior Library Assistant*
 Kathy Lee: *Senior Library Assistant*
 Mei Pang: *Senior Library Assistant (Study Packs)*

Cataloguing

Richard Leggott, M.A.: *Assistant Librarian*
 Penny Beveridge, M.A., A.L.A.
 Karen Prowse, B.SC., M.SC.: *Assistant Librarian (part-time)*
 Norman Cadge, B.A., A.L.A.: *Principal Library Assistant*
 Kevin Dolby, B.A., DIPLIB.: *Senior Library Assistant*

INFORMATION TECHNOLOGY SUPPORT

Tim Green, DIP.COMP.STUD.: *IT Support Team Manager*
 Anna Leith, B.A., DIPLIB., M.SC., A.L.A.: *Library System Project Manager*
 Michael McFarlane
 Anita Bardhan-Roy, B.A., DIP.INFO.SC. (CWIS)

SHAW LIBRARY

Alan Lowson, F.L.C.M., A.R.C.M., L.R.A.M., A.L.A.: *Principal Library Assistant*

INTERNATIONAL BIBLIOGRAPHY OF THE SOCIAL SCIENCES

Caroline Shaw, B.A., M.A.: *Editorial Manager*
 Clare Hunter, B.SC.: *Assistant Manager*
 Liam Earney, B.A.: *Editorial Assistant*
 Heather Moyes, B.A., M.SC.: *Editorial Assistant*
 Joanne O'Flannaghan, B.A.: *Editorial Assistant*
 Csanad Siklos, B.A., M.A.: *Editorial Assistant*
 Melinda Siklos, M.A., M.SC.: *Editorial Assistant*

EXTERNALLY FUNDED PROJECTS

Barbara Humphries, B.A., M.A., DIPLIB.
 John Paschoud, M.SC.
 Richard Trussell, B.A., M.A., A.L.A.
 Clare Mays, B.A., M.A.

Committee Members

Committees of the Court of Governors

STANDING COMMITTEE

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

Mr. P. J. Gillam }
 Mr. A. C. Gilmour } *Lay Governor Members*
 Miss K. M. Jenkins }
 Sir Michael Lickiss }
 Mr. K. A. V. Mackrell }
 Sir Gordon Manzie }

(Two vacancies) }
 The Director } *ex officio*
 The Pro-Director }
 The Vice-Chairman of the Appointments Committee }
 The Vice-Chairman of the Academic Board }
 The General Secretary of the LSE Students' Union }

Professor B. Barry } *nominated by the Academic Board*
 Professor N. Biggs }
 Professor H. G. Collins }
 Professor F. Halliday }
 Professor C. R. Harlow }
 Professor S. A. Roberts }
 One Student Governor }

Officer Responsible: The Secretary

COMMUNICATIONS AND DEVELOPMENT COMMITTEE

The Director } *ex officio*
 The General Secretary of the Student's Union }
 The Vice-Chairman of the Academic Board }
 The Chairman of the Campaign Committee }

The Dean of Recruitment } *nominated by the Academic Board*
 Mr. R. Burdett }
 Mrs. J. Freedman }
 Professor D. Webb }

Dr. R. Sally }
 Mr. D. Kingsley *Chairman* }

Mr. D. Goldstone }
 Ms. A. Lapping }
Officer Responsible: Ms. D. French

LAY APPOINTMENTS COMMITTEE

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

Professor N. Biggs }
 Professor H. Collins }
 Mrs. C. M. Patterson }
 Mrs. H. Sasson }
 Two Student Governor members }

Officer Responsible: Miss S. Wood

SITE DEVELOPMENT COMMITTEE

Mr. S. F. Wheatcroft } *Joint Chairman*
 The Director } *Joint Chairman*
 The Pro-Director } *ex officio*
 Students' Union General Secretary }
 Treasurer, LSE Students' Union }

Mr. A. C. Gilmour } *Lay Governor Members*
 Mr. D. J. Goldstone }
 Mr. J. Selier }
 Dr. A. Bhimani }
 Mr. R. Burdett } *nominated by the Academic Board*
 Professor M. Rodriguez-Salgado }
 Dr. R. Sally } *Academic member co-opted*
 Mr. Max Steuer }

Two student members }
Officer Responsible: Mr. M. Arthur

INVESTMENTS COMMITTEE

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

The Chairman of the Finance Committee } *Lay Members*
 The Chairman of STICERD }
 Vacancy *Chairman* }
 Dr. R. Altmann }
 Mr. S. Barclay }
 Sir Mark Weinberg }
 Mrs. J. Freedman *Academic Member* }

One student member }
Officer Responsible: The Finance Officer

Committees of the Academic Board

ACADEMIC PLANNING AND RESOURCES COMMITTEE

The Director } *ex officio*
 The Pro-Director }
 The Vice-Chairman of the Academic Board }

Professor C. Bean }
 Professor P. Cheshire }
 Dr. A. Cornford }
 Dr. G. Gaskell }
 Dr. M. Hodges }
 Dr. C. Husbands }
 Dr. G. Philip }
 Professor R. Reiner }
Officer Responsible: Mr. A. Webb

AGENDA COMMITTEE OF THE ACADEMIC BOARD

The Vice-Chairman of the Academic Board } *ex officio*
 Dr. G. Brightwell }
 Dr. M. Light }

Mr. T. Murphy
 Dr. M. Perlman
Officer Responsible: Mr. A. N. P. Hall

ACADEMIC STUDIES COMMITTEE

The Director
 The Pro-Director
 The Dean of Undergraduate Studies
 The Senior Tutor to General Course Students
 Mr. N. A. Sims *Chairman*

} *ex officio*

Dr. J. Backhouse
 Mr. D. Cornish
 Dr. A. Dassios
 Dr. K. Deng
 Mr. H. Didiot-Cook
 Dr. J. van den Heuvel
 Mr. M. Hoffman
 Dr. J. Howard
 Dr. J. Kelly
 Dr. P. Kelly
 Dr. P. McGovern
 Dr. P. Mella-Barral
 Dr. M. Mundy
 Dr. C. Phillips
 Dr. J. Robinson
 Dr. M. Schafgans
 Dr. D. Stevenson
 Dr. J. Stockdale
 Mr. J. Thomas

Officer Responsible: Mr. D. R. Ashton

COMMITTEE ON ACCOMMODATION

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

} *ex officio*

Dr. M. Anthony
 Professor A. C. Atkinson
 Dr. B. Benkoff
 Mr. J. C. R. Charvet
 Dr. N. Dodd
 Mr. C. Mills
 Mr. R. Nobles

The Secretary of the School
 The Librarian and Director of Information Services
 Two student members nominated by the Students' Union
Officer Responsible: Mr. M. Arthur

} *or their nominees*

CAREERS ADVISORY SERVICE COMMITTEE

The Director
 The Pro-Director
 Dr. R. W. D. Boyce *Chairman*
 Mrs. M. Hattersley
 Ms. A. Page
 Mr. S. F. Wheatcroft

} *ex officio*

} *nominated by the Court of Governors*

Mr. H. Didiot-Cook
 Ms. J. Hughes
 Dr. B. M. Hutter
 Dr. F. Sassi
 Mr. J. A. Abraham *External Member*
 Students' Union General Secretary
 Students' Union Education and Welfare Officer
Officer Responsible: Dr. I. Stephenson

COMMITTEE ON EXTERNAL ACADEMIC ACTIVITIES

The Pro-Director *Chairman*
 The Vice-Chairman of the Academic Board
 The Chairman of the Admissions Committee
 The Dean of Recruitment
 The Dean of Continuing Education
 Senior Tutor to General Course Students
 Director of European Institute
 Programme Director for External Study
 Chairman of the External Degrees Management
 Sub-Committee

} *ex officio*

Two other members of Boards of Examiners for
 the External B.Sc.(Econ.), B.Sc. Management
 and Diploma

Co-opted members: Dr. N. Dodd
 Dr. J. Hunter
 Mr. R. Jackman
 Dr. C. Phillips

Officer Responsible: Mr. P. J. Wallace

GRADUATE SCHOOL COMMITTEE

The Director
 The Pro-Director
 The Dean of the Graduate School
 Professor D. Piachaud *Chairman*

} *ex officio*

Professor P. Miller
 Professor P. Loizos
 Professor Ashwani Saith
 Dr. W. P. Kennedy
 Mr. R. Jackman
 Dr. A. Horsley
 Dr. S. Balfour
 Dr. S. Chant
 Dr. A. Pratt
 Mr. A. J. Beattie
 Dr. M. Sako
 Dr. S. Smithson
 Dr. C. John Kent
 Dr. G. Sen
 Dr. B. Johnson
 Dr. J. Fulbrook
 Dr. D. Reyniers
 Professor S. Alpern
 Dr. M. Bauer

Operational Research - To be advised

Professor C. Howson
 Dr. D. Billis
 Dr. C. Campbell
 Dr. L. Sklair
 Dr. M. Knott
 Ms. C. Jenkins
 Representative from the Master's
 Students' Sub-Committee
 Representative from the Research
 Students' Sub-Committee
Officer Responsible: Dr. Catherine Manthorpe

ACADEMIC PUBLICATIONS COMMITTEE

The Director
 The Pro-Director
 The Librarian and Director of Information Services
 The Library Archivist
 Mr. J. M. Jacob *Chairman*
 Dr. S. Economides
 Professor A. Smith
 Dr. S. Wood
Officer Responsible: Ms. Beverley Friedgood

} *ex officio*

INFORMATION SYSTEMS PLANNING COMMITTEE

The Pro-Director *Chairman*
 The Dean of Undergraduate Studies
 The Dean of the Graduate School
 The Students' Union Welfare and Education Officer
 Mr. R. Worcester *Lay Member*
 Dr. J. Board
 Dr. S. Glaister
 Mr. C. Mills
 Dr. C. Schonhardt-Bailey
Officer Responsible: Mr. G. Morrison

} *ex officio*

LIBRARY COMMITTEE

The Director
 The Pro-Director
 The Librarian and Director of Information Services
 The Chairman of the Library Panel (Mr. Ian Hay Davison)
 Students' Union General Secretary
 Students' Union Graduate Affairs Officer
 Professor C. Hill *Chairman*
 Ms. J. Beall
 Dr. E. M. Bertero
 Dr. K. Goetz
 Dr. M. Harris
 Dr. A. Howe
 Dr. P. Johnson
 Dr. J. I. Leape
 Dr. M. Thatcher
 An Academic Governor Member of the
 Library Panel
 Two student members nominated by the Students' Union

} *ex officio*

(Up to three further outside members)
Officer Responsible: Ms. J. Wilkinson

LSE HEALTH SERVICE COMMITTEE

The Director
 The Pro-Director
 (Adviser to Students with Disabilities) Dr. A. Best
 (Adviser to Women Students) Dr. E. Szyszczak
 Dr. J. W. Carrier *Chairman*
 Dr. D. Lewis
 Four student members
Officer Responsible: Ms. S. Macauley

} *ex officio*

STUDENT SUPPORT AND LIAISON COMMITTEE

The Director *Chairman*
 The Pro-Director
 The Vice-Chairman of the Academic Board
 The Dean of the Graduate School
 The Dean of Undergraduate Studies
 Students' Union General Secretary
 Students' Union Education and Welfare Officer
 Students' Union Treasurer
 The Convener of the Postgraduate Awards Panel
 The Convener of the Undergraduate Awards Panel
 The Chairmen of the Student Awards Panels
 One Student Governor member
Officer Responsible: Ms. S. Cullen

} *ex officio*

COMMITTEE ON UNDERGRADUATE STUDIES

The Director
 The Pro-Director
 The Dean of Undergraduate Studies *Chairman*
 The Senior Tutor to General Course Students
 The General Secretary of the Students' Union
 Students' Union Education & Welfare Officer
 One member of the academic staff of each department in the School other than the
 Department of Economics
 Two members of the academic staff of the Department of Economics
 One student member from each department in the School other than the Department of
 Economics
 Two student members from the Department of Economics
Officer Responsible: Mr. D. Ashton

} *ex officio*

TEACHING QUALITY ASSURANCE COMMITTEE

The Vice-Chairman of the Academic Board
 The Vice-Chairman of the Appointments Committee
 The Pro-Director
 The Dean of Graduate School
 The Dean of Undergraduate Studies
 Academic Staff Development Officer
 Dr. N. Barr
 Professor J. Coleman
 Mr. H. J. Didiot-Cook
 Mr. C. M. Langford

Chairman

Four student members

Officer Responsible: Miss R. Nixon

Committees Advisory to the Director

ADMISSIONS COMMITTEE (Undergraduate Courses)

The Director

The Pro-Director

Dean of Undergraduate Studies *Vice-Chairman*

Mr. N. A. Sims *Chairman*

Dr. M. Anthony

Dr. C. Callender

Dr. F. Cannell

Dr. S. H. Chant

Dr. A. Dassios

Dr. S. Datta

Ms. J. F. S. Day

Dr. N. Dodd

Ms. J. Falkingham

Dr. J. E. Hunter

Dr. B. S. Johnson

Dr. D. Josselin

Dr. J. Kelly

Dr. E. Kuska

Dr. D. Lane

Mr. T. Murphy

Dr. C. Phillips

Dr. A. Prazmowska

Mr. M. J. Reddin

Professor S. A. Roberts

Mr. E. Thorp

Dr. A. J. Wells

Officer Responsible: Ms. L. Burton

APPOINTMENTS COMMITTEE

The Appointments Committee consists of the Director, the Pro-Director, all departmentally-based professors, any other Conveners of departments and other 'heads of departments' (including the Librarian and Director of Information Services).

STANDING SUB-COMMITTEE OF THE APPOINTMENTS COMMITTEE

The Director

The Pro-Director

The Vice-Chairman of the Appointments Committee
(Professor G. W. Jones)

Professor M. Bloch

Professor F. Cowell

Professor C. Harlow

Professor B. O'Leary

Professor P. Rock

Professor D. Webb

Officer Responsible: Mrs. H. Paton

ATHLETICS COMMITTEE

Professor J. Mayall *Chairman*

Dr. E. A. Kuska *Vice-Chairman*

The Pro-Director

Professor J. Worrall *nominated by the Academic Board*

One representative of the Senior Common Room

The President of the Athletics Union

Internal Vice-Presidents of the Athletics Union

The External Vice-President of the Athletics Union

The General Secretary of the Athletics Union

The Treasurer of the Athletics Union

The Assistant General Secretary of the Athletics Union

Mr. R. Cresswell

Mr. M. Quinn

Officer Responsible: Ms. S. Macauley

ACADEMIC SUPPORT STAFF COMMITTEE

The Director

The Pro-Director

The Vice-Chairman of the Academic Board

The Vice-Chairman of the Appointments Committee

The Librarian and Director of Information Services

The Secretary

The Finance Officer

(Vacancy)

Mr. J. M. Jacob

Officer Responsible: Ms. D. Cleak

INTER-HALLS COMMITTEE

The Director

The Pro-Director

The Dean of Undergraduate Studies

The Dean of the Graduate School

One representative of the Students' Union

The Warden plus one student member from each of the complexes:

Carr-Saunders Hall (including the Maple St. and Fitzroy St. flats)

High Holborn

Passfield Hall

Rosebery Avenue Hall

Butlers Wharf Residence

Bankside

Silver Walk Residence

Officer Responsible: Ms. S. Macauley

NURSERY COMMITTEE

The Pro-Director *Chairman*

The Chairman of the LSE Health Service Committee (Dr. J. Carrier)

The Head of the LSE Health Service (Dr. E. Fender)

The General Secretary of the Students' Union or his/her nominee

One member of the Academic Board at the Director's discretion

One student parent

One staff member

The School Scholarships Officer

Officer Responsible: Ms. S. Macauley

ex officio

ex officio

representing the Economicals

Chairman

CATERING SERVICES ADVISORY COMMITTEE

The Director
 The Pro-Director *Chairman*
Representative of the Senior Common Room
Representative of the Administrative Staff Common Room
Representing the porters and maintenance staff
Representative of the Senior Common Room
Representative of the Administrative Staff Common Room
 The Treasurer of the Students' Union
 Four student members
Officer Responsible: Ms. S. Macauley

RESEARCH COMMITTEE

The Director
 The Pro-Director
 The Secretary
 The Librarian and Director of Information Services
 Professor Lord Desai *Chairman*
 Professor A. Atkinson
 Professor P. Cheshire
 Dr. M. Gietzmann
 Dr. J. Hughes
 Professor P. Humphreys
 Dr. B. Hutter
 Dr. D. Marsden
 Mr. P. Muchlinski
 Dr. A. West
Officer Responsible: Mr. A. Jones

SAFETY COMMITTEE

Mr. R. W. Rawlings *Chairman*
 Two representatives of the AUT
 One representative of MSF
 Two representatives of UNISON
 Three representatives of the TGWU
 The Head of the LSE Health Service
 The Assistant Secretary
 The House Manager
 The Deputy Catering Manager
 The School Nurse
 The Safety Officer
 The Administrative Officer (Library)
 The Information Technology Services Manager
 Three student members
Officer Responsible: Mr. C. Hickson

Sub-Committees of the Standing Committee

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 The Pro-Director
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FINANCE COMMITTEE

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 The Vice-Chairman of the Court of Governors
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} *ex-officio*
 } *Lay Governor Members*
 } *Academic Governor Members*
 } *Academic Members*

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 The Pro-Director
 The Librarian and Director of Information Services
 The Chairman of the Library Committee
 Mr. I. Hay Davison *Chairman*
 Sir Geoffrey Owen *nominated by the Standing Committee*
 Dr. H. Machin
 Dr. S. Wood
Officer Responsible: Ms. F. Reynolds

} *ex officio*
 } *appointed by the Academic Board*

Research

LSE is unique in the U.K. in its concentration on the social and economic sciences. Research of the highest international quality at the frontiers of knowledge is the hallmark of research at LSE. During its 100-year history of outstanding scholarship the School has played a key role in the development of the social and economic science disciplines. Indeed, from every discipline in the School, names of international distinction can be drawn.

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

While most research is conducted by individuals or by small groups of collaborating researchers, a significant proportion is organised in the form of projects or programmes, often under the umbrella of a research unit or centre employing several research staff. There are currently no less than 20 research centres and units at the School, plus several institutes having an involvement in research activities. Research centre and Units range in size from large multidisciplinary centres with annual turnovers measured in hundreds of thousands of pounds (e.g. STICERD and the Centre for Economic Performance) to small centres with more modest resources. Most of LSE's research centres and units are entirely financed by industry, commerce, research councils or charitable foundations. At present, the LSE's research groups are:

- Suntory and Toyota International Centres for Economics and Related Disciplines (STICERD)
- Business History Unit
- Centre for Asian Economy, Politics and Society (Asia Research Centre)
- Centre for Community Operational Research (SCORE)
- Centre for Discrete and Applicable Mathematics
- Centre for Economic Performance
- Centre for Educational Research
- Centre for International Studies
- Centre for Philosophy of the Natural and Social Sciences
- Centre for Research on the USA (CRUSA)
- Centre for the Study of Global Governance
- Centre for Research into Economics and Finance in South Africa (CREFSA)
- Centre for Voluntary Organisation
- Computer Security Research Centre
- Financial Markets Group
- Greater London Group
- Joint Centre for Survey Methods
- LSE Health
- LSE Housing
- Mannheim Centre for Criminology
- Population Investigation Committee

Also affiliated with the School, through the Department of Sociology, is the Information Network Focus on Religious Movements (INFORM).

Further details are given below.

The Institutes with involvement in research activities are:

- European Institute
- Development Studies Institute
- Gender Institute
- Interdisciplinary Institute of Management
- Methodology Institute

The School is successful in attracting funds, both private and public, for research purposes. In recent years LSE received a substantial endowment, from Suntory Limited and the Toyota Motor Company of Japan; £250,000 to establish the Business History Unit; over £1 million from City sources for the LSE Financial Markets Group; and £1.5 million from a charitable sponsor to establish the Centre for the Study of Global Governance. In addition, the School has been successful in attracting funds for new chairs which will stimulate and strengthen research. Funds for research raised from outside sources exceeded £9.3 million in 1995-96.

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

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

The School recognises the importance of individual research in the social sciences, and each year allocates from general funds a sum (approximately £246,000 for 1996-97) to the **Staff Research Fund**, which finances small research projects for which outside support is unsuitable or premature. Projects nurtured by small grants from the Staff Research Fund are often developed into proposals which go on to attract significant funding from outside bodies.

Consultancy is undertaken for a wide variety of clients on policy-relevant issues. Administration of consultancy projects is undertaken by Enterprise LSE (ELSE). Contact their office 0171-955 7128 to find out more about the School's Consultancy Services.

The LSE Research and Contracts Division was established to improve the level of administrative support for LSE's expanding funded research activities. LSE Research provides a comprehensive information, support and guidance service to academic staff seeking funding for their research. Its aim is to maximise income for research, particularly by developing new avenues of financial support and collaborative partnerships for research. For further information about LSE's research activities please contact the Head of Research Services and Contracts, Tel: 0171-955 7113 (direct line).

Full details of the current research interests of LSE staff are contained in the book **LSE Experts**. Copies are available free of charge to LSE staff.

Research Centres

Suntory and Toyota International Centres for Economics and Related Disciplines (STICERD)

The work of the Centres is directed by the Steering Committee consisting of: The Director, The Pro-Director, The Convener of the Economics Department, The Chairman of the School's Research Committee, The Chairman of *Economica*, and Professor A. B. Atkinson, Professor A. C. Atkinson, Professor B. Barry, Professor T. Besley, Dr. A. Best, Professor M. Bloch, Professor R. M. Farr, Professor H. Glennerster (Chairman), Professor C. Harlow, Mr. J. Hills (Deputy Chairman), Dr. J. Hunter, Professor M. Leifer, Professor D. Metcalf, Professor P. Miller, Professor M. Morishima, Professor B. O'Leary, Professor K. Roberts, Professor S. Roberts, Professor P. Rock, Professor D-H. Ruben, Professor A. Saith, Dr. C. Scott, Professor N. H. Stern and Professor A. Venables.

The Planning Sub-Committee consisting of Professors Besley, Glennerster, Harlow, Morishima, O'Leary, Saith, Venables, Drs. Hunter, Scott and Mr. Hills, meets regularly to consider applications to the Centres for support for research, and to discuss other aspects of the Centres' work.

The Centres' Chairman is Professor H. Glennerster, the Deputy Chairman is Mr. J. Hills, and the Computer Manager is Mr. Nic Warner. In addition to Professors T. Besley, F. Cowell, H. Glennerster, J. Sutton and Emeritus Professor M. Morishima, the following academic and

research staff are working with the Centres on various programmes: Mr. P. Agulnik, Ms. T. Burchardt, Dr. R. Burgess, Professor S. Coate, Dr. M. Evans, Ms. J. Falkingham, Ms. K. Gardiner, Mr. H. Gazdar, Professor M. Ghatak, Dr. J. Gomulka, Mr. R. Hendry, Mr. J. Hills, Dr. J. Hunter (Saji Research Senior Lecturer), Dr. A. Hussain, Dr. K. Kiernan, Professor J. Le Grand, Ms. J. Litchfield, Ms. G. Mueller, Mr. V. Nocke, Dr. A. Power, Mr. C. Schluter, Dr. C. Scott, Dr. M. P. Victoria-Feser, Ms. P. Vizard and Dr. J. Zhuang.

STICERD finances a wide variety of research by member of the School staff, both inside and outside the Centres. Areas of research recently undertaken include work on development economics and the reform of the Chinese economy, on the welfare state, on income distribution, research on industrial organisation and high technology industries, and on Japanese international studies. The Centres share with the Department of Economic History the Saji Research Senior Lectureship in Japanese Economic and Social History.

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

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

Series of seminars are organised in a variety of fields during the year, including the Theoretical Economics Workshop, the International Studies Programme Symposia, the Japanese Seminars, the Development and Distribution Seminars, the Economics of Industry Seminars and the Seminars on Welfare Policy and Analysis. Financial support is provided to the FMG for the Taxation Seminars and the Capital Markets Workshop.

The Centres publish, and distribute free of charge, discussion papers relating to the following subjects: Econometrics, Theoretical Economics, International Studies and Japanese Studies. The Programme for the study of Economic Organization and Public Policy, the proposed ESRC Research Centre for the Analysis of Social Exclusion, the Distributional Analysis Research Programme and the Economics of Industry Programme also produce a free discussion paper series. Twenty Occasional Papers have been produced which are for sale from the Centres.

The Centres are host to Academic Visitors and Distinguished Visitors from all over the world, welcoming them to participate in the academic life of the School and the University.

The above activities are financed by the income arising to the Foundation for Economic Research at LSE which was established in 1978 on the basis of funds donated by Suntory Ltd. and the Toyota Motor Company Ltd. of Japan.

The Centres provide accommodation and facilities for five research groups supported from various sources: the proposed ESRC Research Centre for the Analysis of Social Exclusion, directed by Mr. J. Hills; the Programme for the study of Economic Organization and Public Policy directed by Professor T. Besley (supported by grants from the Economic and Social Research Council, the Ford Foundation, the British Council and the Asia Foundation); the Economics of Industry Programme directed by Professor J. Sutton (with support from the Economic and Social Research Council); the Distributional Analysis Research Programme directed by Professor F. Cowell (supported by the Economic and Social Research Council and the Leverhulme Trust); and the Japanese Studies programme directed by Dr. J. Hunter.

Business History Unit

The Business History Unit, founded in 1978, is an internationally recognised research centre specialising in business history. It emphasises the wider aspects of the subject, building on the history of individual companies and encompassing business as a whole. In January 1989 Dr. Terry Gourvish succeeded Professor Leslie Hannah as Director. Since then approximately £1,800,000 in research income has been generated.

Dr. Gourvish is supported by an Administrative Assistant, Mrs. Sonia Copeland. Research staff are employed on the following projects: History of British Rail, 1974-97; Information

Technology Policy in Britain, 1945-1999 (Dr. Martin Campbell-Kelly, Dr. Richard Coopey), Mail Order Retailing in Britain (Dr. Dilwyn Porter, Dr. Richard Coopey, Dr. Sean O'Connell). In addition, there are several projects directed by scholars connected with the Unit, including Dr. Youssef Cassis (Big Business in 20th Century Europe); Dr. Peter Lyth (International Airlines Development); Dr. Dilwyn Porter (History of Financial Journalism); Dr. Nick Tiratsoo and Dr. Francesca Fauri (European Business Schools); and Professor Jim Tomlinson and Dr. Nick Tiratsoo (Productivity Policies, 1945-70). It also holds an EU TMR grant (Mr. Giuliano Maielli, Restructuring of the Italian and British Motor Industries). The Unit runs regular seminars for businessmen, staff and postgraduates and has a distinguished group of associates (former staff and others engaged professionally in business history outside the School) who contribute to its work. It also organises regular international conferences on themes in business history and has a discussion paper series. The BHU is host to a number of academic visitors. It currently has four research fellows: Dr. M. Campbell-Kelly (Warwick); Dr. Y. Cassis (Grenoble); Dr. D. Porter (Worcester College); Dr. N. Tiratsoo (Luton).

The work of the Unit is administered by a Steering Committee consisting of academics and businessmen. Its members are Dr. A. Giddens (LSE, Chairman), Professor P. Abell (LSE), Professor T. C. Barker (LSE), Mr. J. Bridgeman (Office of Fair Trading), Sir Michael Caine (Booker plc), Professor Nicholas Crafts (LSE), Mr. K. H. M. Dixon (Bass plc), Mr. J. Drysdale (Fleming Holdings), Mr. A. Eskenzi (City of London Corporation), Professor C. A. E. Goodhart (LSE), Mr. E. Green (Midland Bank plc), Mr. D. Grenier (Independent Investment Management Ltd), The Hon. Mr. Justice Jacob, Mr. R. Lambert (Financial Times), Professor R. Macve (LSE), Sir Jeremy Morse (Former Chairman Lloyds Bank plc), Sir Paul Newall (Lehman Bros), Sir Geoffrey Owen (LSE), Sir Peter Parker (LSE), and Dr. Stefan Szymanski (Imperial College).

Centre for Asian Economy, Politics and Society (Asia Research Centre)

The Centre for Asian Economy, Politics and Society [Asia Research Centre], established in January 1994, is a major new initiative at the LSE. The aim of the Centre is, first, to coordinate ongoing research and, second, to make a concerted use of opportunities for social science research opened up by economic growth and rapid economic and social transformations in East, South-East and South Asia. The academic disciplines contributing to the work of the Centre include business studies, economics, economic history, finance and accounting, law, politics, international relations and anthropology.

The focus of the Centre is on research and particular emphasis is placed on collaboration with academic institutions in Asian countries and the dissemination of findings to policy-makers and business and financial circles. The Centre will be organizing conferences and briefing workshops on various topical issues concerning Asia.

The research programme of the Centre for the coming years includes the following:

- Economic performance and the impact of government policy.
- The development and integration of Asian economies, including their role and place in world trade and finance, geography, social policy and administration and sociology.
- Relations between the central and territorial governments and regional diversity within countries.
- Regional security and the sources of conflict within the region.
- Social protection and security.

Soon after its foundation, the Centre elected Dr. Manmohan Singh, the Finance Minister of India, as its first Distinguished Fellow.

The Chairman of the Centre is Michael Leifer. Further information about the work of the Centre may be obtained from Athar Hussain, Senior Research Fellow of the Centre (Tel: 0171-955 7699; Fax 0171-242 2357).

Centre for Community Operational Research (SCORE)

Director: Professor Jonathan Rosenhead

The Centre exists to provide analytically-based assistance to community and voluntary groups, and to develop understanding of the scope, limitations and appropriate methodology

for such assistance. Organisational problems which may benefit from community operational research include acquisition of information technology (hardware, software); development of business plans; surveys; forecasting; evaluation of organisational effectiveness; strategy development; and model-based support for group decision processes. Analytic approaches which may be used include problem structuring methods and operational research techniques. The Centre draws on the expertise of members of the Operational Research group (as well as staff in other disciplines) at LSE, and of the national Community Operational Research Network.

Centre for Discrete and Applicable Mathematics

The Centre for Discrete and Applicable Mathematics (CDAM) was founded at the London School of Economics in the year of its centenary, 1995. The Centre aims to bring together the many strands of mathematical work being carried out at the LSE raising the profile of mathematics in the social sciences. CDM is particularly active in the following areas:

- Combinatorial Optimization
- Game Theory
- Theory of Economic Forecasting
- Artificial Neural Networks
- Complexity Theory
- Mathematical Programming
- Discrete Probabilistic Analysis
- Social Choice Theory
- Mathematics in Finance
- Rendezvous Search Theory

The first official activity of The Centre was the organization of the 1995 annual meeting of the Discrete Optimization Network (DONET). DONET is a consortium of eight European institutions working closely together on theoretical and practical aspects of Discrete Optimization.

CDAM Seminar: The weekly seminar at 1pm on Thursdays, has now been running for several years, and it has attracted good audiences from inside and outside the LSE. The seminar will continue at its traditional time, and it will be a regular meeting point for members of CDAM. We intend to arrange a programme of speakers which will reflect the wider horizons of the Centre.

Mathematics Preprint Series: Established in 1992, there are now over 100 papers in the series. It will continue as a joint CDAM/Mathematics Department enterprise, and here too we hope that future papers will reflect the wider horizons of the Centre. Anyone wishing to publish a preprint should contact Jan van den Heuvel.

The Steering Committee Members are Professor Lord Desai (Chairman), Professor Norman Biggs (Director), Dr. Graham Brightwell and Dr. Bruce Shepherd (Executive Directors), and Professor Anthony Atkinson.

Other Members of CDAM are Professor Peter Abell, Professor Steve Alpern, Dr. Martin Anthony, Professor Anthony Atkinson, Dr. Gautam Appa, Dr. Margaret Bray, Dr. Anthony Horsley, Dr. John Howard, Dr. Jeannette Janssen, Dr. Martin Knott, Dr. Jan Magnus, Dr. Adam Ostaszewski, Dr. Susan Powell, Dr. Diane Reyniers and Professor David Webb. For further information contact: Elaine Rossi, 0171 955 7732.

Centre for Economic Performance

The Centre was established in April 1990 as a major ESRC interdisciplinary research institute. It builds on and incorporates the former Centre for Labour Economics and is now the School's largest research unit.

The main aims of the Centre are to explain why some firms are persistently more successful than others, and why some countries' economies work better than others.

These issues can only be understood by an interdisciplinary approach. The Centre therefore draws not only on economics but also on psychology, sociology, industrial relations, accountancy, law, economic history, geography and social administration. The 60

senior staff, drawn from all these disciplines, are mainly members of the LSE teaching staff. Further key contributions come from staff at Sheffield (in the Social and Applied Psychology Unit), and Oxford (in economics and sociology).

The 30 or so junior staff are mainly research assistants working for Ph.Ds on an apprenticeship basis. This provides a real opportunity to attract and develop a core of well-trained social scientists in this area.

The Centre is directed by Professor Richard Layard, and the work of the Centre is organised under eight major programmes, each with programme directors having especial expertise: Corporate performance and work organisation (Professor S. Nickell, Dr. M. West), Industrial relations (Professor S. Machin), Human resources (Mr. R. Jackman), Business Policy and Entrepreneurship (Sir Geoffrey Owen and Professor P. Abell), National economic performance (Professor C. Bean, Professor C. Pissarides, Dr. D. Quah), Post-communist reform (Dr. S. Gomulka, Dr. P. Boone), Discontinuous Change (Professor R. Freeman) and International Economic Performance (Professor T. Venables).

The ESRC contributes £1.2 million a year and the Centre also has contracts with the DFEE, European Commission, Gatsby Trust F.E.F.C., the Leverhulme Trust, Nuffield Foundation, OECD and Rowntree Foundation. It also obtains support from business. The Centre runs jointly with The Economists a Senior Business Forum which meets three evenings a year, when members of the Centre present their findings to a selected group of senior executives.

As well as publishing a huge output of papers and books for academic audiences, the Centre also disseminates its research findings to a wider public through its tri-annual magazine, "Centrepiece".

Centre for Educational Research

The Centre was established in 1990 under the directorship of Professor Desmond Nuttall, formerly head of the Inner London Education Authority's Research and Statistics Branch. Dr. Anne West is now the Director of Research.

While the Centre continues to maintain an interest in education in the capital, other current research interests include the financing of education and educational policy research in the European Community. In addition to these core interests a range of other research and consultancy activities are regularly undertaken.

The current programme of research includes the following:

- 1 An examination of curriculum coverage and assessment in second level education across the EU/EEA funded by the European Commission.
- 2 An examination of the financing of school-based education in England.
- 3 An investigation of parental choice, involvement and expectations of achievement at school funded by the ESRC.
- 4 An international comparison of quality in higher education funded by BP.
- 5 An international comparison of evaluation in higher education funded by the European Commission.

Other recent research has examined schools' admissions policies since the Education Reform Act 1988.

Research and consultancy services are undertaken on a regular basis and clients have included the World Bank, the Office of Manpower Economics, the inner London boroughs, the Association for Colleges London Region, TECs and the local authority associations. Other work has been carried out for a range of charitable foundations.

For further information please contact the Centre's Office Manager on extension 7809.

Publications

Clare Market Papers produced by the Centre for Educational Research

No. 1 *Choosing Schools: Why do parents opt for private schools or schools in other LEAs?*

Anne West

- No. 2 *Choice at 11: Secondary schools' admissions policies in inner London.*
Anne West & Desmond Nuttall
- No. 3 *Students Income and Resources: A survey of students at the LSE.*
Andreas Varlaam & Adrian Walker
- No. 4 *What Makes Teachers Tick? A survey of teacher morale and motivation.*
Andreas Varlaam, Desmond Nuttall & Adrian Walker
- No. 5 *After ILEA: Educational Services in inner London.*
Hazel Pennell, Anne West & Desmond Nuttall
- No. 6 *Measuring and Resourcing Educational Needs: Variations in LEAs' LMS policies in inner London.*
Pam Sammons
- No. 7 *Choosing a Secondary School: The parents' and pupils' stories.*
Anne West et al
- No. 8 *Access to Higher Education: A profile of students on Access courses in London.*
Andreas Varlaam, Hazel Pennell & Anne West
- No. 9 *Changing Schools at 11: Secondary schools' admissions policies in inner London in 1995.*
Hazel Pennell & Anne West
- No. 10 *Teaching and Learning Processes in Inner City Infant Schools: Current policy and practice.*
Anne West, Jean Hailes & Pam Sammons
- No. 11 *Preparing Bilingual Students for Higher Education: Students' views on LSHAPE.*
Pearl Darko-Addai
- No. 12 *Evaluation of the New Early Years Admissions Policy in Tower Hamlets.*
Hazel Pennell & Anne West
- No. 13 *Parental Choice, Involvement and Expectations of Achievement in School.*
Anne West, Miriam David, Philip Noden, Ann Edge & Jackie Davies

Centre for International Studies

The Centre for International Studies was established as an enterprise in inter-departmental collaboration in 1967 with the initial aid of a five year grant from the Ford Foundation. Its prime purpose has been to encourage individual research to a large extent with a regional focus. Soviet and Chinese studies were encouraged at the outset but the range of interest has been extended to cover a number of regions including the Middle East and Europe.

The Centre is administered by a Steering Committee drawn from the departments of Economics, Law, Government, International Relations, International History and Social Policy & Administration. The Steering Committee assumes responsibility for recommending the appointment of up to six Visiting Fellows annually from home and abroad. The Fellows are lodged in their own room in Columbia House. No formal obligations are imposed on Visiting Fellows but they are expected to play some part in the intellectual life of the School especially through guest lectures and seminars. In 1995/96 the following Visiting Fellows were appointed: Margo Picken (The Ford Foundation); Professor J. T. Emmerson (Iowa State University); Mr. S. J. D. Schwartzstein (Defense Department, US Government); Dr. J. A. Scholte (University of Sussex); Margrethe Lundsager (US Department of the Treasury); Georgina Ashworth (CHANGE); Professor S. J. Nuttall (College of Europe); Dr. V. S. Boyko (Institute of Oriental Studies, Moscow); Dr. R. I. Ryzhenkov (Institute for Humanities & Political Studies, Moscow).

The Centre sponsors a monograph series in the field of International Studies published by the Cambridge University Press. Two volumes have recently been published: David Long, *J. A. Hobson's Approach to International Relations: an exposition and critique*; James Mayall (Ed.), *The New Interventionism: UN Experience in Cambodia, former Yugoslavia and Somalia*. A forthcoming book will shortly be published: Roger Louis, *Sir Anthony Eden and the Suez Crisis of 1956*.

The Centre is administered by a steering committee drawn from the sponsoring departments. For the present session its members are: Professor J. B. L. Mayall (Chairman),

Dr. A. Best, Mr. D. Bethlehem, Professor C. Greenwood, Professor F. Halliday, Professor C. Hill, Dr. B. Hindley, Dr. J. Kent, Professor M. Knox, Professor M. Leifer, Professor D. C. B. Lieven, Dr. M. Light, Dr. P. H. Lyon, Dr. H. Machin, Dr. S. P. Mangen, Professor P. Preston, Dr. A. Sked, Professor A. Smith, Professor G. R. Smith, Mr. M. D. Steuer, Dr. P. G. Taylor, Professor D. C. Watt and Mr. P. Windsor.

Centre for Philosophy of Natural and Social Science

The Centre was established in October 1990 with the aim of promoting the study of philosophical and methodological issues arising from the natural and social sciences, both within the School and more generally. These issues include the special problems of testing theories in the social sciences; the nature of causality in the natural and social sciences and the connections between probabilities and causes; transfers of methods between disciplines and the problems involved in such transfers; rationality and explanation; and the impact of social factors on the content and progress of science. The Centre moved into impressive new accommodation in Tynes Court in 1993, thanks to a generous anonymous donation.

The Centre organises seminars, lectures and workshops (this last year on topics ranging from Darwinian issues in the debates on social inequality, to the role of rights in the economic analysis of welfare and the philosophical foundations of quantum mechanics). A thriving visitors programme attracts distinguished visitors from abroad whose research interests overlap with those of Centre members. The Centre organised an international conference on *Methodological and Ethical Issues in Clinical Trials* in June 1991; and a major international conference on *Evolution and the Human Sciences* in June 1993. Research projects on modelling in physics and economics and on causality in medicine are underway.

The Director of the Centre is Nancy Cartwright, the Co-Directors John Worrall and Helena Cronin and the Administrative Secretary is Kate Workman. The Centre has a Steering Committee consisting of members of the School and representatives from other London colleges: Professor Peter Abell, Dr. Craig Callender, Professor Nancy Cartwright, Dr. Mary Morgan, Dr. Peter Urbach, Dr. John Worrall, Dr. Dorothy Edgington (Birkbeck College), Dr. Christopher Lawrence (Wellcome Institute), Professor David Papineau (King's College) and Dr. Andrew Warwick (Imperial College).

Centre for Research on the USA (CRUSA)

CRUSA, which was established in 1993, is (apart from research institutes in Berlin and Moscow) the only research centre in Europe devoted to social science analysis of the contemporary USA and its relations with the rest of the world, with an emphasis on US-European relations. In the UK (before CRUSA was established) there was no major research Centre dedicated to the study of the political, economic and social dynamics of the USA., even though each country is the leading foreign investor in the other, no other allies share such an extensive network of cooperation and commitment, and each is now a leading tourism destination for the other.

CRUSA's research priorities have been defined in three broad areas:

The Atlantic Relationship, The American Federal Experience and The Future of American Society.

1. **The Atlantic Relationship:** CRUSA will analyse the adjustments made by the United States to its relative loss of power among the industrialised countries and the choices it faces – unilateral, bilateral and multilateral action – as the world enters a new era after the Cold War. Will the USA continue to provide, and its partners continue to accept, leadership in the maintenance of economic, political and social stability – in the G7, the WTO, NATO and the UN? An ESRC funded project on US and European approaches to global economic regime formation commenced in 1994.
2. **The American Federal Experience:** An especially important issue for Europeans is the American model of federalism, and the division of political and regulatory power between central and regional authorities. CRUSA will study the American experience of federalism and its applicability (or otherwise) to the European context.

3. **The Future of American Society:** President Clinton was elected with a mandate for change in the US, and CRUSA will undertake research on the role of the federal government in addressing America's problems – waning industrial competitiveness, decaying infrastructure and inner cities, worsening race relations, escalating health-care costs and inadequate primary and secondary education. The scope for comparative research on such issues as health care, race relations, family structures, corporate governance and industrial policy is very great and the School has a depth of expertise in these issue-areas.

The Director of the Centre is Dr. Michael Hodges. Over twenty LSE teaching staff from nine departments are currently affiliated with the Centre. It is anticipated that academics from other institutions in Europe and the US will also participate, either as resident research fellows or on an interinstitutional basis, with dissemination of the research results worldwide using the LSE's established network and reputation.

Centre for the Study of Global Governance

The Centre for the Study of Global Governance was established at the LSE with an initial grant from the Maurice Laing and Rufford Foundations at an inaugural ceremony on 27 May 1992. It started regular operations with a small staff in October 1992. Since its inception, the Centre has established for itself an innovative initiative which straddles the space between academia, the policy-making world and the interested public. It has arranged public lectures by prominent international public servants and academics; disseminated discussion papers to a growing list of readers, arranged a high level small-scale intensive forum on global governance and will come out with two books before the end of 1995.

The Centre sees as its task:

- to enquire** into the origin and nature of urgent problems facing the globe, be they poverty, population growth, environmental degradation, human rights, migration of human populations, economic development or emergency relief, which are amenable to a global, i.e., multinational co-operative solution and to advance solutions with a view
- to inform** by way of public lectures, discussion papers, an Annual Forum and a Report, the interested public, so as to encourage a debate and dialogue about the problems and their possible solutions, so as
- to influence** agencies and organisations engaged in seeking and implementing solutions to these urgent problems.

Joanne Hay is the Administrative Secretary.

Current research projects include:

- The Economics of Globalisation;
- Measurement and Monitoring of Human Rights;
- The Nature and Legitimacy of the International Order.

The Centre shares many links with the Development Studies Institute (DESTIN). There are also contacts with many external organisations such as, UNIDO, UNDP, the World Bank, the Commonwealth Secretariat and The Commission on Global Governance.

Centre for Research into Economics and Finance in Southern Africa (CREFSA)

CREFSA was established in February 1990 (as the LSE Centre for the Study of the South African Economy and International Finance). It was founded as an initiative of the Commonwealth Heads of Government at their meeting in Kuala Lumpur in October 1989 and has become a leading centre of independent research into the management of international finance, foreign exchange policy, and domestic financial policy in South Africa. Since 1992, the Centre's research has also focused on economic and financial policy issues facing the Southern Africa region, with an emphasis on issues relating to policy coordination and economic integration. CREFSA has been funded by the UK Overseas Development Administration since 1994.

The Centre's objectives are twofold. First, to help inform economic policy, with particular reference to finance issues crucial to economic growth and development. Second, to contribute to specialist capacity on financial aspects of economic policy.

Underlying the Centre's efforts to achieve these objectives is a structured research programme that is responsive to emerging policy issues. The research is disseminated primarily through the Centre's broadly circulated *Quarterly Review* and also through the more formal *Research Paper* series.

This research provides the basis for the Centre's two other key activities. The first of these is the Centre's role as a catalyst for stimulating debate and further research through workshops and roundtable discussions. Secondly, the Centre is ideally equipped to provide capacity building opportunities for policy-makers and researchers in the form of training initiatives and visitor programmes.

The Director of the Centre is Dr. Jonathan Leape, Lecturer in Economics.

Centre for Voluntary Organisation

The Centre for Voluntary Organisation is part of the Department of Social Policy and Administration and was established at the School during 1987–88 with the financial support of a number of charitable trusts.

The Centre's work focuses on problems and issues arising in the organisation and management of voluntary agencies and groups. The aim is to provide an integrated programme in which research findings are tested and disseminated through publications, short courses, research workshops, postgraduate teaching and applied research projects. The Centre is responsible for two MSc. courses: (a) Voluntary Sector Organisation, and (b) The Management of Non-Governmental Organisations.

The Director of the Centre is Dr. David Billis, Reader in Social Services Organisation. The Assistant Director is Dr. Margaret Harris, Lecturer in Voluntary Sector Organisation. The NGO Lecturer is Dr. David Lewis. The Research and Dissemination Officer is Colin Rochester. The Centre has an Advisory Panel of distinguished representatives from the voluntary and statutory sectors.

The Centre co-sponsors with Case Western Reserve University the *Journal of Nonprofit Management and Leadership*, the first international specialist journal. Other publications of the Centre include Working Paper and Case Study series.

Recent and current research projects include a study of governance and change in housing associations funded by Joseph Rowntree Foundation, a series of seminars funded by ESRC on "Challenges for Voluntary Organisations in a Changing Social Policy Environment", an exploration of the organisational problems facing UK aid agencies and an examination of the work of religious organisations.

Research workshops have focused on topics such as contracting and voluntary agencies; the competing force of bureaucracy and informality in the voluntary sector; organisational structure and the role of management committees.

Computer Security Research Centre

Director: Dr. James Backhouse.

Centre Secretary: Jeanette Rasmussen, 0171 955 7968.

The Centre was opened in July 1991. The main research thrust is on the management of information security, comprising the social aspects of organisations, both formal and informal, as well as the purely technical.

Four unifying themes characterise current work. The broadest concept is the analysis of responsibility and the use of information in organisations. From that follow analyses of management policies, of security procedures and of the concept of risk to computer systems. Starting from an analysis of the way information is used in organisations, our work focuses on: the identification and classification of information systems security problems, the analysis and modelling of security in organisations, techniques, methods and software tools which embody our analyses and models.

The Centre is run by academic staff from the Information Systems Department, visiting scholars and postgraduate students following Masters and Doctoral programmes.

Research is made available through papers, seminars and via the Centre's own World Wide Web server: <http://www.csrc.lse.ac.uk>.

Current Research Projects

The Centre is currently involved in the following research projects:

The role of security management in organisations: This is an attempt to understand the role and function of security management and is using an interpretive approach. A particular element is the relating of information systems security to the underlying system of responsibility and authority.

Information and power: This is a study of the relationship between power and information and the application area is in information security. The investigation will lead to a model which will be applied in large computer using organisations who are developing security management.

Computer forensics: This project assesses the implications of the need for legal proofs for recording transactions as an element of information systems.

Information security and informal systems of control: Statistics on security breaches usually indicate that a large percentage of them are discovered 'accidentally'. This project aims to assess the nature and importance of the informal systems in delivering security.

CSRC Library

Relevant material for the study of information systems security comes from a diverse range of sources, including government reports, legislation, internal company documentation, conference and seminar proceedings, and commercial newsletters, bulletins, journals and newspaper articles. The Centre committed itself in 1994 to developing a library of relevant 'grey' literature. We aim to hold as much information as possible electronically and to use bibliographic and full text search techniques.

In 1994 the Centre has received funding from 3i Group Ltd and Abbey National Group Treasury to support research into computer security.

LSE Financial Markets Group

The LSE Financial Markets Group has completed its tenth year and its second year as an Economics and Social Research Council (ESRC) Research Centre. The mission of the FMG remains one of undertaking fundamental research into financial markets and examining their interaction with the real economy.

The Group is directed by Professor David Webb. It has its own research staff and members are drawn from the Departments of Economics and Accounting and Finance. The work of the Group is supported by the ESRC, and the DTI Technology Foresight Challenge and The Suntory and Toyota International Centres for Economics and Related Disciplines (STICERD) at the LSE provide additional funding for specific research projects.

The research of the Group is conducted through four principal research programmes: The Efficiency of Financial Markets and Asset Pricing directed by Dr. John Board; Market Microstructure directed by Dr. Ian Tonks; Financial Regulation directed by Professor Charles Goodhart and Corporate Finance directed by Professors Patrick Bolton and David Webb. Each of these research programmes has attached to them a number of research fellows, officers and assistants.

The dissemination of the Group's work takes place through Discussion Papers, which are generally technical in nature; Special Papers, which deal with more topical matters and are aimed at a more general readership; the FMG Review, which appears quarterly and provides non-technical summaries of recent DPs, SPs, conferences and seminars and also its two Annual Reports. Further information about the Group may be obtained from Alison Brower, centre administrator.

The Group's funding comes from two principal sources. During 1996 we received approximately £320,000 from the ESRC in the form of a core grant and supplements. The supplements included £41,646 to research Financial Factors in Innovation, £17,000 for archiving and data and £24,150 for computing and other resource needs. £6,750 was received as the first tranche of money to fund a new project into Innovation in London's Financial Markets. Approximately £180,000 was received from American, European and Japanese

financial institutions through corporate sponsorship and subscription schemes. Additional funding was received from STICERD and the LSE. Finally, two members of the Group, Markus Brunnermeier and Antoine Faure-Grimaud, have been successful in obtaining full funding through the European Commission's Training and Mobility of Researchers Programme for their research.

Members of the Steering Committee are:

Mr. Brian R. Cook, Bankers Trust International; Mr. Francis D'Souza, Citibank; Professor Anthony Giddens, Director, LSE; Professor Charles Goodhart, LSE; Mr. Mark Hendriks, SBC Warburg; Mr. Richard Jeffrey, Charterhouse Plc; Mr. Mervyn King, Bank of England; Mr. Robert Norbury, NatWest Markets; Mr. Richard Pratt, LIFFE; Mr. Brian Quinn (Chairman), Normura Bank International plc; Mr. John Trueman and Professor David Webb, LSE.

Greater London Group

The Greater London Group is a circle of LSE specialists in economics, political science, geography, social administration and other disciplines who share a common interest in the economy, government and social development of London. The Group's principal aim is to undertake policy relevant research by interdisciplinary collaboration. Constituted as one of the Research Centres of the School, the Group was founded in 1958 by the late William Robson, Professor of Public Administration and a world authority on issues of big city government, specifically to give evidence to the Royal Commission on Local Government in Greater London. The Group was influential in the debate which preceded the 1965 London government reorganisation. Analysis of the work of the GLC and the boroughs was published during the 1960s and 1970s.

GLC abolition in 1986 stimulated a renewed interest in the problem of how to achieve efficient, effective and accountable structures of government in the metropolis. The Greater London Group, reflecting these concerns, entered a new phase of activity. It submitted detailed evidence to the Government on the White Paper 'Streamlining the Cities'. A research team carried out a sector-by-sector examination of the impact of abolition, published in 1985 as *The Future of London Government*.

Following abolition, the Group published the *London Government Handbook*, which provided an account of the complex arrangements for governing the capital. In 1991, two studies were undertaken: one analysed *The Government of London*, while the second examined the operation of the *London Residuary Body* (which had been set up to assist in the abolition of the GLC). During 1997, a study of The New Government of London was published shortly before the government published a consultative document outlining a new system of London-wide government.

In addition to major projects, Group members are regularly involved in research and consultancy on London and metropolitan issues. Regular conferences and seminars are held at the LSE and elsewhere. Group members addressed a number of conferences during 1996 and 1997, including ones held by the Confederation of British Industry, London First, the London Research Centre, the Government Office for London, the Association of London Government and the Corporation of London.

Seminars held in 1996 and 1997 have involved – among others – London Pride Partnership, the Government Office for London, London Transport and a number of Members of Parliament. A London archive, consisting of policy papers and reports from the institutions most involved in London government, is maintained.

The Group's current officers are: Chairman: Professor George Jones (Government); Secretary: Mark Kleinman (Social Policy and Administration); Director: Tony Travers (Government/Geography).

PUBLICATIONS – since 1991 include:

T. Travers, G. Jones, M. Hebbert and J. Burnham, *The Government of London*, Joseph Rowntree Foundation, 1991.

- S. Glaister *et al*, *Transport Options for London*, Greater London Group, 1991.
- S. Glaister and T. Travers, *Meeting the Transport Needs of the City*, 1993.
- T. Travers, G. W. Jones and J. Burnham, *The Impact on Population Size on Local Authority Costs and Effectiveness*, Joseph Rowntree Foundation, 1993.
- S. Glaister and T. Travers, *An Infrastructure Fund for London*, Corporation of London, 1994.
- M. Hebbert and A. Dickens Edge, *Dismantlers: The London Residuary Body*, GLG/STICERD 1994.
- T. Travers, S. Biggs and G.W. Jones, *Joint Working between Local Authorities: experience from the Metropolitan Areas*, EMAP Publications, 1995.
- T. Travers, S. Glaister, D. Graham and A. Sorensen, *Urban Economy Impacts of London Congestion Charging*, MVA/Department of Transport, 1995.
- P. Bancroft, J. Doyle, S. Glaister, D. Kennedy and T. Travers, *London's Size and Diversity: The Advantages in a Competitive World*, Corporation of London/London Transport, 1996.
- T. Travers and E. Stokes, *The Arts and Cultural Industries in the London Economy*, London Arts Board, 1996.
- T. Travers and J. Weimar, *Business Improvement Districts New York and London*, Corporation of London, 1996.
- T. Travers and G. W. Jones, *The New Government of London*, Joseph Rowntree Foundation, 1997.
- S. Glaister and T. Travers, *Governing the Underground: Funding, Management and Democracy for London's Tube*, Centre for the Study of Regulated Industries, 1997.

Joint Centre for Survey Methods

The Survey Methods Centre was set up by Social and Community Planning Research in 1980, in association with City University, as a Designated Research centre funded by the ESRC. Its status as a DRC came to an end in September 1989. Funding has been provided jointly by SCPR, the London School of Economics, the Office of Population Censuses and Surveys and the British Market Research Bureau. The function of the Centre is to carry out a programme of research on methodological aspects of social surveys and to provide consultancy and teaching on survey methods.

LSE Health

LSE Health was established as a multidisciplinary research centre in the School in June 1994, bringing together members of the LSE academic staff from different departments working on Comparative Health Policy issues. The fundamental mission of LSE Health is to undertake research, consultancy and training in the area of international health policy, to influence thereby international health policies and to contribute to the School's presence and reputation in the area. LSE Health has grown dramatically in the last year, including 13 Core Research Team members and 34 Research Associates. LSE Health's teaching activities have also expanded. The Centre organises the Jean Monnet Module in European and Comparative Health Policy as an option to existing related M.Sc. courses and LSE Health is offering two intensive courses on: International Pharmaceutical Regulation and Business and the Economic Evaluation of Medical Therapies and Other Health Care Technologies. A new M.Sc. degree in International Health Policy is going to be launched in October 1998.

The LSE Health Steering Committee is chaired by Professor Julian Le Grand and the Centre's Director is Dr. Elias Mossialos. The current membership of the Steering Committee includes Professor Walter Holland (Chair of the European Health Policy Research Network), Dr. John Carrier (Department of Social Policy and Administration), Professor Howard Glennester (Department of Social Policy and Administration), Mr. Neil Gregory (The Head of Research Services), Professor John Hobcraft (Department of Social Policy and Administration), Professor Patrick Humphreys (Department of Social Psychology), Visiting Professor Ken Judge (Director of the King's Fund Policy Institute), Professor Jane Lewis (University of Oxford), Dr. Howard Machin (Director of the European Institute), Professor Alan Maynard (LSE and University of York), Ms. Demetra Nicolaou (LSE Health Research

Administrator), Professor Jonathan Rosenhead (Operational Research) and Mr. Angus Stewart (Deputy Head of Research Services).

LSE Health's activities involve conducting high quality research in all aspects of health policy, with a particular emphasis on European and other international health policy issues; promoting teaching in European and international health policy; publishing works of high quality in health policy; advising government and non-government bodies on health policy issues; establishing a database of research interests in the health area among LSE staff; establishing a European-wide network of similar organisations; providing information through publications and other means about international health policy developments; providing a forum for discussion in European and international health policy; mounting lecture and seminar series, workshops, conferences, short courses and summer schools; undertaking the co-ordination and submission process of bids for research projects and consultancies in the area.

Recent and current research projects include work on health care reform in six European countries and the reform of the health care systems of 17 OECD countries, a study of the socio-economic impact of Alzheimer's disease in the EU, citizens' views on priority setting in the 15 European Union states, cost containment policies in the 15 EU member states, an evaluation of training in the field of health economics and management, the evaluation of integrated health promotion and innovation in a network of European Cities, the structure of the European pharmaceutical industry, developing systems for health financing in Kyrgyzstan, the implementation of user charges in Tanzania, health care reform in Greece, pharmaceutical policies in Serbia and health information systems development in Croatia. These research projects have been supported by the Commission of the EC (DG III, DG V, DG X, DG XII), the European Parliament, the ODA, the OECD, the British Council, governments and NGOs and WHO. LSE Health has also been awarded the status of the WHO Collaborating Centre and is a member of the European Science and Technology Observatory.

LSE Health is also a founder member of the European Health Policy Research Network.

The Centre has published books, occasional and discussion papers. In conjunction with the European Health Policy Research Network, it also publishes 'Eurohealth', which provides a forum for policy-makers, academics and politicians to express their views on developments in Europe health policy.

LSE Housing

LSE Housing was established in 1989 in the Department of Social Policy and Administration as a centre for Research, Development and Consultancy. As a result of rapid changes in the housing world and the growing housing related problems of marginalisation, we have reorientated our work in the direction of area-based problems and regeneration, closely linked to social breakdown. The main areas of research and expertise are: housing finance and economic analysis; building, design and housing maintenance; housing management; resident consultation and tenant advice; European housing developments; and new housing initiatives.

LSE Housing provides advice to central and local government; government sponsored bodies, housing associations, tenants' organisations and co-operatives, other academic institutions and international bodies.

Recent research completed by the centre has included an 18 month project funded by the Joseph Rowntree Foundation examining polarisation and progress in 20 unpopular council housing estates between 1980 and 1995. The work was based on earlier research published in 1981, 1984 and 1991. We revisited 20 extremely disadvantaged areas to assess the effect of the changes introduced over the 16 years of Conservative Government and their impact on the most vulnerable to such changes.

Current work includes a major 5 year research and development programme for the Gatsby Charitable Trust Community Grants Scheme. LSE Housing is monitoring and evaluating the scheme and will be producing best practice guides for the development of small-scale self-help initiatives. We are also carrying out a 15 month study into the

establishment of a local housing company in L.B.Brent on behalf of the Housing Corporation. The study will lead to the production of a guide to good practice in the establishment of local housing companies. Future projects include a major study of low demand for housing and incipient area abandonment, funded by the Joseph Rowntree Foundation.

LSE Housing has international links with France, Belgium, Germany, Hungary, Bulgaria, Denmark, Japan, Sweden, Ireland and the USA. Research is being undertaken on the developments and initiatives on difficult to let estates in Northern and Southern Europe, and a study has been made (with other European researchers as part of the European Network for Housing Research) of the impact of economic and monetary union on national housing policies.

LSE Housing organises a programme of seminars and workshops and to date the themes have included; compulsory competitive tendering of housing management; housing associations as 'new managers'; the Right to Manage for council tenants, European Housing, homelessness and waiting lists; towards a viable private rented sector; polarisation and progress in social housing; the emergence of American ghetto trends in Europe; and Housing Plus – an agenda for social landlords.

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The Planning Committee for LSE Housing comprises Professor Howard Glennerster, Dr. Christine Whitehead, Mr. John Hills, Dr. Mark Kleinman and Mr. Michael Hatchett.

LSE Housing is co-ordinated by Dr. Anne Power, Department of Social Policy and Administration. Tel: 0171 955-6722.

Mannheim Centre for Criminology and Criminal Justice

The Mannheim Centre, established in 1990, is a consortium of academics, engaged in a wide range of teaching and research in the field of criminology and criminal justice, who are individually members of the departments of Law, Psychology, Social Policy and Administration and Sociology. The aims of the Centre are to provide opportunities for the advanced study of criminology and criminal justice through courses at the graduate level and to conduct and facilitate research in those fields, as well as to provide post experience courses and seminars for criminal justice professionals. Members of the Centre maintain close contacts with the judiciary, legal practitioners, the police, prison and probation services and other relevant agencies and individually offer expert advice as part of the wider system of LSE Experts.

In addition to conducting research, the Centre is responsible for the taught one year M.Sc. Degrees in Criminal Justice Policy and in Criminology.

Inquiries regarding the Centre may be addressed to Professor Robert Reiner, Department of Law (0171-955 7240/Fax 0171-955 7366), or Mr. Huw Rees, Department of Social Policy and Administration.

Population Investigation Committee

The Population Investigation Committee, which was established in 1936, is a research group concerned with the study of demographic questions and has been housed at the School since World War II. It is affiliated with the School and acts as adviser on questions of demographic research and teaching. *The Population Investigation Committee: A Concise History* by C. M. Langford was published in 1988.

Since 1947, the Committee has published *Population Studies*, the first English language journal devoted to the subject and one of the world's leading demographic publications. The first editors were Professor D. V. Glass (until his death in 1978) and Mr. E. Grebenik who retired as managing editor although continuing as a member of the editorial board. The new

managing editor is Mr. J. Simons, the other editors being Professor J. Cleland, London School of Hygiene and Tropical Medicine, Professor J. N. Hobcraft, of LSE, Professor Heather Joshi, City University, Mr. M. Murphy, of LSE, Dr. R. Schofield, Cambridge Group for the History of Population and Social Structure and Mr. I. Timaeus, London School of Hygiene and Tropical Medicine. The journal appears three times a year and has a large circulation of nearly 2,800, more than 85% of which is made up of overseas subscribers.

In collaboration with L.S.E., the Committee organised a postgraduate training programme in demography, focused on developing countries but accepting students from developed societies. Since its establishment in 1965, a large number of students have been admitted. In 1990, a major international symposium on *Demographic Training in the 1990s: Directions, Themes, Priorities?* was held to mark the 25th anniversary of this programme.

In 1981, the Committee set up a small grants scheme to encourage research work in population studies, and grants have been given to enable data to be collected in India, Italy, Swaziland, Sri Lanka and Malaysia, as well as in the UK. In addition, the Committee established in 1995 a Scholarship Fund, open to UK postgraduate students following an approved one-year Master's degree course in population studies; the first two scholarships were awarded for the 1996/7 academic year, but one student withdrew. Three scholarships will be offered for 1997/8.

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

INFORM (Information Network Focus on Religious Movements)

INFORM was established with the support of the Home Office and mainstream Churches in 1988 with the aim of obtaining and making available objective and up-to-date information about new religious movements or 'cults'. It is affiliated with the School through the Department of Sociology. INFORM has a large collection of data on computer and in various other forms (books, articles, cuttings, videos and cassettes), and is in touch with an international network of scholars and other specialists. Independently funded research is conducted on various subjects in conjunction with INFORM. Seminars are organised at regular intervals.

Inquiries may be addressed to the Chairman, Professor Eileen Barker, Department of Sociology (0171 955 7654; fax 0171 955 7679) if they wish to make use of INFORM's resources.

Institutes

Development Studies Institute

DESTIN was founded in School in 1990 to serve as a focal point for teaching and research in problems relating to the theory, policy and practice of development. It is closely associated with the Centre for Global Governance founded in 1992 of which Lord Desai is the current Director.

It has a small core staff, who are actively involved in research and policy advice in a number of countries. Their interests include problems of poverty, rural development and crisis management in Asia and Africa, politics and development, institutional reform at national and international levels, gender relations and the political economy of sustainable development at national and international levels.

Its members have done sustained work in India, China, Indonesia, the Philippines, Uganda, South Africa, Kenya, and Zimbabwe. In future we expect to develop these and other interests in association with the wide range of colleagues at the School with a strong interest in development studies.

The Institute is Directed by Professor Ashwani Saith, the Programme Director is Dr. John Harriss; the staff include Dr. Teddy Brett, Dr. James Putzel, Dr. Ian Rowlands and Dr. Elizabeth Francis.

The European Institute

The Institute aims to promote and coordinate research training and research about Europe at LSE and to provide support and advice (notably on European research agencies and funding) to all LSE researchers working on studies on Europe, both East and West. It develops contacts and networks with the Commission of the EU, with LSE alumni groups and other research centres throughout Europe.

Research within the EI

The Public Service Group, with support from the ESRC for its Converging Administrative Systems project has analysed the convergence of administrative structures and methods in the EU and also the recruitment, training and mobility of senior civil servants.

The Economic and Social Cohesion Laboratory, with support from the European Commission, is responsible for a major research project to measure and model the impact of the EU Cohesion structural fund projects. Other projects undertaken include City of Naples; The Europeanization of Urban Planning in the European Union; Economic Disparities in the Mediterranean Regions; and Financing of Local Investment Projects, City of Brescia.

The Cañada Blanch Centre for Contemporary Spanish Studies was set up in 1996 in order to promote research and teaching on the history, politics, economics, sociology and culture of contemporary Spain. It has an archival research centre with a range of holdings including microfilms, books and tapes. The Centre organises seminars and conferences and acts as a focus for the generation of undergraduate and postgraduate courses as well as doctoral and post-doctoral research on all aspects of contemporary Spain.

The Corporate Governance project which aims to assess the implications of competition between systems of corporate governance in Europe for companies and regulators in Britain and Germany is currently supported by The Anglo-German Foundation.

The Information Society Observatory has been established to provide a published analysis of and a database on information society issues and to conduct research into the socio-economic impact of the emerging information society. Its first annual conference on the theme Europeans in the Global Information Society was addressed by the EU Commissioner for industry, information technology and telecommunications.

The interdisciplinary Hellenic Observatory was inaugurated in October 1996 to develop research and undergraduate and postgraduate courses on the country's economics, society, politics and policy-making, and establish doctoral scholarships and post-doctoral fellowships for research on specific aspects of contemporary Greece. The holder of the newly-established Eleftherios Venizelos Chair of Contemporary Greek Studies will assume the directorship of the Observatory.

The Association for the Study of Ethnicity and Nationalism has an international, multidisciplinary membership of approximately 500 academics, researchers and students. Its journal *Nations and Nationalism* is published three times a year and is the only scholarly journal in the English-speaking world which is specifically concerned with the study of nationalism in all regions of the globe. In addition to its journal, *ASEN* publishes a bi-annual Bulletin, and hosts a range of seminars, lectures and conferences. 1996 saw the inauguration of the Ernest Gellner Nationalism Lectures, the first of which was delivered by Professor Anthony D. Smith. In April 1997, the Seventh Annual *ASEN* Conference addressed the pressing topic of Nationalism and Democracy and, like those which preceded it, attracted a large, international audience.

Gender Institute

The LSE Gender Institute is based on the notion that we cannot understand change in the modern world without empirical and theoretical analysis of the changing nature of social

relations between women and men, and established with the support of 12 departments of the School in 1992, the Gender Institute aims to develop an interdisciplinary approach to the analysis of gender relations.

Its research programme has five components:

- (i) the analysis of gender relations and the reconstruction of societies in situations of war and civil conflict;
- (ii) reproductive rights and citizenship, with a particular focus on women's reproductive health, the implications of the ageing of the population in industrialised and developing nations for patterns of care and citizenship, and the AIDS epidemic;
- (iii) mass consumption and the changing household, with special attention to issues of gender and ethnic identity, consumption and credit, and social/economic relations between public and private contexts;
- (iv) entrepreneurship, industrialisation, and the analysis of gendered labour markets, with special attention to women in business and industry, and flexible labour deployment;
- (v) methodological and theoretical issues, most especially the development of new models for the analysis of gender in the social sciences.

Interdisciplinary Institute of Management

The Institute's research programme covers studies into the problems of Management in the Public Sector, the Management of International Organisations, Entrepreneurship, the Economic Implications of Profit Sharing, and the Market for Corporate Control. In addition, fundamental research into formalising case studies, game theoretical models of organisations, and applied time series analysis is well established.

Current studies include:

- 1 Management in the public sector.
- 2 Managerial motivation in take-overs and mergers.
- 3 The impact of profit and equity sharing on firm performance.
- 4 The motivation of the self-employed.
- 5 Statistical modelling for managerial decision making.
- 6 Combining statistical and qualitative data in research programmes.
- 7 The development of an interdisciplinary theory of the organisation of the firm.

Methodology Institute

The mission of the Methodology Institute is to become a national centre of excellence in methodology. Specifically, the Institute was set up to coordinate and provide a focus for methodological activities at the School, in particular in the areas of research student (and, potentially, staff) training and of methodological research. The Institute is an interdisciplinary group and its primary role is to facilitate collaboration between departments.

The Institute is responsible for two major research programmes:

- 1 The **Cognitive Survey Laboratory (CogLab)**, in collaboration with the Department of Social Psychology, Gaskell and O'Muircheartaigh.
- 2 **Latent Variables in Social Science**, part of the Analysis of Large and Complex Data Sets initiative of the Economic and Social Research Council (ESRC), in collaboration with the Department of Statistics, Bartholomew, Knott and O'Muircheartaigh.

A wide range of outside survey practitioners participate in the Institute's Seminary in Survey Methodology, part of the programme being developed through the **Joint Centre for Survey Methods**, which involves the School, Social and Community Planning Research – the independent social research organisation, the Office for National Statistics and the British Market Research Bureau International (BMRBI). **CogLab** is an example of a cross-departmental methodological initiative which combines issues of academic interest with the more market-oriented concerns of the private sector. Through its collaboration with BMRBI, a leading UK market research company, a programme of research on question wording and questionnaire design is underway, the earliest results of which are described in the inaugural issues of the Institute's technical report series. **CogLab** is supported by the ESRC, which is

also the principal funder of the **Latent Variables** project. The project involves collaboration with a number of other institutions, in particular the Institute of Education (University of London) and the Social Statistics Research Unit of City University. Funding from Phase II of the ALCD programme will provide resources during the sessions 1996/97 and 1997/98 to present a series of training courses in latent variable models for social science data.

Academic Publications of the School

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

Journals:

Several journals of international repute originate from departments and institutes within the School: *The British Journal of Sociology*, *Economica*, *British Journal of Industrial Relations*, *The Journal of Transport and Economic Policy*, *Population Studies*, *Millennium*, *Russian Economic Trends*, *Government and Opposition*.

Advice on publication:

Anyone who is preparing a manuscript, or has an idea for a book and wishes to submit it to a publisher should contact the Academic Publications Officer (Ext. 7960), or the Academic Publications Secretary (Ext. 7692) in the Publications Office. The Academic Publications Officer provides advice on how to prepare and present proposals for publication, finding an appropriate publisher, rights, contractual and editorial matters. The APO is also available to advise on journal publication, and to provide a commercial publishing perspective on new project proposals, print and electronic.

The Academic Publications Committee meets once every term; members are elected from among the teaching staff.

The Academic Publications Committee has a non-exclusive agreement with the Academic Publishing house Routledge under which Routledge Research considers manuscripts or proposals approved by the Committee for publication in its L.S.E.-Routledge series.

For further details of these and other interested publishers, contact the APO.

Books, Pamphlets and Occasional Papers

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

L.S.E. Monographs on Social Anthropology (Athlone Press, Editor, Dr. D. McKnight)

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

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

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

Discussion and Occasional Papers, Suntory-Toyota International Centre for Economics and Related Disciplines (STICERD, L.S.E.)

Centre for Economic Performance Discussion Papers

Geographical Research and Discussion Papers (Geography Department, L.S.E.)

Financial Markets Group Discussion Papers

Centre For Voluntary Organisation Papers

The Population Investigation Committee publications

L.S.E. Handbooks in Economic Analysis (Simon & Schuster, Editor, Dr. F. A. Cowell, L.S.E.)

European Institute Working Papers (Editor, Professor G. R. Smith)

European Political Economy Series (publications of EPERN, European Institute, L.S.E.)

LSE Health: Occasional Papers in Health Policy (Editor, Dr. E. Mossialos)

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

Publications by Members of Staff for the Calendar Year 1996

The Director

Professor A. Giddens

In Defence of Sociology (Polity Press, 1996)

Accounting and Finance

Dr. Thomas Ahrens

'Financial and Operational Modes of Accountability' in R. Munro and J. Mouritsen (Eds.), *Accountability: Power, Ethos and the Technologies of Managing* (International Thomson Business Press, 1996)

'Styles of Accountability' (*Accounting, Organizations and Society*, Vol. 21, No. 2/3, February/April 1996)

Dr. Al Bhimani

(Editor) *Management Accounting: European Perspectives* (Oxford University Press, 1996)

'Introduction' in A. Bhimani (Ed.), *op. cit.*

'Management Accounting in the UK: Reflections on Research, Practice and the Profession' in A. Bhimani (Ed.), *op. cit.*

(With M. Bromwich) 'Management Accounting: Emerging Pathways' in C. Drury (Ed.), *Handbook of Management Accounting Practice* (Butterworth-Heinemann, 1996)

(With M. Bromwich) 'Activity Based Costing' in *International Encyclopedia of Business and Management* (Routledge, 1996)

Professor Michael Bromwich

(With S. I. Inoue) *Management Accounting Practices and Cost Management Problems in Japanese Affiliated Companies in the UK* (Chartered Institute of Management Accountants, 1995)

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Ms. Lynne Thomas

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Centre for Voluntary Organisation

Dr. David Billis

(With M. Harris) *Voluntary Agencies: Challenges of Organisation and Management* (Macmillan 1996)

Dr. Margaret Harris

- (Editor with David Billis) *Voluntary Agencies: Challenges of Organisation and Management* (Macmillan, 1996)
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Mr. Colin Rochester

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Dr. Jens Bastian

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Professor Anthony D. Smith

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Philipp Hartmann

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Gender Institute

Dagmar Lorenz-Meyer

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Professor P. Abell

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Paul Belcher

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Professor Walter Holland

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Dr. Julio Lopez Bastida

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Library Staff

Angela Raspin

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Caroline Shaw

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Dr. M. Mulford

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Julien Forder

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British Library of Political and Economic Science

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

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

The Library has very long runs of periodicals of which approximately 10,000 are current. Other notable features of the Library's stock are several hundred thousand controversial and other pamphlets and leaflets; rich collections of government publications from nearly all the countries of the world; depository sets of the publications of the United Nations and of its specialised organisations, and of the United States Federal Government; and many individual collections of rare books and manuscripts. The Library occupies five floors of the Lionel Robbins building and the majority of the estimated 4 million separate items are on open shelves. In some subjects within its field, the Library is surpassed only by smaller, highly specialised libraries, and in others it is unsurpassed. It is perhaps the largest library in the world devoted exclusively to the social sciences as a whole.

The *Course Collection*, situated by the main entrance to the Library, contains the more important books used in teaching and includes additional copies of texts which may be borrowed by any member of the School.

The catalogues show what items are in the Library's stock and where they can be located. Items added to stock since January 1980 are recorded on the Library's computer system, LIBERTAS, which can be searched via terminals located in the Library and from other computer workstations in the School. For pre-1980 material it is necessary to use the author card catalogue situated on the ground floor of the Library. The subject catalogue is also published in bound volumes under the title *A London Bibliography of the Social Sciences*, covering accessions until 1989. Since 1990 the Library has published *The International Bibliography of the Social Sciences*, which selectively indexes books and the contents of journals added to the Library. In 1995 this also became available to the UK academic community as 'IBSS Online' a database accessible via BIDS/ISI at Bath.

The Library has an extensive Reference Collection and Reference Desk staff are always present to provide factual and bibliographic information. An online bibliographic search service is offered to staff and postgraduate students of the School. There are ninety microcomputer workstations available to LSE members within the Library and the Library provides additional microcomputer facilities for postgraduate students.

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

There is a video giving an introduction to the Library shown frequently at the start of each session and at other times on request. Further information is available in the range of guides to the Library displayed on the guide stands on the ground floor.

Rules of the British Library of Political and Economic Science

- I
 - (1) The Library is open for the purpose of study and research to:
 - (a) Governors of the London School of Economics and Political Science (hereinafter referred to as the School)
 - (b) Honorary Fellows of the School
 - (c) Current members of the staff of the School and retired members of the academic and academic related staff
 - (d) Regular students of the School
 - (e) Members of the LSE Club, life members of the London School of Economics Society, and members accorded the privilege by overseas groups of Friends of LSE on payment of a fee
 - (f) Members of the academic staffs and research students of the Schools and Institutions of the University of London
 - (g) Students enrolled for courses of study in the Schools and Institutions of the University of London (on such basis as is from time to time agreed)
 - (h) Fellows of the Royal Statistical Society, Members of the Royal Economic Society and of the British Institute of International and Comparative Law on payment of a fee
 - (i) Members of the academic staffs of other higher education institutions
 - (j) Persons engaged in research which cannot be readily pursued elsewhere on payment of a fee
 - (k) Students of other higher education institutions (in School vacations only), or on payment of a fee
 - (l) Members of profit-making educational, commercial and industrial organisations on payment of a fee
 - (m) Such other persons as may, on application to the Librarian or his/her representatives, be granted an official authority to use the Library.
 - (2)
 - (a) All users must possess a current Library card or permit and show it on request. Admission may be refused to anyone who does not do so. Such authorisations to use the Library are not transferable.
 - (b) Applicants for a Library card or permit may be required to provide evidence of status. For the user categories specified in (j), (k) and (l) of Paragraph (1) of this Section, applicants should submit a letter of recommendation from a member of staff of the School or from some other suitable person.
 - (c) The Library Panel will, from time to time, prescribe fees to be charged to certain categories of permit holders.
 - (d) If it appears that their presence in the Library will impair use of the Library by members of the School, users specified in categories (g) to (l) inclusive in Paragraph (1) of this Section may at certain hours, at any time, be refused access to the Library or parts of the Library at the discretion of the Librarian in consultation with the Library Committee.
 - (e) Users may not bring cases, large bags, or similar impedimenta into the Library. All such articles can be deposited in the cloakroom of the School but no responsibility is accepted for their safe custody.

Hours of opening

II Hours of opening shall be determined from time to time by the Librarian in consultation with the Library Committee, and approved by the Library Panel.

- (1) All users must prepare to leave the Library ten minutes before closing time and to be out of the building by closing time.

- (2) The Library will be closed:
- (a) On School holidays
 - (b) On such other occasions as the Director of the School or the Librarian may direct.

Loan facilities and terms of borrowing

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

- (a) Those stipulated in categories (a) to (f) of Section I, Paragraph (1).
- (b) Such other persons who, on application to the Librarian, may in exceptional circumstances receive official authorisation to borrow.

(1) Books

- (a) Books listed in the Library's catalogues are normally available for borrowing with the following exceptions:
 - (i) those in the reference collections
 - (ii) those in the special collections
 - (iii) those designated as 'Not for loan'.
 Some of these may, in special circumstances, be borrowed by arrangement with the Librarian or an authorised representative.
- (b) Books may be borrowed from the Course Collection subject to the terms set out in sub-paragraph (4) of this paragraph of these Rules.
- (c) Loans may be renewed if the book is not required by the Library for another user.
- (d)
 - (i) Governors, Honorary Fellows, Academic and Academic-related staff of the School may borrow up to forty volumes of books and serials at any one time.
 - (ii) Secretarial, technical, clerical and related staff of the School may borrow up to forty volumes of books at any one time.
 - (iii) Teaching assistants and research students of the School may borrow up to thirty six volumes of books at any one time.
 - (iv) Undergraduate and postgraduate course work students of the School may borrow up to twenty volumes of books at a time.

(2) Serials

- (a) Serials may normally be borrowed only by members of the academic and academic-related staff of the School.
- (b) Serials housed in the Periodicals Display Area may not be borrowed.
- (c) Certain serials and categories of serials, as determined from time to time by the Librarian in consultation with the Library Committee, may not be available for loan.

(3) Nonbook materials

- (a) Nonbook materials – e.g. microforms, videos, CD-ROMs, computer discs and tapes, computer discs and tapes – are not normally available for loan. Computer discs which accompany printed works may be borrowed.

(4) Course Collection

- (a) Books, serials and offprints are available in the Course Collection to support courses taught within the School. They may not be removed from the Collection unless issued on loan by a member of the Library staff at the Service Counter.
- (b) Books, serials and offprints housed in the Course Collection are subject to special loan conditions and periods as determined from time to time by the Librarian in consultation with the Library Committee.
- (c) Borrowing from the Course Collection is normally restricted to registered students of the School and to members of its staff.

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

Use of material within the Library

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

Copyright

- V The provisions of the Copyright, Designs and Patents Act 1988 must be observed in all copying of Library material and in all copying carried out in the Library, whether by reprographic or other means.

Use of Information Technology Services within the Library

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

Conduct within the Library

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

Enforcement

- VIII (1) Failure to observe any of the foregoing provisions may, in the first instance, be dealt with by the Librarian or an authorised representative, who may take such action or apply such penalty as shall seem fit.
- (2) Any user who is aggrieved by a decision of the Librarian may appeal to the Chairman of the Library Committee. The Chairman will nominate two members of the Committee to form with him a panel to review the case. In the case of an appeal by a student of the School one of the members of the panel shall be a student member of the Committee.

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

University Library

Entitlement to use the University Library is not automatic, following changes in the organisation of the Federal University. Application should be made to the School Library (BLPES) by completing an application form available from the BLPES Information Desk. In authorizing applications, priority will be given to those needing access to specialist research material not held at the School Library.

Short tours of the University Library are available, either by appointment, or, in the Autumn Term, at specific times of day. Instructional tours for students studying specific subjects can be arranged through LSE teaching staff.

The University Library is a major academic library of over 1,500,000 volumes, the main strengths being in the Humanities and Social Sciences. Many of the books are loanable. About 5,700 periodicals are received.

The University Library's most important subject collections are in **Economics; Economics and Social History** (the Goldsmiths' Library, containing 65,000 items ranging from the fifteenth to the early nineteenth century, is probably the greatest collection in the world in its field); **History; Geography**, including an extensive map collection; **Philosophy; Psychology** (where the collection, which includes the Library of the British Psychological Society, has been described as the best in the United Kingdom); **English; Modern Languages** (primarily Romance and Germanic) and **Music**. There are major area studies collections in Latin-American (including Caribbean) and US Studies, and a large collection of British Government publications. The Palaeography Room is among the greatest open access collections in its field. Supporting collections are available in a wide range of other disciplines.

More information can be obtained from the Library Information Centre, or by telephoning (0171) 636 8000 Ext. 5081.

Term and Easter Vacation

Monday to Thursday: 9.00 a.m. to 9.00 p.m.

(book-stack service: 9.30 a.m. to 8.00 p.m.)

Friday: 9.00 a.m. to 6.30 p.m.

(book-stack service: 9.30 a.m. to 6.00 p.m.)

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

(book-stack service: 10.00 a.m. to 4.30 p.m.)

Christmas and Summer Vacations

Monday to Friday: 9.00 a.m. to 6.00 p.m.

(book-stack service: 9.30 a.m. to 5.00 p.m.)

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

(book-stack service: 10.00 a.m. to 4.30 p.m.)

Note: Book-stack service times may occasionally vary from the above.

The Economists' Bookshop

The Economists' Bookshop in Clare Market, until 1991 owned jointly by the School and The Economist Newspaper, is now part of the Dillons chain, the UK's largest specialist and academic bookseller. We continue to build on the bookshop's considerable experience and expertise in providing a service to the staff, students and Library of the School and, through our mail order department (in collaboration with those of other Dillons shops in London, in particular the flagship store at 82 Gower Street), to students and academics at universities and institutions worldwide. The shop carries a range of stock amounting to around 40,000 titles specializing in the social sciences, with particular strength in Economics and International Relations. An extensive refurbishment and expansion is planned which will considerably enhance our stock-holding capacity. The second-hand department here remains a valuable source of rare and out of print books for many of our customers, and does brisk trade in buying and selling students' textbooks.

Executive and Professional Education (EPE)

The School offers an extensive range of short courses, International Summer programmes, Contract Teaching and executive packages outside the regular teaching curriculum. Programmes can be specifically designed to meet the needs of clients and professional groups in both the public and private sectors and can be held in LSE or at client locations. They have been held in many parts of the world including the United States, SE Asia and Africa. The unit ensures the highest level of tuition by drawing on the School's regular staff, who are responsible for ensuring the design, quality and standard of specific courses.

The Executive and Professional Education Unit is part of the LSE Research and Contracts Division. EPE is glad to provide advice on the organisation, structure and financing of continuing and professional education, and welcomes ideas and suggestions for future courses.

For further information on EPE activity please contact the Head of EPE on 0171-955 6761 (direct line).

The Economics Summer School

The Economics Summer School was established in 1989. Its principle aim is to provide high quality, short courses in economic principles and in the main fields of applied economics, such as finance and international economics. It is intended to cater to a variety of target groups including undergraduate and graduate students as well as those from the business community and public sector.

Academic Directors:	Richard Jackman Dr. Maurice Perlman
Administrative Officer:	Elizabeth Aitken, B.Sc. (Manchester)
Administrative Assistant:	Sophie White, B.A. (Nottingham)

External Study

Under an agreement with the University of London, the School (through the Committee on External Academic Activities) has assumed responsibility for the academic direction of a number of qualifications for External Students in Economics, Management, Accounting and Finance, Banking and related areas. Some 7000 students are studying worldwide for these qualifications. As part of this agreement, the School is responsible for the "Recognition" of institutions teaching for the degrees and for the Diploma in Economics for External Students. This Diploma was established in 1989, as part of the commitment of the School and the University to extending and widening opportunities for access to higher education. It was designed for students without the formal university entrance qualifications and is examined at the level of the first year of a university degree. It has also proved to be of interest to those who are conventionally-qualified. In 1996/97, some 1050 students were taking the Diploma course, in 13 institutions, in Greece, Hong Kong, Malaysia, Pakistan, Singapore, Trinidad and Turkey. In 1997/98 an institution in Sri Lanka will also be offering the Diploma course.

Teaching Quality Assurance

The School has established a Teaching Quality Assurance Committee to encourage, enable and facilitate good practice in teaching. The Committee will keep under review and report on matters of teaching quality assurance in relation to a number of areas including the monitoring and evaluation of courses and degree programmes; the provision and implementation of codes of practice on teaching and learning at all levels; visiting examiners' reports; student attendance, assessment and progress; and academic staff training and development. The Committee also has responsibility for the oversight and co-ordination of the School's submissions and responses in regard to the quality audit conducted by the Division of Quality Audit of the Higher Education Quality Council, and for teaching quality assessment as conducted by the HEFCE Quality Assessment Division. The Committee is a committee of the Academic Board and has a broad-based ex-officio and elected academic staff and student membership.

Information Technology Services

The School recognises the key role that information technology (IT) plays in both teaching and research in the social sciences. It is committed to ensuring that students and staff have access to the necessary tools and support.

The main elements of the School's IT provision include:

- Over 1,500 IBM-compatible and Apple Macintosh computers are installed in the School. Of these, some 380 (mainly IBM PCs) are available in open-access rooms, principally for student use.
- A high-speed network interconnects all of the School's computers. This network provides access to a wide range of industry-standard software, as well as advanced research and teaching applications. The School is connected to a London-wide Metropolitan Area Network and, hence, to the national JANET network and the Internet.
- There is a shared central computer, currently a Sun E4000 Unix system, which provides resources for computationally-intensive and large memory calculations. Access is also provided to remote mainframe and high performance computing facilities. These facilities are for approved research projects only.
- Internet access, electronic mail, remote login and file transfer are available to educational institutions and other organisations throughout the world.
- Access is provided to a wide range of databases and information sources, including networked CD-ROMs, online data services and the World Wide Web.
- Some halls of residence are wired for direct connection to the School network. Students in these halls may use their own computers or those in dedicated computer rooms.
- There is also online access to the Library (BLPES) catalogue currently held on a Digital Alpha system using the UNICORN software.

The software available on the network includes Microsoft Office (ie Word, Excel, PowerPoint and Access), Microsoft Exchange, Netscape, SAS, SPSS and a range of other Windows 95 applications. Windows 95 is now available in all of the public computer rooms.

Hardware and software support is provided by IT Services and open-access advisory and fault desks are available to all students, which are supported by teams of support specialists. A range of training is available from IT Services, concentrating on introductory courses. Computer-based training is also available.

All facilities in the open-access computer rooms are freely available during School opening hours (unless reserved for taught classes) and by arrangement when the School is closed.

All academic departments have dedicated computer rooms for research students. Also, there is a computer room in the library for postgraduate students.

The School offers a number of facilities and services for students who have their own computers, for example laser printing facilities, remote access to electronic mail and the Student Software Purchase Scheme, which enables software to be purchased at low cost.

IT training and support is provided for all staff and there is also a Staff IT Resource Centre.

Students with Disabilities

School Policy on Students with Disabilities is detailed under that heading in Part II. The School has established the following policy with regard to information technology.

1. All reasonable efforts will be employed to ensure that the University's computing services and, in particular, the School's computing service will be made accessible to all students, regardless of disability, who have a legitimate reason for using them.
2. In all future proposals concerned with the provision of information technology within the School, either in general or in relation to particular courses, the needs of disabled students will be taken into consideration and met so far as resources allow.
3. IT Services, in collaboration with other relevant services and departments within the School, will seek to explore the potential of information technology to assist disabled students to engage in their chosen course of studies and, in particular, to carry out any associated course requirements and academic tasks.

In furtherance of this policy, IT Services has a member of staff to act as a point of contact for disabled students in the utilisation of information technology.

LSE Health Service

Medical Service

The Health Service has three Physicians and two Nursing Sisters. They are available to see and advise all students especially in case of emergency or when a health problem is affecting their academic work.

Students who live in a large area of London North of the Thames are encouraged to register with the Health Service for National Health Service General Practice care. This includes night and weekend cover and home visits.

Women requiring contraceptive care or advice on gynaecological problems may be seen by Sister Lancaster, a trained family planning nurse practitioner or the *Gynaecologist* who attends twice weekly during the term.

The *Ophthalmologist* attends fortnightly to perform sight testing. A fee is charged for this service.

A *Nursing Sister* is available each day to advise on health problems and to provide first aid and immunization services.

Counselling Service

A confidential counselling service is provided for students with emotional and psychological problems, whether these are of a personal nature or relating to difficulties with their academic work.

The medical and nursing staff are also happy to discuss non-medical problems.

Dental Service

There are two full-time Dental Surgeries in operation at the Health Centre. They provide care under the National Health Service. Those not entitled to free NHS care (i.e. over 19 years old) pay standard NHS charges.

Osteopath

An Osteopath is available every Wednesday. There is a charge for this service.

Availability of Services

Students who wish to register with the Health Service or make an appointment to consult any of its staff should contact the receptionist on 0171 955 7016 or on internal extension 7016.

Overseas students on full-time courses lasting 6 months or more are entitled to use the National Health Service on the same terms as UK residents. Others may need private medical insurance and should seek advice from the Health Service or the Student Welfare Office.

All the services we provide are entirely confidential. No reports are made to anybody inside or outside the school without your (written) permission.

Nursery

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

Careers Service

The Careers Service at LSE which is part of the University of London Careers Service (ULCS), the largest graduate Careers Service in Europe, provides a comprehensive careers guidance and vacancy information service for students seeking information on all areas of graduate employment in the U.K. The Service maintains an extensive careers information and reference library with staff to help students in their job search. The Service is also equipped with computer based career choice programs for use by students. Those who want to discuss their approach to the future, or those who are uncertain about what they could do, can talk to one of the Careers Advisers who are available for appointments throughout the year.

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

The Service arranges careers seminars and talks throughout the year covering a wide range of topics and organises a Visiting Recruiters Interview Programme or "milkround" in the Michaelmas and Lent Terms each year when many of the larger employers visit ULCS and the LSE Careers Service, to conduct preliminary interviews with student applicants.

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

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

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

Some degree courses which are offered at LSE (for example: Accounting and Finance, Actuarial Science, Industrial Relations, Law) may, because of their content, qualify students for some exemptions in the respective professional examinations in later training. They could shorten the length of time such training would take, or in some cases confer eligibility for graduate membership of professional associations or societies, e.g. Institute of Personnel & Development. To become a specialist economist or statistician it is usually necessary to take a Master's degree. The Bachelor's degrees in Sociology and the B.Sc. in Social Policy and Administration provide a basis for training in social work.

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

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

The Chaplaincy

The Chaplaincy is ecumenical and serves the School's Christian community as well as offering pastoral counselling, support and guidance in matters of faith and spiritual development for all students and staff. Regular open meetings, lectures, workshops, seminars and discussion groups attempt to foster dialogue and encourage tolerance and respect between all people of faith. They also help develop a sense of belonging and community, something which is especially valued by students arriving in London for the first time. There is a weekly framework of prayer and silence, and weekly celebrations of the Eucharist. The Chaplains are available to be seen informally, as well as to talk with privately and in confidence. They can provide information about the Jewish, Islamic, Buddhist and other religious communities at LSE.

The Chaplains co-ordinate the arrangements for occasions when the whole School wishes to mark some special event for instance the popular annual Carol Service in the Shaw Library, or the Memorial Service to honour members of our School who have died. When this event requires a leader from another faith to minister, the Chaplains can make appropriate arrangements.

The Chaplaincy has an open door policy and the team tries to be as accessible as possible. All are welcome to drop in at any time. The Chaplaincy is based in K51, LSE extension 7965. They can be contacted at work or at home, where indicated:

The Rev'd Neil Nicholls
(full time, Church of England) 0171-831 9288
Flat 3, Bristol House,
80a Southampton Row
London WC1B 4BA

Fr. Alexander Fostiropoulos
(Orthodox) 0181-879 1461
99 Kenilworth Avenue
Wimbledon
London SW19 7LP

Fr. Jeremy Fairhead
(Roman Catholic) 0171-387 6370
Roman Catholic Chaplaincy,
Newman House,
111 Gower Street
London WC1

The Rev'd Nadim Nassar
(Free Churches) 0171-288 1416
333 Essex Road,
Canonbury
London N1 3PT

Associated Chaplains

Rabbi Jonathan Dove 0171-380 0207
The Rev'd Chong Kah Geh 0181-570 2573
The Rev'd E. K. Frimpong 0171-353 6261
(Ghanaian Chaplain)

Students' Union and Athletic Union

Code of Practice for Compliance with the Education Act 1994

The Education Act 1994 has given students the right not to be members of a students' union and states that students exercising this right should not be unfairly disadvantaged, with regard to the provision of services or otherwise, by doing so. The Act also places responsibility on the School's governing body for ensuring that *inter alia* arrangements for: students' union elections; financial reporting and accountability; affiliations to external organisations; and a complaints procedure meet the requirements of the Act.

The Students' Union is regarded as an integral part of the School community, but in accordance with the Act the Court of Governors has drawn up a Code of Practice for compliance, copies of which are available from the reception desk at the Students' Union and from the School's Resource Centre in Room H601, Connaught House. The Code includes details of the availability or non-availability of various services to students who choose not to be members of the LSE Students' Union. Also included with the Code are details of the freedom of speech and charitable requirements on the Students' Union

Students' Union

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

The Union General Meeting, held every Thursday lunch time in the Old Theatre, is the central decision-making organ of the Union. There are four student sabbatical officers (General Secretary, Treasurer, Education and Welfare Sabbatical, Entertainments Sabbatical) who, via the Executive Committee, are responsible to the Union General Meeting. The Executive Committee of the Students' Union (13 members) is charged with carrying out decisions made by the Union General Meeting and each member has responsibility for a different aspect of Union affairs, including women students, overseas students, mature students and postgraduate students. There are also more than one hundred societies. Full details of Union meetings and elections and of the Committees and Societies are obtainable from the Students' Union Information Office in the foyer of the East Building and are also widely advertised in the School.

The Union runs a vegetarian restaurant, two bars, a shop and a printing and photocopy service. Its main focus for administration is its offices on the second floor of the East Building.

The Union employs a number of permanent staff. The General Manager is responsible for the overall co-ordination and smooth running of all union services. The Welfare Department employs three Welfare Advisors, a Housing Advisor and a (part-time) counsellor. The welfare advisors deal with such matters as welfare rights, debt counselling and money advice and immigration and visa matters. The Housing Advisor provides specialist advice on housing law, council tax and so on as well as administering an accommodation service dealing with the private rental sector.

The Union also provides a number of services in the fields of student and social welfare, entertainment and cultural and extra-mural education. Amongst these are the socials, discos and concerts organised by the Entertainments Committee and Societies. N.U.S. cards, student rail cards and general information can be obtained from the Information Office, located in the East Building foyer. There is a nursery at the School with places for children between the ages of 6 months and five. Information on nursery places can be obtained from the Welfare Office.

In the second term the Union administers a hardship fund to help British and overseas self-financing students. Applications for assistance are treated in strictest confidence and should be made to the Welfare Office of the Union. In addition the Welfare Officers will advise students of funds available within the L.S.E. or outside. Other special Funds are

available through the Welfare Office, for students with financial hardship who wish to continue or terminate their (or their partner's) pregnancy, for students with children, and for disabled students who incur additional expenses due to their disability. The Welfare Office also links up reading volunteers with visually handicapped students and welcomes such offers and enquiries. A free photocopying service is available to disabled students.

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

The Union publishes a *Handbook for Students* and an alternative course guide, given free to all new students and also a newspaper *Beaver* which is published weekly during term time. The editorial board of the *Beaver* is open to all students. Representatives of the Union sit on various School Committees to represent the views of the students to the School.

Athletics Union

Athletics are the responsibility of the Athletic Union which has the status of a Society within the Students' Union and is a member of the University Athletic Union and Women's Intervarsity Athletics Board. All students are eligible to join the Athletic Union. The subscription charged for membership of each club is £4 except for Basketball, Judo, Rugby and Rowing which is £5. Squash is £10 for students and £25 for staff. A.U. membership is free.

The following clubs are affiliated to the Athletic Union:

aerobics, badminton, basketball, boxing, cricket, darts, football, golf, hockey (men's and women's), horse riding, judo, karate, kung fu (corja shan tung and nam pai chuan), muay thai boxing, rock climbing, rowing, rugby, squash, tai chi, table tennis, tae kwon do, tennis, ultimate frisbee. Details about club activities may be obtained from the Athletic Union Office (on the top floor of The Cafe).

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

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

Staff and Officers of the Students' Union and Athletic Union

Sabbatical Officers

General Secretary – Narius Aga
Treasurer – Imogen Bathurst
Education and Welfare Sabbatical – Yuan Potts
Entertainments Sabbatical – Jasper Ward

Staff

General Manager – Gethin Roberts
Finance Secretary – Sam Kung
Central Services Administrator – Alice Kington
Sports Administrator – Sarah Crisp

Welfare Advisors Louise Allison
Sandra Bent
Liz George

Housing Advisor – Sue Garrett
Counsellor – Joanna Best

Bars Manager – Jim Fagan
Assistant Bars Manager – Paul Harman

Shop Manager – Kate Slay
Assistant Shop Manager – Andrew Summers
Shop Assistants – Elizabeth Bruns
Dawn Henry
Fiona Lambert
Kevin Bell

Catering Manager – Hersh Baker
Head Chef/Assistant Manager –
Second Chef – Adelaide Oluwa
Front of House – Olamide Akintobi

Athletic Union Officers

Information is available from the Athletic Union

Residential Accommodation

The School has four Halls of Residence: Bankside House, Carr-Saunders Hall, Passfield Hall and Rosebery Hall; two block of self-catering flats: Butlers' Wharf and High Holborn; 18 self-catering houses at Silver Walk in Rotherhithe, 1 house in Mile End and 18 furnished flatlets in Tufnell Park for couples and single parent families. In addition there are eight University of London Halls which accommodate students from the School as well as other London Colleges. The Students' Union and Welfare Housing Office and the University of London Accommodation Office help students find lodgings and flats in the private sector.

Detailed information about accommodation and an application form are sent as part of the process of admitting students to the School. Applications for places in the School's residences should be made to the Accommodation Officer at the School, if possible by 31st March (continuing students) or 31st May (new students) for the following October.

School Halls of Residence, Flats and Houses

Bankside House

24 Sumner Street, London SE1 9JA
Telephone: 0171 633 9877

The School's newest residence on the South Bank accommodates over 600 men and women students. More than half of the rooms have private showers and toilets. There are 32 adapted spaces for disabled students.

Butlers' Wharf

Gainsford Street, Bermondsey, London SE1 2NB
Telephone: 0171 407 7164

Butlers' Wharf is a self-catering residence of forty-six purpose designed flats. There are 257 places in single study bedrooms and 24 places in twin rooms.

Carr-Saunders Hall

18-24 Fitzroy Street, London W1P 5AE
Telephone: 0171 580 6338

Carr-Saunders accommodates 156 men and women students in 132 single and 12 twin rooms.

High Holborn

178 High Holborn, London WC1V 7AA
Telephone: 0171 379 5589

Opened in September 1995, this is currently the most popular of the residences, accommodating 448 men and women students in self-catering flats.

Passfield Hall

Endsleigh Place, London WC1H 0PW
Telephone: 0171 387 7743

Passfield Hall accommodates 195 men and women students in single, twin and treble rooms. Two meals a day are included in the fees.

Rosebery Avenue Hall

90 Rosebery Avenue, London EC1R 4TY
Telephone: 0171 278 3251

This hall accommodates 315 men and women students in 285 single and 15 twin study bedrooms.

Silver Walk

1-19 Pattina Walk, Silver Walk, Rotherhithe, London SE16 1HT
Telephone: 0171 252 3058

Silver Walk accommodates 85 men and women students in 17 shared houses in Rotherhithe. There is also one common house for the students' recreational and study use. Twin rooms are often let to couples where one is a full-time graduate student. Silver Walk now offers occasional spaces for families with one or two small children.

83 Anson Road and 73 Carleton Road

Tufnel Park, London N7 0ET
Telephone: 0171 607 5024

The School has 18 furnished flatlets at the junction of Anson and Carleton Roads which are available for letting to couples and families with one child where one is a full-time students of the LSE.

University of London Halls of Residence (Intercollegiate Halls)

Only full-time students of the University are eligible for admission. An application form will be sent to students who are made an offer of a place at the School. The completed form should be returned to the Accommodation Officer by 31st March (continuing students) or 31st May (new students) for admission in the following October.

Canterbury Hall

Cartwright Gardens, London WC1H 9EE
Telephone: 0171 387 5526

230 women students are accommodated in 226 single and 2 twin study bedrooms.

College Hall

Malet Street, London WC1E 7HZ
Telephone: 0171 580 9131

252 women students are accommodated in 112 single and 70 twin study bedrooms. All first year undergraduates are expected to share.

Commonwealth Hall

Cartwright Gardens, London WC1H 9EB
Telephone: 0171 387 0311

Commonwealth Hall accommodates 418 men and women students in 412 single study bedroom and 3 twin study bedrooms.

Connaught Hall

Tavistock Square, London WC1H 9EX
Telephone: 0171 387 6181

Accommodation is provided for 205 men in 185 single and 10 twin study bedrooms.

Hughes Parry Hall

Cartwright Gardens, London WC1H 9EF
Telephone: 0171 387 1477

This Hall provides accommodation for 299 men and women students in 289 single and 5 twin study bedrooms.

International Hall

Brunswick Square, London WC1N 1AS
Telephone: 0171 837 0746

Accommodation is provided for 533 men and women students in 503 single and 15 twin study bedrooms. Half the accommodation is reserved for British students and half for overseas students.

Nutford House

Brown Street (off George Street), London W1H 6AH

Telephone: 0171 723 5020

Accommodation is provided for 198 men and women students in 158 single and 20 twin study rooms.

Lillian Penson Hall

Talbot Square, London W2 1TT

Telephone: 0171 262 2081

The Hall is unique amongst the Intercollegiate Halls in that it accepts postgraduate students only, although it also welcomes applications from research fellows, research scholars and academics on sabbatical leave. There are 271 places for single men and women students and 194 places available for couples. Applications to the Hall are accepted at any time.

Other Residences**AFSIL Limited**

10 Endsleigh Gardens, London WC1H 0EH

Telephone: 0171 388 7144

AFSIL Limited is a charitable Housing Trust formed by five London colleges including the School and provides a number of furnished flats and flatlets for graduate students studying in London for the first time. The accommodation includes study bedrooms, self-contained bedsits for singles and couples and one- to three-bedroomed flats for couples with children.

University of London Accommodation and Property Management Office

Senate House, Malet Street, London WC1E 7HU

Telephone: 0171 637 7110/636 2818

As well as providing housing information, the ULAO provides and manages accommodation for around 550 students in several self-catering flats and houses.

A list of independent Halls for singles, couples and couples with children can be obtained from the Central Accommodation Office at the School.

The LSE Foundation

The LSE Foundation was established in 1 January 1993 as the School's in-house development arm. Its aim is to enable the School to achieve a programme of major development in order to maintain its position as a leading international teaching and research institution.

The principal objective of the Foundation is to raise new funds:

- to promote world class teaching and research at the LSE through endowed or ongoing funding for academic posts and areas of study;
- to recruit the best students from around the world, regardless of their circumstances, through the provision of scholarships;
- to augment the world-class collections and services of the British Library of Political and Economic Science and improve their accommodation and accessibility;
- to enliven the LSE's living and learning environment by acquiring and developing high quality buildings and facilities on and around Houghton Street.

The Foundation is also responsible for overseeing the development of alumni relations with a view both to current needs and long-term development of the School.

The Director of the LSE Foundation is Mr. Richard Stevens.

The LSE Foundation office is situated on the 8th floor of Connaught House (H810); telephone 0171-955 7361; e-mail R. Stevens@lse.ac.uk.

Alumni Relations

Overall responsibility for the School's alumni relations activities lies with the LSE Foundation. It has continued the scheme for alumni activities which was successfully launched in October 1990. The scheme's purpose is to create a better and fuller relationship between the School, its alumni and friends, and it has the following key features:

- the LSE Association. All alumni are automatically members and receive regular copies of the *LSE Magazine* and invitations to alumni reunions. They are also provided with a mail-forwarding service, enabling them to re-establish contact with each other;
- the LSE Club. On payment of an annual subscription, the benefits of membership include: limited free access to the Library, twice-yearly copies of the *LSE Club Bulletin*, a directory of members, use of LSE Athletics Union facilities, use of the Three Tuns Club, invitations to Public Lectures and discounts on a range of services provided by the School;
- a network of alumni groups organised in different, sometimes overlapping ways - geographical, professional or academic. These include some groups linked to departments in the School;
- the involvement of non-alumni including staff, former staff, parents of current and former students, former academic visitors, and other individuals and organisations linked with the School.

Further information can be obtained from the Alumni Relations Manager, Regina (Reggie) Simpson on 0171 955 7052 or by e-mail to r.simpson@lse.ac.uk.

Overseas Groups

There are LSE alumni groups in 59 countries. They vary considerably in the range and scale of activities. Their main aims are:

- (i) to keep LSE's alumni and friends in touch with each other and with the School;
- (ii) to organise activities of interest and benefit to alumni;
- (iii) to provide information about LSE to potential students;
- (iv) to promote the interests of LSE.

The range of activities undertaken by groups includes: seminars, lectures and lecture series on issues of topical and professional interest, social events, group meetings with visiting LSE academics and fundraising initiatives. Some groups also give career advice to recent LSE graduates, or help with student recruitment and publicity.

Potential students may find it helpful to get in touch with their local group to find out more about the School.

Countries with LSE contacts include: Argentina, Australia, Austria, Bahrain, Belgium, Bolivia, Brazil, Bulgaria, Canada, Chile, China, Colombia, Cyprus, Denmark, Finland, France, Germany, Ghana, Gibraltar, Greece, Hong Kong, Hungary, Iceland, India, Indonesia, Israel, Italy, Jamaica, Japan, Kenya, Liechtenstein, Luxembourg, Malaysia, Mauritius, Mexico, Netherlands, New Zealand, Nigeria, Norway, Pakistan, Peru, Philippines, Poland, Portugal, Saudi Arabia, Singapore, South Africa, Spain, Sri Lanka, Sudan, Switzerland, Taiwan, Uganda, United States of America, Zambia, Zimbabwe.

Anyone wishing to know more about activities in these and other countries should contact the Alumni Relations Team on 0171 955 7451 or e-mail alumni@lse.ac.uk.

The American Friends of LSE

The American Friends of LSE have established local Chapters in Atlanta, Boston, Chicago, Colorado, Davis/Sacramento, Downstate Illinois, Los Angeles, Michigan, Minnesota, New York, Ohio, Philadelphia, San Diego, San Francisco, Texas (North), Texas (South) and Washington, D.C. New Chapters are formed wherever local interest and membership warrants. All general enquiries should be sent to The American Friends of LSE, Box 7712, McLean, VA 22106, USA. Telephone: (703) 734 8338 e-mail runova@aol.com.

The AFLSE Scholarships offer some financial aid for graduate study at LSE. Further details are available in the section on Financial Help for Students.

The Canadian Friends of LSE

The Canadian Friends of LSE has Regional Coordinators in Alberta, British Columbia, Halifax, Montreal, Ontario and Winnipeg. Membership is by annual subscription. All general enquiries should be sent to the Canadian Friends of LSE, 6709 Jubilee Road, Halifax, NS B3H 2H7, telephone: (902) 421 6262 e-mail: elarkin@coxdownie.ns.ca.

The Robert McKenzie Scholarships offer some financial aid for graduate study in the Social Sciences at LSE. Further details are available in the section on Financial Help for Students.

Distinguished Alumnus Award

The following have received the School's Distinguished Alumnus Award:

His Excellency Yu Kuo Hwa
Former Premier, Republic of China on Taiwan
Visiting Student in Economics 1946-47

Charles Yeh Kwong Lee
Former Chairman, Hong Kong Stock Exchange
LL.M. 1968

Michael Thomas, Q.C.
Attorney General of Hong Kong 1983-1988
LL.B. 1954

Raymond Law
CEO, Laws Property Holdings
M.Sc. 1979

Professor You Poh Seng
Executive Director, Singapore Institute of Management
B.Sc. (Econ.) 1944
Ph.D. 1949
Awarded Bowley Prize 1949

Mr Mauricio Cabrera Galvis
President of the Foundation for Superior Education (FES), Colombia
Ph.D. 1983

Mr Gustavo Castro Guerrero
Minister of Agriculture, Colombia
Ph.D. 1967

Mr Luis Fernando Jaramillo
President, Finvest Consulting Ltd
Chairman of the Liberal Party, Colombia
General Course 1961

Mr Hernan Larrain
Senator, Chile
LL.M. 1972

Mr Eduardo Lora Torres
Director, Fedesarrollo, Colombia
M.Sc. 1982

Mr Juan Manuel Santos
Editor-in-Chief, 'El Tiempo', Colombia
M.Sc. 1975

Lord Sheppard of Didgemere
Governor
Former Chairman, Grand Metropolitan Plc
B.Sc. (Econ.) 1953

Mr Daniel Yarur
Chairman, Securities and Exchange Commission, Chile
M.Sc. 1987

Scholarships and Studentships Awarded in 1995-96

(a) Awarded by the School

UNDERGRADUATE AWARDS

C. S. Mactaggart Scholarships

Christian Fehling
Tze Min Gerald Foo
Nicole Fuchs
Lindsey Kwun Lee
Laura Sou Khoon Po
Stephen Scalet
Gee Keow Tan
Belle Yang

Norman Sosnow Travel Scholarship

Bhisham Manraj

The American Friends of the LSE

Benjamin Bowler
Edith Li
James Montes

GRADUATE AWARDS

William Acworth & Rosebery Studentship

Martin Christopher Lodge

Delia Ashworth Scholarship

Caroline Burgan
Jessica Nicholson
Christopher Pelham

Graduate School Studentships

Andrew Beh
Ofer Castro Cassif
Karin Emery
Julia Hart
Dejan Jovic
Jonathan Krueger
Razmik Panossian
Sabine Paulus
Gwendolyn Sasse
Sang Wook Yi

Himmelweit Scholarship

Ulla Bohme

IDEA Scholarship

Bhanu Baweja

Benjamin E Lipincott Scholarship

Beverley Neufeld

Marks & Spencer Studentship

Benjamin Cairns
Janet Hawes
Susan King
Lee Littman
Peter Miller
Karen Osborne
Roger Pipe

Metcalf Studentship

Rachel Marcus

Montague Burton Studentship

Alejandro Colas
Jan-Stefan Fritz

Morris Finer Memorial Scholarship

Seyed Bushehri
Lauren Snyder

Eileen Power Memorial Studentship

Ingrid James
Phillip Knowles

Michael Postan Awards

Catherine Kropp
John McGurk
David Navarette

Eileen Power Awards

Marcia Balisciano
Viktoria Masten

Lionel Robbins Memorial Scholarship

William Thomas

Save and Prosper Studentship

Emma Aquino
Teresa Carpenter
Edna Little
Yvonne Rivers
Richard Sved

Standard Chartered Bank Scholarships

Ooi Yin Hue
Yi Lung Li
Lee Sook Yee
Saixiong Zhu

Flemings Scholarship

Lu Jiang

Suntory and Toyota Studentships
Rohini Pande

*Jardine Insurance Brokers Group
Scholarship*
Quingchun Zhao

(b) Awarded by the University

Sir Edward Stern Prize
Not awarded

Loch Exhibition
Andrew Sodje

**Prizes Awarded in
1995-96**

Christie Exhibition
Fatma Musumi
Anne Randall

Goodwin Prize
Stefan Elbe
Chung Kiat Soh

Sweet & Maxwell Law Prize
Musonde Chibwe
Belle Yang

Michael Sallnow Prize
Louise Byrne
Catherine Hale

Lisa Wheatley Prize
Jennifer Cornish

Morris Finer Memorial Prize in Law
Neha Datar

Noble Lowndes Prize
Peng Kee Ooi

Bernard Cullen Memorial Prize
Christian Fehling

Janet Beveridge Award
Jessica Datta
Joanne Sparkes

Himmelweit Awards
Claire Tracey

Ellicott-Hollows Memorial Prize
Simon Hampton

Harold Laski Scholarship
Edwin Chow

Courtaulds Prizes
Chu Heng Roy Chan
Sin Ye Chuang

Citibank Prizes
Vishal Agarwal
Baber Nasim Din

Firth Award
Mark Jamieson
Todd Sanders

Imre Lakatos Scholarship
Jeremy Wanderer

Maurice Freedman Prize
Catherine Allerton

Andrea Mannu Prizes
Moira Hicks

Arthur Andersen Prizes
Vinita Jeebun
Andreas Leoussis

George and Hilda Ormsby Prizes
Mayur Subbarao
Rachel Weller
Thomas Yardley

Mostyn Lloyd Prize
Andrew Dench

Slaughter and May Prizes
Khurram Shamsee
Aik Sia

Ely Devons Prizes
Yong Cheen Choo
Niko Matouschek

Jackson Lewis Scholarship
Christian Parenti

R J Vincent Memorial Scholarship
Jurgen Haacke

Financial Times Prize
Chu Ling Loo

KPMG Peat Marwick Scholarship
Jane Appleby

Robert McKenzie Canadian Scholarship
Nicole Jackson
Mairi Johnson

IRF/FCO/LSE Scholarship
Natalia Bruslanova
Yaroslav Mudry
Oleksiy Soroka

OSI/FCO/LSE Scholarship
Keng Mun Lee
Sanja Nikolin
Dana Nourgalieva
Waldemar Paclawski
Sergei Radchenko
Aleksandra Sajn
Taras Sobolev
Bojan Vukalovic

Mannheim Scholarship
Androulla Soteri

Olive Stone Memorial Scholarship
Fiona Patten
Tahira Rafiq

Economica Scholarship
Geoffrey Shuetrim

Alfred Zauberman Award
Marieta Stankova

ODA Shared Scholarship
Joyce Waitutu

Schools External Scholarship
Paul Yee Keong Wong
Bilal Zia

*Michael Peacock Charitable Foundation
Scholarships*
Bartlomej Haber
Vahan Kotanjyan
Pavel Misiga
Vladimir Shopov

*The Foundation on Automation and Human
Development Annual Award*
Christiane Cruschwitz
Dawn Fell
Purnaning Guritno

**First Degrees Awarded
1996**

B.Sc. (Economics)

**Special Subject:
Economics**

First Class Honours

Antonio Carlos Balestra Di Mottola
Richard Caskey
Simon Eric Norman Cawdery
Diple Chandaria
Kok Wei Chu
Elliot Matthew Dwight
Carl Gary Emmerson
Siow Huang Gan
Fernando Goni
Charalambos Hadjitheoris
Nikunj Hindocha
Yew Weng Ho
Alinawaaz Ismail Khalpey
Jing Rong Lee
Nuno Goncalo Abranches Barroso Monteiro
Limao
Julian Woon-Ka Tan
Chih Ming Tan
Gotz Heiko Von Peter

Upper Second Class Honours

Richard Abigail
David John Stuart Adams
Boladale Oluwafemi Adewale
Vishal Agarwal
Iakovos Alhadeif
Khalil Gibran Alli
Tracy Anderson
Vicky Aristidou
Nicholas Matthew Barnes
Leena Beejadhur
Edward Holden Bell
Pritham Kumar Bence
Benjamin Berenblut
Ranjeev Bhatia
Martin Edward Brint
Leyla Eileen Brooks
Leila Nina Butt
David Kien Man Chan
Omar Chaudry
Rupinder Singh Cheema
Fraser Neil Coutts
Aleksandar Diklich
Melissa Enders
Manuel Esteve Herreros

Daniel Eteessami
 Michalis Joannoo Florentiades
 Khoon Noone Gan
 Wei-Shen Goh
 Laura Jayne Graham
 Francesca Guagnini
 Sandeep Gupta
 Karl Magnus Fredrik Hildingsson
 James Andrew Hogg
 Syed Ali Imam
 Adam Christian Falk Islef
 Humayun Jafrani
 Marcia Leonie Jayesuria
 Sally Anne Jones
 Oliver George John Judd
 Gideon Samuel Koch
 Rafy Kouyoumjian
 Manu Kumar
 Kar Man Carman Lai
 Teresa Sze Wai Lam
 Charmaine Yuen Ching Lee
 Oren Levy
 Ga Wei Lo
 Thiaravanan Magalinga Patten
 Sanjay Mazumder
 John Martin Noel McDonagh
 Helena Clare McLeod
 Megha Sailesh Mehta
 Kamila Mirza
 Alpa Gulabhai Mistry
 Mark Andrew Mitchell
 Stephen Raymond Morris
 Yoganayagi Suganthi Nagarajah
 Shariq Hussain Naqvi
 Ruby Nath
 Jayanth Aloysius Nazareth
 Oritseweyinmi Omamuli
 Anna Margarethe Ong
 Kyung Min Pak
 Tej Paul Singh Panesar
 Jonathan Mark Andrew Parr
 Dipal Patel
 Sanjeev Charles Patel
 Vishal Bharat Pathak
 Julian David Proctor
 Melek Talat Pulatkonak
 Sidharth Punshi
 Mohammad Jahirul Quayum
 Lupin Rahman
 Ravi Sarda
 Rajan Savjani
 Parwinder Singh Sekhon
 Sheetal Shah
 Cyma Shaikh

Omar Siddiq Amin Noer Rashid
 Fahad Iqbal Siddiqi
 Satvinder Singh
 Kevin Edward Stephen Smith
 Eirik Lae Solberg
 Hanna Karolina Svennerstal
 Chee Wei Tan
 James Gordon Antony Taylor
 Alexander David Thompson
 Nita Velji Varsani
 James Russell Verdier
 Nicholas Vincent Vivian
 Andreas Vourloumis
 Kumara Kashyapa Wijekoon
 Christina Wolff
 Justin Kai Fan Woo
 Zafer Yazkan
 Ivy Chooi Wui Yong

Lower Second Class Honours

Hisham Abdul Rahim
 Clare Ming Wai Au Young
 Mark Henry Bailey
 Richard Edward James Barry
 Malika Beri
 Richard Alan Biggs
 Martin Blum
 Aleksandra Barbara Budzinska
 Blake Casper
 Julie Ofelia Chan
 Ashvinder Chawla
 Christopher Alan Cooper
 Edward Cowen
 Yenny Cuandi
 Daud Ahmad Dard
 Zarina Dato' Abu Bakar
 Elena Mikhailova Dimova
 Zvetan Vassilev Dragulev
 David Edward Egerton
 Khai Lin Foo
 Chai Yu Jackie Goh
 Russel Haque
 Masood Azhar Hasan
 Nora Junita Hussaini
 Binka Inkty
 Zainulabedin Jafferji
 Siri-On Jaruratanaporn
 Johan Daniel Karrqvist
 Ani Keswani
 Rabia Younas Khan
 Rushil Khanna
 Wei Bin Lee
 Nicholas Hunter Leech
 Wern Chin Lim

Varant Mahdessian
 Zelda Siu Dan Mak
 Christophe Charles Rene McBride
 Ian Christopher Milward
 Mohammad Shoaib Mirza
 Sven Carl Magnus Montan
 Olga Moreggio
 I-Wen Morsingh
 Fabian Georg Munzinger
 Su Ying Ng
 Khalid Mohammad Noon
 Julian Michael Palmers
 Cheol Woo Park
 Ahsan Pervez
 Gary Charles Pravda
 Henrik Nils Milton Rammer
 Abraham Ibrahim Rawat
 Oliverio Emilio Rey-Beckstrom
 Andrew John Robb
 David John Rosa
 Idowu Ajibola Salami
 George Philip Sanders
 Sunita Neely Sandhu
 Gregory Samuel Schor
 Karolyn Seet Cher Min
 Sidra Fatima Mahmood Sheikh
 Dylan Jonathan Smith
 Jose Francisco Souto-Martinez
 Addy Zulkifly Suhut
 Chin Yeow Edwin Tan
 Christian Thomas
 Christopher Michael Hugh Thomas
 Howel Gruffydd Rhys Thomas
 Veronique Deborah Van Delft
 Gulshan Verma
 Swarnim Wagle
 Eraj Weerasinghe
 Darren John Wilkins
 Bart Wong
 Hoi Yan Woo
 Daniel Robert Wynn

Third Class Honours

Maslyna Wati Ahmad
 Humayra Anjum Ahmad
 Phillipe Maurice Bazin
 Stefan Andrzej Belkowski
 Christine Sheung Yi Chow
 Jooyeon Chung
 Angel Garcia Y Resurreccion
 Srdjan Hadnadjev
 Nana Hino
 ler Jonathan-Ichaver
 Eleni Kostara
 Nadia Rasheed
 Jean Yannick Thepaut

Pass

Ulrich Matthias Diemer
 Sarah Ann Glass
 Branko Markovic
 Wayne Neil Rogers
 Yat Sun Tse

**Special Subject:
 Econometrics and Mathematical
 Economics**

First Class Honours

Heung Hung Ng
 Joseph William Spooner

Upper Second Class Honours

Jonathan Yee Fung Cheng
 John Stephen Davies
 Benjamin Roy Green
 Maria Stelios Heracleous
 Ai Ming Tan
 Helen Tsoulouvi

Lower Second Class Honours

Andreas Adamou Andreou
 Mai Tanaka
 Shu Bil Wong

Third Class Honours

Rhian Butah
 Stanley Hiu Wa Hang
 Sandy Indraman
 Rei Karasawa
 Sujit Ramji Mehr

Pass

Simon William Gardiner

**Special Subject:
 Economics and Economic History**

Upper Second Class Honours

Frances Tomlinson

Lower Second Class Honours

Andreas Lefkios Cleanthous
 Susan Jane Wingfield

**Special Subject:
 Economic History**

Upper Second Class Honours

Humaira Yasmine Aslam
 Karen Tamar Fattal

Louis Marcel Florentin-Lee
 Evangelia Kostakis
 Derek Tin-Fu Lin
 David Simon Williams

Lower Second Class Honours

Paya Chitlangia
 Adam Bruce Fleming
 Kamaldeep Dominic Singh Hayer
 Maximilian Alfred Ladislaus Georg Hennig
 Vanessa-Jayne Parry
 Farah Naz Shamim
 Anna Clair Trybocka

**Special Subject:
Accounting and Finance***First Class Honours*

Suria Ab-Rahman
 Tasos Anastasiou
 Chu Heng Roy Chan
 Sin Ye Chuang
 Sunil Duggal
 Wai Li Goh
 Kit Ming Ng
 Marios Pitsillis
 Mohammad Asif Rafique
 Adrian Ming Wai Siew
 Marilena Stylianou
 Susee Tang
 Kuan Chee Tham

Upper Second Class Honours

Ioanna Savva Achilleos
 Abdul Wahab M A Al-Halabi
 Eron Ali
 Christophoros Anayiotos
 Vishal Awatar
 Anusooryah Basgeet
 Melvyn Boey Kum Hoong
 Dmitri Boreiko
 Deborah Joy Bunting
 Jean Alain Cheung Shan Yuen
 Hiral Pravinrai Desai
 Aroon Dipak Dhoot
 Baber Nasim Din
 Thalia Amelia Economides
 Vincent Khoon Ann Ee
 Jean Stephane Alain Fournier
 Barbara Ginet-Kuncewicz
 Ema Linda Asari Harrison
 Hidayah Hassan
 Aida Jaslina Jalaludin
 Keng Mun Lee

Kin Shun Leung
 Sunita Mansigani
 Kamal Bahrin Md Radzi
 Constantinos Mourouzides
 Firoze Nazar
 Bwan Hee Kevin Ng
 Benjamin Edsel Nye
 Samuel Yee Peng Ong
 Deepak Parekh
 Caroline Hwee Ling Seah
 Aashish Shah
 Babar Hameed Sheikh
 Gurdip Singh Sidhu
 Bonnie Bo Man Suen
 Chin Yee Tan
 Yii Ting Tan
 Christos Miltiade Tavelis
 Joon Leng Teoh
 Paul Adam Williams

Lower Second Class Honours

Ksenia Lvovna Aleksejeva
 Stephen Robert Allix
 Seema Arora
 Vivek Arora
 Niral Prafulchandra Batavia
 Neeraj Bhardwaj
 Grace Cousins
 Faisal Mohamed Perwaiz Joo
 Romie Khalid
 Rikos Eric Leong-Son
 Mohd Faizal Mohd Amin
 Juliana Mohd Hashir
 Aida Mosira Mokhtar
 Parissa Masoumeh Monadjemi
 Shamini Muthusamy
 Kok Yeong Kevin Ohng
 Jacqueline Chinaelo Powell
 Enamur Rahim
 Dinithi Vidyarshi Prasangika Samarasekara
 Reena Shah
 Elham Shahbandi
 Pei Shih Beverly Tham
 Zahed Yousuf
 Shariman Yusuf

Third Class Honours

Neal Bhattessa
 Robyn Tiffany Cooper
 Michael Damian Kristin Horrigan
 Naser Jan
 Christiana Kythreotou
 Khalid Manzoor
 Ali Hani Safieddine

**Special Subject:
Government***First Class Honours*

Martin Christopher Edmund Lodge
 Donald Patrick McCarthy
 Silvia Santoro
 Daniel John Stevens

Upper Second Class Honours

Eduardo Payawal Abello
 Alan Michael James Bacon
 James Jonathan Barraclough
 Mark David Boden
 Tobias David Matthew Childs
 Justin Thomas Cross
 Torun Andreas Dewan
 Ciaran Edward Hevey
 Rachel Elizabeth Holdsworth
 Christine Pamela Keenan
 Sarita Lenita Jasmin Khajuria
 Susha Lee-Shothaman
 Karen Fong Hing Lie
 Spencer Elliot Livermore
 Alexander James Lowen
 Rory Douglas MacGregor
 Alan John Mawer
 Boaz Nathanson
 Simon Phillips-Hughes
 David Richard Rowland
 Imogen Thea Shillito
 Ruwan Anwyl John Strangeways
 Nicolas George Bell Sutton
 Sally Jeays Wardle
 Kerry Wilson
 Peter Stewart Woodcock

Lower Second Class Honours

Leila Bahaijoub
 Rachel Victoria Burgess
 Shazia Ejaz
 Songkran Grachangnetara
 Catherine Moyra Hellyer
 Mahin Irani
 Jacqueline Kim Macleay
 Amina Aziz Mirza
 Randip Kaur Panesar
 Mohibur Rahman
 Minaho Shiraishi
 Lindsay Ann Watson
 Clare Louise Wilson

**Special Subject:
Government and Law***First Class Honours*

Florian Fabian Hoffmann

Upper Second Class Honours

Nashina Asaria
 David James Anthony Bunker
 Charles Hamilton Gerty
 Thomas James Greatrex
 Clare Jennings
 Tobias Wubbo Gunter Krohn
 Duncan James McGrath
 Clinton Andrew Ray
 Nicola Renier Williams

Lower Second Class Honours

Gurprit Basran
 Avtar Dohil
 Nicolas Oliver Jones

**Special Subject:
Government and History***First Class Honours*

Philip Andrew Cook

Upper Second Class Honours

Richard Ian Emmerson Archer
 Mary Davies
 Nicholas Robert Dearden
 Louise Dillon
 Samuel Vernon Goold
 Raj Kumar Jethwa
 Paolo Guilherme Marinou-Blanco Da Costa
 Sarah Jane McCreath
 Heather Fay McKay
 Judith Mary Plastow
 John Roome

Lower Second Class Honours

Nina Natalie Caroline Burge
 Michael Richard Anthony Doherty

Pass

Phoebe Sarah Mountain Ashworth

**Special Subject:
Russian Government, History and
Language***Upper Second Class Honours*

Nicholas Henderson-Stewart
 Dikran Betros Kalaydjian

**Special Subject:
International History***First Class Honours*

Conrad Winter Bailey

Upper Second Class Honours

Leonardo Anguiano Rodriguez
John Philip Atherton
Andrew William Belford
John Constantine Hadoulis
Alastair Alexander Johnston
Paul Andrew Lennon
Mark Daniel Lester
Samuel Edwin Low
Richard James Agnew Petty
Mariam Zarmalwal

Lower Second Class Honours

Charlie John Patrick Barnard
Jonathan Carl Bennett
Peter Matthew Collins
Silwat Ayesha Haider
Sara Louise Muir
Daniel Reginald Palmer
Denis Michael Russell

**Special Subject:
International Relations***First Class Honours*

Benjamin Yuen Khiang Tan
Lee Fong Teng

Upper Second Class Honours

Aref Adamali
Karen Michelle Louise Bramley
Paulina Chang Li Mei
Karl Matias Jonatan Fagerlund
Harold William Garner
David Alexander Groenewold
Marc Scott Hardy
Olivier Kalfon
Paul Alexis Kassman
Aelya Batoool Kazmi
Giuseppe Lucchesi
Khalid Majid
Adrian Finn McGuirk
Christian Ingo Albert Meyer
Emma Natalie Morley
Gul Murlidhar Gokaldas Mukhey
Christopher Dylan Parry
Sruti Manubhai Patel
Eduardo Luis Pedrosa
Irakli Pipia
Jeannette Stoeckel Platou
Rita Salame
William Ashley Cordeux Salomone
Jason Scott-Lewis
Maki Tanabe
Scott Wayne
David Richard Whippe

Lower Second Class Honours

Denise Maria Albuquerque
Theodoros Anglos
Shoqat Yusuf Musa Bunglawala
Dominic Luke Bush
Mia Jacobson
Anouk Rashid Khan
Harris Kleanthous
Jessica McCallin
Mohammad Ali Miraj
Zarreen Shahid Mirza
Adam Martin Morris
Tanya Clare Murray
Barbara Grazia Maria Piga Serra
Kazuhiro Shimada
Jan Michal Pierre Sigwart
Mohammad Umer Soomro
Simon Patrick John Trewavas
James Laurence Challoner Vanneck

Third Class Honours

Luciana Confort Arnaud

Pass

Shahrzad Marie Nooryani

**Special Subject:
Sociology***First Class Honours*

Cathryn Rita Everest

Upper Second Class Honours

Katharine Anne Edwards
Eleni Maria Kouidou
Daniel Maurice Silverstone
Toby James Brown

**Special Subject:
Social Anthropology***Upper Second Class Honours*

Patrik Schwarz

Special Subject: Social Policy*Upper Second Class Honours*

Sarah Butt
Thomas Jude Smith
Roberta Ventura

Lower Second Class Honours

Frederick James Seed

**Special Subject:
Social Psychology***Upper Second Class Honours*

Rosalind Sue-Hui Chin
Deborah Pauline Toledano

Lower Second Class Honours

Isabel Claire Chan Yuen Ching
Helen Margaret Knewstub

**Special Subject:
Industrial Relations***Upper Second Class Honours*

Timo Jens Steinberg

Lower Second Class Honours

Sandra Elizabeth White

**Special Subject:
Mathematics and Economics***Upper Second Class Honours*

Gautam Krishna
Edmond Chi Hang Lee
Kalpesh Chandrakant Patel
Neelay Shah
Draganco Trpcevski

Lower Second Class Honours

Michael David Goulding

**Special Subject:
Geography and Environment***First Class Honours*

Mayur V Subbarao

Upper Second Class Honours

Kerrie Jane Henderson

Lower Second Class Honours

Matthew Pells

**Special Subject:
Philosophy***Upper Second Class Honours*

Pilar De Orleans-Borbon
Elena Morachiello

**Special Subject:
Philosophy and Economics***Upper Second Class Honours*

Helen Stylianou Kerkentzes
Biral Raja

Lower Second Class Honours

Kok Loong Lye

**Special Subject:
Computing***Pass*

Christopher Anthony Browne

B.A. History*First Class Honours*

Steven Dowers
Sarah Margaret Green

Upper Second Class Honours

Haneeza Aslam
Iain Gordon Campbell
Adrian Deleiros
Alexander Vivian Ellis
Mark Harvey
Zainab Khatun Jalil
James Gordon Kennaway
Damian Mark Krushner
Guy Christopher Maidment
Simon David McKeon
Patrick Weldon Timmons

Lower Second Class Honours

Andrea Mary Heatley
Julia Mather
Gary Lee Sweeting

Third Class Honours

Anastasia Louise Johnson

LL.B.*First Class Honours*

Andrew Humbles
Fathima Shaheeda Mohamed
Adeline Yu Mi Ng
Eirene-Olga Proukaki
Stephen Requena
Aik Kor Sia

Upper Second Class Honours

Sagal Abshir
Helen Vassilike Arabanos
Wendy Joyce Clare Atfield
Edward John Bannell
Laura Bayley
Deborah Suk Yun Chan
Simon King Pong Chen
Sharon Wen Chen Chin

Sarah Jane Clifford
 Christopher Lee Damandl
 Sarah Elizabeth Davis
 Hilary Jane Dawe
 Iris Rose Edwards
 David Heaton
 Mair Joanne Hill
 Catrin Mira Rees Jones
 Sonia Kalsi
 Sachin Karia
 Suzan Kurdi
 Richard Ian-Gett Lee
 Duncan Lee
 Timothy Andrew Ludford-Thomas
 Mark McCormick
 Nicola Susanne Mifflin
 Natasha Mohd Zulkifli
 Sejal Mukundrai Morjaria
 Elijah Munyuki
 Shazia Haider Naqui
 Emmanuel Uzor Onwe
 Prini Patel
 Tina Rashmi Patel
 Paul Pybus
 Julie Marie Rackstraw
 Tahira Rafiq
 Nomaan Akram Raja
 Shabana Umbreen Awan Raza
 Abdul Rahman Redza
 Alice Rachel Robinson
 Parag Ramniklal Lavji Shah
 Michael Shebson
 Anthony Michael Sidford
 Leon Siegler
 Ian Peter Silcock
 Graham Delano Sinclair Simmons
 Faderera Ibadapo Solanke
 Marie Ann Spenwyn
 Mark Howard Peter Spiers
 Sonali Rao Suvvaru
 Paul Hock Beng Teo
 Habib Ullah
 Arun Velusami
 Annika Leena Westling
 Sean Delroy Wilson
 Katherine Alice Wood
 Trisno Asyraf Zainol Abidin

Lower Second Class Honours
 Nadia Bushra Ali
 Walter Achieng Obonyo Amoko
 Syahriman Baharom Shah
 Michael Brock
 Somnas Asiri Michael Fernando

Justine Soo Hsien Goh
 Maria Hadjioannou
 Fozia Tanvir Hussain
 Sharran Kaur Jhita
 Shahanshah Sarmad Khan
 Theresa Dikran Kradjian
 Kok Chew Lee
 Sarah Anna McGuinness
 Priyani Venita Ponnampereuma
 Rohan Suren Punwani
 Karen Tzuntjin Quek
 Ammanah Ragavoodoo
 Paula Helena Rohan
 Panagiotis Sardelas
 Nina Parita Shah
 Martin Murray Sprott
 Julie Anne Thompson
 Petrea Jane Vela
 Jeanette Wai Yee Yin
 Azri Zaharuddin

Third Class Honours

Atiq Imdad Ali
 Gautam Punj
 Arsalan Ahmed Shaikh
 Julian Robert Smith
 Chloe Taverner
 Colin Jeffrey David Turner

LL.B. with French Law

Upper Second Class Honours
 Emmaline Harris
 Kevin Paul Smith
 Charles Philip Woodhouse

Lower Second Class Honours

Eve Rosa Cinnirella

LL.B. with German Law

Lower Second Class Honours
 Richard Charles Knowles

B.Sc. Management

First Class Honours
 Paul Gareth Davies
 Wai Man Ha

Upper Second Class Honours

Manav Abhishek
 Anis Fatima Akbar
 Neil Aronson

Sophie Marie Christine Bonavero
 Kim Croucher
 Allain Gilbert Lim Goco
 Sheena Hirani
 Roar Husby
 Mona Ramesh Jasani
 Haya Naim Kablawi
 Purnima Lamba
 Daniel Erik Ljungh
 Bogna Aleksandra Machura
 Laila Abdul Majid Malik
 Louise Reine Nutley
 Frode Overli
 Tom Pfannenschmidt
 Justin Demetrio Reis
 Daniel Rissmann
 Sandeep Singh Sahiwa
 Valentina Roberta Sara Stadler
 Alexander Hermann Michael Steinbeis
 Eirik Talleraas
 Pavlina Vagioni
 Muna Munzer Wehbe
 Ina Magdalene Woyseth
 Alexandra Zagury Teotonio Pereira

Lower Second Class Honours

Dimitrios-Marios Athanasopoulos
 Erik Therkild Billings
 Pavandeep Kaur Chatha
 Nebojsa Ciric
 Kirsten Marie Gilje
 Kristin Haug
 Cordelia Stephanie Ip Too-Yu
 Kwet Lean Lam Po Tang
 Orazio Lambiase
 Kenjiro Matsumura
 Manesh Moolchandani
 Werner Josef Lempira Pagenstert
 Vassilis Petropoulos
 Marc Timo Schmitt
 Thomas Richard Scott
 Vikramajit Singh
 Elisabeth Sotiriades
 Hanna Lotta Takala
 Richard James Thew
 Marta Kristina Tiberg
 Caroline Wing Yan Tso
 Vinita Naraindas Vaswani

B.Sc. Main Field Actuarial Science

First Class Honours
 Antonios Christakis Antoniou
 Antonis Andreas Antoniou

Adrian Boo Juan Khoo
 Dennis Lim
 Kang Yuan Wong

Upper Second Class Honours

Blessing Chamapiwa
 Stephen James Groves
 Noor Ahmad Raza Hotee
 Poh Huat Khoo
 Anand Jayanti Patel
 Sejul Mansukhlal Shah
 Vijay Chandrakant Shah
 Richard Lawrence John Skelding
 Nicolaos Stavrinides
 Chin Szu Tan

Lower Second Class Honours

Kavi Avinash Issur
 Vishwanath Pasupathy

Third Class Honours

Nor Aida Daud
 Kay Tin Khoo
 Mohd Khairi Saamri

B.Sc. Main Field Business Mathematics and Statistics*Third Class Honours*

Su Mien Stella Yap

B.A. Main Field Geography*First Class Honours*

Rachel Caroline Weller

Upper Second Class Honours

Benjamin James Bulmer
 Martin Fitzgerald Burns
 Caroline Katherine Falce
 David Jason Graham
 Nicholas David Hindle
 Karen Wanda Janas
 Mathieu Laurent Lefevre
 John Bruce Hunter McKee
 Rohan Patel
 Thomas James Yardley

Lower Second Class Honours

Sanchita Banerjee
 Gavin Burston
 Richard John Christian Clarke
 Sorcha Eleanor Phyllis Hitchcox
 Christopher Henry Ingoldby

Roger McElroy
Nicola Jay Naidu
Alison Frances Summerfield

Third Class Honours
Ozlem Norman

B.Sc. Main Field Geography

Upper Second Class Honours
Francesco Guiseppa Checchini

Lower Second Class Honours
Melissa Sophie Carlisle Katuscia Fara
Carlo Edward Gray
Rhian Watts

Third Class Honours
David Tyler Joy

B.Sc. Main Field Management Science

First Class Honours
Matthew John Fogarty
Amandeep Singh Khosa
Jarle Nilsen
Katarina Elisabeth Rosen

Upper Second Class Honours
Vandna Hiros Alimchandani
Victoria Ximena Brebner
Panicos Marios Carmentos
Ioannis Edipidis
Georgios Panayiotis Georgiou
Natalia Inclan Campo
Andreas Juergen Friedrich Knobloch
Yah Lay Kua
Jennifer Jane Middleton
Aashish Mukherjee
Ashish Ashok Patel
Krishit Vinodkumar Patel
Varin Phongthirasuwan
Sunil Tanna
Yuen Pik Wong

Lower Second Class Honours
Tanya Gwendolyn Abou Habib
Christos Efstathiou
Matthew Adam Francis Forder
Alam Kasenally
Osman Ali Khan
Margarita Dinou Lyra
Choi Iok Mak
Hitesh Ashok Kumar Mediratta

Niraj Surendra Shah
Nina Singh

Third Class Honours
Neil Rasiklal Motichand Dodhia
Angelo Marino
Cyril Vincent Joseph Megret
Angelos Papangelis

B.Sc. Main Field Mathematical Science

Upper Second Class Honours
Diana Renee Claire Locke

Lower Second Class Honours
Victoria Michelle Brierley

B.A. Main Field: Philosophy

First Class Honours
Moira Jean Hicks

Upper Second Class Honours
Elisa Baroni
Michael John Douglas

Lower Second Class Honours
Chad Balester

B.Sc. Main Field Philosophy

First Class Honours
Jorn Wossner

Upper Second Class Honours
Yu-Yun Chiu
Catharine Victoria Helen Coleman
Svend Martin Holbraad
Jason Howard Kassemoff

B.Sc. Main Field Population Studies

Lower Second Class Honours
Alison Mary Keigher

B.Sc. Main Field Social Anthropology

First Class Honours
Annika Victoria Bosanquet
Juliet Sarah Tylor

Upper Second Class Honours
Peter George Beresford-Jones
Louise Margaret Mary Byrne

Julia Lilian Cruwys Chambers
Emma Natasha Clothier
Jacqueline Anne Cosgrove
Rachel Jane Cuthbert
Anna Mary Gaudion
Cornelia Griss
Timo Hilton-Jones
Liselotte Lydia Hunter
Pamela Lilian King
Agota Kisimre
Alvine Masih
Sorrel Loveday Osborne
Sophie Louise Tanter
Karin Weisskopf
Peter Christian Allison
Jason Anthony Louis Foster

B.A. Main Field Social Anthropology

First Class Honours
Sabine Michiels
Katie Webb

Lower Second Class Honours
Marsha Jo Bohn
Michiru Yoshino
Jason Anthony Louis Foster

B.A. Main Field Social Anthropology and Law

Upper Second Class Honours
Veena Bhogal
Jan Raphael Alexander Fielding
Deborah Goldemberg
Geethika Kamani Jayatilaka
Xanthe Lok
Sean Pettit
Thomas Henry Alexander Quinton
Anamika Jiya Tanya Rawla
Rukhsana Wahab

Lower Second Class Honours
Laura Anne Langrell
Caroline Marie Rahme
Benjamin Albert John Robards
Cynthia Mei Lan Sin
Sarah Elizabeth Rebecca Vaughan-Brown

B.Sc. Main Field Social and Economic History and Population Studies

Upper Second Class Honours
Rachel Louise Cullen
Alexander Edmond St John Fitzgerald

Lower Second Class Honours
Sophie Louise Janes

Third Class Honours
Rosemarie Ann De Val

Pass
Mariko Kato
Umar Rafique Malik

B.Sc. Main Field Social Policy and Administration

First Class Honours
Jessica Datta

Upper Second Class Honours
Sadhia Ali
Maz Fellows
Pamela Jayne Johnston
Emmanuel George Nortey
Fionuala Anne Pender
Mabel Anne Randall
Matthew Philip Reed
Fiona Anne Wolz

Lower Second Class Honours
Joseph Dominique Chiari
Elizabeth Margaret Flanagan
Margareth Rungarara

B.Sc. Main Field Social Psychology

First Class Honours
Kirsten McNeill Black
Jennifer Elizabeth Cornish
Claire Marian McDonnell
Alan Thomas Phillips

Upper Second Class Honours
Andrea Baron
Charlotte Helena Bjuren
Natalie Braier
Sylvia Nancy Susan Brem
Mansel Christopher Fletcher
Vassiliki Myrsini Kostopoulou
Pascale Faye Krzywicki
Kate Lumley
Ana Manuela Machado Da Silva
Sharon Florence Malins
Henri Charles Nickels
Joseph Mark Parfitt
Renata Maria Sims
Daniel James Worrell

Lower Second Class Honours

Vanessa Jane Marian Buck
 Scott Andrew Jamieson
 Andreas Mitten Sainte May
 Tahira Singh

B.Sc. Main Field Sociology*Upper Second Class Honours*

Maria Andrianou
 Sarah Margaret Brown
 Jane Browne
 Helen Mary Burton
 Susan Fong
 Guy St John Griffin
 Helen Jamieson
 Hilde Larsen
 Peter Thomas Schofield
 Fay Violet Soosai

Lower Second Class Honours

Shaista Ahmed
 Jeffrey Bannister
 Jahura Bibi
 Aarti Resham Chanrai
 Mark Charad
 Emma Jane Charlton
 Lucy Herring
 Beth Louise Kelly

B.Sc. Main Field Statistics*Third Class Honours*

Debbra Su-Minn Lee
 Gok Erl Yap

Higher Degrees Awarded

The previous edition of the Calendar omitted the award of the degree of M.Sc. to Nancy Leigh House.

The following lists include all higher degrees awarded between January and December 1996. Not all degrees to be awarded on the basis of work completed in the 1995/6 academic session will have been included; and some degrees awarded in 1996 will relate to earlier periods of study and examination.

Ph.D.

Thomas Ahrens
 Monika Sangeeta Ahuja
 Olufemi Ajayi Akinola
 Filippo Andreatta
 Amazu Anthony Asouzu
 Fabio-Cesare Bagliano
 Sarah Jane Bradshaw
 Malcolm John Bray
 Mike Christopher Burkart
 Ana Amelia Camarano
 Jane Elizabeth Canavan
 Sophie Canevet
 Vittoria Cerasi
 Gilles Chemla
 Timothy Moss Childers
 Judith Margaret Coney
 Jacqueline Anne-Marie Coyle-Shapiro
 Cui Dan
 Olivier Louis Curet
 Katerina Dalacoura
 Mark Kevin Deavin
 Harnik Deol
 Elizabeth Jane Dickson-Gilmore
 Mary Farrell
 Thomas Lycan Farsides
 Rick Fawn
 Francisco De Hollanda Guimaraes Ferreira
 Carola Maria Frege
 Pietro Garibaldi
 Thomas Paramor Gill
 Gerald George Grant
 Dieter Jurgen Guffens
 Antonios Haniotis
 Michael Hermann Hardt
 Mark Harris
 Patrick James Heady
 Edmund James Heery
 Robin Findlay Hendry
 John Herman
 Terry Taihor Huang
 Klaus Rainer Jackisch
 Jessica Liebe Jacobson
 Mark Angus Jamieson
 Charles William Beynon Jones
 Bwire Timothy Maarwa Kaare
 David Bernard Kennedy
 Sheila Margaret Kerr
 John Patrick Kihn
 Heesu Kim
 Kuang-Wu Koai
 Sokratis Koniordos
 Monica Konrad
 Reinout Michael Koopmans

Apurba Kundu
 Ana Rosa Lamo
 Terrence Walter Lapiere
 Chulwoo Lee
 Boris Nikolaj Liedtke
 Wei Shi Lim
 Joseph Anthony Maiolo
 Apostolos Malakos
 Kate Elizabeth Malleson
 Gaspare Augusto Manos
 Helen Zerlina Margetts
 Giovanni Marseguerra
 Tim Meldrum
 Irini Moustaki
 Rosa Mule
 Margaret Kathleen Murphy
 Mario Nava
 Simon Mark Michael Niziol
 Nancy North
 Brendan Patrick O'Duffy
 Souichi Ohta
 Paul David Oldham
 Alison Margaret Oram
 Louise Mary Perrotta
 Helen Jemma Perry
 Lisa Natalie Nancy Pine
 Edith Roxanne Powell
 Anya Lucie Victoria Proops
 Michael Alexander Raith
 Andreas Johannes Reinhold
 Glenn John Richardson
 Diana Susan Rose
 Dirk Schoenmaker
 Scott Stanley Shaughnessy
 Yu-Fang Shen
 Simon Keith Sinclair
 Karen Elizabeth Smith
 Wolf Florian Sommer
 Angela Miri Song
 Jeremy Richard Stangroom
 Patricia Stockton
 Cecilia Tacoli
 Philip Thomas
 J Adam Tooze
 Mehmet Ugur
 Sorbas Von Coester
 Trevor John Webb
 Marina Wes
 Philip Iestyn Williams
 John Antony Xavier
 Agostinho Marcelino Zacarias
 Monika Zulauf

M.Phil

Massimiliano Ciferri
 Denise Malvina Julia Exterkate

Joseph Griffin
 Edmund Koroma
 Dunya Maumoon
 Helen Mary Walker
 Jonathan Craig Walmsley

M.Sc.

In the list which follows (D) indicates that the degree was awarded with a Mark of Distinction

Darrow Aaron Abrahams
 Karen-Anne Achille
 Joshua James Ackman
 Olugbenga Adelaja
 Pauline Adjete
 Margaret Mann Africa
 Gayane Telmani Afrikian
 Sara Afshar
 (D) Ahmed Afzal
 Juliet Patricia Agard
 Amina Agha
 Faheem Ahmed
 Kim Anne Aiomanu
 Jorge Aisa Dreyfus
 Barbara Ann Akakpo
 Kudret Akgun
 Ahmet Okan Akin
 Olukayode Ibukin Akinkugbe
 Layth Al-Falaki
 Sabah Alam
 Carrie Alexander
 Yasmin Louise Allam
 Christine Allen
 Claire Juliet Allera
 (D) Catherine Lucy Allerton
 Caroline Anne Allward
 Graham Alsop
 Miguel Luis Alvarez
 Kimberly Danielle Amann
 Gillian Afua Amber
 Leila Amirfeiz
 Daniel Amparan-Lara
 Michael Anaman
 Jason Michael Anderson
 Amparo Erendira Anguiano
 Catherine Antonoff
 Gabrielle Michal Apfel
 Aris Kanaris Apollonatos
 Christina Maria Apostolidi
 Aristides Arapoglou
 David Cooper Armistead
 Daryl James Arnold

Catherine Frances Arnold
 Ulrich Arnswald
 Beverley Gail Aron
 Joanna Vasquez Arong
 Vanessa Genevieve Arsenault
 Cenk Arslan
 Anthony Albert Asher
 Henri Yao James Assila
 Monica Aswani Nari
 Sahar Ali Ata
 Alwaleed Fareed Atabani
 Andrea Kingsley Athanas
 Freddy Austli
 Omowunmi Aina Awomolo
 Mahmut Aydogan
 Abimbola Yetunde Ayodeji
 Tasneem Rahman Azad
 Shazia Azim
 Miriam Babula
 Karen Badgery
 (D) Poonch Baghai
 (D) Katherine Anne Bain
 Susan Dolores Baker
 Anne Margreth Bakilana
 George Bakis
 Gianfranco Baldini
 Marie Patricia Balharrie
 Shondeep K. Banerji
 Gautam Banerji
 Suzanne Elizabeth Bannister
 Stephanie Marion Barbey
 Giovanni Grant Bargelletti
 Mehmet Barlo
 Per-Erik Barnas
 Robert J. Barr
 Jeffrey Brian Barron
 Andreas Bartels
 Rosanna Bartolini
 (D) Katinka Barysch
 Nasser Nizam Batlay
 Karen Suzanne Baum
 Rachel Elizabeth Baxter
 Edina Becirevic
 Andrea Leigh Beckwith
 (D) Noah Benjamin Beckwith
 Kiminder John Bedi
 (D) Halima Begum
 Gabriel Simon Behr
 Aristotelis Beligiannis
 Giacomo Giorgio Edward Benedetto
 Stuart William Bennett
 Bertrand Paul Edouard Benoit
 Sidonie Katharine Rory Beresford-Browne
 Peter Berezin

Marco Bergmann
 Catherine Ann Bevan
 Ravinder Singh Bhalla
 Rohit Bhayana
 Gregoire Biasini
 Richard Bicar
 Shannon Kathleen Biggs
 Sally Ann Bild
 Rachel Helen Billings
 Lucy Jane Bingham
 (D) Emma Kate Bircham
 Hazel Bisping
 Giuseppina Bitondo
 Jacob Bjorheim
 Jane Amanda Black
 Robert Alexander Blackie
 Simon Michael Blackstone
 Justin Michael Blake
 Hernan Blejer
 Burt Byron Blodgett
 (D) Joanna Maria Blonska
 Gavin James Bell Bloomfield
 Hong Bo
 Ingeborg Victoria Bo
 Hassan Bokhari
 Enrico Bolzani
 David Jean-Leon Bongard
 Julia Birgitte Borkenhagen
 Soumo Bose
 Claire Linda Boskett
 Paul Fouad Bou-Habib
 (D) Elizabeth Grace Madeleine Bougerol
 Pierre Henri Thomas Boutot
 Simon David Bowker
 Robert Boyer
 Raymond David Bracho Urbina
 Andrew Benda Bradley
 David Alan Brakoniecki
 Carmen Valeria Coutinho Brandao
 Matthew David Breitfelder
 Slobodan Brkic
 Peter Brogan
 (D) Martin Arnulf Brooke
 Giacomo Marcello Bruni
 Maria Azzurra Bruni
 Kate Sophie Mary Buchanan
 Philipp A Buchler
 (D) Neil Alexander Buckley
 Andrea Penn Buffara
 Katherine Bullock
 Karen Louise Bulsara
 Chittrakarn Bunchandranon
 Caroline Ann Burgan
 Catherine Beatrice Burger

Tiffany Jane Burnett
 Lailani Burra
 (D) Fabio Busetti
 Eduardo Luis Bustamante
 Tom Mark Butler-Bowdon
 Denise Butt
 Phillip Eyambe Butt
 Laura Esther Calder
 (D) Hamish R B Cameron
 Kevin Canty
 Teresa Canwell
 Liliana Capacho Betancourt
 Anders Jan Wilhelm Carlsson
 Rebecca Clare Carpenter
 Glenn Lawrence Carrasco
 Astrid Castaneda
 Cristina Castells
 Pablo Antonio Castillon
 June Ann Cattell
 Thomas Cattoi
 Fabiano Cavadini
 Luca Ceccaroni
 Marina Jose Chabot
 Maneechai Chainuvati
 Alexandre Challand
 Augustine Kham-Sing Chan
 Flora On Yue Chan
 (D) Man Yee Moira Chan
 Man Yeuk Ringo Chan
 Stephanie Lynn Chandler
 Sharon Wei-Phin Chang
 Jonathan William Chappell
 Ioanna Georgiou Charalambous
 Panayiota Chatzipanteli
 Salman Javed Chaudhry
 Yogesh Chauhan
 Juan Pablo Chavez Salas
 Genzi Chen
 Chunglin Chen
 Yu-Chi Chen
 Yih-Chang Chen
 Wen-Hsiang Chen
 Yue Cheng
 Caroline Chesney
 Chung Hung Carmencita Cheung
 Wai-Har Agnes Cheung
 Marie Chevrant Breton
 Emmanuel Chiejina
 Grace Chik Pui Chong
 Joanne Catherine Childs
 Ching-Ping Chiu
 (D) Yong Cheen Choo
 Charlotte Lucy Chothia
 Fahima Choudhury

Amanda Wing Tin Choy
 Keen Meng Choy
 Siu-Min Linda Choy
 Mary Christin
 Sandra Siat Lee Chua
 Yee Leng Valerie Chua
 Chia-Hui Chung
 Christine Kyung-Hee Chung Ciecchanowska
 Kevin Matthew Cincotta
 Manuela Ciotti
 Marco Cipriani
 Zana Ayse Citak
 Eka Clarawati
 Sarah Frances Clark
 Andrew Richard Clarke
 (D) Kelly Marie Clarke
 Olivier Willem Clementin
 (D) Ernestina Elizabeth Coast
 Michael David John Cobham
 Lorna Dawn Coke
 (D) Williams Rossa Cole
 (D) Ian Michael Collinson
 Allen Clarke Collinworth
 Stella Jane Collishaw
 (D) Stella Constantinou
 Helen Ann Conway
 Gerard Philippe
 Jonathan Paul Cook
 Alanna Clare Louise Coombes
 Luisita Margarita Guiiao Cordero
 Nicholas Anthony Gerrard Corrigan
 Alberto Corsin Jimenez
 Linnea Ellen Corwin
 Alexis John Coscoros
 Sandra Annelise Costeja
 Ricardo Cospedal
 Claire Courteille
 Sasha Leigh Courville
 Mark Douglas Cowell
 Tanya Alexandra Cox
 Rebecca Jane Cox
 Michael Eon Cox
 (D) Kirsten Tanya Crain
 Philip Richard Craine
 Elizabeth Ellen Crawford
 William Ezekiel Hollingsworth Creech
 Kenneth McCauley Creighton
 Austin Michael Augustus Crick
 (D) Jessica K M Crowe
 Petra Juliet Crowther
 (D) Christiane Julia Maria Cruschwitz
 Margaret Mary Curtin
 Rainier D'Andlau De Cleron D'Hausonville
 Marlyn Maria D'Sa

Marjan Daeipour
 Rebecca Maya Dahele
 Monica Dahlberg
 Antonio Dal Borgo
 Edward Curtis Damutz
 Ariane Corneli Danzer
 Mary Louise Darking
 Shalini Daryanani
 Keith Charles Davis
 Romineh Dawood
 Jay Grahame Robert Day
 Thibauld De La Haye Jousselein
 Erin Elizabeth De Quillacq
 Sebastian Jose A De Ramon
 Francois-Eric De Repentigny
 Delia De Simone
 Mony S. De Swaan
 (D) Keith Leon De Vaz
 Alexander Degroote
 Lucila Del Aguilar Llausos
 Masimo Della Justina
 Marcella Deluca
 (D) Andrew Dench
 (D) Joanna Jane Depledge
 John Alistair Depoy
 Philippe Deprez
 Jerome Joseph Louis Destombes
 (D) Lovedip Kaur Dhaliwal
 Kulavaratharasah Rajev Dharmendra
 Kam Dhenjan
 Michael Stylianou Diamantoulis
 Bertha Cecilia Diaz Mercado Hidalgo
 Pedro Julio Diaz Vargas
 Ian Dick
 Leslie Yew Sun Ding
 Matthew James Diss
 (D) Josephine Emma Dixon
 Oko Christopher Djangmah
 Aida Djigo
 Jostein Djupvik
 (D) Ebru Dogan
 Delphine Doods
 Hannah Douglas
 (D) Susan Margaret Dowse
 (D) Laura Elizabeth Lily Dowson
 Hui Ling Dua
 Craig Andrew Duckworth
 Thi Kim Vinh Duong
 Christophe Duret
 Christina Mary East
 Rene Melgaard Ebbesen
 Stacy Lynn Eckstein
 Salim Tolga Ediz
 Urowoli Evelyn Edun

Nicky Ann Edwards
 Simon Alexander Efford
 Hugo Samuel Ehrnreich
 Tony Willy Ekodeu
 Lara John El-Khoury
 Ola Abdallah Elerian
 (D) Andrew Ellul
 (D) Yoshinari Endo
 Peter Kwesi Enti
 Ipen Ere
 Jorgen Stamnes Eskeland
 Yeganeh Eslah
 Maria Del Pilar Espinosa
 Alejandro Carlos Estrada
 Lawrence Olukunle Eyinla
 Jane Kristina Eyles
 Samson Ige Ezobi
 Lye Kuan Fan
 Fadi Farra
 Dean James Fealk
 Christian Feghali
 Danielle Feldman
 (D) Dawn Elizabeth Stubbs Fell
 Peter Tillmann Fellrath
 Gonzague Feltz
 Jose Carlos Femat Romero
 Neil M R Fenton
 Vanessa Fernandes
 Anthony Ferrari
 Giulio Flore
 Stephen Andrew Fogle
 George Sum Wight Fong
 Dag Forbord
 Ailish Teresa Ford
 Michele Rita Giovanna Foresti
 Sarah Lyon Fort
 Vivienne Jane Francis
 (D) Graham Keith Francis
 (D) Maris Taylor Fravel
 Signe Louise Sonderberg Frederiksen
 Allison Tucker Freeman
 (D) Peggy Froerer
 Robert Nicolai Frostad
 Andrea Victoria Fung
 Yok-Ling Priscilla Fung
 Catherine Gagaki
 Benjamin John Francis Gales
 Alexis S Galinos
 Bridget Mary Galka
 Julie Anne Galloway
 Robert Gamble
 Olga Mercedes Garcia Villegas Sanchez
 Corde
 Antonis Gardikiotis

David Gareau
 Miriam Eileen Gareau
 Mandy Jill Garner
 Ioannis Georgios Garos
 Rosemary Antoinette Garvey
 Paul Geiss
 Carole Gentil
 Sue Helen George
 Michael Patrick Geraghty
 Paul Bernard Gervis
 Vinayak Narayan Ghatate
 Gianni Giacomelli
 Matthew Gibb
 Dereje Wordofa Gidda
 (D) Maneesh Gidwani
 Louise Gilbert
 Rajesh Gill
 Scott Thomas Gilmore
 Samantha Michele Gilston
 Alfredo Giro Quincke
 Alessandra Giuffrida
 Tarald Gjerde
 (D) Anna Monika Glowka
 Antonia Gogou
 Ayla Goksel
 Pablo Ariel Goldberg
 Karen Leslie Goldstein
 Simon Luther King Gomez-Alvarez Perez
 Sohail Mahmood Gondal
 Vassilios Gonticas
 Elma Aimee Teano Gonzales
 Ameeta Gopal
 Ebru Gozacan
 Lise Merethe Gran
 Daniel Grases-Arnoldi
 Jonathan Mark Gregory
 Matthew Dustin Griffin
 Julie Ellen Griffith
 Lynne Ailsa Griffiths
 (D) Sam Griffiths
 Sandra Irene Gross
 Maria Gryllaki
 Chin Li Guay
 Luca Guerrieri
 Bhavya Gulati
 Purnaning Dhyah Guritno
 Moira Ann Guthrie
 Natascha Renya Gutmans
 Taylor Ann Haas
 Pierre Alexandre Hubbard
 Evis Hadjipetrou
 Ann-Louise Hagger
 Jasmin Haj-Hassan
 Adil Nazim Haji

Melissa Lloyd Halbach-Merz
 Kevin Anthony Halden
 Vincent Wallace Halford
 Maria Anna Hallgren
 Vigdis Halvorsen
 Tomoko Hama
 Per Axel Hammarlund
 Kanokporn Hamnilrat
 Roy Stewart Hampton
 Joon-Yeob Han
 Timothy David Hansen
 (D) Lise Bogh Hansen
 Panagiotis George Harbis
 Richard Paul Hards
 Vegard Hasselberg
 Michael Stephen Hatcher
 Jane Hatfield
 Esra Hatipoglu
 Ifigenia Hatzopoulou
 James Andrew Hawkins
 Rukhsana Hayat
 Fiona Hayes
 Josephine Avalon Hayes
 (D) Elouise Hayward
 Zhong You He
 Alexandra Jane Heath
 Stephanie Elizabeth Heilborn
 Louis Helbig
 Katherine Mary Helgersen
 Arminka Helic
 Armin Helic
 Timo Henckel
 Alan Ross Hendry
 Sean Jeffery Hennessey
 Zoe Hensby
 Ian Andrew Hepburn
 Gregory Richard Herbert
 Lisa Kim Herbert
 Michael Herbst
 Peter John Heskett
 Deborah Leigh Hindson
 Simon Alexander Heusser
 Paula Ineke Higgins
 Martin James Hill
 Jennifer Hill
 Antonio Blaine Hill
 Stephan Hille
 Ursula Hillnhutter
 Jennifer Hindmoor
 Gavin Andrew Hinks
 Gisele Elizabeth Hites
 (D) Veronique Hivon
 Chia-Jung Ho
 (D) Hilary Margaret Hoagland-Grey

Anthony William Hobson
 Pierre Eric Hoebrechts
 Annelene Holden Hoff
 Cecilia Marie Hoffborn
 Stephen Anthony Hogan
 Catherine Hogben
 Helen Martina Holdsworth
 Adelheid Holl
 Dawn Nicole Holland
 Alexander Peter Holstein
 Alan Paul Horncastle
 Chiharu Hoshiai
 Tazeen Hossain
 Dominik Georg Hotz
 Hirant Hovagemyan
 (D) Caroline Susannah Howarth
 Claire Amy Howell
 Elin Hoyvik
 Michael Shih-Che Hsu
 Ching-Sheng Hu
 Vincent Nathanael Limin Huang
 Brian David Hughes
 Anna Huguet-Fite
 (D) Grant Hunter
 Anthony James Hurley
 (D) Azimuddin Hussain
 David Virgile Husum
 Finn Einar Hvistendahl
 Fuchsia Hyde
 Hideyuki Ibaragi
 Andika Eka Pratama Iman
 Adadol Ingawanij
 Fukuko Inoue
 Leigh Ann Irwin
 Futaba Ishizuka
 Sanchita Islam
 Lucia Marina Isman
 Yuzuru Isoda
 Natsuko Ito
 Munemichi Itoh
 Lyn Jackson
 Tania Jacob
 Paul Angelo Jacobelli
 Chitra Jagannathan
 Stuart Richard Jagot
 Syed Faiz Jalal
 Mellif James
 Ya-Wen Jan
 John Patrick Jaques
 (D) Julie Caroline Jarman
 Susan Elizabeth Jarman
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(M) Miguel Baz
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(D) Youmna Meshaka
(M) Yvo Postleb
Guillaume Spinner
(M) Alexander Christian Stucki
(M) Kerim Naci Turkmen
(C) Burcu Yaraman

BUSINESS STUDIES

Editha Marnette Inandan Agoncillo
(M) Aylin Fatma Alp
(C) Jerome Auvinet
(C) Gregoire Beurain-Henouille
(C) Neil Biswas

(D) Phillip Clark
 (M) Lara Crellin
 (M) Helene Delcambre
 (C) Mari Alexandra Rosita Douglas
 (C) Raffaella Claudia Deborah Geddes
 (M) Jeremy David Grant
 (C) David Guyenne
 (C) Roula Harfouche
 (C) Hiroyuki Imada
 (C) Annika Johanna Israelsson
 Vardhini Khanna
 (C) Hiroe Konishi
 (C) Estelle Lasselin
 (C) Sarah Penelope Livesey
 (C) Peng Lik Loh
 (D) Josephine Bei-Ling Loo
 (M) Alfred Victor Mendoza
 (C) Adam Michaelson
 (M) Seema Omer
 Jonathan Le MayPatient
 Cedric Marie Querton
 (M) Nils Raube
 (C) Jennifer Lee Regan
 Mashood-Ul-Hasan Rizvi
 (C) Roderich Otto Ruhl
 Evgenia Valentinovna Ryabchikova
 (C) Cathy Ann Salay
 (C) Vyna Sujay Shetty
 Etsuko Shiraishi
 (C) Daniel Reuben Straus
 (M) Vicki Ann Taylor
 (C) Beatriz Velez
 (M) Benita Daniela Sophie Von Dehn
 (C) Thomas Bonhote Wilson
 (C) Carmen Man Yan Wong

ECONOMICS

(C) Isabell Adenauer
 (C) Jennifer Asuncion
 April Leanne Beck
 James Michael Busch
 Dhruv Chopra
 James Michael Colman Jr
 (C) Joao Luiz De Medeiros
 (M) Salwa Khalil Duaibis
 (C) Jeffrey W Duffy
 (M) Jesus Alan Elizondo
 (C) Stanley Fitzgerald
 Ali Gokcek
 (M) Daniel Thomas Griswold

Thomas Biddle Harvey
 (C) Motonobu Hasegawa
 (D) Daniel Hersson-Ringskog
 (M) Diane Marian Howard
 Manu Suresh Joglekar
 (M) Markus Michael Kern
 (M) Ju-Young Kim
 (C) David Lawrence Kirkpatrick
 (M) Makiko Koide
 (M) B. Jason Koval
 (C) Shuo-Yun Liang
 (C) Daniel Farias Lockwood
 Michael Chandy Manjakunnel
 (M) Andrew Duncan McClearn
 Bazoumana Ouattara
 (C) Erica Lee Plambeck
 Sunil Rongala
 Faisal Nadeem Shaikh
 Silvia Maria Sonderegger
 (C) Emily Copland Stein
 (M) Azad Virji
 (C) Syuuichi Yanagishita
 (M) David Yanovich Wancier

SOCIOLOGY

(C) Nicole Britt Friederichs
 (C) Takuya Koh
 Lucas Ober

WORLD POLITICS

(M) Maya Louise Aishman
 Dunia Al-Chalabi
 Kyoko Aoki
 (M) Samuel Morris Westby Caspersen
 Guy Desilva
 (D) Jordana Horn
 (M) Julie T Imus
 Thomas Herbert Bevan Jerichow
 Erica Hollern Kelly
 (D) Amanda Kempa
 (M) Leah Kally Klonaris
 (D) Rie Kondo
 (M) Conor Gerard McCaffrey
 Amir-Reza Nikpay
 (M) Amagoia Paskual
 Andrea Teixeira Leite Ribeiro
 Nobuyuki Tatsumi
 Michelle Marie Van Goidtsnoven
 (D) Rupert John Youngman

Statistics of Students

(Figures based on count at 31 May)

Table A: Undergraduate and Postgraduate Students: 1992-93 to 1996-97

	Session 1992-93	Session 1993-94	Session 1994-95	Session 1995-96	Session 1996-97
1. REGULAR STUDENTS					
Full-time					
Undergraduate Degree	2448	2599	2623	2763	2698
Other Undergraduates	214	249	315	287	291
Total: Full-Time Undergraduates	2662	2848	2938	3050	2989
Higher Degree	1527	1640	1872	1894	2339
Higher Diploma	103	134	121	120	145
Research Fee	72	76	41	23	37
Exchange Students	13	11	6	2	16
Total: Full-Time Postgraduates	1715	1861	2040	2039	2537
TOTAL: ALL FULL-TIME STUDENTS	4377	4709	4978	5089	5526
Part-time					
Undergraduate Degree	39	36	43	57	56
Other Undergraduates	6	7	25	22	2
Total: Part-Time Undergraduates	45	43	68	79	58
Higher Degree	711	727	745	784	797
Higher Diploma	34	37	13	8	6
Research Fee	9	4	2	3	2
Total: Part-Time Postgraduates	754	768	760	795	805
TOTAL: ALL PART-TIME STUDENTS	799	811	828	874	863
TOTAL: ALL UNDERGRADUATE STUDENTS	2707	2891	3006	3129	3047
TOTAL: ALL POSTGRADUATE STUDENTS	2469	2629	2800	2834	3342
TOTAL: ALL REGULAR STUDENTS	5176	5520	5806	5963	6389
2. OTHER STUDENTS					
Occasional Students	56	39	23	77	2
Single Term Students	108	109	114	116	61
TOTAL: OTHER STUDENTS	164	148	137	193	61
3. TOTAL: ALL STUDENTS	5340	5668	5943	6156	6452

Table B: Undergraduate and Postgraduate Students Domiciled Overseas: 1992-93 to 1996-97

	Session 1992-93	Session 1993-94	Session 1994-95	Session 1995-96	Session 1996-97
1. REGULAR STUDENTS					
Full-time					
Undergraduate Degree	950 (248)	1021 (260)	1029 (236)	1008 (292)	745 (344)
Other Undergraduates	214 (54)	269 (72)	342 (58)	286 (30)	211 (80)
Total: Full-Time Undergraduates	1164 (302)	1290 (332)	1371 (294)	1294 (322)	956 (424)
Higher Degree	1067 (283)	1194 (308)	1442 (379)	1362 (414)	1210 (575)
Higher Diploma	89 (18)	116 (21)	106 (18)	102 (25)	93 (35)
Research Fee	81 (35)	72 (35)	41 (11)	20 (10)	15 (19)
Exchange Students	13 (10)	10 (5)	11 (8)	2 (2)	1 (15)
Total: Full-Time Postgraduates	1250 (346)	1392 (369)	1600 (416)	1486 (451)	1319 (644)
TOTAL: ALL FULL-TIME STUDENTS	2414 (648)	2682 (701)	2971 (710)	2780 (773)	2275 (1068)
Part-time					
Undergraduate Degree	9	11	15	15	16
Other Undergraduates	12	7	23	22	-
Total: Part-Time Undergraduates	21	18	38	37	16
Higher Degree	205	257	226	267	286
Higher Diploma	8	12	5	1	2
Research Fee	-	5	1	2	1
Total: Part-Time Postgraduates	213	274	232	270	289
TOTAL: ALL PART-TIME STUDENTS	234	292	270	307	305
TOTAL: ALL UNDERGRADUATE STUDENTS	1185 (302)	1308 (332)	1409 (294)	1331 (322)	972 (424)
TOTAL: ALL POSTGRADUATE STUDENTS	1463 (346)	1666 (369)	1832 (416)	1756 (451)	1608 (644)
TOTAL: ALL REGULAR STUDENTS	2648 (648)	2974 (701)	3241 (710)	3087 (773)	2580 (1068)
2. OTHER STUDENTS					
Occasional Students	3	3	1	8	2
Single-Term Students	108	109	114	116	61
TOTAL: OTHER STUDENTS	111	112	115	124	63
3. TOTAL: ALL OVERSEAS STUDENTS	2759 (648)	3086 (701)	3356 (710)	3211 (773)	2643 (1068)

Figure 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, 1994-97

	SESSION 1994-95			SESSION 1995-96			SESSION 1996-97		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
1. UNDERGRADUATE DEGREE STUDENTS									
B.Sc. (Economics)									
1st year	310	149	459	10	4	14	1	-	1
2nd year	322	178	500	325	158	483	20	5	25
Final year	338	199	537	328	186	514	318	167	485
Totals	970	526	1496	663	348	1011	339	172	511
B.Sc. Accounting and Finance									
1st year	-	-	-	66	37	103	62	44	106
2nd year	-	-	-	-	-	-	58	33	91
Final year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	66	37	103	120	77	197
B.Sc. Actuarial Science									
1st year	-	-	-	25	11	36	30	9	39
2nd year	-	-	-	-	-	-	22	11	33
Final year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	25	11	36	52	20	72
B.Sc. Anthropology and Law									
1st year	-	-	-	2	5	7	3	6	9
2nd year	-	-	-	-	-	-	2	5	7
Final year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	2	5	7	5	11	16
B.Sc. Business Mathematics and Statistics									
1st year	-	-	-	19	7	26	14	8	22
2nd year	-	-	-	10	13	23	25	7	32
Final year	-	-	-	-	-	-	14	12	26
Totals	-	-	-	29	20	49	53	27	80

Analysis of Regular and Other Students, 1994-97 - continued

	SESSION 1994-95			SESSION 1995-96			SESSION 1996-97		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
B.Sc. Econometrics and Mathematical Economics									
1st year	-	-	-	18	2	20	17	7	24
2nd year	-	-	-	-	-	-	17	2	19
Final year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	18	2	20	34	9	43
B.Sc. Economic History									
1st year	-	-	-	7	4	11	5	5	10
2nd year	-	-	-	-	-	-	4	2	6
Final year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	7	4	11	9	7	16
B.Sc. Economic History and Economics									
1st year	-	-	-	2	-	2	-	-	-
2nd year	-	-	-	-	-	-	-	-	-
Final year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	2	-	2	-	-	-
B.Sc. Economic History with Economics									
1st year	-	-	-	5	1	6	1	-	1
2nd year	-	-	-	-	-	-	7	-	7
Final year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	5	1	6	8	-	8
B.Sc. Economic History with Population Studies									
1st year	-	-	-	-	1	1	2	-	2
2nd year	-	-	-	-	-	-	-	1	1
Final year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	1	1	2	1	3

Analysis of Regular and Other Students, 1994-97 - continued

	SESSION 1994-95			SESSION 1995-96			SESSION 1996-97		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
B.Sc. Economics									
1st year	-	-	-	121	54	175	124	56	180
2nd year	-	-	-	-	-	-	119	54	173
Final year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	121	54	175	243	110	353
B.Sc. Economics and Economic History									
1st year	-	-	-	4	2	6	5	3	8
2nd year	-	-	-	-	-	-	2	1	3
Final year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	4	2	6	7	4	11
B.Sc. Economics with Economic History									
1st year	-	-	-	6	4	10	5	3	8
2nd year	-	-	-	-	-	-	3	3	6
Final year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	6	4	10	8	6	14
B.Sc. Environmental Geography									
1st year	-	-	-	5	7	12	4	5	9
2nd year	-	-	-	-	-	-	4	6	10
Final year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	5	7	12	8	11	19
B.A./B.Sc. Geography									
1st year	14	10	24	11	10	21	10	8	18
2nd year	20	11	31	15	10	25	7	4	11
Final year	12	13	25	16	11	27	17	10	27
Totals	46	34	80	42	31	73	34	22	56

Analysis of Regular and Other Students, 1994-97 - continued

	SESSION 1994-95			SESSION 1995-96			SESSION 1996-97		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
B.Sc. Geography and Population Studies									
1st year	-	-	-	-	2	2	-	3	3
2nd year	-	-	-	-	-	-	-	-	-
Final year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	2	2	-	3	3
B.Sc. Geography with Economics									
1st year	-	-	-	4	5	9	11	4	15
2nd year	-	-	-	-	-	-	3	2	5
Final year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	4	5	9	14	6	20
B.Sc. Government									
1st year	-	-	-	16	15	31	8	4	12
2nd year	-	-	-	-	-	-	18	17	35
Final year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	16	15	31	26	21	47
B.Sc. Government and Economics									
1st year	-	-	-	17	14	31	15	12	27
2nd year	-	-	-	-	-	-	14	10	24
Final year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	17	14	31	29	22	51
B.Sc. Government and History									
1st year	-	-	-	8	2	10	3	1	4
2nd year	-	-	-	-	-	-	8	2	10
Final year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	8	2	10	11	3	14
B.Sc. Government and Law									
1st year	-	-	-	3	6	9	1	3	4
2nd year	-	-	-	-	-	-	1	8	9
Final year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	3	6	9	2	11	13

Analysis of Regular and Other Students, 1994-97 - continued

	SESSION 1994-95			SESSION 1995-96			SESSION 1996-97		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
B.A. History									
1st year	12	8	20	10	7	17	11	10	21
2nd year	12	8	20	12	7	19	7	6	13
Final year	11	4	15	12	9	21	10	9	19
Totals	35	20	55	34	23	57	28	25	53
B.Sc. Industrial Relations & Human Resource Management									
1st year	6	5	11	5	7	12	4	7	11
2nd year	-	-	-	7	6	13	3	7	10
Final year	-	-	-	-	-	-	7	6	13
Totals	6	5	11	12	13	25	14	20	34
B.Sc. International History									
1st year	-	-	-	7	6	13	6	7	13
2nd year	-	-	-	-	-	-	10	3	13
Final year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	7	6	13	16	10	26
B.Sc. International Relations									
1st year	-	-	-	20	28	48	20	18	38
2nd year	-	-	-	-	-	-	19	26	45
Final year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	20	28	48	39	44	83
B.Sc. International Relations and History									
1st year	-	-	-	4	9	13	1	6	7
2nd year	-	-	-	-	-	-	4	9	13
Final year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	4	9	13	5	15	20

Analysis of Regular and Other Students, 1994-97 - continued

	SESSION 1994-95			SESSION 1995-96			SESSION 1996-97		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
B.Sc. Mathematics, Statistics, Computing and Actuarial Science									
1st year	44	24	68	2	-	2	-	-	-
2nd year	21	3	24	30	11	41	2	-	2
Final year	15	9	24	18	2	20	17	11	28
Totals	80	36	116	50	13	63	19	11	30
B.Sc. Management Sciences									
1st year	19	13	32	21	14	35	24	18	42
2nd year	21	11	32	22	11	33	21	10	31
Final year	23	8	31	20	12	32	19	11	30
Totals	63	32	95	63	37	100	64	39	103
B.Sc. Management Sciences with French									
1st year	6	-	6	3	4	7	-	2	2
2nd year	-	2	2	5	-	5	4	2	6
Final year	-	-	-	-	1	1	5	1	6
Totals	6	2	8	8	5	13	9	5	14
B.Sc. Mathematical Sciences									
1st year	-	-	-	-	-	-	-	-	-
2nd year	-	3	3	-	-	-	-	-	-
Final year	-	1	1	-	2	2	-	1	1
Totals	-	4	4	-	2	2	-	1	1
B.Sc. Mathematics and Economics									
1st year	-	-	-	14	4	18	18	10	28
2nd year	-	-	-	-	-	-	9	1	10
Final year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	14	4	18	27	11	38

Analysis of Regular and Other Students, 1994-97 - continued

	SESSION 1994-95			SESSION 1995-96			SESSION 1996-97		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
B.A./B.Sc. Philosophy									
1st year	6	3	9	10	2	12	6	1	7
2nd year	8	4	12	3	2	5	8	4	12
Final year	10	1	11	7	4	11	5	1	6
Totals	24	8	32	20	8	28	19	6	25
B.Sc. Philosophy and Economics									
1st year	-	-	-	20	5	25	13	4	17
2nd year	-	-	-	-	-	-	14	5	19
Final year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	20	5	25	27	9	36
B.Sc. Philosophy and Mathematics									
1st year	-	-	-	-	-	-	1	1	2
2nd year	-	-	-	-	-	-	-	1	1
Final year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	1	2	3
B.Sc. Population Studies									
1st year	2	4	6	4	2	6	1	3	4
2nd year	1	1	2	2	3	5	4	2	6
Final year	3	-	3	-	1	1	2	3	5
Totals	6	5	11	6	6	12	7	8	15
B.Sc. Psychology and Philosophy									
1st year	-	-	-	4	6	10	4	3	7
2nd year	-	-	-	-	-	-	2	1	3
Final year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	4	6	10	6	4	10
B.Sc. Russian Joint Studies									
1st year	-	-	-	-	-	-	-	3	3
2nd year	-	-	-	-	-	-	-	-	-
Final year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	-	3	3

Analysis of Regular and Other Students, 1994-97 - continued

	SESSION 1994-95			SESSION 1995-96			SESSION 1996-97		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
B.A./B.Sc. Social Anthropology									
1st year	7	18	25	9	19	28	4	7	11
2nd year	5	17	22	10	7	17	9	18	27
Final year	3	23	26	5	20	25	8	18	26
Totals	15	58	73	24	46	70	21	43	64
B.A. Social Anthropology and Law									
1st year	3	4	7	-	-	-	-	-	-
2nd year	4	10	14	3	4	7	-	-	-
Final year	1	6	7	4	10	14	3	4	7
Totals	8	20	28	7	14	21	3	4	7
B.Sc. Social and Economic History with Population Studies									
1st year	4	3	7	-	-	-	-	-	-
2nd year	2	4	6	3	3	6	-	1	1
Final year	3	3	6	4	4	8	3	2	5
Totals	9	10	19	7	7	14	3	3	6
B.Sc. Social Policy and Administration									
1st year	8	10	18	10	13	23	3	10	13
2nd year	3	10	13	8	11	19	5	10	15
Final year	4	13	17	3	12	15	8	11	19
Totals	15	33	48	21	36	57	16	31	47
B.Sc. Social Policy and Government									
1st year	-	-	-	1	3	4	4	9	13
2nd year	-	-	-	-	-	-	2	3	5
Final year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	1	3	4	6	12	18

Analysis of Regular and Other Students, 1994-97 - continued

	SESSION 1994-95			SESSION 1995-96			SESSION 1996-97		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
B.Sc. Social Policy and Population Studies									
1st year	-	-	-	-	1	1	-	-	-
2nd year	-	-	-	-	-	-	-	1	1
Final year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	1	1	-	1	1
B.Sc. Social Policy and Sociology									
1st year	-	-	-	1	1	2	1	2	3
2nd year	-	-	-	-	-	-	1	1	2
Final year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	1	1	2	2	3	5
B.Sc. Social Policy with Social Psychology									
1st year	-	-	-	1	2	3	-	7	7
2nd year	-	-	-	-	-	-	1	-	1
Final year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	1	2	3	1	7	8
B.Sc. Social Psychology									
1st year	4	12	16	5	14	19	-	1	1
2nd year	7	17	24	4	12	16	4	12	16
Final year	4	18	22	8	17	25	4	12	16
Totals	15	47	62	17	43	60	8	25	33
B.Sc. Social Psychology with Social Policy									
1st year	-	-	-	1	1	2	-	-	-
2nd year	-	-	-	-	-	-	1	1	2
Final year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	1	1	2	1	1	2

Analysis of Regular and Other Students, 1994-97 - continued

	SESSION 1994-95			SESSION 1995-96			SESSION 1996-97		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
B.Sc. Sociology									
1st year	4	16	20	10	18	28	3	20	23
2nd year	6	16	22	7	15	22	11	14	25
Final year	10	15	25	5	15	20	6	16	22
Totals	20	47	67	22	48	70	20	50	70
LL.B.									
1st year	45	51	96	51	64	115	37	48	85
2nd year	43	50	93	49	52	101	56	60	116
Final year	41	40	81	45	51	96	44	52	96
Totals	129	141	270	145	167	312	137	160	297
LL.B. with French Law									
1st year	2	1	3	8	6	14	1	4	5
2nd year	-	6	6	-	-	-	3	4	7
3rd year	2	2	4	-	5	5	-	-	-
Final year	3	1	4	2	2	4	-	5	5
Totals	7	10	17	10	13	23	4	13	17
LL.B. with German Law									
1st year	-	-	-	-	-	-	-	-	-
2nd year	3	2	5	-	-	-	-	-	-
3rd year	1	-	1	2	2	4	-	-	-
Final year	-	2	2	-	1	1	2	2	4
Totals	4	4	8	2	3	5	2	2	4
B.Sc. Management									
1st year	30	13	43	24	17	41	33	12	45
2nd year	25	22	47	29	15	44	27	19	46
Final year	17	16	33	26	24	50	30	13	43
Totals	72	51	123	79	56	135	90	44	134

Analysis of Regular and Other Students, 1994-97 - continued

	SESSION 1994-95			SESSION 1995-96			SESSION 1996-97		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
TOTAL: UNDERGRADUATE DEGREE STUDENTS									
1st year	526	344	870	594	446	1040	516	394	910
2nd year	503	375	878	544	340	884	561	394	957
3rd year	3	2	5	2	7	9	2	8	10
Final year	498	372	870	503	384	887	520	359	879
Totals	1530	1093	2623	1643	1177	2820	1599	1155	2754
OTHER REGULAR STUDENTS:									
General Course	165	129	294	140	117	257	153	129	282
Erasmus Exchange Students	12	9	21	22	17	39	9	8	17
Other Exchange Students	-	-	-	7	6	13	9	4	13
TOTAL: OTHER REGULAR STUDENTS	177	138	315	169	140	309	171	141	312
TOTAL: REGULAR UNDERGRADUATES	1707	1231	2938	1812	1317	3129	1770	1296	3066
OTHER STUDENTS									
Single Term	62	52	114	70	46	116	-	61	61
Occasional	15	8	23	40	37	77	14	12	26
TOTAL: OTHER STUDENTS	77	60	137	110	83	193	14	73	87
TOTAL: ALL UNDERGRADUATE STUDENTS	1784	1291	3075	1922	1400	3322	1784	1369	3153

Analysis of Regular and Other Students, 1994-97 - continued

	SESSION 1994-95			SESSION 1995-96			SESSION 1996-97		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
2. POSTGRADUATES									
Ph.D./M.Phil. STUDENTS									
Accounting and Finance									
1st year	2	-	2	-	1	1	2	-	2
Subsequent years	17	1	18	14	-	14	11	2	13
Totals	19	1	20	14	1	15	13	2	15
Anthropology									
1st year	4	3	7	2	10	12	3	6	9
Subsequent years	15	18	33	11	17	28	12	16	28
Totals	19	21	40	13	27	40	15	22	37
Demography									
1st year	2	1	3	1	1	2	1	2	3
Subsequent years	-	3	3	1	1	2	1	2	3
Totals	2	4	6	2	2	4	2	4	6
Development Studies									
1st year	1	3	4	3	3	6	2	3	5
Subsequent years	3	2	5	6	6	12	5	6	11
Totals	4	5	9	9	9	18	7	9	16
Economic History									
1st year	8	3	11	3	2	5	3	4	7
Subsequent years	18	9	27	18	10	28	17	10	27
Totals	26	12	38	21	12	33	20	14	34
Economics									
1st year	23	5	28	17	4	21	21	8	29
Subsequent years	45	7	52	45	8	53	47	10	57
Totals	68	12	80	62	12	74	68	18	86

Analysis of Regular and Other Students, 1994-97 - continued

	SESSION 1994-95			SESSION 1995-96			SESSION 1996-97		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
European Studies									
1st year	1	3	4	-	-	-	1	1	2
Subsequent years	-	-	-	-	-	-	4	6	10
Totals	1	3	4	-	-	-	5	7	12
Gender									
1st year	1	2	3	-	1	1	-	2	2
Subsequent years	-	-	-	1	1	2	1	4	5
Totals	1	2	3	1	2	3	1	6	7
Geography									
1st year	2	3	5	5	4	9	5	1	6
Subsequent years	16	11	27	14	13	27	12	9	21
Totals	18	14	32	19	17	36	17	10	27
Government									
1st year	17	12	29	24	11	35	13	10	23
Subsequent years	51	24	75	61	21	82	62	25	87
Totals	68	36	104	85	32	117	75	35	110
Industrial Relations									
1st year	4	5	9	8	4	12	3	2	5
Subsequent years	11	6	17	11	5	16	15	8	23
Totals	15	11	26	19	9	28	18	10	28
Information Systems									
1st year	3	3	6	9	4	13	3	2	5
Subsequent years	15	9	24	23	5	28	24	6	30
Totals	18	12	30	32	9	41	27	8	35

Analysis of Regular and Other Students, 1994-97 - continued

	SESSION 1994-95			SESSION 1995-96			SESSION 1996-97		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
International History									
1st year	6	5	11	3	3	6	7	3	10
Subsequent years	24	16	40	25	17	42	20	17	37
Totals	30	21	51	28	20	48	27	20	47
International Relations									
1st year	15	12	27	14	10	24	33	17	40
Subsequent years	41	27	68	47	36	83	54	34	88
Totals	56	39	95	61	46	107	87	41	128
Law									
1st year	8	3	11	6	5	11	3	5	8
Subsequent years	17	12	29	23	11	34	19	15	34
Totals	25	15	40	29	16	45	22	20	42
Management									
1st year	5	2	7	9	2	11	1	1	2
Subsequent years	3	4	7	3	4	7	11	6	17
Totals	8	6	14	12	6	18	12	7	19
Mathematics									
1st year	1	-	1	-	-	-	-	-	-
Subsequent years	1	1	2	1	1	2	1	1	2
Totals	2	1	3	1	1	2	1	1	2
Operational Research									
1st year	3	-	3	-	-	-	-	1	1
Subsequent years	5	1	6	7	1	8	5	3	8
Totals	8	1	9	7	1	8	5	4	9

Analysis of Regular and Other Students, 1994-97 - continued

	SESSION 1994-95			SESSION 1995-96			SESSION 1996-97		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Philosophy									
1st year	7	-	7	11	3	14	9	-	9
Subsequent years	21	1	22	23	1	24	24	4	28
Totals	28	1	29	34	4	38	33	4	37
Regional Planning									
1st year	2	1	3	1	-	1	2	-	2
Subsequent years	4	1	5	8	1	9	5	1	6
Totals	6	2	8	9	1	10	7	1	8
Sea-Use									
1st year	-	-	-	-	-	-	-	-	-
Subsequent years	-	-	-	1	-	1	1	-	1
Totals	-	-	-	1	-	1	1	-	1
Social Administration									
1st year	7	8	15	10	13	23	12	11	23
Subsequent years	28	27	55	29	37	66	34	35	69
Totals	35	35	70	39	50	89	46	46	92
Psychology									
1st year	4	3	7	4	4	8	5	5	10
Subsequent years	4	15	19	5	13	18	7	13	20
Totals	8	18	26	9	17	26	12	18	30
Sociology									
1st year	11	9	20	7	10	17	6	5	11
Subsequent years	12	22	33	17	24	41	22	25	47
Totals	23	31	54	24	34	58	28	30	58

Analysis of Regular and Other Students, 1994-97 - continued

	SESSION 1994-95			SESSION 1995-96			SESSION 1996-97		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Statistics									
1st year	3	1	4	4	1	5	3	1	4
Subsequent years	4	4	8	6	5	11	8	3	11
Totals	7	5	12	10	6	16	11	4	15
TOTAL:									
Ph.D./M.Phil. STUDENTS									
1st year	140	87	227	141	96	237	138	80	218
Subsequent years	355	221	576	400	238	638	422	261	683
Totals	495	308	803	541	334	875	560	341	901
TAUGHT MASTERS STUDENTS									
(Area Studies students included in the course most appropriate to their major subject)									
Accounting and Finance									
1st year	44	27	71	44	14	58	40	15	55
Subsequent years	1	1	2	1	2	3	3	-	3
Totals	45	28	73	45	16	61	43	15	58
Analysis for Health Care Decisions									
1st year	-	-	-	-	1	1	3	3	6
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	1	1	3	3	6
Analysis, Design and Management of Information Systems									
1st year	72	37	109	64	35	99	75	52	127
Subsequent years	3	1	4	3	1	4	1	1	2
Totals	75	38	113	67	36	103	76	53	129

Analysis of Regular and Other Students, 1994-97 - continued

	SESSION 1994-95			SESSION 1995-96			SESSION 1996-97		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Criminal Justice Policy									
1st year	3	6	9	8	10	18	14	16	30
Subsequent years	-	3	3	1	3	4	3	3	6
Totals	3	9	12	9	13	22	17	19	36
Criminology									
1st year	4	4	8	3	11	14	3	12	15
Subsequent years	-	-	-	2	-	2	1	1	2
Totals	4	4	8	5	11	16	4	13	17
Decision Sciences									
1st year	4	3	7	4	2	6	1	5	6
Subsequent years	-	-	-	2	-	2	1	-	1
Totals	4	3	7	6	2	8	2	5	7
Demography									
1st year	6	5	11	1	10	11	3	1	4
Subsequent years	-	2	2	-	-	-	-	2	2
Totals	6	7	13	1	10	11	3	3	6
Development Studies									
1st year	15	44	59	21	45	66	35	55	90
Subsequent years	3	4	7	1	3	4	1	2	3
Totals	18	48	66	22	48	70	36	57	93
Econometrics and Mathematical Economics									
1st year	18	3	21	14	6	20	12	10	22
Subsequent years	2	1	3	3	1	4	2	1	3
Totals	20	4	24	17	7	24	14	11	25

Analysis of Regular and Other Students, 1994-97 - continued

	SESSION 1994-95			SESSION 1995-96			SESSION 1996-97		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Economics									
1st year	71	15	86	63	32	95	95	38	133
Subsequent years	3	-	3	-	2	2	4	3	7
Totals	74	15	89	63	34	97	99	41	140
Economics and Philosophy									
1st year	14	4	18	11	6	17	-	-	-
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	14	4	18	11	6	17	-	-	-
Economic History									
1st year	26	11	37	21	12	33	28	7	35
Subsequent years	2	-	2	-	1	1	2	2	4
Totals	28	11	39	21	13	34	30	9	39
Environmental Assessment and Evaluation									
1st year	-	-	-	9	12	21	13	12	25
Subsequent years	-	-	-	-	-	-	-	3	3
Totals	-	-	-	9	12	21	13	15	28
European Politics & Policy									
1st year	26	10	36	14	6	20	17	17	34
Subsequent years	-	-	-	-	-	-	-	1	1
Totals	26	10	36	14	6	20	17	18	35
European Social Policy									
1st year	5	12	17	5	7	12	4	10	14
Subsequent years	-	-	-	-	2	2	2	1	3
Totals	5	12	17	5	9	14	6	11	17

Analysis of Regular and Other Students, 1994-97 - continued

	SESSION 1994-95			SESSION 1995-96			SESSION 1996-97		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
European Studies									
1st year	29	34	63	27	25	52	22	34	56
Subsequent years	-	2	2	4	2	6	3	3	6
Totals	29	36	65	31	27	58	25	37	62
Finance and Economics									
1st year	-	-	-	-	-	-	19	4	23
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	19	4	23
Gender									
1st year	-	10	10	-	18	18	1	22	23
Subsequent years	-	1	1	-	-	-	-	7	7
Totals	-	11	11	-	18	18	1	29	30
Geography									
1st year	7	2	9	2	4	6	1	1	2
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	7	2	9	2	4	6	1	1	2
Health and Social Services									
1st year	-	-	-	-	-	-	-	10	10
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	-	10	10
Health Planning and Financing									
1st year	-	-	-	-	-	-	-	-	-
Subsequent years	3	2	5	-	-	-	-	-	-
Totals	3	2	5	-	-	-	-	-	-

Analysis of Regular and Other Students, 1994-97 - continued

	SESSION 1994-95			SESSION 1995-96			SESSION 1996-97		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
History of International Relations									
1st year	-	-	-	-	-	-	16	15	31
Subsequent years	-	-	-	-	-	-	1	-	1
Totals	-	-	-	-	-	-	17	15	32
Housing									
1st year	16	20	36	14	18	32	19	22	41
Subsequent years	23	27	50	22	22	44	19	19	38
Totals	39	47	86	36	40	76	38	41	79
Human Geography Research									
1st year	-	-	-	-	-	-	-	2	2
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	-	2	2
Industrial Relations and Personnel Management									
1st year	30	60	90	26	64	90	25	53	78
Subsequent years	5	6	11	3	5	8	3	5	8
Totals	35	66	101	29	69	98	28	58	86
Information Systems Development									
1st year	12	7	19	6	12	18	13	12	25
Subsequent years	-	-	-	1	2	3	1	-	1
Totals	12	7	19	7	14	21	14	12	26
Information Systems Security									
1st year	1	1	2	3	-	3	3	-	3
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	1	1	2	3	-	3	3	-	3

Analysis of Regular and Other Students, 1994-97 - continued

	SESSION 1994-95			SESSION 1995-96			SESSION 1996-97		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
International Accounting and Finance									
1st year	11	10	21	12	5	17	25	12	37
Subsequent years	1	1	2	-	-	-	-	-	-
Totals	12	11	23	12	5	17	25	12	37
International History (M.A./M.Sc.)									
1st year	16	19	35	24	12	36	-	-	-
Subsequent years	3	2	5	-	2	2	1	-	1
Totals	19	21	40	24	14	38	1	-	1
International Relations									
1st year	42	27	69	39	25	64	54	45	99
Subsequent years	2	2	4	3	7	10	2	1	3
Totals	44	29	73	42	32	74	56	46	102
Later Modern British History									
1st year	4	1	5	1	4	5	3	2	5
Subsequent years	-	1	1	-	-	-	-	1	1
Totals	4	2	6	1	4	5	3	3	6
LL.M.									
1st year	105	89	194	84	92	176	103	74	177
Subsequent years	16	20	36	12	10	22	12	11	23
Totals	121	109	230	96	102	198	115	85	200
Local Economic Development									
1st year	-	-	-	-	-	-	11	7	18
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	11	7	18

Analysis of Regular and Other Students, 1994-97 - continued

	SESSION 1994-95			SESSION 1995-96			SESSION 1996-97		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Management									
1st year	37	18	55	21	20	41	47	41	88
Subsequent years	-	-	-	-	1	1	-	-	-
Totals	37	18	55	21	21	42	47	41	88
Management of Non Governmental Organisations									
1st year	-	-	-	-	-	-	9	6	15
Subsequent years	-	-	-	-	-	-	-	2	2
Totals	-	-	-	-	-	-	9	8	17
Marine Policy									
1st year	8	2	10	18	6	24	-	-	-
Subsequent years	-	-	-	-	-	-	-	1	1
Totals	8	2	10	18	6	24	-	1	1
Mathematics									
1st year	2	-	2	-	-	-	-	1	1
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	2	-	2	-	-	-	-	1	1
Media and Communications									
1st year	15	24	39	14	19	33	7	26	33
Subsequent years	-	2	2	1	3	4	-	1	1
Totals	15	26	41	15	22	37	7	27	34
Operational Research									
1st year	16	17	33	27	16	43	20	5	25
Subsequent years	2	-	2	1	2	3	2	3	5
Totals	18	17	35	28	18	46	22	8	30

Analysis of Regular and Other Students, 1994-97 - continued

	SESSION 1994-95			SESSION 1995-96			SESSION 1996-97		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Operational Research and Information Systems									
1st year	5	2	7	6	-	6	3	3	6
Subsequent years	-	-	-	-	1	1	-	-	-
Totals	5	2	7	6	1	7	3	3	6
Philosophy and History of Science									
1st year	5	-	5	3	2	5	8	3	11
Subsequent years	-	1	1	-	-	-	-	-	-
Totals	5	1	6	3	2	5	8	3	11
Philosophy of the Social Sciences									
1st year	9	2	11	6	2	8	12	1	13
Subsequent years	-	-	-	1	-	1	-	-	-
Totals	9	2	11	7	2	9	12	1	13
Political Economy of Transition									
1st year	16	9	25	15	19	34	27	17	44
Subsequent years	-	-	-	1	1	2	1	-	1
Totals	16	9	25	16	20	36	28	17	45
Politics 1 - Political Theory									
1st year	15	13	28	13	7	20	14	13	27
Subsequent years	1	-	1	3	1	4	2	-	2
Totals	16	13	29	16	8	24	16	13	29
Politics 2 - Politics of the British Isles									
1st year	-	-	-	-	-	-	-	-	-
Subsequent years	1	-	1	-	-	-	-	-	-
Totals	1	-	1	-	-	-	-	-	-

Analysis of Regular and Other Students, 1994-97 - continued

	SESSION 1994-95			SESSION 1995-96			SESSION 1996-97		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Politics 3 - Political Sociology									
1st year	-	-	-	9	1	10	6	10	16
Subsequent years	-	-	-	-	-	-	1	-	1
Totals	-	-	-	9	1	10	7	10	17
Politics 4 - Politics and Government of Russia									
1st year	-	1	1	-	-	-	-	-	-
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	1	1	-	-	-	-	-	-
Politics 5 - Comparative Government									
1st year	20	15	35	17	17	34	18	25	43
Subsequent years	1	-	1	-	1	1	1	1	2
Totals	21	15	36	17	18	35	19	26	45
Politics 6 - Public Administration and Public Policy									
1st year	16	13	29	11	8	19	22	9	31
Subsequent years	2	2	4	1	1	2	1	-	1
Totals	18	15	33	12	9	21	23	9	32
Politics of Development (Latin America)									
1st year	-	-	-	-	-	-	13	7	20
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	13	7	20

Analysis of Regular and Other Students, 1994-97 - continued

	SESSION 1994-95			SESSION 1995-96			SESSION 1996-97		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Politics of Empire and Post Imperialism									
1st year	-	-	-	4	4	8	10	8	18
Subsequent years	-	-	-	-	-	-	-	1	1
Totals	-	-	-	4	4	8	10	9	19
Politics of the World Economy									
1st year	26	21	47	27	19	46	50	36	86
Subsequent years	2	3	5	1	1	2	-	-	-
Totals	28	24	52	28	20	48	50	36	86
Population and Development									
1st year	-	-	-	-	7	7	6	13	19
Subsequent years	-	-	-	-	-	-	-	3	3
Totals	-	-	-	-	7	7	6	16	22
Regional and Urban Planning Studies									
1st year	10	3	13	10	12	22	17	12	29
Subsequent years	1	1	2	-	-	-	1	-	1
Totals	11	4	15	10	12	22	18	12	30
Regulation									
1st year	-	-	-	8	7	15	8	9	17
Subsequent years	-	-	-	-	-	-	1	-	1
Totals	-	-	-	8	7	15	9	9	18
Russian Post Soviet Studies									
1st year	6	9	15	7	14	21	5	11	16
Subsequent years	-	-	-	2	-	2	-	2	2
Totals	6	9	15	9	14	23	5	13	18

Analysis of Regular and Other Students, 1994-97 - continued

	SESSION 1994-95			SESSION 1995-96			SESSION 1996-97		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Social Policy and Planning									
1st year	8	15	23	9	12	21	4	23	27
Subsequent years	6	9	15	4	7	11	4	4	8
Totals	14	24	38	13	19	32	8	27	35
Social Policy and Social Work Studies									
1st year	8	25	33	6	24	30	-	-	-
Subsequent years	12	16	28	6	21	27	6	26	32
Totals	20	41	61	12	45	57	6	26	32
Social Anthropology									
1st year	2	15	17	6	9	15	5	15	20
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	2	15	17	6	9	15	5	15	20
Social Behaviour									
1st year	4	13	17	-	-	-	-	-	-
Subsequent years	-	1	1	-	-	-	-	-	-
Totals	4	14	18	-	-	-	-	-	-
Social and Organisational Psychology									
1st year	-	-	-	7	15	22	14	22	36
Subsequent years	-	-	-	-	-	-	-	2	2
Totals	-	-	-	7	15	22	14	24	38
Social Policy and Planning in Developing Countries									
1st year	16	25	41	15	27	42	20	32	52
Subsequent years	-	-	-	-	1	1	-	-	-
Totals	16	25	41	15	28	43	20	32	52

Analysis of Regular and Other Students, 1994-97 - continued

	SESSION 1994-95			SESSION 1995-96			SESSION 1996-97		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Social Psychology									
1st year	3	15	18	2	20	22	4	18	22
Subsequent years	-	1	1	-	3	3	-	2	2
Totals	3	16	19	2	23	25	4	20	24
Social Research Methods									
1st year	-	-	-	2	7	9	3	10	13
Subsequent years	-	-	-	-	1	1	1	4	5
Totals	-	-	-	2	8	10	4	14	18
Sociology									
1st year	5	16	21	6	7	13	6	17	23
Subsequent years	2	1	3	-	1	1	-	-	-
Totals	7	17	24	6	8	14	6	17	23
Statistics									
1st year	3	7	10	1	4	5	5	5	10
Subsequent years	1	-	1	1	-	1	-	-	-
Totals	4	7	11	2	4	6	5	5	10
Theory and History of International Relations									
1st year	-	-	-	-	-	-	8	7	15
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	8	7	15
Voluntary Sector Organisation									
1st year	4	15	19	7	8	15	5	15	20
Subsequent years	4	10	14	2	12	14	7	4	11
Totals	8	25	33	9	20	29	12	19	31

Analysis of Regular and Other Students, 1994-97 - continued

	SESSION 1994-95			SESSION 1995-96			SESSION 1996-97		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
TOTAL:									
TAUGHT MASTERS STUDENTS									
1st year	840	756	1596	797	801	1598	1047	994	2041
Subsequent years	102	123	225	84	121	205	90	123	213
Totals	942	879	1821	881	922	1803	1137	1117	2254
DIPLOMA STUDENTS									
(a) Diplomas Awarded by the University									
International Law	1	1	2	-	-	-	-	-	-
(b) Diplomas Awarded by the School									
Accounting and Finance									
1st year	18	4	22	6	7	13	15	8	23
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	18	4	22	6	7	13	15	8	23
Business Studies									
1st year	16	13	29	19	26	45	14	30	44
Subsequent years	1	2	3	-	-	-	1	-	1
Totals	17	15	32	19	26	45	15	30	45
Econometrics									
1st year	1	1	2	-	-	-	2	1	3
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	1	1	2	-	-	-	2	1	3

Analysis of Regular and Other Students, 1994-97 - continued

	SESSION 1994-95			SESSION 1995-96			SESSION 1996-97		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Economics									
1st year	26	18	44	33	11	44	31	19	50
Subsequent years	3	-	3	1	-	1	1	-	1
Totals	29	18	47	34	11	45	32	19	51
Geography									
1st year	1	-	1	-	-	-	-	-	-
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	1	-	1	-	-	-	-	-	-
Housing									
1st year	-	-	-	-	-	-	-	-	-
Subsequent years	1	-	1	-	-	-	-	-	-
Totals	1	-	1	-	-	-	-	-	-
Social Work Studies									
1st year	-	2	2	-	-	-	-	-	-
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	2	2	-	-	-	-	-	-
Sociology									
1st year	-	1	1	2	1	3	-	-	-
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	1	1	2	1	3	-	-	-
Statistics									
1st year	-	-	-	-	-	-	1	-	1
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	1	-	1

Analysis of Regular and Other Students, 1994-97 - continued

	SESSION 1994-95			SESSION 1995-96			SESSION 1996-97		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
World Politics									
1st year	12	11	23	9	13	22	9	16	25
2nd year	1	-	1	-	-	-	2	1	3
Totals	13	11	24	9	13	22	11	17	28
TOTAL: DIPLOMA STUDENTS									
1st year	75	51	126	69	58	127	72	74	146
2nd year	6	2	8	1	-	1	4	1	5
Totals	81	53	134	70	58	128	76	75	151
RESEARCH FEE/ VISITING RESEARCH STUDENTS									
Accounting and Finance	1	1	2	-	-	-	3	-	3
Anthropology	-	-	-	-	-	-	1	2	3
Demography	1	-	1	-	-	-	-	-	-
Development Studies	1	-	1	-	-	-	-	-	-
Economic History	1	-	1	2	1	3	-	1	1
Economics	6	8	14	5	-	5	11	6	17
European Institute	1	2	3	-	-	-	-	-	-
Geography	-	1	1	-	-	-	-	-	-
Government	2	1	3	-	-	-	-	-	-
Industrial Relations	4	-	4	4	2	6	4	-	4
Information Systems	-	-	-	-	-	-	1	-	1
International History	-	-	-	1	-	1	2	-	2
International Relations	1	2	3	1	1	2	-	1	1
Law	4	-	4	-	1	1	-	-	-
Management	2	-	2	-	-	-	-	-	-
Mathematics	-	-	-	1	-	1	-	-	-

Analysis of Regular and Other Students, 1994-97 - continued

	SESSION 1994-95			SESSION 1995-96			SESSION 1996-97		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Operational Research	-	1	1	-	-	-	1	-	1
Philosophy	-	1	1	2	2	4	-	2	2
Social Administration	-	-	-	-	-	-	2	-	2
Social Psychology	1	-	1	1	1	2	-	1	1
Statistics	1	-	1	1	-	1	-	1	1
TOTAL: RESEARCH FEE STUDENTS	26	17	43	18	8	26	25	14	39
EXCHANGE STUDENTS	6	-	6	2	-	2	11	9	20
TOTAL: ALL POSTGRADUATE STUDENTS	1550	1257	2807	1512	1322	2834	1795	1547	3342
TOTAL: ALL UNDERGRADUATE STUDENTS	1784	1291	3075	1922	1400	3322	1759	1288	3047
TOTAL: ALL STUDENTS	3334	2548	5882	3434	2722	6156	3554	2885	6389

Analysis of Overseas Students by Domicile, 1994-97

COUNTRY OF DOMICILE	1994-95			1995-96			1996-97		
	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total
Albania	-	2	2	-	3	3	1	2	3
Algeria	-	1	1	-	-	-	-	-	-
Angola	-	1	1	-	-	-	-	-	-
Antigua	-	-	-	-	-	-	-	1	1
Argentina	4	10	14	2	13	15	2	26	28
Armenia	-	-	-	-	-	-	-	1	1
Australia	4	15	19	4	21	25	3	20	23
Austria	13	13	26	16	13	29	17	13	30
Azerbaijan	-	-	-	-	-	-	-	1	1
Bahamas	-	1	1	-	4	4	1	-	1
Bahrain	2	4	6	1	5	6	1	4	5
Bangladesh	5	7	12	2	5	7	4	4	8
Barbados	1	2	3	-	1	1	1	3	4
Belarus	-	-	-	-	-	-	-	1	1
Belgium	22	15	37	16	18	34	22	31	53
Bermuda	2	1	3	1	-	1	-	-	-
Bolivia	-	3	3	-	-	-	-	-	-
Bosnia	-	2	2	-	1	1	-	-	-
Botswana	1	-	1	1	1	2	1	2	3
Brazil	6	27	33	5	18	23	5	28	33
Brunei	3	-	3	2	1	3	4	1	5
Bulgaria	3	3	6	7	1	8	6	7	13
Burma	1	1	2	-	1	1	-	1	1
Canada	14	142	156	12	134	146	15	139	154
Cayman Islands	-	1	1	-	1	1	1	-	1
Chad	1	-	1	1	-	1	-	-	-
Chile	-	7	7	-	5	5	-	7	7
China (People's Republic)	-	16	16	-	14	14	4	24	28
Colombia	2	19	21	4	10	14	7	23	30
Costa Rica	-	-	-	-	-	-	-	3	3
Croatia	-	1	1	-	2	2	-	3	3

Analysis of Overseas Students by Domicile, 1994-97 - continued

COUNTRY OF DOMICILE	1994-95			1995-96			1996-97		
	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total
Cyprus	55	23	78	58	22	80	54	24	78
Czech Republic	1	1	2	-	3	3	3	2	5
Denmark	2	16	18	4	20	24	6	21	27
Dominican Republic	-	-	-	-	1	1	-	1	1
Ecuador	-	2	2	-	1	1	1	3	4
Egypt	1	5	6	-	8	8	-	9	9
Eire	3	16	19	3	24	27	1	18	19
El Salvador	-	-	-	-	-	-	1	-	1
Estonia	-	-	-	-	2	2	1	-	1
Ethiopia	1	1	2	-	1	1	-	3	3
Fiji	-	1	1	-	-	-	-	1	1
Finland	1	10	11	6	11	17	10	16	26
France	52	63	115	65	79	144	71	114	185
French West Indies	-	-	-	-	-	-	-	1	1
Gabon	-	-	-	-	1	1	-	1	1
Gambia	-	2	2	-	-	-	1	1	2
Georgia	1	-	1	1	-	1	-	1	1
Germany	114	148	262	100	123	223	123	170	293
Ghana	2	8	10	4	5	9	8	6	14
Gibraltar	3	-	3	2	-	2	2	-	2
Greece	64	101	165	58	107	165	58	112	170
Guatemala	-	2	2	-	1	1	1	1	2
Guinea	-	-	-	-	1	1	-	-	-
Guyana	2	1	3	2	-	2	1	2	3
Haiti	-	1	1	-	-	-	-	-	-
Honduras	-	1	1	-	-	-	-	1	1
Hong Kong	64	20	84	45	21	66	82	31	113
Hungary	1	-	1	2	5	7	1	5	6
Iceland	-	12	12	-	7	7	-	11	11
India	25	41	66	26	38	64	23	55	78
Indonesia	6	9	15	6	13	19	4	9	13

Analysis of Overseas Students by Domicile, 1994-97 - continued

COUNTRY OF DOMICILE	1994-95			1995-96			1996-97		
	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total
Iran	-	3	3	-	2	2	-	3	3
Israel	2	22	24	4	9	13	5	11	16
Italy	32	76	108	42	72	114	33	113	146
Ivory Coast	-	1	1	-	-	-	-	-	-
Jamaica	1	-	1	1	1	2	1	2	3
Japan	16	107	123	15	87	102	28	102	130
Jordan	4	10	14	5	7	12	8	4	12
Kazakhstan	-	1	1	1	3	4	-	9	9
Kenya	28	11	39	34	3	37	35	10	45
Korea (Nth)	-	-	-	-	3	3	-	5	5
Korea (Sth)	5	32	37	4	32	36	8	40	48
Kuwait	-	2	2	2	2	4	3	1	4
Latvia	1	2	3	1	-	1	3	-	3
Lebanon	-	3	3	-	4	4	-	5	5
Lesotho	-	-	-	-	1	1	-	-	-
Liechtenstein	-	-	-	1	-	1	-	1	1
Lithuania	-	2	2	-	-	-	2	-	2
Luxembourg	2	3	5	6	3	9	6	2	8
Malaysia	164	27	191	153	21	174	196	22	218
Maldives	-	3	3	-	1	1	-	1	1
Malta	-	2	2	-	3	3	-	3	3
Mauritius	40	7	47	49	4	53	58	1	59
Mexico	3	35	38	2	47	49	-	60	60
Morocco	-	1	1	-	1	1	-	1	1
Mozambique	-	4	4	-	2	2	-	-	-
Nepal	2	-	2	2	-	2	4	2	6
Netherlands	15	9	24	19	10	29	5	19	24
New Caledonia	3	-	3	-	-	-	-	-	-
New Zealand	3	5	8	4	4	8	1	7	8
Nicaragua	-	-	-	-	-	-	-	1	1
Nigeria	13	16	29	11	13	24	7	15	22

Analysis of Overseas Students by Domicile, 1994-97 - continued

COUNTRY OF DOMICILE	1994-95			1995-96			1996-97		
	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total
Norway	22	55	77	18	61	79	17	72	89
Oman	3	-	3	1	-	1	1	1	2
Pakistan	43	17	60	43	13	56	40	21	61
Panama	-	2	2	-	2	2	-	-	-
Papua New Guinea	1	-	1	1	-	1	1	1	2
Peru	1	5	6	2	3	5	3	15	18
Philippines	6	1	7	4	11	15	-	6	6
Poland	9	3	12	6	7	13	7	11	18
Portugal	8	5	13	7	9	16	7	17	24
Puerto Rico	2	-	2	-	1	1	-	1	1
Qatar	2	1	3	1	-	1	2	-	2
Romania	1	1	2	-	1	1	1	1	2
Russia	6	14	20	2	10	12	8	5	13
Rwanda	-	-	-	-	1	1	-	-	-
Saudi Arabia	2	1	3	-	1	1	-	1	1
Senegal	-	1	1	-	1	1	-	1	1
Seychelles	1	-	1	1	-	1	1	-	1
Sierra Leone	-	1	1	-	-	-	1	-	1
Singapore	124	31	155	125	33	158	149	34	183
Slovenia	1	1	2	-	2	2	2	1	3
Solomon Islands	-	-	-	-	1	1	-	-	-
Somali Republic	-	-	-	-	-	-	-	1	1
South Africa	-	9	9	-	4	4	-	11	11
Spain	14	36	50	20	40	60	25	52	77
Sri Lanka	13	5	18	12	3	15	10	7	17
St. Vincent	-	-	-	-	-	-	1	-	1
Sudan	-	3	3	-	3	3	2	2	4
Sweden	27	17	44	23	18	41	29	30	59
Switzerland	20	39	59	13	37	50	18	46	64
Taiwan	3	36	39	1	38	39	4	44	48
Tajikistan	-	1	1	-	-	-	-	4	4

Analysis of Overseas Students by Domicile, 1994-97 - continued

COUNTRY OF DOMICILE	1994-95			1995-96			1996-97		
	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total
Tanzania	2	6	8	2	1	3	1	2	3
Thailand	7	15	22	6	16	22	15	31	46
Trinidad and Tobago	7	6	13	5	4	9	8	2	10
Tunisia	-	-	-	-	-	-	1	-	1
Turkey	5	33	38	4	31	35	3	25	28
Uganda	1	2	3	1	4	5	3	5	8
Ukraine	-	2	2	-	2	2	-	10	10
United Arab Emirates	6	2	8	6	2	8	9	3	12
Uruguay	-	2	2	-	3	3	-	1	1
U.S.A.	354	305	659	324	279	603	240	343	583
U.S.S.R.	1	1	2	1	1	2	3	-	3
Uzbekistan	-	2	2	-	-	-	-	-	-
Venezuela	1	2	3	1	4	5	-	8	8
Vietnam	-	-	-	1	1	2	1	-	1
West Indies	-	-	-	-	1	1	-	-	-
Yemen	-	1	1	-	-	-	-	-	-
Yugoslavia	5	2	7	4	2	6	3	7	10
Zambia	3	1	4	1	4	5	2	3	5
Zimbabwe	7	3	10	7	0	7	5	-	5
GRAND TOTAL	1524	1832	3356	1455	1756	3211	1574	2228	3802

Analysis of Overseas Students by Domicile, 1994-97 - continued

COUNTRY OF DOMICILE	1994-95			1995-96			1996-97		
	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total
1. THE CONTINENTS OF:									
EUROPE	504	729	1165	505	750	1255	548	967	1515
ASIA	509	420	835	469	387	856	607	486	1093
AFRICA	100	85	185	111	59	170	125	74	199
NORTH AMERICA	386	500	722	347	477	824	271	561	832
SOUTH AMERICA	14	77	81	14	57	71	18	111	129
AUSTRALASIA	11	21	29	9	26	35	5	29	34
TOTAL	1524	1832	3356	1455	1756	3211	1574	2228	3802
2. MEMBERSHIP OF THE COMMONWEALTH									
	541	205	746	528	183	711	644	231	875
3. MEMBERSHIP OF THE EUROPEAN UNION									
	343	507	850	336	494	830	413	728	1141

PART II: REGULATIONS FOR STUDENTS AND COURSES

REGULATIONS FOR INTERNAL STUDENTS

These regulations are made pursuant to the Ordinances of the University of London.

1. Degrees, Diplomas and Other Qualifications Awarded

- 1.1 The London School of Economics and Political Science (hereinafter "the School") is empowered to award the following degrees and diplomas of the University of London to Internal Students
- Bachelor of Arts (B.A.)
 - Master of Arts (M.A.)
 - Bachelor of Science (Economics) (B.Sc. (Econ.))
 - Bachelor of Science (B.Sc.)
 - Master of Science (M.Sc.)
 - Bachelor of Laws (LL.B.)
 - Diploma in Law
 - Diploma in International Law
 - Master of Laws (LL.M.)
- 1.2 The School may register students for courses of study and research leading to the following degrees awarded by the University of London (the full regulations for which are available from the University of London Senate House):
- Master of Philosophy (M.Phil.)
 - Doctor of Philosophy (Ph.D.)
- 1.3 The School may make other arrangements with other colleges of the University of London for intercollegiate or joint courses of study leading to degrees of the University of London.
- 1.4 The School may award its own postgraduate diplomas.
- 1.5 The School may award diplomas and certificates in respect of summer schools and short courses.
- 1.6 The School is responsible, under contract, to the University of London's External System for the provision of academic direction and oversight for certain qualifications for External Students; but the School does not award these qualifications, and External Students are not students of the School.

2. Publication of Regulations and Amendments

- 2.1 The Regulations for Internal Students are published annually in October.
- 2.2 Amendments to existing Regulations for Internal Students which may be approved by the School in the course of an academic year will be published in the Regulations for the following academic year. Major amendments will normally be incorporated in the published Regulations for Internal Students not later than the beginning of the academic year in which they come into force.
- 2.3 Internal Students are subject to Regulations in force for the time being, made by or under the authority of the School.
- 2.4 The School makes every effort to ensure that students are individually notified, as early as possible, of changes to regulations which may affect them. However, the School reserves the right, according to circumstances, to alter or withdraw particular courses or course syllabuses and to alter the level of fees.

3. Entrance Requirements

- 3.1 In order to be admitted as an Internal Student, a candidate must be at least 18 years of age (unless the School exceptionally agrees to waive this requirement), and must satisfy the School's general entrance requirements and any additional requirements prescribed for admission to the candidate's specific programme of study.

- 3.2 A candidate will be required to demonstrate a proficiency in the English language to the satisfaction of the School.

4. Admission of Students

- 4.1 Internal Students are admitted in one or other of the following categories:
- 4.1.1 Undergraduate students registered in accordance with the following conditions:
- 4.1.1.1 as having satisfied the general entrance and course requirements, and
- 4.1.1.2 as pursuing an approved course of study at the School for a first degree of the University, or the General Course or the LSE/Beaver Single-Term Programme, or as exchange students admitted under the terms of an agreement with another university.
- 4.1.2 Postgraduate students registered in accordance with the following conditions:
- 4.1.2.1 as having satisfied the provisions of the Regulations for Master's degrees, or of the Regulations for M.Phil. and Ph.D. degrees, and
- 4.1.2.2 as pursuing an approved course of study at the School for a Master's, M.Phil. or Ph.D. degree, or for a Diploma of the School or the University of London, or as Research Fee students or as exchange students admitted under the terms of an agreement with another university.
- 4.1.3 Students admitted to summer schools or short courses organised by or on behalf of the School.
- 4.1.4 Students admitted as Occasional Students.

5. Registration Procedure

- 5.1 All students who wish to proceed to a degree or diploma or other qualification or who are pursuing another approved course of study as listed under paragraph 4.1 above must register with the School.
- 5.2 Except with the special permission of the School, an Internal Student will not:
- 5.2.1 be permitted to register concurrently for more than one approved course of study
- 5.2.2 be permitted to register as an Internal Student pursuing an approved course of study for the award of any qualification of the School or the University while registered as a student for the equivalent qualification of any other university or other institution
- 5.2.3 be admitted as a candidate to any examination leading to an award of any qualification of the School or University if he /she has been admitted as a candidate to any examination leading to the comparable award of another university or other institution, unless he/she has pursued separate prescribed courses leading to the examinations concerned.
- 5.3 Notwithstanding the provisions of paragraph 5.2 above, the School may register as an Internal Student for a Master's degree a person who is registered for a qualification at a university or comparable institution outside the UK, provided the Scheme to be used by the School in considering such applications has been approved by the School.
- 5.4 Except with special permission of the School,
- (a) a person who has entered or re-entered an examination for a first or higher degree, diploma or other qualification will not be permitted to register for another approved course of study until the examination requirements for the qualification concerned are completed;
- (b) an Internal Student registered for one degree, diploma or other qualification will not be permitted to enter or re-enter the examination for another degree, diploma or qualification.

6. Fees

Information on fees is published annually in Regulations on Fees in the School Calendar (see also Regulation 2.4 above).

7. Communications from the School

Communications sent from the School to an individual student must be regarded as applying to that student only.

8. Interruption or Modification of Approved Courses of Study

- 8.1 The School may, at its discretion, grant an interruption of any course of study to a student on grounds of illness or other adequate cause, normally for a maximum period of two consecutive years.
- 8.2 All questions relating to the modification of courses of study by students or to the granting of exemptions from such courses, except in so far as they are dealt with elsewhere in the School's regulations, shall stand referred to the Academic Board or a committee acting on authority delegated from the Board (normally, the Graduate School Committee for postgraduate students, the Academic Studies Committee for undergraduate students, and the Committee on External Academic Activities for students on short courses and summer schools).

9. Entry and Re-entry to Examinations

- 9.1 No student will be admitted to an examination unless his/ her tutor or supervisor has certified in the prescribed form that the appropriate course of study in accordance with the regulations has been completed. If dissatisfied with the conduct or diligence of any student the School may withhold a certificate of completion either temporarily or permanently.
- 9.2 If the attendance of a student, through illness or other exceptional circumstances, shall fall short of the requirements set forth in the foregoing regulations, he/she shall only be admitted to examination after special application made on his/her behalf by his/her tutor or supervisor.
- 9.3 A candidate who informs in writing the Academic Registrar of the withdrawal of his/her entry not less than seven days before the date for the commencement of the examination as published will not be regarded as having made an entry or re-entry. All other candidates will be regarded as having made an entry or re-entry, except that in the case of illness or other adequate cause (for which certification must be provided) a candidate may be permitted at the discretion of the School to withdraw his/her entry to the examination in the week before the commencement of the examination and up to and including the date of his/her first paper provided that he/she has not entered the examination hall.
- 9.4 Conditions relating to the payment and refund of fees for entry or re-entry to examination are notified to candidates at the time of completion of the examination entry forms.
- 9.5 A student who enters or re-enters for any part of an examination for any qualification shall be examined in accordance with such Regulations as may be current when he/she enters for examination.
- 9.6 At the discretion of the School special arrangements may be made for a candidate who is ill or otherwise disabled to take his/her examination. Applications under this regulation should be made by the candidate as early as possible after registration and must reach the appropriate administrative officer no later than six weeks before the date of the candidate's first examination test. Applications received after this date will only be considered in the case of sudden illness or accidental injury.
- 9.7 Re-entry to an examination or any part of an examination for any qualification, where permitted, must be made at the next following examination for which the candidate is eligible unless the School determines that a candidate may defer re-entry until a subsequent examination as prescribed in the relevant course regulations.

10. Examination Tests

- 10.1 At any examination in which there is a practical examination, a candidate must satisfy the examiners in both the practical and written parts of the examination
- 10.2 (a) Candidates at any examination by written papers taken under supervision and within a defined time limit or at any practical, oral or similar examination are permitted to use such books, notes, instruments, computer files or other materials or aids as are specifically permitted by the appropriate authority for the examination in question.
- (b) Where candidates are permitted to use their own electronic calculators at examinations, the machine to be used must be of the hand-held type, quiet in operation and compact, and must have its own power supply. Candidates are entirely responsible for ensuring that their machines are in working order for their examinations and for providing in advance for alternative means of calculating in the event of the calculator failing during the examination. When candidates use electronic calculators at examinations they must state clearly on their examination scripts the name and type of machine used. The unauthorised use of information contained in the memory of an electronic calculator or the use of unauthorised software constitutes cheating.
- 10.3 Except as provided in paragraph 10.2 above, no books, notes, instruments, computer files or other materials or aids whatsoever may be handled or consulted during an examination. Any such articles in the possession of the candidate on entry to the examination room must be deposited immediately with the Invigilator
- 10.4 Any unauthorised books, notes, instruments, computer files or other materials or aids introduced by a candidate into an examination room must upon request be surrendered to the Invigilator. The Invigilator will pass such articles to the School, which may in turn pass them on to the University. Either the School or the University may make copies of such articles, and the original articles (together with the copies) may be retained by the School at their absolute discretion.
- 10.5 Candidates shall not, unless expressly so authorised, pass any information from one to another during an examination nor shall any candidate act in collusion with another candidate or other person or copy from another candidate or engage in any similar activity.
- 10.6 At any examination by written papers taken under supervision or where the Regulations for any qualification provide for part of an examination to consist of 'take-away' papers, essays or other work written in a candidate's own time, coursework assessment or any similar form of test, the work submitted by the candidate must be his/her own and any quotation from the published or unpublished works of other persons (including other candidates) must be duly acknowledged.
- 10.7 Failure to observe any of the provisions of paragraphs 10.2(a) and (b), 10.3, 10.4, 10.5 or 10.6 above will constitute an assessment offence. All assessment offences will be treated as cheating or plagiarism under the Regulations on assessment offences (a copy of which is available on request). Under these Regulations candidates found to have committed an offence may be excluded from all further examinations.
- 10.8 All answers to examination questions must be written in English unless instructions are given to the contrary.
- 10.9 All examination scripts are the property of the School (for School-based examinations) or the University (for University-based examinations) and will not be returned to candidates. Save where the Regulations for any particular award otherwise provide, essays submitted in lieu of written papers, and

dissertations, reports, practical and laboratory note books and field reports are returnable to candidates. Material will be returned in accordance with the instructions issued by the Board of Examiners for School-based examinations or with the instructions issued by the University's Secretary for Examinations for University-based examinations.

10.10 Essays, Reports and Dissertations

The above terms are frequently used in Regulations for awards of the University and, except where the Regulations for any particular award otherwise provide, have the following meanings:

- 10.10.1 *An Essay*: A brief description and discussion, probably based on secondary sources, of a particular topic within a field of study.
- 10.10.2 *A Report*: An account of the study of a specified topic based on experiments, observations or review of literature. A relevant bibliography would normally be expected.
- 10.10.3 *A Dissertation*: An ordered and critical exposition of existing knowledge in any field or part of a field of study. There should be evidence that the field has been surveyed thoroughly. A full bibliography and references would normally be required.

11. Conditions of Award of a Degree, Diploma or Other Qualification

- 11.1 To be awarded a degree, diploma or other qualification a candidate must:
- (a) have completed to the satisfaction of the School the course of study prescribed in the Regulations for the particular award for which he/she is registered;
- (b) have been examined in all parts of the examination prescribed for that degree, diploma or certificate and shown a competent knowledge in the examination as a whole.
- 11.2 If a student has entered for the last examination necessary to qualify for admission to a degree, diploma or other qualification, but has not settled with the School or the University of London 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.

12. Examination Marks

Marks and or grades obtained by candidates at examinations held after 1 October 1987 will be routinely issued to candidates in confidence for their personal information following the examination concerned.

13. Representations from Candidates concerning Examination Results

The School (for School-based examinations) or the University (for University-based examinations) will consider representations made on the grounds of administrative error or where there is concern that the examination may not have been conducted in accordance with the relevant Instructions and/or Regulations. Any representation should be addressed in the first instance to the Director of External and Internal Student Administration in the case of University-based examinations or the Academic Registrar of the School in the case of School-based examinations. There is no appeal against the results of examinations on academic grounds.

Code of Practice on Free Speech

1. Preamble

1.1 The following is one of the most important of the clauses in the School's Memorandum and Articles of Association.

- (A) Everyone shall be entitled to equal treatment on the basis of individual merit and without unfair discrimination as regards 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.
- (B) Every member, officer and employee of the Corporation, and every student and other individual associated with the 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.

1.2 In pursuance of its duties as laid down in Section 43 of the Education (No. 2) Act 1986, the School has adopted this Code with a view to taking steps to ensure that freedom of speech within the law is secured for students, employees and other members of the School (including honorary and visiting staff) and for all persons authorised to be on School premises including visiting speakers duly invited in accordance with Clause 3.3.3 of this Code.

1.3 The Code takes cognizance of the fact that the United Kingdom is a party to the United Nations Covenant on Civil and Political Rights and the European Convention on Human Rights and the School attaches great importance to the values described in these documents. The basic right to freedom of expression and the permitted exceptions thereto are specified in Article 19 of the UN Covenant and Article 10 of the European Convention:

1.3.1 *UN Covenant on Civil and Political Rights*

Article 19.

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

1.3.2 *European Convention on Human Rights*

Article 10.

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

2. Range and Application

This Code applies to all 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

3.1 The School authorities are responsible for upholding and maintaining the principles set out in Section 1 of this Code.

3.2 The School authorities will prescribe from time to time procedures for operation of the Code; these procedures will, *inter alia*, specify formal arrangements for certain types of meeting or other event.

3.3 The School authorities will not deny use of School premises to any individual or body of persons on any grounds connected with the beliefs or views of that individual or of any member of that body; or with the policy or objectives of that body. This is provided that:

3.3.1 The School's premises are at all times used only for lawful purposes.

3.3.2 Room bookings are made by persons whom the School authorities regard as properly responsible, in compliance with the prescribed procedures for operation of the Code and with such reasonable requirements as the School may make.

3.3.3 Visiting speakers come on the School's premises only at the invitation of authorised staff, authorised students or other authorised members of the School.

3.3.4 The School authorities have authorised by general or specific permission use of the School's premises for the purpose concerned.

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

5. Responsibilities of Event Organisers

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

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

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

7. Sanctions

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

8. Operation and Interpretation of the Code

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

Approved by the Standing Committee on 21 June 1994 to take effect from 1 July 1994 to 30 June 1997.

Regulations for Students

Preamble

1. 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 rights of other persons.
2. 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 would damage its reputation or the standing of the School and its members.
3. The School does not consider that disciplinary proceedings instituted under the Regulations are the most appropriate way of dealing with conduct or matters which appear to involve a serious criminal offence.
4. 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.
5. The School reserves the power to suspend or discontinue proceedings at any time. The School will immediately suspend proceedings if the complainant or respondent refers the matter to the police.
6. The School reserves the right to refer the matter to the police in circumstances which the School considers so serious that it must take such action in order to protect its own rights and interests.
7. The continued suspension of disciplinary proceedings will not necessarily be dependent on a police decision on whether or not to take action.

Alterations and Additions

8. 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 Standing Committee of the Court of Governors; and those alterations or additions which are approved by the Standing Committee shall come into effect forthwith upon publication. If at any time the Standing Committee, 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.

General

9. No student of the School shall:
 - (a) 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;
 - (b) Damage or deface any property of the School, or perform any act likely to cause such damage or defacement;
 - (c) Use the School premises contrary to Regulations and Rules, or do any act reasonably likely to cause such use;
 - (d) 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.

Academic Matters

10. The Director may at his discretion refuse to any applicant admission to a course of study at the School and continuance in a course beyond the normal period required for its completion subject to the provisions of the School's Memorandum and Articles of Association. The Director may refuse to allow any student to renew his or her attendance at the School as from the beginning of any term, on any of the following grounds:

- (a) the student's lack of ability or of industry, or failure in a degree examination or other examination relating to a course;
- (b) failure, without adequate reason, to enter for an examination after completing the normal course;
- (c) any examination offence admitted by the student or established by the University of London under the Regulations for Proceedings in respect of Examination Irregularities;
- (d) any other good academic cause.

The Press

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

Public Statements

12. 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 student, or the status of any such organisation.

Copyright in Lectures

13. 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 (if any) required by the lecturer.

Data Protection

14. (a) The statutory rights of individuals concerning access to personal data about themselves on computer are contained in the Data Protection Act 1984. 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').
- (b) A student using personal data held on computer must observe the requirements of the Data Protection Act 1984. He or she must 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

15. 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.
16. 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.
17. Any breach by a student of any of Regulations 9, 11, 12, 13, 14 or 15 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

18. The following penalties may be imposed for misconduct.

Reprimand, which shall take the form of a written statement that a reprimand has been issued; the statement shall be placed on the student's file.

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.

Expulsion from the School.

If there is property damage, the Board of Discipline may also seek, at its discretion, appropriate compensatory payments.

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

19. The Annexes to these Regulations, and Rules and Instructions made under these Regulations or the Annexes, shall be deemed part of these Regulations.

20. An accidental defect in the constitution of a Board of Discipline shall not invalidate its procedure.

21. 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 the Director or to another person authorised by the Director. The Director or such 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. Where the decision is made to proceed:

(a) the Director or other person authorised by the Director shall formulate the charge or cause it to be formulated, and convene the 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.

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 proceedings (including the Chairman) falls below 3.

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 without student members provided it is otherwise properly constituted.

7. 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.

8. 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.

Regulations for Students – Annex B

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

1. 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.
2. The Student Support and Liaison Committee may make recommendations to the Standing Committee of the Court of Governors 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.
3. 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.
4. The Panel of Student Members of Boards of Discipline shall consist of ten persons who are registered full-time students selected annually by lot in accordance with paragraph 5 of this Annex.
5. 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 the selection.
6. The Panel of Lay Governor Members for Boards of Discipline shall consist of ten Lay Governors appointed annually by the Court of Governors, provided that no Governor who is a member of the Standing Committee of the Court of Governors 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 vacancies.
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 shall be a member of the Panel.

8. 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.

9. The year of office of members of each Panel shall commence on 1 August each year.

Regulations for Students – Annex C

1. 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.
3. 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 ensuring that advice and counselling is available to members of staff.

Approved by the Standing Committee on 21 June 1994 to come into effect on 29 September 1994.

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 candidate, 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 offences are defined by the University of London Regulations for Internal Students and by these Regulations. Such an offence can take place in connection with any work handed in for assessment, as part of an examination or part of coursework.

Assessment offences

3. 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 in all cases all work presented for assessment, by whatever means are specified, must be that of the candidate and must be prepared and completed according to regulation and to the instructions of examination boards.

4. Infringement of these regulations will render a candidate liable to action under these regulations and under the Regulations for Students.

5. Cheating is an attempt to deceive the examiners and is an offence under these regulations. It includes but is not limited to

- 5.1 the use of books, notes, instruments, computer files or other materials or aids in the examination room that are not expressly permitted,
- 5.2 assistance or the communication of information by one candidate to another in an examination room or where not permitted by 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.

6. 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. It refers to any work by others, whether published or not, and can include the work of other candidates. Any quotation from the published or unpublished works of other persons including other candidates must be duly acknowledged.

7. 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.

8. Where candidates are permitted to use their own electronic calculators in examinations, the machine to be used must be of the hand-held type, quiet in operation and compact, and must have its own power supply. Candidates are entirely responsible for ensuring that their machines are in working order and for providing in advance for alternative means of calculating in the event of calculator failure during the examination. Where a candidate uses an electronic calculator at an examination he/she must state clearly on the examination script the name and type of machine used. The unauthorised use of information contained in the memory of an electronic calculator or the use of unauthorised software constitutes cheating.

9. Except as provided in 7 and 8 above no books, notes, instruments, computer files or other materials or aids whatsoever may be 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.

10. 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 in turn pass them to the University. Either or both of the School and the University may make copies of such articles, and the original articles (together with the copies) may be retained by the School and/or the University at their absolute discretion.

Making the allegation

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

12. Only an invigilator or examiner may make an actual allegation of assessment misconduct against a candidate. An invigilator should normally 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 script thought to be affected, but he/she should continue to mark the script in the usual way.

13. All allegations must be made confidentially in writing to the Academic Registrar. They will be acknowledged.

14. The making of an allegation renders the matter effectively sub judice, and candidates against whom an allegation has been made should be questioned, only under these regulations, about possible offences.

The allegation

15. 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, on condition that where no agreement is reached the course of action more favourable to the candidate shall be adopted:

- 15.1 Where it is agreed that the evidence does not support an assessment offence 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.
- 15.2 Where it is agreed that the evidence supports a technical but not material case of an assessment offence, 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 technical offence 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 16 to 24.
- 15.3 Where it is agreed that the evidence supports a prima facie case of a material assessment offence the allegation will be heard under regulations 16 to 24. The Academic Registrar will inform the person(s).

Hearing the evidence

16. 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:

- (a) send to the candidate a copy of the allegation and the procedures for hearing it
- (b) invite the candidate to state whether the allegation is true or false and provide a statement and/or any evidence relevant to the case
- (c) 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 or Dean of the Graduate School.

17. 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 and shall refer the matter to the appropriate Misconduct Sub-Committee for action under Regulation 26.

18. Each Main Examination Board and the Graduate School Committee shall annually establish a Misconduct Sub-Committee comprising four persons, normally the Chair of the Main Examination Board or of the Graduate School Committee as appropriate, who shall chair the Sub-Committee, two examiners and 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 Sub-Committee considers the case. All relevant documentation shall be placed before the Sub-Committee which shall be required

- (a) to determine the truth of any allegation as to assessment offences, and
- (b) to make a recommendation drawn from the penalties set out in these procedures, where the allegation is found proved.

19. The Sub-Committee is quorate when there are three of its members present, one of whom must be the Chair.

20. The Sub-Committee 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 Sub-Committee 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.

21. If the candidate does not reply to the invitation set out in 16(b) above 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, both in response to particular questions and generally. He/she may elect to be accompanied by an officer of the Students' Union or by a friend or representative, who shall have the same rights as the candidate.

22. The candidate shall have the rights to see or to listen to, as appropriate, all evidence given; to question the witnesses appearing before the Sub-Committee; and to submit documents to the Sub-Committee.

23. The validity of the proceedings of the Sub-Committee 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 Sub-Committee.

24. The Sub-Committee shall in all cases decide that an allegation is not proved unless and until the evidence demonstrates the contrary to the satisfaction of a majority of its members present.

Subsequent action

25. If the Sub-Committee decides that the allegation is not proved, 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.

26. If the Sub-Committee 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 17, the Sub-Committee shall have the power to recommend to the examination board either

- (a) 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
- (b) that the results in all papers taken in the year be cancelled and a mark of zero returned, or
- (c) that the results in the paper or papers concerned be cancelled and a mark of zero returned and, subject to the approval of the Director, without the right to re-register for the examinations or equivalent, or
- (d) that the results in the paper or papers concerned be cancelled and a mark of zero returned, or
- (e) 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 offence.

27. The examination board may at its discretion accept or not accept any recommendation made to it under Regulation 26, except that it shall not call into question any relevant facts established by the Sub-Committee and it shall not be empowered to apply a penalty more severe than that recommended to it.

28. The decision of the examination board under Regulation 26 above shall be conveyed to the candidate in writing by the Academic Registrar.

29. The examiners will not take into account any work presented by a candidate that is affected by the assessment offence, except where covered under Regulation 15.2.

Representations

30. If a candidate wishes to make representations against the decision of the examination board on grounds of procedural irregularity or against the penalty imposed, he/she should write in the first instance to the examination board through the Academic Registrar, within twenty eight working days of the despatch of the letter referred to in regulation 28.

31. Any appeal against a decision of the examination board may be made under the Regulations of the School and/or of the University of London as appropriate.

Rules Relating to Student Activities

1. Preamble

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

2. Meetings and Functions

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

3. Times of Opening and Closing the School

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

4. Responsibility for Visitors

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

5. Admission of the Press

- (a) Representatives of the press, radio or television are admitted to and may remain on the premises of the School only with the consent of the School.
- (b) Specific permission must be sought from the Secretary and obtained where such persons seek admission to meetings or events of any kind taking place in the School. Consent shall be deemed to be given in all other cases without prior application.
- (c) Consent to the presence of any representative of the press, radio or television anywhere on the School's premises may be revoked by the School at any time. The School shall provide, on request, reasons for its decision.

6. Sale of Alcohol on School Premises

- (a) Alcohol may only be sold in licensed areas, namely:
 - (i) The restaurants and bars operated by the School's Central Catering Services;
 - (ii) In the Three Tuns Bar, which is the Students' Union's responsibility, and in any other licensed premises operated by the Students' Union, provided authority has been obtained from the School.
- (b) Application to sell alcohol outside normal licensing permitted hours must be made in advance to the Head of Site Development and Services; permission from the relevant licensing authority is also necessary.

7. Notice Boards

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

8. The Law of the Land

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

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

Procedure for the Submission of Grievances by Students on Academic Matters

1. The procedure set out below does not apply to matters arising from the results of examinations. With the exception of research degrees University of London Regulations make no provision for appeals against examination results, but the Academic Registrar of the School will on request check that marks awarded have been accurately totalled and transmitted to the relevant Board or Committee of Examiners, and ensure that if an error has occurred appropriate action is taken.

2. The normal expectation is that students who are not satisfied with any aspect of the School's teaching, tutorial or supervisory provision, or with other academic or related administrative matters, will initially seek remedial action at the time informally through their Tutor, Departmental Tutor, Departmental Convener or Dean of Undergraduate Studies (undergraduates), or through their Supervisor, Research Student Tutor, Departmental Convener or Dean of the Graduate School (graduates) as appropriate.

3. An undergraduate or graduate student who wishes to submit a formal grievance about an academic matter shall give written notice of the grievance to the Pro-Director. Any such notice shall explain the grounds on which the complaint is made and the matters that constitute the grievance. The Pro-Director will cause the complaint to be investigated.

- (i) If as a result of the investigation the Pro-Director is satisfied that there is a case to answer, the case will be referred to the Director. (In this procedure the term Director means either the Director of the School or such other person authorised by the Director to act on the Director's behalf.)
- (ii) If as a result of the investigation the Pro-Director decides that there is no case to answer, the Pro-Director will inform the student accordingly and will take no further action. A student who is not satisfied with such a decision by the Pro-Director may submit a written appeal to the Director, who will either uphold the Pro-Director's decision (and so inform the student) or proceed as shown below.

4. If the Director decides that it would be appropriate for the grievance to be disposed of informally, the Director will notify the student and proceed accordingly.

5. If the grievance has not been disposed of informally under paragraph 4, the Director shall *either* (a) decide that the subject matter of the grievance 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 determine under the Procedure for Termination of Appointment for Incapacity Arising From Ill-health or Infirmity and take action accordingly, notifying in writing the student submitting the grievance *or* (b) refer the matter to a Grievance Committee appointed by the Standing Committee of the Court of Governors as set out in paragraph 10 below.

6. Where the Director proceeds under (b) in paragraph 5 above, the student submitting the grievance shall be notified in writing

- (i) of the fact 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 School and the Chairman of the Committee shall determine whether the member objected to should be excluded from consideration of the grievance. If the student objects to the Chairman, the student should state reasons for that objection in writing to the Secretary and the members shall determine whether the objection shall be upheld;
- (ii) of his/her right to be heard by the Committee and to present evidence;
- (iii) 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 the case. The student may ask for an adjournment which may be granted or refused at the discretion of the Committee;

- (iv) of his/her right to present the grievance by means of a written submission or to appear before the Committee in person and to bring a friend or adviser (this might be a legal adviser) and to call witnesses on his/her behalf;
 - (v) of the procedure to be adopted. The student shall receive notification of the procedures to be followed (a) when the student submitting the grievance is to appear before the Committee in person and (b) when the student submitting the grievance makes a submission in writing.
7. The student submitting the grievance will be asked to state in writing, by a specified date in advance of the hearing, whether he or she proposes to make a written submission or to attend in person with or without a friend or adviser. If proposing to bring a friend or adviser, the student shall provide in writing to the Secretary of the School, not later than three days before the date fixed for the hearing of the grievance, notice of the name and status of the friend or adviser.
8. After hearing the case and considering the evidence, the Grievance Committee shall make such report or recommendation to the Director as the Committee considers appropriate in the circumstances of the case. A report may propose whatever remedy the Committee considers appropriate in respect of a grievance which is found to be substantiated; such remedy may comprise a proposal that all or part of the subject matter of the grievance 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.
9. The Report of the Committee will not be presented to the student, or to other persons involved. The student will be notified in writing of the decision of the Director, with the reasons for that decision.
10. The Grievance Committee shall be appointed by the Standing Committee of the Court of Governors in consultation with the Students' Union, and shall comprise –
- (a) A lay governor on the Standing Committee
 - (b) A member of the academic staff nominated by and from a panel established for this purpose by the Academic Board
 - (c) Another person, not employed by the London School of Economics and Political Science, and preferably a recent alumnus of the School.
- The Committee shall appoint a Chairman from among its members.

Approved by the Academic Board, 5 June 1991

Policy Statement on the Use of Information Technology

Introduction

1. The LSE recognizes 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,
 3. bulletin board and news group entries; and 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.

Legal framework

5. Authorised users are expected to exercise responsible and appropriate behaviour when using these IT systems. The School's IT facilities are provided on the understanding that users will observe all relevant laws, whether UK or foreign, including:
 1. the *Computer Misuse Act (1990)*
 2. the *Data Protection Act (1984)*
 3. the *Copyright, Designs and Patents Acts*
 4. and the laws of libel, obscenity and discrimination.

Requirements

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)
 2. the *Conditions of Use of IT Facilities at the LSE*
 3. the *Rules of the Computer Classrooms and Areas*
 4. the *Code of Practice for the Publishing of Information on the LSE World Wide Web Server*
 5. *Electronic Mail: Email Etiquette*
 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

8. 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

9. 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 at the LSE**Disclaimer of Liability**

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.

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 security arrangements.

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

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.

General

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.

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.

No work of a commercial nature, or for reward, may be performed using the facilities provided by IT Services.

Users must not load on to the School's IT facilities any software contrary to licence agreements nor any software that interferes with the normal working of the equipment.

Users must not deliberately introduce a virus nor take any action to circumvent, or reduce the effectiveness of, any anti-virus precautions established by IT Services.

Users are responsible for **all** use of their username. They should not make their username or password available to another user nor use any other user's username.

Users must not create, display, produce or circulate offensive material in any form or medium.

Users must not use electronic mail for the mass distribution of unsolicited messages.

Computer Misuse

Users must comply with the provisions of the *Computer Misuse Act (1990)* which makes it an offence to access, or try to access, any computer system for which access authorisation has not been given.

Copyright

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

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

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.

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.

Failure to Observe the Conditions of Use

IT Services reserves the right to withdraw a user's permission to access the facilities provided in the event of any abuse of the facilities by that user. IT Services also reserves the right to withdraw the use of their facilities for the processing of personal data that has not been appropriately registered under the Data Protection Act.

Failure to observe these conditions, by students or staff, will be considered a serious matter by the School. 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. A gross and wilful disregard of these conditions of use may lead to the invocation of such procedures.

Procedure for Complaints of Sexual Harassment

The procedure is designed to cover complaints made by any student - male or female - against a member of staff. The procedure has been based on discussions between the Adviser to Women Students and the Pro-Director, the Executive of the AUT and officers and staff of the Students' Union. It is open to review in the light of experience. A full copy of the procedure document is available from the School's Resource Centre in Room H601.

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.

Informal Procedure

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 Pro-Director and Secretary shall be consulted with a view to initiating an informal procedure. At this stage, the Pro-Director and Secretary 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 Pro-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 accompanied by a friend. The panel shall report its findings to the Director and may recommend appropriate action.

At all stages, 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 AUT, 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 Pro-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.

Codes of Practice for Staff and Students

The School is developing a range of Codes of Practice governing the reciprocal obligations and responsibilities of staff and students in various areas. These are given to the appropriate staff and students at the start of the session. Codes currently approved relate to:

- Research students and the Supervisors
- Master's degree students and their Supervisors
- Diploma students and their Supervisors
- Undergraduate students and their Tutors
- Student Services

School Policy on Students with Disabilities

The School's policy is:

1. So far as is practicable, reasonable and financially feasible
 - (a) to ensure that no application for a student place shall be rejected on grounds of disability, and
 - (b) to ensure for students with disabilities safe access to, and working conditions in, the premises of the School. (including residential accommodation), and
 - (c) to meet the special requirements a student may have.
2. It is therefore helpful for the School to know about the degree of disability or handicap in advance so that it may offer advice on what facilities - or special treatment where necessary - may be available. Applicants are encouraged to inform the School in advance of the nature of their disability by using the forms provided.
3. To keep under review, through the Adviser to Students with Disabilities in consultation with the Student Health Service, the Students' Union Welfare Office and such students with disabilities organisations as may be in existence, the formulation of policy towards students with disabilities their needs and the provision made for them.
4. To develop a positive attitude towards disability through the Adviser to Students with Disabilities in consultation with other individuals and groups as necessary by furthering the awareness of non-disabled members of the School concerning the nature of various forms of disability.
5. Through the Adviser to Students with Disabilities to investigate, promote and maintain contacts with other institutions concerned with the education and welfare of students with disabilities, both in the United Kingdom and in other countries.
6. To continue to advise students with disabilities on their career prospects and to develop resources to that end wherever possible.

Approved by the Academic Board, 18 February 1987 and amended 27 November 1996

School Policy on Equal Opportunities

The London School of Economics and Political Science is committed to secure Equal Opportunities and treatment in employment, training and education. The School rejects any direct or indirect discrimination because of colour, race, religion, nationality, ethnic or national origins, gender or marital status, disability, HIV status, sexuality, age, political opinion and association and trade union membership and activities. The School is committed to a programme of action to give effect to this policy and fully associates itself with Opportunity 2000 as a major part of this initiative.

Approved by the Court of Governors, 29 June 1995

Regulations for Short Courses and Summer Schools

1. *General*

- 1.1 These regulations are made pursuant to Regulations 1.5 and 4.1.3 of the School's Regulations for Internal Students.
- 1.2 For the purposes of these regulations, short courses and summer schools shall include all courses where the students are not registered as regular undergraduates or postgraduates or Occasional students as defined in Regulation 4.1.1, 4.1.2 and 4.1.4 of the School's Regulations for Internal Students. These students shall normally be recorded for the purposes of the Higher Education Statistics Agency in their record of non-credit-bearing courses.
- 1.3 Proposals for short courses and summer schools offered in the School's name must be considered for approval by the Sub-Committee on Continuing Education (SCCE) of the Committee for External Academic Activities (CEAA), under procedures to be approved by the Academic Board on the recommendation of the CEAA; 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 Chairman of the SCCE or other officer of the School approved by the SCCE.
- 1.4 For all such 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 SCCE.
- 1.5 Students on short courses and summer schools are subject to the appropriate Regulations, Codes of Practice and Procedures, as published in the *School Calendar*: e.g., the Regulations for Internal Students, 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. The Course Director for the student's course, or the Chairman of the SCCE, shall be considered the appropriate person to act in respect of students on short courses and summer schools in place of the Dean of the Graduate School or the Dean of Undergraduate Studies where these are referred to in these documents (e.g., in Annex C of the Regulations for Students, in the Procedure for the Submission of Grievances by Students on Academic Matters and in the Procedure for Complaints of Sexual Harassment).
- 1.6 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.

2. *Examinations and Certification*

- 2.1 Where a diploma or certificate (other than a certificate of attendance) is to be awarded for a short course or summer school, the CEAA must approve the form of the examination, the procedures for the appointment of examiners, and the marking and reporting conventions.

- 2.2 Where it is intended that the diploma or certificate to be awarded in respect of a proposed course should grant exemption from, or be credited towards, a degree or other qualification for regular undergraduate or postgraduate students, the proposal for the course, its examination and marking conventions must also be considered by the Academic Studies Committee or Graduate School Committee (as appropriate) for recommendation to the Academic Board, according to their usual procedures.
- 2.3 For every diploma or certificate awarded in respect of a short course or summer school, there must be:
- 2.3.1 a clear record as to the level of study at the School at which the examination is set and marked
- 2.3.2 marking and reporting conventions consistent with those used in the corresponding School examinations for that level of study
- 2.3.3a final mark-sheet signed by the chairman 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 examinations for that level of study.
- 2.4 A certificate of attendance may be issued in respect of any short course or summer school, provided that:
- 2.4.1 the certificate records no implied opinion or judgement as to the student's performance or attainment on the course and
- 2.4.2 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.

3. *External Clients*

- 3.1 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 and the client.
- 3.2 In any such contract, it shall be made clear
- (a) 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 SCCE:
- (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 which the client may be engaged
- (iv) if the School is to be involved in the ownership, management or direction of any aspect of the client's organisation or activities
- (b) 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 Committee on External Academic Activities.

Fees

- The fees stated are composition fees payable for the academic year 1997-98.
- Composition fees cover registration, teaching, ¹first entry to examinations, ²the use of the library and membership of the Student's Union. For students working under intercollegiate arrangements the fees also cover teaching and the use of student common rooms at the other colleges which they attend.
- Students are required to pay fees either in full before the commencement of the session or in three equal instalments as follows:
1st instalment on or before 3 October 1997
2nd instalment on or before 12 January 1998
3rd instalment on or before 24 April 1998
Students who pay their fees in full before the commencement of the session may be entitled to a discount on the full fee.
- Students who are in attendance for one term only must pay the fees for that term in full before the commencement of the term.
- Students who are in attendance for two terms only may pay fees in two instalments. Fees will be due on the dates shown above except for students who commence registration in the Lent term; for these students the first instalment of fees will be payable on or before Monday 12 January 1998.
- If fees are not paid when due registration will be incomplete and the student will not be entitled to use any of the School's facilities unless an extension of time to pay is applied for in writing, and allowed in writing by the School. The School reserves the right to apply one or more of the following sanctions for non-payment of composition fees or fees payable for School residential accommodation: withdrawal of library ticket; cancellation of examination entry; withholding examination results and the award of a degree or diploma; interruption or termination of registration.
- Information on the definition of overseas students for fees purposes is available from the Academic Registrar.
- Students remain liable to pay fees at the appropriate advertised rate unless and until the Undergraduate or Graduate Registry (as appropriate) has received from them a written notification of withdrawal. No refund or waiver of fees will be made in respect of any period before the week in which their written notification of withdrawal is received in the Undergraduate or Graduate Registry.
- Enquiries about fee accounts should be made in the first instance to the Registry or the Graduate School Office, but all payments should be made to the Accounts Department. Fees should, as far as possible, be paid by cheque. Cheques should be made payable to the 'London School of Economics and Political Science' and should be crossed 'A/c Payee'.

¹Composition fees do not include the cost of field work or practical work required to be undertaken in vacation or term time.

²The first entry to all examinations required by the regulations of a student's course is covered by the composition fee. Students needing information about re-entry fees for examinations should enquire at the Registry or Graduate School Office.

FULL-TIME STUDENTS

Sessional Fees	Home	Overseas	Overseas	Overseas
	and EU Students	Entrants 1997	Entrants 1996	Entrants 1995
All first degrees, except as follows:	£750	£8268	£8073	£8002
B.Sc. Environmental Geography	£1600	£8268	£8073	£8002
B.Sc. Social Psychology	£1600	£8268	£8073	£8002
General Course	£8535	£8535		
			Home and EU	All Overseas
M.Phil., Ph.D., years one and two			£2540	£7862
M.Phil., Ph.D., year three			£1905	£5900
Visiting Research Students			£8535	£8535
Master's degrees and diplomas, except as follows:			£5202	£8535
M.Sc. Analysis, Design and Management of Information Systems			£8535	£8535
M.Sc. Analysis for Health Care Decisions			£6309	£10573
M.Sc. Demography			£2540	£8535
M.Sc. Finance and Economics			£8535	£8535
M.Sc. Gender			£2540	£8535
M.Sc. Health Policy, Planning and Financing			£3567	£10310
M.Sc. Health and Social Services	year 1		£1943	£4268
	year 2		£1638	£4268
M.Sc. Housing			£2540	£8535
M.Sc. in Industrial Relations and Personnel Management (professional stream)			£5732	£9065
M.Sc. Information Systems Development			£8535	£8535
M.Sc. Information Systems Security			£8535	£8535
LL.M.			£2790	£8535
M.Sc. Management of Non-Governmental Organisations			£8535	£8535
M.Sc. Mathematics			£2540	£8535
M.Sc. Philosophy and History of Science			£2540	£8535
M.Sc. in Philosophy of the Social Sciences (stream 2)			£8535	£8535
M.Sc. Political Economy of Transition in Europe			£8535	£8535
M.Sc. Social Anthropology			£2540	£8535
M.Sc. Social Policy and Planning			£2540	£8535
M.Sc. Social Research Methods			£2540	£8535
M.Sc. Statistics			£2540	£8535
M.Sc. Voluntary Sector Organisation			£2540	£8535

PART-TIME STUDENTS

Sessional Fees	Home, EU and Overseas
First Degrees (where applicable)	£280 per course
Postgraduates	half the relevant full-time fee

COMPLETION FEE	Home, EU and Overseas
	£387

While the fee levels indicated above are correct at the time of going to press, modifications may be made before the beginning of the academic year and the School reserves the right to add to or alter the fees shown.

Part-time Registration for First Degrees

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

Completion Fee

The Completion Fee is payable by research degree students who have completed a year's full-time or part-time registration beyond completion of their minimum approved course of study and have paid fees throughout at the full-time or part-time rate but have been permitted to continue their registration. It entitles them to receive advice from their supervising teachers and to attend one seminar, but not to attend any lecture courses. These arrangements apply to research degree students after they have been registered at LSE for the M.Phil. or Ph.D. full-time for three years or part-time for four years. Periods of leave of absence do not count towards the qualifying periods of three/four years, unless full-time or part-time fees have been paid during the leave of absence.

Fees for Occasional Students

Approved students are admitted by arrangement on payment of appropriate fees, the amounts of which will be quoted on request. For general guidance it may be stated that, for example: the fee for a course of ten lectures of one hour each is £20; attendance throughout the year on one of four components of a degree or diploma course is charged pro-rata at one quarter of the appropriate full-time fee.

Financial Help Available to Applicants and Students

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

The School is prepared to consider applications for help from persons wishing to begin courses who do not have the necessary funds to meet all their costs, and from students who fall into financial difficulties during a course due to unforeseen or uncontrollable changes in circumstance. Each year the School sets aside significant resources to assist new and continuing students.

Further information is available from the Scholarships Office at the School.

Information in the following section covers these subjects:

Public Awards
Access Funds
Student Loans
Financial Assistance from the School.

Public Awards

(A) Undergraduates

The usual grant awarding body for a student from England and Wales is the Local Education Authority. Awards for students from Scotland are administered by the Scottish Education Department. Awards for students from Northern Ireland are administered by the Northern Ireland Library Board. All enquiries and applications should be made direct to the awarding body.

(B) Postgraduates

The principal sources of public awards for postgraduates at the School are the Economic and Social Research Council, the Engineering and Physical Sciences Research Council and the British Academy. Further information: Scholarships Office.

Access Funds

The Government has established Access Funds to provide financial help to students where initial or continuing access to higher education might be inhibited by financial considerations. Full-time home students are eligible to apply. Further information: Scholarships Office.

Student Loans

Government funded loans are available to supplement funds from other sources. Except for EU students holding a fees only award, all home and EU students following a designated first degree course of higher education in the UK are eligible. Further information: Undergraduate Registry.

Financial Assistance from the School

1. Assessment of Need

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

2. Types of Help offered by the School

2.1 Entrance Awards:

(A) School Studentships

The LSE Entrance Grant Fund provides a number of major awards of up to full fees and maintenance for self-financing undergraduate and graduate students of all nationalities. In the first instance applications will be assessed solely on the basis of the applicant's financial

circumstances. Awards may be renewed subject to evidence of continuing need and satisfactory academic progress.

2.2 Financial Assistance available to registered students of the School:

The School will consider applications for help from registered students who fall into financial difficulties during a course as a result of unforeseen or uncontrollable changes in circumstance. All awards are normally open to undergraduates and postgraduates irrespective of fee status in any year of any course. Current students who wish to apply for financial assistance should obtain further information and an application form from the Scholarships Office.

The main forms of help available are:

Bursaries:

grants made to reduce the fees payable or as cash grants.

Normal maximum award
£2,000.

Loans:

Short-term: up to £100,
repayable within a few weeks.

Medium-term: repayable within
the academic session

Long-term: normally repayable
within three years of leaving the
School

All loans are interest-free.

3. Scholarships, Studentships and Prizes administered by the School

(A) Undergraduate Scholarships

Scholarships may be awarded annually on the basis of academic achievement.

Name	Value	Eligibility or Department where offered
C. S. Mactaggart Undergraduate Scholarships	£250	Second or third year undergraduates
Norman Sosnow Travel Scholarships	2 awards totalling £500	For travel anywhere outside the United Kingdom
School Undergraduate Scholarships	£250	LL.B. or B.Sc. course unit degrees, second or third year
Dr. Puey Ungpakhorn Scholarships	Full Fees and Maintenance	The Dr. Puey Ungpakhorn Scholarship provides an opportunity for a Thai student to study at the LSE and then work for the Bank of Thailand for a minimum period of six years. The award is for a Thai student to programme in either: Accounting and Finance; Economics with Economic History; Econometrics and Mathematical Economics; or International Relations.

(B) Undergraduate Prizes

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

Allyn Young	£50	Best performance in certain Economics and Statistics papers
Arthur Andersen Prizes	(i) £150 (ii) £100	Best and second best performance in the paper Managerial Accounting
Bassett Memorial Prizes (See also Percy Gourgey Essay Prize)	(i) £30 (ii) £20	Performance in final examination, specialising in Government or Government and History, especially government of Great Britain Best performance in the final examination for Industrial Relations
Janet Beveridge Awards	(i) £50 (ii) £50	Third year B.Sc. in Social Policy and Administration First or second year B.Sc. in Social Policy and Administration
Citibank Prizes	(i) £150 (ii) £100	Best and second best performance in the third year Principles of Corporate Finance paper
Coopers & Lybrand Prize for Management Sciences	£500	For the best overall performance in the degree of Management Sciences or Management Sciences with a language
Courtaulds Prize	(i) £150 (ii) £100	Best and second best performance in the third year Financial Accounting paper
Ellicott-Hollows Memorial Prize	£25	Best performance in second year B.Sc. Social Psychology examinations
Ernst and Young Prize	£150	Best overall performance by first year student in Accounting and Finance
William Farr Prize	Silver medal and books	Performance in final examination of any degree in Mathematics or Statistics

Morris Finer Memorial Prize in Law	£100	Performance at Part I of LL.B.
Gonner Prize	£15	Performance in final examination for certain degrees
Goodwin Prize	£30	Best performance by a second year student specialising in International Relations
Percy Gourgey Essay Prize	£7.50	Second best performance in the final examination for Industrial Relations
Himmelweit Award	£50	The best first-class honours at undergraduate level
Lillian Knowles	£300	Best first-year results for a student specialising in Economic History
KPMG Peat Marwick Scholarship	£250	At beginning of 2nd year and £250 at beginning of 3rd year (plus offer of vacation employment). Outstanding performance on the Elements of Accounting and Finance course
Harold Laski	£250	Second or third year, specialising in Government
Jessy Mair Cup for Music	£35	Awarded to the student who has best served the School in the cause of music
Andrea Mannu Prizes	£100 each	Up to two prizes, each of £100, will be offered annually for essays or dissertations of high quality, written during the course of study, and submitted for the M.Sc. in Philosophy of the Social Sciences and any undergraduate philosophy degree, or on the basis of overall exam performance in these degrees
Maxwell Law Prize	£75	Performance in Part I of LL.B.
Noble Lowndes Prize	£500	Best performance by second year student specialising in Actuarial Science in selected papers

George and Hilda Ormsby	(i) £100 (ii) £100	Performance in Geography Best piece of original work in Geography
Hughes Parry Prize	£50	Performance in subject of Law of Contract in Intermediate examinations in Laws
Jim Potter Prize	£100	Outstanding performance in coursework and examinations by a General Course student
Premchand Prize	£175	Performance in undergraduate Monetary Economics
Michael Sallnow Prize	£100 approx.	Best third year undergraduate dissertation in Social Anthropology
Slaughter and May Prizes	(i) £150 (ii) £150	Best performance in Part I of the LL.B. examinations Best performance in Part II of the LL.B. examinations
Stern Scholarships in Commerce	£125	Awarded on basis of final undergraduate examination for postgraduate study in a field of commercial interest

(C) Postgraduate Scholarships

Scholarships are awarded on the basis of academic achievement.

Acworth Scholarship	£1,000	Graduate work in inland transport subjects
American Friends Scholarships		The AFLSE awards between two and four annual full tuition scholarships for one year of graduate study at LSE. The awards are based on financial need and academic merit. There are no restrictions as to age, field of study or degrees being sought. Current and former LSE students, including junior year abroad students who were enrolled at LSE, are not eligible. The awards are given toward a full academic year beginning in the fall, and are not renewable. The deadline for AFLSE applications is 15 February in the year of intended enrolment. Enquiries to American Friends of LSE, Scholarships Office, Suite 700, 733 Fifteenth Street, NW, Washington DC 20005. Telephone: (202) 347-3232
Delia Ashworth Scholarship	£275	Diploma course in Social Policy and Administration

Carlo and Irene Brunner Scholarship	£200	Graduate work in banking and currency, or medieval history
Economica Scholarship and maintenance	tuition fees	Research degree (M.Phil./Ph.D.) in the Department of Economics
Morris Finer Memorial Studentships	At least UK fee level	Research in socio-legal field on certain specified topics
Graduate Studentships	Fees and some maintenance	Graduate work in the social maintenance sciences
Hilde Himmelweit Scholarships	£2,000 each	Three awards annually for students of all nationalities studying for the M.Sc. degree in Social Psychology
C. K. Hobson Studentships in Economics	Fees and some maintenance	Graduate work in Economics
Hutchins Studentship for Women	Maximum of £500	Research in the social sciences preferably Economic History
I.D.E.A. Scholarship for the LSE Centenary	Tuition fees and a contribution to maintenance	Full-time, self-financing students studying the M.Sc. in Economics or the M.Sc. in Econometrics and Mathematical Economics
Indian Friends of LSE Scholarships	75% fee level	3 scholarships for postgraduate students from India; full fees also covered under awards from FCO. Applications should be made direct to Shri. R. S. Bhatt, Ewart House, Bruce Street, Bombay 400001, India by 1st May each year
Rees Jeffreys Road Fund Award	Fees at UK rate and maintenance at ESRC rates	Research in the field of transport
Lakatos Scholarship	£2,000	Student registered for 2 year taught M.Phil. in Philosophy or M.Phil./Ph.D. Philosophy research degree
Jackson Lewis Scholarship	At least £600	Graduate work in social sciences. Available every other year
Benjamin E Lipincott Scholarship in Political Theory	£1,000	Graduate scholarship for students of political theory

Loch Exhibitions	£100	Students registered for a course in the Department of Social Policy and Administration
Marks and Spencer Bursaries	Contribution to fees	Full-time and part-time students following M.Sc. in Voluntary Sector Organisation
Robert McKenzie Canadian Scholarship	\$5,000 (Canadian)	Graduate work in the Social Sciences. Applicants should have a first degree from a Canadian university
Robert McKenzie Scholarship	£3,000	Full-time graduate work in the Social Sciences. Preference to students from Canada and to those wishing to study Sociology, particularly Political Sociology
Malinowski Memorial Studentship	£600	To assist self-financing students without access to adequate funding, with cost of writing-up after completing fieldwork
Karl Mannheim Scholarship	tuition fees and a contribution to maintenance costs	British students registered for a research degree in the Department of Sociology
Metcalf Studentship	At least £500	Woman student for research in social sciences, especially for study of a problem bearing on the welfare of women
Peacock Foundation Scholarships	Up to full fees and maintenance	Up to four scholarships annually for students from the former Soviet Union and Eastern Europe (excluding the former Yugoslavia) to follow a Masters programme at the School
Michael Postan Awards	up to £1,000	Travel grant or financial aid for research expenses for students undertaking research for a Ph.D. into any aspect of Social or Economic History
Eileen Power Award	up to £4,500	Research in Social or Economic History. Preference to candidates completing research for a Ph.D. degree at a UK university

Rosebery Studentship	£1,000	Graduate work in social sciences, preference given to those including some aspect of transport in their studies
Save and Prosper Bursaries	Contribution to fees	Full-time and part-time students following the M.Sc. in Voluntary Sector Organisation
Leonard Schapiro Graduate Studentship	£1,000	Graduate work in Russian Studies
Suntory-Toyota Studentships	Fees and some maintenance	Research work in specified fields of study for which the Suntory-Toyota International Centre for Economics and Related Disciplines was established
R. J. Vincent Memorial Scholarship	£1,000	Research degree in the Department of International Relations
Madge Waley Joseph Scholarship	£40	Woman student registered for one-year course in Social Policy and Administration
Eileen Younghusband Memorial Fund Awards		Applications are invited for awards to support proposals which provide innovative studies and research in social work including study visits to the U.K., projects to increase capacity of institutions to provide learning opportunities for students from the Third World, and projects which enable social workers to help in disaster situations. For further information, please apply to: The Trustees of the Eileen Younghusband Memorial Fund, c/o Department of Social Policy and Administration, London School of Economics and Political Science, London, WC2A 2AE
Alfred Zauberman Awards	£1,000	Scholarships, grants or any other forms of financial aid for postgraduate study. Regard will be given to Donor's wish that preference be given to students from East European Countries and to study of Economics of East European Countries

(D) Postgraduate Prizes

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

Ely Devons Prizes	£60	Best student registered for M.Sc. (Economics); best student for M.Sc. (Econometrics and Mathematical Economics)
Firth Awards	£225	Best paper contributed to a seminar in Department of Anthropology by a graduate student
Foundation on Automation and Human Development Annual Awards	£100 each	Three prizes for best performance in M.Sc. Industrial Relations
Maurice Freedman Prize	£60	Best performance in the M.Sc. Social Anthropology examinations
Himmelweit Award	£50	The best performance overall in the M.Sc. degree
Imre Lakatos	£150	A prize of £150 will be offered Prizes annually for dissertations of high quality, written during the course of study, and submitted for the M.Sc. in Philosophy & History of Science
Andrea Mannu	£100 each	Up to two prizes, each of £100. Prizes will be offered annually for essays or dissertations of high quality, written during the course of study, and submitted for the M.Sc. in Philosophy of the Social Sciences and any undergraduate philosophy degree, or on the basis of overall exam performance in these degrees
Robert McKenzie Prizes	total of £2,000	For outstanding performance in the M.A., M.Sc., M.Phil. or Ph.D. degrees
Mostyn Lloyd Memorial Prize	£100	Performance in Masters programmes in the Department of Social Policy and Administration
George and Hilda Ormsby Prize	£100	Graduate work in Geography
Robson Memorial Prize	—	To help present or recent students of the School prepare for publication as articles or books work in subject area of interest to the late Professor Robson

(E) Awards open to both Undergraduates and Postgraduates

Vera Anstey Memorial Award	—	Regard will normally be had to Dr. Anstey's special interest in India, Pakistan, Bangladesh and Sri Lanka
Chidambaram Chettyar Fund	small grants	Grants to Indian undergraduate and graduate students. Preference to those studying Management Science and Computing
Christie Exhibition	£125 if an annual award; £250 if offered biennially	Students registered in Department of Social Policy and Administration
W. G. Hart Bursary Award	£1,065	Undergraduate or graduate work in Law
Mountbatten Memorial Grants	£500	Final year undergraduate and graduate Commonwealth students who have run into unforeseen financial difficulties
Margot Naylor Memorial Scholarship	at least £250	Women students; regard will be given to donor's request that preference be given to those intending a career in financial journalism
Olive Stone Memorial Scholarship	£7,000 approx	One of more scholarships to enable female students who would not otherwise be able to do so to study at the School.
Open Society Institute/The British Foreign and Commonwealth Office/The London School of Economics Scholarships	Full fees and maintenance	Up to 10 scholarships for students from a number of East and Central European countries to follow taught Master's courses.
Dr. Puey Ungpakhorn Scholarships	Full fees and maintenance	One award for a Thai student to study for an M.Sc. in either Accounting and Finance, Economics or International Relations. Successful candidate will be expected to work or the Bank of Thailand for a minimum of two years
Standard Chartered Bank Scholarships	Full fees and maintenance	Two awards for students from the People's Republic of China to follow postgraduate programmes at the School

Flemings Group Scholarship maintenance	Full fees and	One award for a student from the People's Republic of China to follow the M.Sc. or Diploma in either Accounting and Finance or Economics
Queen's Scholarship	Full fees and maintenance	The Queen's Scholarship was established to mark the State Visit to South Africa by HM Queen Elizabeth II in March 1995. The Queen's Scholarship is co-sponsored by the RTZ Corporation PLC, the British Foreign and Commonwealth Office and the LSE. The award is for a student from South Africa to follow the M.Sc. in Economics
RTZ Corporation PLC/The British Foreign and Commonwealth Office/the London School of Economics Scholarship	Full fees and maintenance	One award for a student from Hungary to follow the M.Sc. in Economics

The General Course (The Study Year for Visiting Undergraduates)

The *General Course* offers an opportunity for students, from overseas universities, to spend a fully-integrated year of undergraduate study at LSE. In 1996/7 we welcomed some 270 students from more than 120 universities and 30 different countries. Applicants should normally have completed two years of university-level study by the time of their enrolment at the School. Those admitted are attached to one of the School's academic departments, to reflect their main academic interest. They then enrol in four, year-long, undergraduate courses chosen from some 330 courses in the undergraduate curriculum, with the support of a personal tutor for the full academic year. In addition, students may attend any LSE lecture course and have full use of the Library and all student social, health and welfare facilities.

General Course students are graded on all of their work over the year in their four courses and are required to take at least three of the four end-of-year undergraduate examinations. A full transcript of results is sent to the student and to their home university.

Full details of the General Course arrangement, including details of the courses offered, can be found in the booklet *The General Course* and the *Undergraduate Course Guides* available, together with application forms, from the Admissions Officer (Undergraduate). The closing date for applications is 30 April in the year in which admission is sought. [Graduate students who wish to pursue further undergraduate level work in the social sciences may also apply. Otherwise, graduates who wish to follow a range of courses without preparing for a degree, should apply for Visiting Research Student registration – see entry under *Graduate School*.] The Senior Tutor to General Course Students (Mike Reddin) has overall academic responsibility for the operation of this programme (phone: 44-171-955 7290, fax: 44-171-955 7556, e-mail: m.reddin@lse.ac.uk

The General Course Handbook and Application Form is on the LSE home page – <http://www.lse.ac.uk/educate/general/>

Occasional Students

1. Occasional students are entitled to select up to three lecture courses per term from those listed in the Sessional Timetable. They are normally required to enrol for a complete course or for a whole term; registration for single lectures is not permitted. Classes and seminars are not normally open to Occasional students. The fee for most courses is £10 per hour. The fee for certain graduate courses will be approximately £500 for the full session. Refunds of fees are not normally available.
2. Applicants for admission as Occasional students must normally be in full-time employment and resident in the United Kingdom.
3. A person seeking admission as an Occasional student should obtain a form of application from the Admissions Officer (Undergraduate) of the School and return it at least four weeks before the opening of the term in which she or he wishes to attend.
4. Applicants will be asked to state their qualifications for study at the School and the purpose for which they wish to study, and they may be invited to attend for interview before admission. In view of pressure on teaching resources and accommodation, only a limited number of Occasional students will be accepted. Candidates for external degrees of this university may not normally be registered as Occasional students.
5. If the application is accepted the student will, on payment of the fees receive a card of admission for the courses named thereon and must produce it on demand.
6. Occasional registration does not entitle a student to tutorial assistance. The teaching facilities are strictly limited to attendance at the courses for which the individual student is registered.
7. An Occasional student will be allowed full use of the Main Library and the Course Collection.
8. At the end of their attendance students will, on request, be given a typed certificate listing the courses for which they have been registered, but this certificate will not include a detailed record of attendance.

First Degree Courses

Regulations for first degrees are set out in the Calendar as follows (and must be read in conjunction with the General Regulations for Internal Students at the beginning of Part II above):

Entrance Requirements and Application Procedures	page 276
General Regulations for Courses of Study	276
Regulations for Credit Transfer (Study Elsewhere)	276
Regulations for Advanced Students Proceeding to a First Degree	277
Regulations for Credit Transfer (Students Transferring to the School to Complete a First Degree)	277
Re-Entry to Examinations	279
For students admitted in and after October 1995:	
Bachelor of Science and Bachelor of Arts degrees	280
Bachelor of Laws:	361

The information printed in this *Calendar* concerning these degrees is correct at the time of going to press, but minor modifications may be made by the beginning of the academic year. **The School reserves the right at all times to withdraw or alter particular courses and course syllabuses.**

1. Entrance Requirements and Application Procedures

Full details of the general and course entrance requirements for each degree and approved course of study, and of application procedures and policies, are available in the *Undergraduate Prospectus*, published early each year for applicants for admission in the October of the following year.

2. General Regulations for Courses of Study

2.1 An approved course of study for a first degree must extend over not less than three academic years and be continuously pursued, unless the School has permitted generally by Regulation, or at its discretion in special cases, its interruption or reduction on grounds of illness or other adequate cause.

2.2 The School may permit, by Regulation, candidates with appropriate qualifications and/or relevant professional experience to complete the course for a first degree in not less than two years.

3. Regulations for Credit Transfer: Students Registered for First Degrees Undertaking Study Elsewhere

The following provisions are not applicable in respect of students registered under the Regulations for Advanced Students (section 4) or the Regulations for Students Transferring to the School to Complete a First Degree (section 5)

3.1 These Regulations may be applicable at the discretion of the School in respect of any student registered for a first degree.

3.2 The School may exceptionally permit a student to spend not more than one year of his/her degree course, 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:

- (a) that the institution has been approved for this purpose by the Academic Board;
- and (b) that the study carried out in that institution forms a coherent whole with the remainder of the course;
- and (c) that any arrangements for the assessment of the student's performance at examinations in respect of the courses followed at that institution to be accepted in lieu of the prescribed examinations have been approved for this purpose by the Academic Board.

3.3 Examination exemptions and credits may be granted in accordance with paragraphs 3.4 and 3.5 below but shall be subject to the following:

- (a) the conditions specified in paragraph 3.2 above;
- and (b) a maximum exemption from examinations for courses to a value of four course-units or from those elements of the examination which the student would have taken in the year or part thereof he/she spent at another institution;
- and (c) the requirement 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.

3.4 The School shall determine what exemptions (if any) from examinations may be granted to the student.

3.5 The relevant Board of Examiners shall determine what marks or grades (if any) shall be credited to the student by virtue of the assessment made in lieu of the prescribed examinations.

4. Regulations for Advanced Students Proceeding to a First Degree

4.1 These regulations may be applicable at the discretion of the School to a student applying for registration for any first degree.

4.2 An Advanced Student may be exempted from part of a course of study for a first degree and may be exempted additionally from part of the examinations prescribed for the first degree in accordance with the provisions set out in paragraphs 4.3 to 4.6 below.

4.3 A person who has obtained one of the following qualifications may be accepted by the School as an Advanced Student and will be permitted to enter the second year and complete the course for a first degree in not less than two academic years:

- (a) a degree of a university in the United Kingdom;
- (b) a degree of the Council for National Academic Awards;
- (c) a degree of a university outside the United Kingdom;
- (d) any other qualification obtained by written examination which is approved by the School for registration as an Advanced Student.

4.4 Where a student has been accepted by the School under the above regulations as an Advanced Student, the School may grant him/her exemption from courses and examinations, or specify additional requirements, in accordance with the relevant provisions set out in the Regulations for the degree for which he/she is registered.

4.5 The School may consider for registration as an Advanced Student a person who has qualifications other than those referred to in paragraph 4.3 above and/or experience relevant to the course. Such a person will be required to sit a qualifying examination. The School will consider each application on its merits. A person accepted by the School as an Advanced Student will be permitted to complete the course for a first degree in not less than two years and may also be granted by the School exemptions from courses and examinations in accordance with the relevant provisions set out in the regulations for the degree for which he/she is registered.

4.6 Except insofar as these Regulations otherwise provide, students registered as Advanced Students shall comply with all relevant Regulations.

5. Regulations for Credit Transfer: Students Transferring to the School to Complete a First Degree

[A student who already holds a degree may not be granted exemptions in respect of that degree or part thereof under these Regulations. Graduates are eligible for consideration and admission as Advanced Students under the Regulations above for Advanced Students proceeding to a First Degree.]

5.1 These Regulations may be applicable, at the discretion of the School, to a student applying for registration for any first degree other than the LL.B. and the LL.B. with French Law.

5.2 Acceptability for credit transfer of work undertaken in other institutions does not confer right of entry to any course at the School. Decisions on admission, including decisions on crediting previous periods of study and examinations, remain at the discretion of the School.

5.3 The same period of study and examinations cannot be credited towards the award of a degree of the University of London and a degree of another institution.

5.4 A Transfer Student may be exempted from part of a course of study for a first degree and may be exempted additionally from part of the examinations prescribed for a first degree and given associated credits in accordance with the provisions set out in paragraphs 5.5–5.9 below.

5.5 The following categories of person may be admitted as Transfer Students:

- (a) a person who has attended part of a first degree course elsewhere in the United Kingdom relevant to the course to be followed at the School;
- (b) a person who has been registered for at least one year as an External Student and is still so registered on a course of study for a first degree relevant to that which he or she wishes to follow as an Internal Student;
- (c) a person who has been pursuing a course of study for a degree or qualification of equal rank outside the United Kingdom within twelve months of his/her application to the School;
- (d) a person who has a range of qualifications given a credit rating under any credit accumulation and transfer (CAT) scheme approved by the School.

5.6 When assessing a Transfer Student for exemption from part of the course of study, the related examinations and associated credits towards the degree, the following criteria shall be taken into consideration:

- (a) details of courses taken and examinations passed at the institution or institutions which the applicant has previously attended, certified by the appropriate officer or officers of that institution or those institutions, and the relevance of those courses and examinations to the course the student wishes to follow at the School;
- (b) details of the course of study proposed, recommended length and recommended exemptions, if any, from examinations passed in the course of the student's studies which are of a similar standard and content to those from which exemption is sought;
- (c) compatibility of the study previously undertaken with the degree programme applied for must be such as to allow a smooth transition into the course of study;
- (d) the reasons given for transfer and observations made on these by the institution most recently attended. The applicant must have been eligible, on academic grounds, to continue study at his or her previous institution;
- (e) the length of study the student has undertaken to date;
- (f) examinations passed while registered as an External Student which are common with, or recognised as being equivalent to, those of Internal Students.

5.7 The credits granted to a student transferring to a degree based on course-units shall not exceed in value four course-units of full-time study (or its part-time equivalent); a student transferring to any other degree shall be credited only with those courses and examinations which would have been taken by an Internal Student at the same point in the course of study for that degree.

5.8 A person falling into one of the following categories and accepted by a School as a Transfer Student may be exempted from courses and examinations and given associated credits in accordance with the provisions of paragraph 5.7 above, but only in respect of those courses and examinations which would have been taken in the first year of the course of study:

- (a) a person who has obtained by examination at least three Open University course credits, at least one being second level, subject to certification by the relevant admissions tutor that the candidate's Open University study is acceptable as equivalent to the completion of three course units for the degree course in question;
- (b) a person who has obtained a University of London Extra-Mural Diploma or Certificate, other than a Certificate or Diploma awarded for a course designated as

an access course. A list of such courses may be obtained from the Centre for Extra-Mural Studies at Birkbeck College;

- (c) a person who has obtained an Extra-Mural sessional certificate or certificates with the grade of pass or better towards an Extra-Mural Diploma or Certificate other than those excepted in (b) above, subject to such a person being granted exemption from course-work and examinations and associated credits for an appropriate number of course-units not exceeding four or the equivalence of the first year of study.

5.9 Except insofar as these Regulations otherwise provide, students registered as Transfer Students shall comply with all relevant Regulations.

6 Re-Entry to Examinations

6.1 With the exception of candidates for course-unit degrees, a candidate who at his/her first entry does not complete successfully an examination for a first degree, or, where appropriate, any part of an examination for a first degree, may re-enter for the relevant examination, on such conditions as may be prescribed in the Regulations for the particular degree, on not more than three occasions. Re-entry on a fourth occasion will only be considered by the relevant Board of Examiners in individual cases after special application made by the candidate.

6.2 A candidate for a course-unit degree who at his/her first entry does not successfully complete an examination may, subject to the original or strictly comparable course still being examined at the School, re-enter for the relevant examination on such conditions as may be prescribed in the Regulations for the degree, on not more than two occasions. Re-entry on a third occasion will only be considered by the relevant Board of Examiners in individual cases after special application made by the candidate.

6.3 Re-entry to an examination for a first degree or any part of an examination for a first degree must be made at the next following examination for which the candidate is eligible unless the School determines that a candidate may defer re-entry until a subsequent examination as prescribed in the relevant course regulations.

Course Guides

In the regulations which follow a Course Guide number is printed opposite each examination paper. The Course Guides for undergraduate students are printed in detail immediately after the regulations for the first degrees, with a general explanation on page 371. Students should first read the Regulations for their particular Degree, to see the rules governing their choice of examination subjects. They should then refer to the Course Guides, which in turn refer to the lecture and seminar series listed in the Sessional Timetable (published separately).

B.A. and B.Sc. Degrees (for students first registering in and after October 1995)

These regulations must be read in conjunction with General Regulations for Internal Students published by the University of London, with the regulations specifying the content of each degree, including Course Guides, and with the Code of Practice on Teaching and Learning for Undergraduates.

1. Conditions of Admission

In order to be admitted to the degree a candidate must:

- (a) satisfy or be exempted from the general entrance requirements of the University of London;
- (b) be admitted to and follow an approved course of study at the London School of Economics and Political Science;
- (c) pass the relevant examinations.

2. Course of Study

2.1 The course of study for the degree normally extends over three consecutive academic years. For students admitted directly into the second year of a degree course, having previously followed a course of study at another institution ("second year direct entry students"), the course of study for the degree will normally extend over at least two consecutive academic years. Second year direct entry students are considered as having taken and passed examinations equivalent to the first year of the degree course to which they are admitted.

2.2 A student should normally enrol for courses up to the value of four course units in each year. Courses must be chosen to comply with the regulations specified for the degree for which a student is registered, as published in the School's Calendar.

2.3 The Academic Studies Committee, on behalf of the School, may permit a student to transfer from one degree course to another within the School. Such permission will not be given without the recommendation of the Departmental Tutors of the department responsible for the student's current degree and for the degree into which he or she wishes to transfer. Students wishing to transfer must apply for permission, in writing, to the Academic Registrar.

2.4 In special circumstances, the Academic Studies Committee on behalf of the School may permit a student to substitute, for courses (to the maximum value of one full unit), listed in the regulations for the degree, other undergraduate courses of equivalent value. Such permission will not be given without the recommendation of the Departmental Tutor for the department responsible for the student's degree. Students wishing to substitute a course must apply for permission, in writing, to the Academic Registrar.

3. Eligibility for Entry to Examinations

3.1 A student shall be eligible to sit for examinations, after having satisfactorily attended approved courses within each year of study.

3.2 Students must have satisfied their teachers and tutor(s) with respect to attendance and completion of required work for courses in which they are to be examined.

3.3 A student will not be re-examined in any course which he or she has already passed.

4. Entry to Examinations

4.1 Students will normally be examined in courses up to the value of four course units at the end of each year.

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

4.3 Students registered at the School are not required to pay separate examination fees.

4.4 A student who for medical or other reasons approved by the School does not sit an examination while in attendance at the School may be permitted to enter for such an

examination on one subsequent occasion without payment of a fee, whether or not in attendance at the School.

4.5 In all other cases, students who re-enter for an examination when not registered at the School will be required to pay a re-entry fee.

5. Progression from First to Second Year

5.1 First year candidates who have 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 the degree. The School may consider applications to progress to the second year of the degree from candidates, who have not met this requirement. At its discretion, the School may allow such a candidate to progress.

6. Progression from Second to Final Year

6.1 Second year candidates who have passed all examinations in courses from the first year of the degree, and who have passed examinations in courses to the value of at least three course units from the second year of the degree, will be eligible to progress to the final year of study in the degree. The School may consider applications to progress to the final year of the degree from candidates, who have not met this requirement. At its discretion, the School may allow such a candidate to progress.

7. Method of Assessment

7.1 The method(s) of assessment for each course and the weighting of each method of assessment will be as specified in the Calendar.

7.2 Where the Regulations permit essays and reports on practical work to count as part of the assessment for a course, such essays and reports must be submitted by the date specified in the Calendar. 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.

7.3 The Academic Studies Committee may, in exceptional circumstances, permit a variation of the method(s) of assessment for a course, in respect of some or all candidates.

7.4 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.

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

8. Classification of Results

8.1 In order to be awarded a classified degree, candidates must have taken (or in the case of second year direct entry students be considered to have taken) examinations in courses to the value of twelve course units, except where the special provisions, under regulation 9, apply.

8.2 The classification of results will be based on the candidate's performance in each year of the degree course. In 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.

8.3 Successful candidates at the Final examination will be awarded First Class Honours, Second Class Honours (Upper Division), Second Class Honours (Lower Division), Third Class Honours or, in the case of candidates who do not qualify for Honours, a Pass Degree.

8.4 A list of successful candidates will be published by the Academic Registrar.

8.5 A degree certificate under the seal of the University will be despatched to each candidate who is awarded the degree, to the address specified by the candidate. The degree certificate will state the title of the degree awarded.

9. Special Provisions

9.1 A candidate who has completed the course of study leading to a B.A. or B.Sc. degree and who, through illness or other cause judged sufficient by the Collegiate Board of

Examiners, such as the death of a near relative, has been absent from the whole or part of the examinations at the end of his or her final year, 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, may be considered for the award of an Honours or Pass degree or of an Aegrotat degree. Such consideration must be based on a medical certificate or other statement of the extenuating circumstances and normally supported by records of the candidate's performance during the course and by assessments provided by the candidate's teachers.

9.2 A candidate who has been absent from examinations to the value of no more than two full units, and has satisfied the Collegiate Board of Examiners under regulation 9.1. above, may be recommended to the University for the award of either an Honours or Pass degree. Candidates have the right to accept or decline this offer. In the event that a candidate has re-entered for examinations, the offer lapses.

9.3 A candidate who has satisfied the Collegiate Board of Examiners under regulation 9.1 above, and has not been recommended for an Honours or Pass degree, may be recommended to the University for the offer of an aegrotat degree. Candidates have the right to accept or decline this offer. In the event that a candidate has re-entered for examinations, the offer lapses. An aegrotat degree will be unclassified.

9.4 A candidate upon whom an aegrotat degree has been conferred following application under Regulation 9.2 or 9.3 ceases to be eligible to apply for the award of a classified degree.

Courses of Study

Degrees may be awarded in the following fields; the regulations for each of these degrees are listed in the following pages, in the order shown:

- B.Sc. Accounting and Finance
- B.Sc. Actuarial Science
- B.A./B.Sc. Anthropology
- B.Sc. Business Mathematics and Statistics
- B.Sc. Economic History
- B.Sc. Economics and Economic History
- B.Sc. Economic History with Economics
- B.Sc. Economic History with Population Studies
- B.Sc. Economics
- B.Sc. Economics with Economic History
- B.Sc. Econometrics and Mathematical Economics
- B.Sc. Environmental Geography
- B.A. European Studies
- B.A. Geography
- B.Sc. Geography and Population Studies
- B.Sc. Geography with Economics
- B.Sc. Government
- B.Sc. Government and Economics
- B.Sc. Government and History
- B.Sc. Government and Law (*last intake October 1998*)
- B.A. History
- B.Sc. Industrial Relations and Human Resource Management
- B.Sc. International History
- B.Sc. International Relations
- B.Sc. International Relations and History
- B.Sc. Management
- B.Sc. Management Sciences
- B.Sc. Management Sciences with French (*last intake October 1998*)
- B.Sc. Mathematics and Economics
- B.Sc. Philosophy
- B.Sc. Philosophy and Economics
- B.Sc. Philosophy and Mathematics
- B.Sc. Population Studies
- B.Sc. Psychology and Philosophy
- B.Sc. Russian Joint Studies
- B.Sc. Social Policy and Administration
- B.Sc. Social Policy and Government
- B.Sc. Social Policy and Population Studies
- B.Sc. Social Policy with Social Psychology
- B.Sc. Social Policy and Sociology
- B.Sc. Social Psychology (*last intake October 1995*)
- B.Sc. Social Psychology with Social Policy (*last intake October 1996*)
- B.Sc. Sociology

Outside Options List – First-Year Students

Where the regulations refer to "An approved paper taught outside the department", this means that you may take any course in a subject other than the principal subject(s) of your degree, subject to any restrictions listed in the Course Guides. If your degree is for joint honours (eg. Philosophy and Economics) or is a major/minor combination (e.g. Geography with Economics), a course "outside the department" means a course taught in any department other than the two named in the title of your degree. The courses available for this purpose in your first year are:

Title	Course Guide Number
Accounting and Finance	
Elements of Accounting and Finance	AC100
Anthropology	
Introduction to Social Anthropology	AN100
Ethnography and Theory: Selected Texts	AN101
Economic History	
The Internationalisation of Economic Growth, 1870 to the Present Day	EH101
Economics	
Economics A	EC100
Economics B	EC102
Basic Mathematics for Economists	EC110
Quantitative Methods (Mathematics)	MA107
AND	
Quantitative Methods (Statistics for Economists)	ST105
Geography	
Geographical Perspectives on Modern Society	GY100
Location & Spatial Analysis (BSc Management students only)	GY201
Contemporary Europe	GY103
Government	
Introduction to Political Theory I	GV100
Introduction to the Study of Politics I	GV101
Industrial Relations	
Industrial Relations	ID100
Information Systems	
Introduction to Information Technology	IS140
Advanced Information Technology for the Social Scientist	IS240
International History	
The European Civil War, 1890–1990	HY101
The History of European Ideas since 1700	HY100
International Relations	
The Structure of International Society	IR100

Language Studies

French	LN130
German	LN110
Spanish	LN120
Russian	LN100

Law

English Legal Institutions	LL101
Public International Law	LL278

Mathematics

Mathematical Methods	MA100
Introduction to Pure Mathematics	MA103

Philosophy

Social Philosophy	PH102
Problems of Philosophy and Methodology	PH100

Social Policy and Administration

Population, Economy and Society	SA103
Introduction to Social Policy	SA100

Social Psychology

Introduction to Individual and Social Psychology	PS100
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Sociology

Principles of Sociology	SO100
Sociology of Religion	SO106
(not available 1999–2000)	
Psychoanalytic Study of Society	SO214
Evolution and Social Behaviour	SO215
Cults, Sects and New Religions	SO216
(not available 1999–2000)	
Aspects of British Society	SO103
(not available 1998–99)	
Industrial Enterprise in Comparative Perspective	SO105

Statistics

Introductory Quantitative Methods (Mathematics)	MA106
AND	
Introductory Quantitative Methods (Statistics)	ST106
Basic Statistics	ST100
Elementary Statistical Theory	ST102

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:

- i) Certain first-year courses not available to students in the second or third year of their degree.
- ii) Courses not available as an outside option.
- iii) Papers offered by a department or by different departments which are mutually exclusive and may therefore not be combined.

The courses and papers excluded for these reasons are listed below.

i) First-year courses not available to students in the second or third year

GV100	Introduction to Political Theory I (2nd & 3rd year students wishing to take an introductory course should take GV200)	
GV101	Introduction to the Study of Politics I (2nd & 3rd year students wishing to take an introductory course should take GV201)	
IR100	Structure of International Society (Students in the 2nd or 3rd year of study in degrees other than B.S.c/IR may nevertheless be admitted with the written approval of their Tutors and the Principal Teacher of IR100)	
IS140	Introduction to Information Technology	

ii) Not available as an outside option.

Accounting

Financial Accounting	AC330
Auditing and Accountability	AC340

Anthropology

Special Essay in Social Anthropology	AN399
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Economics

None

Economic History

Foundations of the Industrial Economy	EH245
The Origins of the World Economy, 1450–1750	EH301
Economy, Society and Politics in London 1800–1914	EH305
Financial Markets, Investment and Economic Development in Britain, Germany and the US after 1870	EH310
Africa and the World Economy	EH315
The World Economic Crisis, 1919–1945	EH320
Issues in Modern Japanese Economic Development: Late Industrialization, Imperialism and High Speed Growth	EH325
Long Essay in Social or Economic History	EH390

Geography

Independent Geographical Project	GY350
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Government

None

Industrial Relations

Selected Topics in Industrial Relations and Human Resource Management	ID300
Industrial Relations Project	ID399

International History

Essay	HY300
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International Relations

Essay	IR399
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Language

None

Law

English Legal System	LL102
Law of Contract and Tort	LL104
Public Law: Elements of Government	LL106
Law of Business Associations	LL203
The Law Relating to Civil Liberties	LL207
Conflict of Laws	LL212
Criminal Law	LL215
Law of Domestic Relations	LL221
The Substantive Law of the European Union	LL231
Housing Law	LL235
International Protection of Human Rights	LL242
Land Development and Planning Law	LL247
Intellectual Property Law	LL251
The Law of Corporate Insolvency	LL253
Law of Obligations	LL256
Labour Law	LL257
Mercantile Law	LL270
Law of Restitution	LL282
Taxation	LL293
Essay on an approved Legal Topic (half-unit)	LL298
Full unit Essay Option	LL299
Jurisprudence	LL305

Management

Management in the International System	MN301
International Marketing and Market Research	MN302

Mathematics

None

Operational Research

Applied Management Sciences	OR302
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Philosophy

Further Logic	PH200
Greek Philosophy	PH204

Advanced Social Philosophy	PH205
Nineteenth Century Philosophy	PH206
Phenomenology	PH207
Philosophical Logic and Metaphysics	PH209
Philosophy of Mathematics	PH210
Frege and Russell	PH212
Essay	PH299
Psychology	
Methods of Psychological Research III	PS300
Social Policy and Administration	
A Long Essay on an Approved Topic	SA349
Special Essay in Population Studies	SA399
Sociology	
Unit Essay in Sociology	SO302
Statistics	
None	
iii) Mutually Exclusive Options (may not be combined)	
Accounting	
Managerial Accounting	AC210
and	
Managerial Accounting	AC211
Principles of Finance	AC212
and	
Principles of Corporate Finance and Financial Markets (not available 1997-98)	AC230
Principles of Corporate Finance and Financial Markets (not available 1997-98)	AC230
and	
Corporate Finance and Financial Markets	AC320
Anthropology	
Political, Legal and Economic Anthropology	AN201
and	
Political and Legal Anthropology	AN226
Political, Legal and Economic Anthropology	AN201
and	
The Anthropology of Economic Institutions and their Social Transformations	AN227
Economics	
Economics A	EC100
and	
Economics B	EC102
Quantitative Methods (Mathematics)	MA107
AND	
Quantitative Methods (Statistics for Economists)	ST105
and	
Mathematical Methods	MA100
or	
Basic Mathematics for Economists	EC110

Quantitative Methods (Mathematics)	MA107
AND	
Quantitative Methods (Statistics for Economists)	ST105
and	
Elementary Statistical Theory	ST102
or	
Basic Statistics	ST100
or	
Statistical Methods for Social Research	ST103
Labour Economics	EC317
and	
Economics of the Labour Market	ID201
Economic History	
Comparative Economic Development: Late Industrialisation in Russia, India and Japan	EH220
Geography	
Methods in Geographical Analysis	GY140
and	
Methods in Geographical and Demographic Analysis	GY150
Industrial Relations	
Economics of the Labour Market	ID201
and	
Labour Economics	EC317
International History	
From Reich to Nation: the Contest for Hegemony in Germany, 1648-1866	HY223
Law	
Law of Contract and Tort	LL104
and	
Elements of Labour Law	LL226
Management	
International Marketing and Market Research	MN302
and	
Marketing and Market Research	ST327
Economics for Management	MN201
and	
Microeconomic Principles I	EC201
or	
Microeconomic Principles II	EC202
Mathematics	
Mathematical Methods	MA100
and	
Quantitative Methods (Mathematics)	MA107
AND	
Quantitative Methods (Statistics for Economists)	ST105
Further Quantitative Methods (Mathematics) (half-unit)	MA207
and	

Mathematical Methods	MA100
Game Theory	MA300
and	
Game Theory I (half unit)	MA301
Operational Research	
Operational Research for Management	OR201
and	
Operational Research Methods	OR202
Model Building in OR	OR301
and	
Simulation Modelling and Analysis (half unit)	ST325
Decision Analysis	OR304
and	
Actuarial Applied Statistics	ST324
Philosophy	
Social Philosophy	PH102
and	
Social and Moral Philosophy (<i>not available 1997-98 and 1998-99</i>)	SO104
Social Policy and Administration	
Sociology of Deviance and Control	SA308
and	
Crime, Deviance and Control	SO210
Sociology	
Crime, Deviance and Control	SO210
and	
Sociology of Deviance and Control	SA308
Statistics	
Basic Statistics	ST100
or	
Elementary Statistical Theory	ST102
or	
Statistical Methods for Social Research	ST103
and	
Quantitative Methods (Mathematics)	MA107
AND	
Quantitative Methods (Statistics for Economists)	ST105
Further Quantitative Methods (Statistics) (half-unit)	ST204
and	
Statistical Techniques for Management Sciences	ST254
Further Quantitative Methods (Statistics) (half-unit)	ST204
and	
Introduction to Econometrics and Economic Statistics	EC220
Actuarial Applied Statistics	ST324
and	
Stochastic Processes (half-unit)	ST302
Actuarial Applied Statistics	ST324
and	
Decision Analysis	OR304
Simulation Modelling and Analysis (half-unit)	ST325
and	
Model Building in OR	OR301

B.Sc. Accounting and Finance

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Elements of Accounting and Finance	AC100
2.	Economics B	EC102
3. (a) (i)	Introductory Quantitative Methods (Mathematics) and	MA106
	(ii) Introductory Quantitative Methods (Statistics)	ST106
or (b) (i)	Quantitative Methods (Mathematics) and	MA107
	(ii) Quantitative Methods (Statistics for Economists)	ST105
or (c)	Elementary Statistical Theory	ST102
4. (a)	Industrial Enterprise in Comparative Perspective	SO105
or (b)	An approved paper taught outside the Department	
Year 2		
5.	Managerial Accounting	AC211
6.	Principles of Finance	AC212
7. (a)	Microeconomic Principles I	EC201
or (b)	Microeconomic Principles II	EC202
or (c)	Macroeconomic Principles	EC210
8. One from:		
(a) (i)	Introduction to Econometrics and Economic Statistics	EC220
or (ii)	Principles of Econometrics	EC221
(b) (i)	Organisation Theory and Behaviour	ID200
or (ii)	The Process of Management	MN200
or (iii)	Operational Research for Management	OR201
or (iv)	Operational Research Methods	OR202
(c)	Approved papers to the value of one unit taught outside the Department (normally papers available only to second or third year students)	
Year 3		
9.	Financial Accounting	AC330
10.&11. Two from:		
(a)	Auditing and Accountability	AC340
(b)	Corporate Finance and Financial Markets	AC320
(c)	Advanced Managerial Accounting	AC310
12. One from:		
(a)	Commercial Law	LL209
(b)	A paper from 8(a) above (<i>not available if one of the papers from 8(a) was taken in Year 2</i>)	
(c)	A paper from 8(b) (<i>not available if one of the papers from 8(b) was taken in Year 2</i>)	
(d)	Approved papers to the value of one unit taught outside the Department (normally papers available only to second or third year students)	

B.Sc. Actuarial Science

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Elementary Statistical Theory	ST102
2.	Mathematical Methods	MA100
3.	Elements of Accounting and Finance	AC100
4.	Economics B	EC102
Year 2		
5.	Probability, Distribution Theory and Inference	ST202
6.	Further Mathematical Methods (Linear Algebra)	MA201
and	Further Mathematical Methods (Calculus)	MA200
7.	Actuarial Life and Other Contingencies: I	ST222
and	Actuarial Investigations— Financial	ST226
8.	Courses to the value of <i>one</i> unit from:	
(a)	Principles of Sociology	SO100
(b)	Introduction to Individual and Social Psychology	PS100
(c)	Advanced Information Technology for the Social Scientist	IS240
(d)	Population, Economy and Society	SA103
(e)	Introduction to Pure Mathematics	MA103
(f)	Project in Applied Statistics	ST218
(g)	An approved paper taught outside the Department	
Year 3		
9.	Regression Analysis and Analysis of Variance	ST300
and	Time Series and Forecasting	ST304
10.	Actuarial Applied Statistics I	ST324
11.	Actuarial Life and other Contingencies: II	ST322
and	Actuarial Investigations: Statistical	ST326
12.	Any other approved option	

B.A./B.Sc. Anthropology

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Introduction to Social Anthropology	AN100
2.	Ethnography and Theory	AN101
3.	Reading Other Cultures: The Anthropological Interpretation of Text and Film	AN102
4.	An approved paper taught outside the Department	
Year 2		
5.	Kinship, Sex and Gender	AN200
6.	Political and Legal Anthropology	AN226
7.	The Anthropology of Economic Institutions and their Social Transformations	AN227
8.	Papers to the value of 1 unit from the Selection List below	
Year 3		
9.	Advanced Theory of Social Anthropology	AN300
10.	Anthropology of Religion	AN301
11.	Papers to the value of 1 unit from the Selection List below	
12. (a)	Papers to the value of 1 unit from the Selection List below	
or (b)	Special Essay Paper in Social Anthropology	AN399
Selection List ("Topics of Anthropology"): all courses are half units unless otherwise indicated		
	Advanced Ethnography: Latin America: Lowlands (<i>not available 1997-98</i>)	AN203
	Advanced Ethnography: Australian Aborigines (<i>not available 1997-98</i>)	AN204
	Advanced Ethnography of Melanesia (<i>not available 1997-98</i>)	AN205
	Advanced Ethnography: Mediterranean, with special reference to Greece and Cyprus (<i>not available 1997-98</i>)	AN206
	Advanced Ethnography: Madagascar (<i>not available 1997-98</i>)	AN207
	Anthropological Linguistics (<i>not available 1997-98</i>)	AN208
	Research Methods in Social Anthropology (<i>not available 1997-98</i>)	AN209
	Conflict, Violence and War (<i>not available 1997-98</i>)	AN210
	The Anthropology of Death (<i>not available 1997-98</i>)	AN211
	The Anthropology of Art and Communication (<i>not available 1997-98</i>)	AN212
	Anthropological Theories of Exchange (<i>not available 1997-98</i>)	AN213
	The Anthropology of Hinduism and Indian Society (1 unit)	AN214
	Advanced Ethnography, Hunters and Gatherers of Sub-Saharan Africa (<i>not available 1997-98</i>)	AN215
	Selected Topics in Cognition and Anthropology	AN216
	The Anthropology of East and Central Africa (<i>not available 1997-98</i>)	AN217
	Selected Development Problems of Sahelian Africa (<i>not available 1997-98</i>)	AN218

B.A./B.Sc. Anthropology (continued)

Paper Number	Paper Title	Course Guide Number
	Agrarian Development and Social Change (not available 1997-98)	AN219
	Advanced Ethnography: Hunters and Gatherers of South and South-East Asia	AN220
	The Anthropology of Christianity (not available 1997-98)	AN221
	The Anthropology of Eastern Europe (not available 1997-98)	AN222
	Selected Topics in the Anthropology of South-East Asia	AN223
	Advanced Ethnography: Latin American Societies (not available 1997-98)	AN228
	The Anthropology of Religious Nationalism and Fundamentalism (not available 1997-98)	AN229
	The Anthropology of Industrialisation and Industrial Life (not available 1997-98)	AN230
	The Anthropology of China	AN231
	Film and Photography in Anthropological Practice and Theory	AN232
	The Anthropology of South-West Asian and North African Societies	AN233
	Linguistics and Anthropological Problems (not available 1997-98)	AN234
	An approved paper taught outside the Department	

B.A. Anthropology and Law

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Introduction to Social Anthropology	AN100
2.	Ethnography and Theory	AN101
3.	Public Law	LL106
4.	Law of Contract and Tort	LL104
Year 2		
5.	Political and Legal Anthropology	AN226
6.	Law of Property I (half-unit)	LL105
<i>and</i> A further paper to the value of <i>one</i> half-unit to be selected from <i>either</i> Anthropology Selection List B <i>or</i> from the Law Selection List		
7.&8.	Courses to the value of <i>two</i> units to be selected from the Anthropology Selection Lists A <i>and</i> B and from the Law Selection List	
Year 3		
9.	Criminal Law	LL215
10.	<i>One</i> course not already taken in the second year to be selected from Anthropology Selection List A	
11.&12.	Courses to the value of <i>two</i> units not already taken to be selected from the Anthropology Selection Lists A and B <i>and</i> the Law Selection List	

No more than one and a half units taken under 6, 7, 8, 11 and 12 may be selected from Selection List B

Anthropology Selection List A

Kinship, Sex and Gender	AN200
The Anthropology of Economic Institutions and their Social Transformations	AN227
Advanced Theory of Social Anthropology	AN300
The Anthropology of Religion	AN301

Anthropology Selection List B: all courses are half units unless otherwise indicated

Advanced Ethnography: Latin America: Lowlands (not available 1997-98)	AN203
Advanced Ethnography: Australian Aborigines (not available 1997-98)	AN204
Advanced Ethnography of Melanesia (not available 1997-98)	AN205
Advanced Ethnography: Mediterranean, with special reference to Greece and Cyprus (not available 1997-98)	AN206
Advanced Ethnography: Madagascar (not available 1997-98)	AN207
Anthropological Linguistics (not available 1997-98)	AN208
Research Methods in Social Anthropology (not available 1997-98)	AN209
Conflict, Violence and War (not available 1997-98)	AN210

B.A. Anthropology and Law (continued)

Paper Number	Paper Title	Course Guide Number
	The Anthropology of Death (<i>not available 1997-98</i>)	AN211
	The Anthropology of Art and Communication (<i>not available 1997-98</i>)	AN212
	Anthropological Theories of Exchange (<i>not available 1997-98</i>)	AN213
	The Anthropology of Hinduism and Indian Society (1 unit)	AN214
	Advanced Ethnography: Hunters and Gatherers of Sub-Saharan Africa (<i>not available 1997-98</i>)	AN215
	Selected Topics in Cognition and Anthropology	AN216
	The Anthropology of East and Central Africa (<i>not available 1997-98</i>)	AN217
	Selected Development Problems of Sahelian Africa (<i>not available 1997-98</i>)	AN218
	Agrarian Development and Social Change (<i>not available 1997-98</i>)	AN219
	Advanced Ethnography: Hunters and Gatherers of South and South-East Asia	AN220
	The Anthropology of Christianity (<i>not available 1997-98</i>)	AN221
	The Anthropology of Eastern Europe (<i>not available 1997-98</i>)	AN222
	The Anthropology of South-East Asia	AN223
	Advanced Ethnography: Latin American Societies (<i>not available 1997-98</i>)	AN228
	The Anthropology of Religious Nationalism and Fundamentalism (<i>not available 1997-98</i>)	AN229
	The Anthropology of Industrialisation and Industrial Life (<i>not available 1997-98</i>)	AN230
	The Anthropology of China	AN231
	Film and Photography in Anthropological Practice and Theory	AN232
	The Anthropology of South-West Asian and North African Societies	AN233
	Linguistics and Anthropological Problems (<i>not available 1997-98</i>)	AN234
	Special Essay Paper in Social Anthropology	AN399

Law Selection List

Introduction to Law and Institutions of the European Union	LL107
Administrative Law	LL201
Law of Business Associations	LL203
The Law Relating to Civil Liberties	LL207
Computers, Information and Law (<i>not available 1997-98</i>)	LL210
Conflict of Laws	LL212
Domestic Relations	LL221
Economic Analysis of Law (<i>not available 1997-98</i>)	LL223
The Substantive Law of the European Union	LL231
Law of Evidence	LL233
Housing Law (<i>not available 1997-98</i>)	LL235
International Protection of Human Rights	LL242
Land Development and Planning Law (<i>not available 1997-98</i>)	LL247
Law and the Environment	LL250

B.A. Anthropology and Law (continued)

Paper Number	Paper Title	Course Guide Number
	Intellectual Property Law (<i>not available 1997-98</i>)	LL251
	The Law of Corporate Insolvency	LL253
	Law of Obligations	LL256
	Labour Law	LL257
	Legal and Social Change since 1750	LL259
	Legislation (Essay)	LL265
	Civil Litigation - Processes and Functions	LL269
	Mercantile Law <i>not available 1997-98</i>)	LL270
	Outlines of Modern Criminology (half unit)	LL272
	Property II	LL275
	Public International Law	LL278
	Law of Restitution (<i>not available 1997-98</i>)	LL282
	Sentencing and Treatment of Offenders (half unit)	LL284
	Social Security Law I (half unit)	LL287
	and	
	Social Security Law II (half unit)	LL288
	Taxation	LL293
	Law, Theory and Policy of Consumer Markets	LL294
	Women and the Law (<i>not available 1997-98</i>)	LL297
	Jurisprudence	LL305

B.Sc. Business Mathematics and Statistics

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Elementary Statistical Theory	ST102
2.	Mathematical Methods	MA100
3.	(a) Economics A or (b) Economics B	EC100
4.	Elements of Accounting and Finance	AC100
Year 2		
5.&6.	Papers to the value of <i>two</i> units from:	
	(a) Probability, Distribution Theory and Inference	ST202
	(b) Projects in Applied Statistics	ST218
	(c) Further Mathematical Methods (Calculus) (half-unit)	MA200
and	Further Mathematical Methods (Linear Algebra) (half-unit)	MA201
	(d) Introduction to Pure Mathematics	MA103
	(e) Operational Research Methods	OR202
	(f) Actuarial Life and other Contingencies: I (half-unit)	ST222
	(g) Actuarial Investigations- Financial (half-unit)	ST226
7.&8.	Courses to the value of <i>two</i> units from:	
	(a) Courses to the value of one unit not previously taken under papers 5&6	
	(b) Principles of Econometrics	EC221
	(c) Microeconomic Principles II	EC202
	(d) Macroeconomic Principles	EC210
	(e) Advanced Information Technology for the Social Scientist	IS240
	(f) Introduction to Individual and Social Psychology	PS100
	(g) Industrial Enterprise in Comparative Perspective	SO105
	(h) Principles of Finance	AC212
Year 3		
9,10.&11.	Courses to the value of <i>three</i> units from:	
	(a) Time Series and Forecasting (half-unit)	ST304
	(b) Regression Analysis and Analysis of Variance (half-unit)	ST300
	(c) Stochastic Processes (half-unit)	ST302
	(d) Sample Survey Theory and Methods (half-unit)	ST316
	(e) Multivariate Methods and Contingency Table (half-unit)	ST318
	(f) Marketing and Market Research	ST327
	(g) Decision Analysis	OR304
	(h) Real Analysis (half-unit)	MA203
	(i) Discrete Mathematics (half-unit)	MA205
	(j) Theory of Graphs (half-unit)	MA308
	(k) Game Theory I (half-unit)	MA301
	(l) Chaos in Dynamical Systems (half-unit)	MA303
	(m) Topology (half-unit) (<i>not available 1997-98</i>)	MA302
	(n) Control Theory and Calculus of Variations (half-unit)	MA305
	(o) Mathematics of Finance and Valuation (half-unit)	MA310
	(p) Combinatorial Optimisation (half-unit)	OR303
	(q) Model Building in Operational Research	OR301
	(r) Actuarial Applied Statistics	ST324

B.Sc. Business Mathematics and Statistics (continued)

Paper Number	Paper Title	Course Guide Number
(s)	Simulation Modelling and Analysis (half-unit) (<i>may not be taken if OR301 Model Building in OR is also taken</i>)	ST325
(t)	Actuarial Investigations: Statistical	ST326
and	Actuarial Life and other Contingencies: II	ST322
(u)	Information Systems in Business	IS340
(v)	Advanced Information Technology for the Social Scientist (<i>if not already taken under 7&8</i>)	IS240
(w)	(i) Mathematical and Statistical Demography (<i>not available 1997-98</i>)	SA255
or	(ii) Demographic Description and Analysis	SA250
(x)	An approved paper taught outside the Department (<i>includes courses listed under 12 below</i>)	
12.	One from:	
	(a) A paper from 9,10&11 above not previously taken	
	(b) Industrial Economics	EC313
	(c) Monetary Economics	EC321
	(d) (i) Principles of Finance (<i>if not already taken under 7&8</i>)	AC212
or	(ii) Corporate Finance and Financial Markets	AC320
	(e) Managerial Accounting	AC211
	(f) Organization Theory and Behaviour	ID200
	(g) The Social Psychology of Economic Life	PS315
	(h) Social Psychology of the Media	PS311
	(i) Elements of Labour Law	LL226
	(j) Commercial Law	LL209
	(k) The Process of Management	MN200

B.Sc. Economic History

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	The Internationalisation of Economic Growth, 1870 to the Present Day	EH101
2.	(a) Economics A	EC100
	or (b) Economics B	EC102
3.	An approved paper taught outside the Department	
4.	An approved paper taught outside the Department	
Year 2		
5.	Foundations of the Industrial Economy	EH245
6.	Comparative Economic Development: Late Industrialisation in Russia, India and Japan	EH220
7.&8.	Two from:	
	(a) Latin America and the International Economy	EH225
	(b) The Integration of Europe's Economy 1815-1990	EH236
	(c) Economic and Social History of Britain from 1830	EH210
	(d) British Business and Contemporary Economic Performance	EH240
	(e) Towns, Society and Economy in England and Europe, 1450-1750 (not available 1997-98)	EH205
	(f) The Internationalisation of Economic Growth, 1870 to the Present Day (if not taken in year 1)	EH101
	(g) A paper from the Selection List (pre-requisites allowing)	
Year 3		
9.&10.	Two from:	
	(a) Africa and the World Economy	EH315
	(b) Financial Markets, Investment and Economic Development in Britain, Germany and the US after 1870	EH310
	(c) The World Economic Crisis, 1919-1945	EH320
	(d) The Origins of the World Economy, 1450-1750 (not available 1997-98)	EH301
	(e) Economy, Society and Politics in London, 1800-1939 (not available 1997-98)	EH305
	(f) Issues of Modern Japanese Economic Development	EH325
11.	A further paper from (a) - (f) under 9&10 above, or (a) - (f) under 7&8 above	
12.	Long Essay in Social or Economic History	EH390
Selection List		
	The Witchcraze of the Early Modern World	HY205
	The Demographic Transition and the Western World Today (not available 1997-98)	SA251
	Third World Demography	SA252
	The Population of the Indian Sub-Continent	SA254
	Women, The Family and Social Policy in 20th Century Britain	SA212
	Aspects of British Society (not available 1998-99)	SO103
	Sociology of Development	SO205
	The Anthropology of Economic Institutions and their Social Transformations	AN227

B.Sc. Economic History (continued)

Paper Number	Paper Title	Course Guide Number
	The Politics of International Economic Relations	IR304
	Literature and Society in Britain: 1900 to the Present Day	LN250
	Legal and Social Change since 1750	LL259
	Economics of Social Policy	EC200
	European Economic Policy	EC230
	The Population of Developed Societies	SA253
	An approved language course	

B.Sc. Economics and Economic History

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Economics B	EC102
2.	The Internationalisation of Economic Growth, 1870 to the Present Day	EH101
3.	(a) (i) Quantitative Methods (Mathematics) and (ii) Quantitative Methods (Statistics for Economists) or (b) Basic Mathematics for Economists	MA107 ST105 EC110
4.	(a) Basic Statistics (if 3b taken) or (b) An approved paper taught outside the Departments of Economics and Economic History	ST100
Year 2		
5.	One from: (a) Microeconomic Principles I or Microeconomic Principles II or (b) Macroeconomic Principles	EC201 EC202 EC210
6.	(a) Introduction to Econometrics and Economic Statistics or (b) Principles of Econometrics	EC220 EC221
7.	Foundations of the Industrial Economy	EH245
8.	One from: (a) Comparative Economic Development: Late Industrialisation in Russia, India and Japan (b) Latin America and the International Economy (c) The Integration of Europe's Economy 1815-1990 (d) Economic and Social History of Britain from 1830 (e) British Business and Contemporary Economic Performance (f) Towns, Society and Economy in England and Europe, 1450-1750 (not available 1997-98)	EH220 EH225 EH236 EH210 EH240 EH205
Year 3		
9.	Paper (a) or (b) from 5 above not already taken	
10.	(a) A paper from the Selection List or (b) An approved paper taught outside the Departments of Economic History and Economics	
11.	One from: (a) Africa and the World Economy (b) Financial Markets, Investment and Economic Development in Britain, Germany and the US after 1870 (c) The World Economic Crisis, 1919-1945 (d) The Origins of the World Economy, 1450-1750 (not available 1997-98) (e) Economy, Society and Politics in London 1800-1939 (not available 1997-98) (f) Issues of Modern Japanese Economic Development	EH315 EH310 EH320 EH301 EH305 EH325
12.	Long Essay in Social or Economic History	EH390

B.Sc. Economics and Economic History (continued)

Paper Number	Paper Title	Course Guide Number
Selection List:		
	Industrial Economics	EC313
	Comparative Economic Systems (not available 1997-98)	EC305
	Problems of Applied Econometrics	EC333
	Advanced Economic Analysis	EC301
	Public Economics	EC325
	Monetary Economics	EC321
	International Economics	EC315
	Development Economics	EC307
	History of Economic Thought	EC311
	Economic Analysis of the European Union	EC303
	Labour Economics	EC317

B.Sc. Economic History with Economics

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Economics B	EC102
2.	The Internationalisation of Economic Growth, 1870 to the Present Day	EH101
3.	(a) Basic Mathematics for Economists or (b) (i) Quantitative Methods (Mathematics) and (ii) Quantitative Methods (Statistics for Economists)	EC110 MA107 ST105
4.	An approved paper taught outside the Departments of Economics and Economic History	
Year 2		
5.	One from: (a) Microeconomic Principles I or Microeconomic Principles II or (b) Macroeconomic Principles	EC201 EC202 EC210
6.	Foundations of the Industrial Economy	EH245
7.	One from: (a) Comparative Economic Development: Late Industrialisation in Russia, India and Japan (b) Latin America and the International Economy (c) The Integration of Europe's Economy 1815-1990 (d) Economic and Social History of Britain from 1830 (e) British Business and Contemporary Economic Performance (f) Towns, Society and Economy in England and Europe, 1450-1750 (not available 1997-98)	EH220 EH225 EH236 EH210 EH240 EH205
8.	An approved paper taught outside the Departments of Economic History and Economics	
Year 3		
9.	Paper (a) or (b) from 5 above not already taken	
10.	One from: (a) Africa and the World Economy (b) Financial Markets, Investment and Economic Development in Britain, Germany and the US after 1870 (c) The World Economic Crisis, 1919-1945 (d) The Origins of the World Economy, 1450-1750 (not available 1997-98) (e) Economy, Society and Politics in London, 1800-1939 (not available 1997-98) (f) Issues in Modern Japanese Economic Development	EH315 EH310 EH320 EH301 EH305 EH325
11.	(a) A further paper from (a)-(f) under 7 above or (b) A further paper from 10 above	
12.	Long Essay in Social or Economic History	EH390

B.Sc. Economic History with Population Studies

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	The Internationalisation of Economic Growth, 1870 to the Present Day	EH101
2.	Population, Economy and Society	SA103
3.	An approved paper taught outside the Department	
4.	An approved paper taught outside the Department	
Year 2		
5.	Demographic Description and Analysis	SA250
6.	Foundations of the Industrial Economy	EH245
7.	One from: (a) The Demographic Transition and the Western World Today (not available 1997-98) (b) Third World Demography (c) The Population of Developed Societies (d) The Population of the Indian Sub-Continent	SA251 SA252 SA253 SA254
8.	One from: (a) Comparative Economic Development: Late Industrialisation in Russia, India and Japan (b) Latin America and the International (c) The Integration of Europe's Economy 1815-1990 (d) Economic and Social History of Britain from 1830 (e) British Business and Contemporary Economic Performance (f) Towns, Society and Economy in England and Europe, 1450-1750 (not available 1997-98) (g) Women, The Family and Social Policy in 20th Century Britain (h) The Witchcraze of the Early Modern World	EH220 EH225 EH236 EH210 EH240 EH205 SA212 HY205
Year 3		
9.	One from: (a) Africa and the World Economy (b) The Origins of the World Economy, 1450-1750 (not available 1997-98) (c) Economy, Society and Politics of London, 1800-1914 (not available 1997-98) (d) Issues in Modern Japanese Economic Development	EH315 EH301 EH305 EH325
10.	(a) A further paper from 9 above or (b) A further paper from (a) - (f) under 8 above	
11.	A further paper from 7 above	
12.	(a) A Long Essay in Social or Economic History or (b) A Special Essay in Population Studies	EH390 SA399

B.Sc. Economics

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Economics B	EC102
2.	(a) Basic Mathematics for Economists	EC110
	or (b) Mathematical Methods	MA100
	or (c) (i) Quantitative Methods (Mathematics)	MA107
	and	
	(ii) Quantitative Methods (Statistics for Economists)	ST105
3.	(a) Basic Statistics (if 2(a) taken)	ST100
	or (b) Elementary Statistical Theory (if 2(b) taken)	ST102
	or (c) An approved paper taught outside the Department (if 2(c) taken)	
4.	An approved paper taught outside the Department	
Year 2		
5.	(a) Microeconomic Principles I	EC201
	or (b) Microeconomic Principles II	EC202
6.	Macroeconomic Principles	EC210
7.	(a) Introduction to Econometrics and Economic Statistics	EC220
	or (b) Principles of Econometrics	EC221
8.	An approved paper taught outside the Department	
Year 3		
9, 10.	Three from the Selection List below	
& 11.		
12.	One from:	
	(a) A further paper from the Selection List	
	(b) Commercial Law	LL209
	(c) Managerial Accounting	AC211
	(d) (i) Operational Research for Management	OR201
	or (ii) Operational Research Methods	OR202
	(e) Game Theory	MA300
	(f) Mathematical Methods	MA100
	(g) Further Mathematical Methods (Calculus)	MA200
	and Further Mathematical Methods (Linear Algebra)	MA201
	(h) Philosophy of Economics	PH211
	(i) Africa and the World Economy	EH315
	(j) British Business and Contemporary Economic Performance	EH240
	(k) Comparative Economic Development: Late Industrialisation in Russia, India and Japan	EH220
	(l) Economic and Social History of Britain from 1830	EH210
	(m) Financial Markets, Investment and Economic Development in Britain, Germany and the US after 1870	EH310
	(n) Latin America and the International Economy	EH225
	(o) The World Economic Crisis, 1919-1945	EH320
	(p) The Integration of Europe's Economy 1815-1990	EH236
	(q) The Politics of International Economic Relations I	IR304
	(r) Locational Change and Business Activity	GY201
	(s) Europe and the Global Economy	GY300
	(t) Demographic Description and Analysis	SA250
	(u) Mathematical and Statistical Demography (not available 1997-98)	SA255

B.Sc. Economics (continued)

Paper Number	Paper Title	Course Guide Number
Selection List		
	Advanced Economic Analysis	EC301
	Comparative Economic Systems	EC305
	Development Economics	EC307
	Economic Analysis of the European Union	EC303
	History of Economic Thought	EC311
	Industrial Economics	EC313
	International Economics	EC315
	Labour Economics	EC317
	Mathematical Economics	EC319
	Monetary Economics	EC321
	Principles of Finance	AC212
	Corporate Finance and Financial Markets (only if AC212 Principles of Finance taken in second year)	AC320
	Problems of Applied Econometrics	EC333
	Public Economics	EC325

Any other paper approved by the Economics Department
In exceptional circumstances a student may be permitted to 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 an outside paper should first be obtained from the *Departmental Tutor* who must countersign the "Confirmation of Examination Entry and Selection of Papers for Next Session" form. Any subsequent revision to the student's choice of papers must also be countersigned by the Departmental Tutor.

B.Sc. Economics with Economic History

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Economics B	EC102
2.	The Internationalisation of Economic Growth, 1870 to the Present Day	EH101
3.	(a) (i) Quantitative Methods (Mathematics) and (ii) Quantitative Methods (Statistics for Economists)	MA107
	or (b) Basic Mathematics for Economists	ST105
4.	An approved paper taught outside the Department	EC110
Year 2		
5.	(a) Microeconomic Principles I	EC201
	or (b) Microeconomic Principles II	EC202
6.	Macroeconomic Principles	EC210
7.	Foundations of the Industrial Economy	EH245
8.	One from:	
	(a) Comparative Economic Development: Late Industrialisation in Russia, India and Japan	EH220
	(b) Latin America and the International Economy	EH225
	(c) The Integration of Europe's Economy 1815-1990	EH236
	(d) Economic and Social History of Britain from 1830	EH210
	(e) British Business and Contemporary Economic Performance	EH240
	(f) Towns, Society and Economy in England and Europe, 1450-1750 (not available 1997-98)	EH205
Year 3		
9,10.	Two from:	
	(a) Industrial Economics	EC313
	(b) Comparative Economic Systems	EC305
	(c) Advanced Economic Analysis	EC301
	(d) Public Economics	EC325
	(e) Monetary Economics	EC321
	(f) International Economics	EC315
	(g) Development Economics	EC307
	(h) History of Economic Thought	EC311
	(i) Economic Analysis of the European Union	EC303
	(j) Labour Economics	EC317
	(k) (i) Introduction to Econometrics and Economic Statistics	EC220
	or (ii) Principles of Econometrics	EC221
11.	One from:	
	(a) Africa and the World Economy	EH315
	(b) Financial Markets, Investment and Economic Development in Britain, Germany and the US after 1870	EH310
	(c) The World Economic Crisis, 1919-1945	EH320
	(d) The Origins of the World Economy, 1450-1750 (not available 1997-98)	EH301
	(e) Economy, Society and Politics in London, 1800-1939 (not available 1997-98)	EH305
	(f) Issues of Modern Japanese Economic Development	EH325
12.	An approved paper taught outside the Departments of Economics and Economic History	

B.Sc. Econometrics and Mathematical Economics

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Economics B	EC102
2.	Mathematical Methods	MA100
3.	Elementary Statistical Theory	ST102
4.	An approved paper taught outside the Department	
Year 2		
5.	(a) Microeconomic Principles I	EC201
	or (b) Microeconomic Principles II	EC202
6.	Principles of Econometrics	EC221
7.	One from:	
	(a) (i) Further Mathematical Methods (Calculus)	MA200
	and (ii) Further Mathematical Methods (Linear Algebra)	MA201
	(b) Macroeconomic Principles	EC210
	(c) Elements of Accounting and Finance	AC100
	(d) Operational Research for Management	OR201
	(e) Game Theory	MA300
	(f) Philosophy of Economics	PH211
8.	(a) Probability, Distribution Theory and Inference	ST202
	or (b) An approved paper taught outside the Department	
Year 3		
9.	One from:	
	(a) Problems of Applied Econometrics	EC333
	(b) Econometric Theory	EC309
	(c) Mathematical Economics	EC319
10.	One from the Selection list below:	
11.	(a) A further paper from 9 above	
	or (b) An approved paper from the Selection list below	
12.	Project in Quantitative Economics	EC331
Selection list		
	Advanced Economic Analysis	EC301
	Comparative Economic Systems	EC305
	Development Economics	EC307
	Economic Analysis of the European Union	EC303
	History of Economic Thought	EC311
	Industrial Economics	EC313
	International Economics	EC315
	Labour Economics	EC317
	Monetary Economics	EC321
	Principles of Finance	AC212
	Corporate Finance and Financial Markets	AC320
	(only if AC212 Principles of Finance taken in the second year)	
	Public Economics	EC325
	Macroeconomic Principles (if not taken under 7(b) above)	EC210
	Elements of Accounting and Finance	AC100
	(if not taken under 7(c) above)	
	Operational Research for Management	OR201
	(if not taken under 7(d) above)	
	Game Theory (if not taken under 7(e) above)	MA300
	Philosophy of Economics (if not taken under 7(f) above)	PH211

B.Sc. Environmental Geography

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Geographical Perspectives on Modern Society	GY100
2.+	Physical Geography (The Natural Environment)	GY120
3.	Methods in Geographical Analysis	GY140
4.	An approved paper taught outside the Department	
Year 2		
5.	Geographical Research Techniques	GY240
6,7.&8.	Two or three units from List A	
List A		
	Environment and Society	GY220
	Environmental Assessment and Management	GY221
	*Geomorphology I	GY230
	Up to one unit from List B	
List B		
	Space, Society and Culture	GY200
	Location and Spatial Analysis	GY201
	*Biogeography and Soils	GY231
	*Global Environmental Change	GY233
	Contemporary Europe (<i>can only be taken in Year 2</i>)	GY103
	The Third World: A Study of Social and Economic Development	GY202
	An approved outside option taught at LSE	
	An approved Inter-collegiate Course	
Year 3		
9.	Independent Geographical Essay	GY350
10,11.	Three units from below of which at least two must be	
& 12.	taken from List C and up to one from List D	
List C		
	The Environmental Policy Process: National and Local Level	GY321
	Hazard and Disaster Management	GY320
	Transport, Environment and Planning	GY322
List D		
	Political Geography	GY301
	Urban Planning	GY302
	Latin America	GY304
	Europe and the Global Economy	GY300
	Geographical Information Systems (<i>not available 1997-98</i>)	GY340
	The Geography of Gender: Global Perspectives	GY303
	One unit from 6-8 (<i>excluding Contemporary Europe and an outside option taught at LSE</i>)	

* Courses taught at King's College London
 + Course taught jointly with King's College London

B.A. European Studies

Joint degree with King's College: where no Course Guide number is shown, the course is taught at King's

Paper Number	Paper Title	Course Guide Number
First Year		
ON EUROPE		
1.	Contemporary Europe	GY103
2.	(a) Economics A	EC100
	or (b) The European Civil War, 1890-1990	HY101
ON FRANCE		
3.	French Political Thought	
and	Right and Left in the 3rd Republic up to 1934	
4.	French Language	
and	French Language of the Press	
OR GERMANY		
3.	German and Austrian History	
4.	German Language Core Course I	
	and one of:	
	Aspects of Contemporary German Culture	
	German Literature of Protest and Revolution	
Second Year		
ON EUROPE		
5.	European Institutions I	IR303
6.	One of the following:	
	(a) European Economic Policy	EC230
	(b) The Reshaping of Europe, 1943-1957	HY305
	(c) Economic Development of Europe	
	(d) War in Modern History	
	(e) European Security	
ON FRANCE		
7.	Either French Committed Writers, 1890-1940	
or	The 'Civil War' in France: 1934-1970	
or	Vichy France & France in Europe	
8.	Both French Language	
and	La France à travers son Cinéma	
OR GERMANY		
7.	War, Economy and Society in Germany	
8.	Both German Core Course II	
	and one of the following:	
	(a) German Language Extension Course II	
	(b) Structure and Usage of Contemporary German	
	(c) Aspects of Contemporary German Culture	

Third Year

Students spend the year taking the normal second year course at either at the Institut d'Etudes Politiques, Paris, or at the Humboldt University, Berlin.

B.A. European Studies (continued)

Joint degree with King's College: where no Course Guide number is shown, the course is taught at King's

Paper Number	Paper Title	Course Guide Number
Fourth Year		
ON EUROPE		
9.	Government, Politics and Public Policy in the European Union	GV244
10.	One from Society and Economy in Europe since 1914 European Social Policy Europe and the Global Economy Spatial Economic Policy (half-unit) and Urban Restructuring in Europe (half-unit)	SA213 GY300
ON FRANCE		
11.	Government, Politics and Public Policy in France	GV240
12.	Both French Language and either Developments in the French Novel II or Use of French: Le Patrimoine Culturel Français	
OR GERMANY		
11.	Government, Politics and Public Policy in Germany	GV241
12.	Both German Language Core Course III and one of following: (a) Extensive Writing in German on Current Affairs (b) German for Special Purposes (c) History into Literature (d) Third Reich in the Post-war Novel	

B.A. Geography

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Geographical Perspectives on Modern Society	GY100
2.	Methods of Geographical Analysis	GY140
3.+(a)	Physical Geography (The Natural Environment)	GY120
or (b)	Contemporary Europe	GY103
4.	An approved paper taught outside the Department	
Year 2		
5.	Geographical Research Techniques	GY240
6.7.&8.	Two or three units from List A	
List A		
	Environment and Society	GY220
	Space, Society and Culture	GY200
	Location and Spatial Analysis	GY201
	Up to one unit from List B	
List B		
	Environmental Assessment and Management	GY221
	*Global Environmental Change	GY233
	Contemporary Europe (if not taken in Year 1)	GY103
	The Third World: A Study of Social and Economic Development	GY202
	An approved outside option taught at LSE	
Year 3		
9.	Independent Geographical Project	GY350
10,11. &12.	Three units from: Political Geography Urban Planning Latin America Europe and the Global Economy The Environmental Policy Process: National and Local Level Geographical Information Systems (not available 1997-98) Hazard and Disaster Management Transport, Environment and Planning (1997-98 only) Applied Location and Spatial Analysis (from October 1998) The Geography of Gender: Global Perspectives	GY301 GY302 GY304 GY300 GY321 GY340 GY320 GY322 GY303
	One unit from 6-8 (excluding Contemporary Europe and an LSE taught Outside Option)	

* Courses taught jointly with King's College London
* Course taught at King's College London

B.Sc. Geography and Population Studies

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Geographical Perspectives on Modern Society	GY100
2.	Population, Economy and Society	SA103
3.	Methods in Geographical Analysis	GY140
4.	One from the following:	
	Introduction to Social Anthropology	AN100
	Economics A	EC100
	Economics B	EC102
	The Structure of International Society	IR100
	Basic Statistics	ST100
	Elementary Statistical Theory	ST102
	Introduction to Social Policy	SA100
	Introduction to Individual and Social Psychology	PS100
Year 2		
5.	Geographical Research Techniques	GY240
6.	One from the following:	
	Environment and Society	GY220
	Environmental Assessment and Management	GY221
	Space, Society and Culture	GY200
	Location and Spatial Analysis	GY201
	Contemporary Europe	GY103
	The Third World: A Study of Social and Economic Development	GY202
7.	Demographic Description and Analysis	SA250
8.	One from the following:	
	The Demographic Transition and the Western World Today (not available 1997-98)	SA251
	Third World Demography	SA252
	The Population of Developed Societies	SA253
	Another approved Population Studies course	
Year 3		
9.	One from the following:	
	The Geography of Gender: Global Perspectives	GY303
	Latin America	GY304
	Geographical Information Systems (not available 1997-98)	GY340
	Hazards and Disaster Management	GY320
	The Environmental Policy Process: National and Local Level	GY321
	Europe and the Global Economy	GY300
	Political Geography	GY301
	Transport, Environment and Planning (1997-98 only)	GY322
	Applied Location and Spatial Analysis (from October 1998)	
10.	One from the following:	
	The Population of the Indian Sub-continent	SA254
	Mathematical and Statistical Demography (not available 1997-98)	SA255
	One from 8 if not taken in Year 2	

B.Sc. Geography and Population Studies

Paper Number	Paper Title	Course Guide Number
11.	One from the following:	
	An approved Geography course (but not GY103)	
	An approved Population Studies course	
	An approved paper taught outside the Department	
12.	Independent Project	SA399

B.Sc. Geography with Economics

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Economics B	EC102
2.	(a) Basic Mathematics	EC110
or (b) (i)	Quantitative Methods (Mathematics) and	MA107
	(ii) Quantitative Methods (Statistics for Economists)	ST105
3.	Geographical Perspectives on Modern Society	GY100
4.	(a) Methods in Geographical Analysis	GY140
or (b)	Contemporary Europe	GY103
Year 2		
5.		
Either	Microeconomic Principles I	EC201
or	Microeconomic Principles II	EC202
6.	Location and Spatial Analysis	GY201
7.&8.	Two from the following:	
	Environment and Society	GY220
	Environmental Assessment and Management	GY221
	Space, Society and Culture	GY200
	The Third World: A Study of Social and Economic Development	GY202
	Contemporary Europe (if not taken in Year 1)	GY103
	Geographical Research Techniques	GY240
	(if candidate is going to undertake GY350 under papers 11 & 12 below)	
Year 3		
9.	Macroeconomic Principles	EC210
10.	Europe and the Global Economy	GY300
11.&12.	Two from the following:	
	Independent Geographical Project	GY350
	Urban Planning	GY302
	The Geography of Gender: Global Perspectives	GY303
	Latin America	GY304
	Geographical Information Systems (not available 1997-98)	GY340
	Hazard and Disaster Management	GY320
	Political Geography	GY301
	The Environmental Policy Process: National and Local Level	GY321
	Transport, Environment and Planning (1997-98 only)	GY322
	Applied Location and Spatial Analysis (from October 1998)	
	One other Geography course not taken under 7&8 in Year 2 (but not GY103)	
	An approved Economics course	

B.Sc. Government

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Introduction to the Study of Politics I	GV101
2.	Introduction to Political Theory I	GV100
3.	An approved paper taught outside the Department	
4.	An approved paper taught outside the Department	
Years 2 and 3		
<i>NB: Options in Government may require GV100/200 or GV101/201 to have been completed; Course Guides should be checked accordingly</i>		
5.	(a) Russia/The CIS: Institutions and Policies	GV217
	(b) Government, Politics and Public Policy in France	GV240
	(c) Government, Politics and Public Policy in Germany	GV241
	(d) Government, Politics and Public Policy in Latin America	GV242
	(e) Government, Politics and Public Policy in the USA	GV243
	(f) Government, Politics and Public Policy in the European Union	GV244
	(g) Government and Politics in Eastern Europe	GV246
6.	One from:	
	(a) Ancient and Early Christian Political Thought (not available 1997-98)	GV218
	(b) Medieval and Renaissance Political Thought	GV219
	(c) Modern Political Thought	GV220
	(d) Individual, State and Community	GV221
	(e) Gender in Political Thought	GV222
	(f) Radical Political Philosophy (not available 1997-98)	GV237
7.	One from:	
	(a) Democracy and Democratisation	GV223
	(b) Voters, Parties and Elections	GV224
	(c) Public Choice and Politics	GV225
	(d) Executive Government and its Modernization in Selected OECD Countries (not available 1997-98)	GV226
	(e) The Politics of Economic Policy	GV227
8.	An approved paper taught outside the Department	
9.-12.	Four from:	
	(a) Introduction to Political Thought II (must be taken and examined at the end of the second year of the degree if GV100 not taken in Year 1)	GV200
	(b) Law and Government (third year)	GV228
	(c) Politics and Society	GV229
	(d) Political Change in Modern Britain (not available 1997-98)	GV230
	(e) British Political Ideas	GV231
	(f) A further paper from 5 above	
	(g) A further paper from 5 above	
	(h) Ancient and Early Christian Political Thought (not available 1997-98)	GV218
	(i) Medieval and Renaissance Political Thought	GV219
	(j) Modern Political Thought	GV220
	(k) Individual, State and Community	GV221

B.Sc. Government (continued)

Paper Number	Paper Title	Course Guide Number
(l)	Gender in Political Thought	GV222
(m)	Radical Political Philosophy (<i>not available 1997-98</i>)	GV237
(n)	Democracy and Democratisation	GV223
(o)	Voters, Parties and Elections	GV224
(p)	Public Choice and Politics	GV225
(q)	Executive Government and its Modernization in Selected OECD Countries (<i>not available 1997-98</i>)	GV226
(r)	The Politics of Economic Policy	GV227
(s)	Game Theory for Politics (<i>not available 1998-99</i>)	GV239
(t)	An approved paper taught outside the Department	

B.Sc. Government and Economics

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Economics B	EC102
2.	(a) Basic Mathematics for Economists	EC110
or (b)	(i) Quantitative Methods (Mathematics) and (ii) Quantitative Methods (Statistics for Economists)	MA107 ST105
3&4.	Two from: (a) Introduction to the Study of Politics I (b) Introduction to Political Theory I (c) An approved paper taught outside the Departments of Government and Economics	GV101 GV100

Years 2 and 3

NB: Options in Government may require GV100/200 or GV101/201 to have been completed; Course Guides should be checked accordingly

5.	Microeconomic Principles I	EC201
6.	Macroeconomic Principles	EC210
7.	One from: (a) Introduction to the Study of Politics II (should normally be taken and examined at the end of the second year if GV101 not taken in Year 1) (b) Introduction to Political Theory II (should normally be taken and examined at the end of the second year if GV100 not taken in Year 1) (c) An approved paper from the Government Selection List (if both (a) and (b) taken under 3&4 above)	GV201 GV200
8.	(a) Russia/ The CIS: Institutions and Policies (b) Government, Politics and Public Policy in France (c) Government, Politics and Public Policy in Germany (d) Government, Politics and Public Policy in Latin America (e) Government, Politics and Public Policy in the USA (f) Government, Politics and Public Policy in the European Union (g) Government and Politics in Eastern Europe	GV217 GV240 GV241 GV242 GV243 GV244 GV246 GV225
9.	Public Choice and Politics	
10.	An approved paper from the Economics Selection List	
11.	An approved paper from the Government Selection List	
12.	One from: (a) An approved paper from the Economics Selection List (b) An approved paper from the Government Selection List (c) An approved paper taught outside the Departments of Economics and Government	

Government Selection List

Ancient and Early Christian Political Thought (<i>not available 1997-98</i>)	GV218
Medieval and Renaissance Political Thought	GV219

B.Sc. Government and Economics (continued)

Paper Number	Paper Title	Course Guide Number
	Modern Political Thought	GV220
	Individual, State and Community	GV221
	Gender in Political Thought	GV222
	Radical Political Philosophy (<i>not available 1997-98</i>)	GV237
	Democracy and Democratisation	GV223
	Voters, Parties and Elections	GV224
	Executive Government and its Modernization in Selected OECD Countries (<i>not available 1997-98</i>)	GV226
	The Politics of Economic Policy	GV227
	Law and Government	GV228
	Politics and Society	GV229
	Political Change in Modern Britain (<i>not available 1997-98</i>)	GV230
	British Political Ideas	GV231
	Game Theory for Politics (<i>not available 1998-99</i>)	GV239
Economics Selection List		
	Advanced Economic Analysis	EC301
	Comparative Economic Systems	EC305
	Development Economics	EC307
	History of Economic Thought	EC311
	Industrial Economics	EC313
	International Economics	EC315
	Monetary Economics	EC321
	Public Economics	EC325

B.Sc. Government and History

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	(a) Introduction to the Study of Politics I	GV101
	or (b) Introduction to Political Theory I	GV100
2.	One from:	
	(a) War and Society from the Renaissance to the Napoleonic Era c. 1500-1815	HY114
	(b) The Making of England	HY111
	(c) The European Civil War, 1890-1990	HY101
	(d) The U.S. and the Non-European World: Cold War and Revolution since 1917	HY113
	(e) The History of European Ideas Since 1700	HY100
	(f) Race, Sex and Slavery: The Western Experience	HY112
3.	(a) The paper not taken under 1	
	or (b) A further paper from 2	
4.	An approved paper taught outside the Departments of Government and International History	
Years 2 and 3		
NB: Options in Government may require GV100/200 or GV101/201 to have been completed; Course Guides should be checked accordingly		
5.	One from:	
	(a) Introduction to the Study of Politics II	GV201
	(must be taken and examined at the end of the second year if GV101 not taken in Year 1)	
	(b) Introduction to Political Theory II	GV200
	(must be taken and examined at the end of the second year if GV100 not taken in Year 1)	
	(c) An approved paper from the Government Selection List (if both (a) and (b) taken under 1 above)	
6.	(a) Russia/ The CIS: Institutions and Policies	GV217
	(b) Government, Politics and Public Policy in France	GV240
	(c) Government, Politics and Public Policy in Germany	GV241
	(d) Government, Politics and Public Policy in Latin America	GV242
	(e) Government, Politics and Public Policy in the USA	GV243
	(f) Government, Politics and Public Policy in the European Union	GV244
	(g) Government and Politics in Eastern Europe	GV246
7.	An approved paper from the Government Selection List	
8.	An approved paper from the History Selection List A below	
9.	An approved paper from the History Selection List B below	
10.	An approved paper not already taken from the History Selection List A below (normally to be taken in Year 3)	
11.	One from:	
	(a) An approved paper not already taken from the Government Selection List	
	(b) An approved paper from the History Selection Lists A, B or C	
	(c) An essay on an approved historical topic	HY300
12.	One from:	
	(a) An approved paper not already chosen from the Government Selection List	

B.Sc. Government and History (continued)

Paper Number	Paper Title	Course Guide Number
(b)	An approved paper not already chosen from the History Selection Lists A, B or C	
(c)	An approved paper taught outside the Departments of Government and International History	

Government Selection List

Ancient and Early Christian Political Thought (not available 1997-98)	GV218
Medieval and Renaissance Political Thought	GV219
Modern Political Thought	GV220
Individual, State and Community	GV221
Gender in Political Thought	GV222
Radical Political Philosophy (not available 1997-98)	GV237
Democracy and Democratisation	GV223
Voters, Parties and Elections	GV224
Executive Government and its Modernization in Selected OECD Countries (not available 1997-98)	GV226
The Politics of Economic Policy	GV227
Law and Government	GV228
Politics and Society	GV229
Political Change in Modern Britain (not available 1997-98)	GV230
British Political Ideas	GV231
Game Theory for Politics (not available 1998-99)	GV239

History Selection List

A: England and the Celtic Realms c. 1050-1415 (not available 1997-98)	HY212
The Crises of the British Monarchies, 1399-1660 (not available 1997-98)	HY204
The History of Russia, 1682-1917	HY221
British History, 1760-1914	HY201
The History of the United States since 1783	HY208
The Spanish Cockpit: Revolution, War, Dictatorship and Democracy, 1917 to the Present Day (not available 1997-98)	HY209
The History of France since 1870	HY210
Japan in the Twentieth Century	HY211
The European Enlightenment, 1680-1830	HY213
From Reich to Nation: The Contest for Hegemony in Germany, 1648-1866	HY223
Germany, 1866-1945: Empire, Republic and Dictatorship	HY225
The Rise and Fall of the Spanish Monarchy and Empire (not available 1997-98)	HY224
B: The Norman Conquest (not available 1997-98)	HY301
Anglo-Spanish Relations in the Age of Elizabeth I and Philip II	HY302
The Russian Revolutions and Europe, 1917-1921	HY303
Germany's New Order in Europe, 1939-45	HY304

B.Sc. Government and History (continued)

Paper Number	Paper Title	Course Guide Number
	The Reshaping of Europe, 1943-1957	HY305
	Henry Kissinger and the Crisis of American Foreign Policy, 1969-76	HY306
	Arabs, Zionists and the British in Palestine, 1914-1947	HY310
C:	International History Since 1914	HY202
	The Great War 1914-18	HY226
	British Policy Overseas Since 1942 (not available 1997-98)	HY219
	The Cold War in East Asia, 1917-1979	HY220
	France in International Affairs, 1940-1981: Forty Years of Colonial, East-West and European Conflict	HY222
	The International History of the Middle East in the Twentieth Century	HY214

B.Sc. Government and Law

For students first registered in and before October 1997

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	(a) Introduction to the Study of Politics I or (b) Introduction to Political Theory I	GV101 GV100
2.	English Legal Institutions	LL101
3.	One from (a) The paper not taken under 1 above (b) Public International Law (c) An approved paper taught outside the Departments of Government and Law	LL278
4.	An approved paper taught outside the Departments of Government and Law	
Years 2 and 3		
NB: Options in Government may require GV100/200 or GV101/201 to have been completed; Course Guides should be checked accordingly		
5.	Law and Government (third year)	GV228
6.	(a) Introduction to the Study of Politics II (must be taken and examined at the end of the second year of the degree if GV101 not taken in Year 1) or (b) An approved paper from the Government Selection List (if both (a) and (b) taken under 1 above)	GV201
7.	(a) Introduction to Political Theory II (must be taken and examined at the end of the second year of the degree if GV101 not taken in Year 1) or (b) An approved paper from the Government Selection List (if both (a) and (b) taken under 1 above)	GV200
8.	(a) Russia/ The CIS: Institutions and Policies (b) Government, Politics and Public Policy in France (c) Government, Politics and Public Policy in Germany (d) Government, Politics and Public Policy in Latin America (e) Government, Politics and Public Policy in the USA (f) Government, Politics and Public Policy in the European Union (g) Government and Politics in Eastern Europe	GV217 GV240 GV241 GV242 GV243 GV244
9.	(a) Administrative Law (must be taken and examined at the end of the second year) or (b) Public Law: Elements of Government (must be taken and examined at the end of the second year)	GV246 LL201
10.	One from: (a) Public International Law (b) Law and the Environment (c) Legal and Social Change since 1750 (d) Legislation (Essay) (e) Social Security Law I and Social Security Law II (f) Elements of Labour Law (g) The Law Relating to Civil Liberties in England and Wales	LL278 LL250 LL259 LL265 LL287 LL288 LL226 LL207

B.Sc. Government and Law (continued)

For students first registered in and before October 1997

Paper Number	Paper Title	Course Guide Number
(h)	International Protection of Human Rights (may only be taken if LL233 has been taken, and only after consultation with the teacher in charge of the course)	LL242
(i)	Political and Legal Anthropology	AN226
(j)	Outlines of Modern Criminology and Sentencing and Treatment of Offenders	LL272 LL284 LL275
(k)	Property II (may only be taken if Property I has already been taken)	LL305
(l)	Jurisprudence	LL305
11.	One from: (a) A further paper from 10 above (b) Law of Contract and Tort (c) Property I and Introduction to Law and Institutions of the European Union (d) Criminal Law	LL104 LL105 LL107 LL215
12.	One from: (a) Law of Obligations (may only be taken if LL104 has already been taken) (b) An approved paper from 10 above (c) An approved paper from the Government Selection List (d) An approved paper taught outside the Departments of Government and Law	LL256
Government Selection List		
	Ancient and Early Christian Political Thought (not available 1997-98)	GV218
	Medieval and Renaissance Political Thought	GV219
	Modern Political Thought	GV220
	Individual, State and Community	GV221
	Gender in Political Thought	GV222
	Radical Political Philosophy (not available 1997-98)	GV237
	Democracy and Democratisation	GV223
	Voters, Parties and Elections	GV224
	Public Choice and Politics	GV225
	Executive Government and its Modernization in Selected OECD Countries (not available 1997-98)	GV226
	The Politics of Economic Policy	GV227
	Law and Government	GV228
	Politics and Society	GV229
	Political Change in Modern Britain (not available 1997-98)	GV230
	British Political Ideas	GV231
	Game Theory for Politics (not available 1998-99)	GV239

B.A. History

Paper Number	Paper Title	Course Guide Number
Year 1		
1.&2.	Two from:	
(a)	War and Society from the Renaissance to the Napoleonic Era c. 1500–1815	HY114
(b)	The Making of England (NB: this paper is recommended for students intending to follow this degree)	HY111
(c)	The U.S. and the Non-European World: Cold War and Revolution since 1917	HY113
(d)	The European Civil War, 1890–1990	HY101
(e)	The History of European Ideas since 1700	HY100
(f)	Race, Sex and Slavery: The Western Experience	HY112
3.	An approved paper taught outside the Department	
4.	(a) An approved paper taught outside the Department or (b) A further paper from 1&2 above	
Year 2		
5.	One of:	
	England and the Celtic Realms c.1050–1415 (not available 1997–98)	HY212
	The Crises of the British Monarchies, 1399–1660 (not available 1997–98)	HY204
	Towns, Society and Economy in England and Europe 1450–1750 (not available 1997–98)	EH205
	From Reich to Nation: The Contest for Hegemony in Germany, 1648–1866	HY223
	The European Enlightenment 1680–1830	HY213
	Anglo-Spanish Relations in the Age of Elizabeth I and Philip II	HY302
6.&7.	Two papers from the Selection List (below)	
8.	(a) An approved intercollegiate course (one 'D' paper listed in the University White Pamphlet) or (b) An approved paper taught outside the Department	
Year 3		
9.	One from:	
(a)	One from Selection List C for the B.Sc. International History	
(b)	(i) The Norman Conquest (not available 1997–98)	HY301
or	(ii) Arabs, Zionists and the British in Palestine, 1914–1947	HY310
(c)	An approved intercollegiate course (normally an E-paper in the University White Pamphlet)	
10.	(a) A document-based paper (if required for paper 9(c) above) or (b) A further paper from the Selection List (below)	
11.	A further paper from the Selection List (below)	
12.	Essay (this may be linked directly to the choice of 'E' paper)	HY300
Selection List		
	History of France Since 1870	HY210
	Japan in the 20th Century	HY211
	From Reich to Nation: The Contest for Hegemony in	HY223

B.A. History (continued)

Paper Number	Paper Title	Course Guide Number
	Germany, 1648–1866	
	Germany, 1866–1945: Empire, Republic and Dictatorship	HY225
	British History 1760–1914	HY201
	Political Change in 20th Century Britain (not available 1997–98)	GV230
	History of Russia, 1682–1917	HY221
	The History of the United States Since 1783	HY208
	The Spanish Cockpit: War, Revolution, Dictatorship and Democracy in the Twentieth Century (not available 1997–98)	HY209
	International History Since 1914	HY202
	The Great War 1914–1918	HY226
	British Policy Overseas since 1942 (not available 1997–98)	HY219
	Cold War in East Asia 1917–1979	HY220
	The Rise and Fall of the Spanish Monarchy and Empire (not available 1997–98)	HY224
	France in International Affairs 1940–1981: Forty Years of Colonial, East–West and European Conflict	HY222
	The International History of the Middle East in the Twentieth Century	HY214
	British Business and Contemporary Economic Performance	EH240
	Comparative Economic Development: Late Industrialisation in Russia, India and Japan	EH220
	Latin America and the International Economy	EH225

B.Sc. Industrial Relations and Human Resource Management

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Industrial Relations	ID100
2,3.&4. <i>Three</i> from:		
	(a) (i) Economics A	EC100
or	(ii) Economics B	EC102
	(b) (i) Statistical Methods for Social Research	ST103
or	(ii) Quantitative Methods (Mathematics) and Quantitative Methods (Statistics)	MA107
	(c) Principles of Sociology	ST107
	(d) (i) Introduction to the Study of Politics I	SO100
	(ii) Introduction to Political Theory I	GV101
or	(ii) Introduction to Political Theory I	GV100
	(e) Introduction to Individual and Social Psychology	PS100
	(f) Industrial Enterprise in Comparative Perspectives	SO105
	(g) Introduction to Information Technology	IS140
	(h) (i) French	LN130
or	(ii) German	LN110
	(i) An approved paper taught outside the Department	
Year 2		
5.	Human Resource Management	ID290
6-8. <i>Three</i> from Groups A and B below		
Year 3		
9.	Selected Topics in Industrial Relations and Human Resource Management	ID300
10.-12. <i>Three</i> from Groups A and B below		
Group A		
<i>(at least two and up to a maximum of four units to be taken in years 2 and 3)</i>		
	Either Elements of Labour Law	LL226
	or Labour Economics	EC317
	Economics of the Labour Market	ID201
	Organisational Theory and Behaviour	ID200
	Sociology of Work, Management and Employment	SO212
Group B		
<i>(at least two and up to a maximum of four units to be taken in years 2 and 3)</i>		
	Elements of Accounting and Finance	AC100
	British Business and Contemporary Economic Performance	EH240
	Women in Society	SO208
	Organisational Social Psychology	PS304
	Economics for Management	MN201
	Commercial Law	LL209
	Game Theory for Politics (<i>not available 1998-99</i>)	GV239
	Information Systems in Business	IS340
	Managerial Accounting	AC211
	Operational Research for Management	OR201
	Economic and Social History of Britain from 1830	EH210
	An essay of up to 10,000 words	ID399
	Two approved papers taught outside the Department	

B.Sc. International History

Paper Number	Paper Title	Course Guide Number
Year 1		
1&2. <i>Two</i> from:		
	(a) War and Society from the Renaissance to the Napoleonic Era c. 1500-1815	HY114
	<i>(NB: this course is recommended for students intending to follow this degree)</i>	
	(b) The Making of England	HY111
	(c) The U.S. and the Non-European World: Cold War and Revolution since 1917	HY113
	(d) The European Civil War 1890-1990	HY101
	(e) The History of European Ideas since 1700	HY100
	(f) Race, Sex and Slavery: The Western Experience	HY112
3.	An approved paper taught outside the Department	
4.	(a) An approved paper taught outside the Department	
or	(b) A further paper from 1&2 above	
Year 2		
5.	<i>One</i> from:	
	(a) England and the Celtic Realms, c.1050-1415	HY212
	<i>(not available 1997-98)</i>	
	(b) The Crises of the British Monarchies, 1399-1660	HY204
	<i>(not available 1997-98)</i>	
	(c) The Witchcraze of the Early Modern World	HY205
	(d) The European Enlightenment, 1680-1830	HY213
	(e) Towns, Society and Economy in England and Europe 1450-1750 (<i>not available 1997-98</i>)	EH205
	(f) From Reich to Nation: The Contest for Hegemony in Germany, 1648-1866	HY223
	(g) Anglo-Spanish Relations in the Age of Elizabeth I and Philip II	HY302
6.	One from Selection List A (below)	
7.	One from Selection Lists B or C (below)	
8.	An approved paper taught outside the Department	
Year 3		
9.	One from Selection List B	
10.	One from Selection List C	
11.	One from Selection list A, B or C, or from 5 above	
12.	History Essay	HY300
Selection List A		
	The History of Russia, 1682-1917	HY221
	British History, 1760-1914	HY201
	From Reich to Nation: The Contest for Hegemony in Germany, 1648-1866	HY223
	The History of the United States since 1783	HY208
	The Spanish Cockpit: Revolution, War, Dictatorship and Democracy, 1917 to the Present Day (<i>not available 1997-98</i>)	HY209

B.Sc. International History (continued)

Paper Number	Paper Title	Course Guide Number
	History of France since 1870	HY210
	Japan in the Twentieth Century	HY211
	Germany, 1866–1945: Empire, Republic and Dictatorship	HY225

Selection List B

International History Since 1914	HY202
The Great War 1914–1918	HY226
British Policy Overseas Since 1942 (not available 1997–98)	HY219
The Cold War in East Asia, 1917–1979	HY220
France in International Affairs, 1940–1981: Forty Years of Colonial, East–West and European Conflict	HY222
The International History of the Middle East in the Twentieth Century	HY214
The Rise and Fall of the Spanish Monarchy and Empire (not available 1997–98)	HY224

Selection List C

The Norman Conquest (not available 1997–98)	HY301
Anglo-Spanish Relations in the Age of Elizabeth I and Philip II	HY302
The Russian Revolutions and Europe, 1917–1921	HY303
Germany's New Order in Europe, 1939–45	HY304
The Reshaping of Europe, 1943–1957	HY305
Henry Kissinger and the Crisis of American Foreign Policy, 1969–76	HY306
Arabs, Zionists and the British in Palestine, 1914–1947	HY310

B.Sc. International Relations

Paper Number	Paper Title	Course Guide Number
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Year 1

1	The Structure of International Society	IR100
2	One from:	
	(a) The Internationalisation of Economic Growth, 1870 to the Present Day	EH101
	(b) The European Civil War, 1890–1990	HY101
	(c) The U.S. and the Non-European World: Cold War and Revolution since 1917	HY113
	(d) War and Society from the Renaissance to the Napoleonic Era c. 1500–1815	HY114
3	One from:	
	(a) The History of European Ideas since 1700	HY100
	(b) Introduction to Political Theory I	GV100
	(c) Problems of Philosophy and Methodology	PH100
	(d) Social Philosophy	PH102
	(e) Principles of Sociology	SO100
	(f) Social and Moral Philosophy (not available 1997–98 and 1998–99)	SO104
4	An approved paper taught outside the Department	

Year 2

5	International Political Theory (examined at the end of year 3)	IR200
6	International History Since 1914	HY202
7	(a) Public International Law	LL278
	or (b) A paper relevant to the study of International Relations approved by the candidate's teachers; see the Selection List	
8	An approved paper taught outside the Department	

Year 3

9	Foreign Policy Analysis I	IR300
10	International Institutions I	IR301
11	Politics of International Economic Relations I	IR304
12	One from:	
	(a) Strategic Aspects of International Relations I	IR305
	(b) The Ethics of War	IR302
	(c) European Institutions I	IR303
	(d) Theories and Problems of Nationalism	EU201
	(e) International Protection of Human Rights	LL242
	(f) Essay option	IR399
	(g) A paper relevant to the study of International Relations approved by the candidate's teachers; see the Selection List	

Selection List of Papers Approved by the Department as Relevant to the Study of International Relations, under 7(b) and 12(g)

European Economic Policy	EC230
Comparative Economic Development: Late Industrialisation in Russia, India and Japan	EH220
Latin America and the International Economy	EH225

B.Sc. International Relations (continued)

Paper Number	Paper Title	Course Guide Number
	Environment and Society	GY220
	Political Geography	GY301
	Introduction to Political Theory II	GV200
	Russia/The CIS: Institutions and Policies	GV217
	Modern Political Thought	GV220
	Individual, State and Community	GV221
	Gender in Political Thought	GV222
	Democracy and Democratisation	GV223
	Executive Government and its Modernization in Selected OECD Countries (<i>not available 1997-98</i>)	GV226
	The Politics of Economic Policy	GV227
	Politics and Society	GV229
	Political Change in Modern Britain (<i>not available 1997-98</i>)	GV230
	Radical Political Philosophy (<i>not available 1997-98</i>)	GV237
	Government, Politics and Public Policy in France	GV240
	Government, Politics and Public Policy in Germany	GV241
	Government, Politics and Public Policy in Latin America	GV242
	Government, Politics and Public Policy in the USA	GV243
	Government, Politics and Public Policy in the European Union	GV244
	Government and Politics in Eastern Europe	GV246
	The Spanish Cockpit: Revolution, War, Dictatorship and Democracy, 1917 to the Present Day (<i>not available 1997-98</i>)	HY209
	The International History of the Middle East in the Twentieth Century	HY214
	British Policy Overseas Since 1942 (<i>not available 1997-98</i>)	HY219
	The Cold War in East Asia, 1917-1979	HY220
	France in International Affairs, 1940-1981: Forty Years of Colonial, and East-West European Conflict	HY222
	The Great War, 1914-1918	HY226
	Germany's New Order in Europe, 1939-1945	HY304
	The Reshaping of Europe, 1943-1957	HY305
	Henry Kissinger and the Crisis of American Foreign Policy, 1969-1976	HY306
	The International Protection of Human Rights	LL242
	Law and the Environment	LL250
	Russian	LN200
	German	LN210
	Spanish	LN220
	French	LN230
	Philosophy of the Social Sciences	PH203
	European Social Policy	SA213
	Sociological Theory	SO201
	The Social Analysis of Russia and the CIS (<i>not available 1997-98</i>)	SO202
	Political Processes and Social Change (<i>not available 1997-98</i>)	SO204
	Sociology of Development	SO205
	Theories and Problems of Nationalism	EU201
	Any other paper, not on the exclusion lists, approved by the Departmental Tutor of the Department of International Relations.	

B.Sc. International Relations and History

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	The Structure of International Society	IR100
2.	One from:	
	(a) War and Society from the Renaissance to the Napoleonic Era c. 1500-1815	HY114
	(b) The European Civil War 1890-1990	HY101
	(c) The U.S. and the Non-European World: Cold War and Revolution since 1917	HY113
	(d) The History of European Ideas since 1700	HY100
3.&4.	Two from:	
	(a) The Internationalisation of Economic Growth, 1870 to the Present Day	EH101
	(b) Public International Law	LL278
	(c) An approved language course	
	(d) An approved paper taught outside the Department	
Year 2		
5.	International Political Theory (<i>normally examined at the end of year 3</i>)	IR200
6.	International History since 1914	HY202
7.	(a) Foreign Policy Analysis I	IR300
	or (b) International Institutions I	IR301
8.	One of the following:	
	(a) British Policy Overseas since 1942 (<i>not available 1997-98</i>)	HY219
	(b) The Cold War in East Asia 1917-1979	HY220
	(c) France in International Affairs 1940-1981: Forty Years of Colonial, East-West and European Conflict	HY222
	(d) The Spanish Cockpit: Revolution, War, Dictatorship and Democracy 1917 to the Present Day (<i>not available 1997-98</i>)	HY209
	(e) From Reich to Nation: The Contest for Hegemony in Germany, 1648-1866	HY223
	(f) Germany, 1866-1945: Empire, Republic and Dictatorship	HY225
	(g) The Rise and Fall of the Spanish Monarchy and Empire (<i>not available 1997-98</i>)	HY224
	(h) The History of Russia 1862-1917	HY221
	(i) International History of the Middle East in the Twentieth Century	HY214
	(j) The Great War 1914-1918	HY226
Year 3		
9.	The paper not taken under 7 above	
10.	One from:	
	(a) The Ethics of War	IR302
	(b) The Politics of International Economic Relations I	IR304
	(c) Strategic Aspects of International Relations I	IR305
	(d) European Institutions I	IR303
	(e) Theories and Problems of Nationalism	EU201

B.Sc. International Relations and History (continued)

Paper Number	Paper Title	Course Guide Number
11.	One from:	
(a)	The Norman Conquest (<i>not available 1997-98</i>)	HY301
(b)	Anglo-Spanish Relations in the Age of Elizabeth I and Philip II	HY302
(c)	The Russian Revolutions and Europe, 1917-21	HY303
(d)	Germany's New Order in Europe, 1939-45	HY304
(e)	The Reshaping of Europe, 1943-1957	HY305
(f)	Henry Kissinger and the Crisis of American Foreign Policy, 1969-76	HY306
(g)	Arabs, Zionists and the British in Palestine, 1914-1947	HY310
12.	One from:	
(a)	A further paper from 10,11 above	
(b)	History Essay	HY300
(c)	An approved paper taught outside the Department of International Relations and International History	

B.Sc. Management

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	(a) Economics A	EC100
	or (b) Economics B	EC102
2.	(a) (i) Introductory Quantitative Methods (Mathematics) and (ii) Introductory Quantitative Methods (Statistics)	MA106
	or (b) (i) Quantitative Methods (Mathematics) and (ii) Quantitative Methods (Statistics)	ST106 ST107
3.	Industrial Enterprise in Comparative Perspective	SO105
4.	An approved paper taught outside the Department	
Year 2		
5.	The Process of Management	MN200
6.	Elements of Accounting and Finance	AC100
7.	One from:	
	(a) Economics for Management	MN201
	(b) Macroeconomic Principles	EC210
	(c) Economics of Social Policy	EC200
8.	One from Groups A-F	
Year 3		
9.	Management in the International System	MN301
10.	International Marketing and Market Research	MN302
11,12.	Two from groups A-F	
Group A, Accounting and Finance:		
	Principles of Finance	AC212
	Corporate Finance and Financial Markets	AC320
	Auditing and Accountability	AC340
	Financial Accounting	AC330
	Managerial Accounting	AC211
Group B, Economics:		
	Economics for Management	MN201
or	Macroeconomic Principles	EC210
	Industrial Economics	EC313
	Labour Economics (<i>may not be combined with ID201 Economics of the Labour Market</i>)	EC317
	Economics of the Labour Market (<i>may not be combined with EC317 Labour Economics</i>)	ID201
	European Economic Policy (<i>may not be combined with MN201 Economics for Management or EC210 Macroeconomic Principles</i>)	EC230
Group C, Management Science:		
	Operational Research for Management (<i>may not be combined with OR202 Operational Research Methods</i>)	OR201
	Elementary Statistical Theory	ST102

B.Sc. Management (continued)

Paper Number	Paper Title	Course Guide Number
	Operational Research Methods (<i>may not be combined with OR201 Operational Research for Management</i>)	OR202
	Decision Analysis	OR304
	Model Building in Operational Research	OR301
	Advanced Information Technology for the Social Scientist	IS240
	Information Systems in Business	IS340
	Statistical Techniques for Management Sciences	ST254
or	Further Quantitative Methods (Maths)	MA207
and	Further Quantitative Methods (Statistics)	ST204
or	Further Quantitative Methods (Maths)	MA207
and	Game Theory I	MA301
Group D, The International Context of Management:		
	European Institutions I	IR303
	International Institutions I	IR301
	The Politics of International Economic Relations I	IR304
	Sociology of Development	SO205
	Europe and the Global Economy	GY300
	The Social Analysis of Russia and the CIS (<i>not available 1997-98</i>)	SO202
Group E, Public and Voluntary Sector Management:		
	Finance and Organisation of Human Services	SA203
	Health Policy and Administration	SA207
	Public Choice and Politics	GV225
Group F, Human and Organisational Aspects of Management:		
	The Social Psychology of Economic Life	PS315
	The Psychoanalytic Study of Society	SO214
	Commercial Law	LL209
	Organisational Social Psychology	PS304
	Sociology of Work, Management and Employment	SO212
	Human Resource Management	ID290
	British Business and Contemporary Economic Performance	EH240

B.Sc. Management Sciences

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	(i) Quantitative Methods (Mathematics) and (ii) Quantitative Methods (Statistics)	MA107
2.	(a) Economics A or (b) Economics B	EC100 EC102
3.	Elements of Accounting and Finance	AC100
4.	(a) Introduction to Information Technology or (b) Advanced Information Technology for the Social Scientist	IS140 IS240
Years 2 and 3		
5.	Operational Research Methods	OR202
6.	Statistical Methods for Management Sciences	ST254
7.&8.	Two from:	
	(a) Model Building in Operational Research	OR301
	(b) Decision Analysis	OR304
	(c) Marketing and Market Research (<i>third year only</i>)	ST327
9.	Papers to the value of one unit from:	
	(a) The paper not taken under 7&8 above	
	(b) Applied Management Sciences	OR302
	(c) Combinatorial Optimisation (<i>half-unit</i>)	OR303
	(d) Advanced Information Technology for the Social Scientist	IS240
	(e) Information Systems in Business	IS340
	(f) Actuarial Investigations- Financial (<i>half-unit</i>)	ST226
	(g) Demographic Description and Analysis	SA250
	(h) Further Quantitative Methods (Maths) (<i>half-unit</i>)	MA207
	(i) Game Theory I (<i>half-unit</i>)	MA301
10.	Papers to the value of one unit from:	
	(a) One from:	
	(i) Microeconomic Principles I	EC201
	(ii) Microeconomic Principles II	EC202
	(iii) Economics for Management	MN201
	(b) Macroeconomic Principles	EC210
	(c) Industrial Economics	EC313
	(d) Principles of Finance	AC212
	(e) Managerial Accounting	AC211
	(f) Corporate Finance and Financial Markets (<i>only if AC212 Principles of Finance taken in second year</i>)	AC320
	(g) Organization Theory and Behaviour	ID200
	(h) (i) Elements of Labour Law	LL226
or	(ii) Commercial Law	LL209
11.	Papers to the value of one unit from 9 or 10 above	
12.	Papers to the value of one unit from 9 or 10 above or (subject to approval by the Course 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 University where practicable	

B.Sc. Management Sciences with French

For students first registered in and before October 1997

All candidates are normally required to follow the first year of an approved course of instruction in French at the School. The first year course is not examined but a certificate must be obtained. Year 3 will be spent at a university in France. Students will be required to take a programme of courses approved by the tutor in charge of the degree, totalling approximately 12 hours per week in management and management sciences. Any candidate who does not take or fails either the certificate in the first year, the language examination in the second year, or the year abroad, will not be allowed to continue the course but may be permitted to transfer to the B.Sc. Management Sciences.

Paper Number	Paper Title	Course Guide Number
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Year 1

- | | | |
|--------|--|-------|
| 1. (a) | Quantitative Methods (Mathematics) and | MA107 |
| | (b) Quantitative Methods (Statistics) | ST107 |
| 2. (a) | Economics A | EC100 |
| or (b) | Economics B | EC102 |
| 3. | Elements of Accounting and Finance | AC100 |
| 4. (a) | Introduction to Information Technology | IS140 |
| or (b) | Advanced Information Technology for the Social Scientist | IS240 |

Years 2 and 4

- | | | |
|-------|---|-------|
| 5. | French (<i>must be taken in Year 2</i>) | LN130 |
| 6. | Operational Research Methods | OR202 |
| 7. | Statistical Techniques for Management Sciences | ST254 |
| 8.&9. | Two from: | |
| | (a) Model Building in Operational Research | OR301 |
| | (b) Decision Analysis | OR304 |
| | (c) Marketing and Market Research (<i>fourth year only</i>) | ST327 |
| 10. | Papers to the value of one unit from: | |
| | (a) The paper not taken under 8&9 above | |
| | (b) Applied Management Sciences | OR302 |
| | (c) Combinatorial Optimisation (<i>half-unit</i>) | OR303 |
| | (d) Advanced Information Technology for the Social Scientist | IS240 |
| | (e) Information Systems in Business | IS340 |
| | (f) Actuarial Investigations – Financial (<i>half-unit</i>) | ST226 |
| | (g) Demographic Description and Analysis | SA250 |
| | (h) Further Quantitative Methods (Maths) (<i>half-unit</i>) | MA207 |
| | (i) Game Theory I (<i>half-unit</i>) | MA301 |
| 11. | Papers to the value of one unit from: | |
| | (a) One from: | |
| | (i) Microeconomic Principles I | EC201 |
| | (ii) Microeconomic Principles II | EC202 |
| | (iii) Economics for Management | MN201 |
| | (b) Macroeconomic Principles | EC210 |
| | (c) Industrial Economics | EC313 |
| | (d) Principles of Finance | AC212 |
| | (e) Managerial Accounting | AC211 |

B.Sc. Management Sciences with French

For students first registered in and before October 1997

Paper Number	Paper Title	Course Guide Number
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- | | | |
|---------|--|-------|
| (f) | Corporate Finance and Financial Markets
(<i>only if AC212 Principles of Finance taken in second year</i>) | AC320 |
| (g) | Organization Theory and Behaviour | ID200 |
| (h) (i) | Elements of Labour Law | LL226 |
| or (ii) | Commercial Law | LL209 |
| 12. | Papers to the value of one unit from: | |
| (a) | A further paper from 10 or 11 above | |
| (b) | Subject to the approval by the Course Tutor a paper taught within School or at other colleges of the University where practicable. | |

B.Sc. Mathematics and Economics

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Mathematical Methods	MA100
2.	Economics B	EC102
3.&4.	Two from:	
	(a) Introduction to Pure Mathematics	MA103
	(b) Elementary Statistical Theory	ST102
	(c) Any other paper approved by the Course Tutor	
Years 2 and 3		
5.	Microeconomic Principles II	EC202
6.	Real Analysis	MA203
	and Convexity and Fixed Point Theorems	MA202
7.	Further Mathematical Methods (Calculus)	MA200
	and Further Mathematical Methods (Linear Algebra)	MA201
8.	Principles of Econometrics	EC221
9.	Mathematical Economics	EC319
10.	Two from the following half-unit courses:	
	(a) Game Theory I	MA301
	(not to be taken with Game Theory under 11 below)	
	(b) Chaos in Dynamical Systems	MA303
	(c) Topology (not available 1997-98)	MA302
	(d) Discrete Mathematics	MA205
	(e) Control Theory and Calculus of Variations	MA305
	(f) Measure and Integration (not available 1997-98)	MA307
	(g) Complex Analysis (not available 1997-98)	MA204
	(h) Mathematics of Finance and Valuation	MA310
	(i) Stochastic Processes	ST302
	(j) Time Series and Forecasting	ST304
11.	One from:	
	(a) Macroeconomic Principles	EC210
	(b) Game Theory	MA300
	(not to be taken with Game Theory 1 under 10 above)	
	(c) Econometric Theory	EC309
	(d) Advanced Economic Analysis	EC301
	(e) Another approved paper in Economics	
12.	One from:	
	(a) Further papers to the value of one unit from papers 10 and 11	
	(b) Elements of Accounting and Finance	AC100
	(c) Probability, Distribution Theory and Inference	ST202
	(d) Introduction to Pure Mathematics	MA103
	(e) Elementary Statistical Theory	ST102

B.A./B.Sc. Philosophy

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Problems of Philosophy and Methodology	PH100
2.&3.	Two from:	
	(a) Social Philosophy	PH102
	(b) Logic	PH101
	(c) An approved paper taught outside the Department	
4.	An approved paper taught outside the Department	
Year 2		
Courses marked with an asterisk are given in alternate years		
5.	(a) Philosophical Logic and Metaphysics	PH209
	or (b) History of Modern Philosophy* (not available 1997-98)	PH208
6.	(a) Scientific Method	PH201
	or (b) (i) Philosophy of the Social Sciences	PH203
	or (ii) Philosophy of Economics	PH211
7.&8.	Two (Logic and Social Philosophy must be taken if not already taken under 2 and 3 above) from:	
	(a) Logic	PH101
	(b) Social Philosophy	PH102
	(c) Advanced Social Philosophy	PH205
	(d) Scientific Revolutions: Philosophical and Historical Issues*	PH213
	(e) (i) Nineteenth Century Continental Philosophy* (not available 1998-99)	PH206
	or (ii) Phenomenology* (not available 1997-98)	PH207
	(f) Further Logic	PH200
	(g) Frege, Russell* (not available 1998-99)	PH212
	(h) The paper not taken under 6 above	
	(i) An approved paper taught outside the Department	
Year 3		
9.	The paper not taken under 5 above	
10,11.&12.	Three from:	
	(a) Essay on an approved subject in Philosophy	PH299
	(b) Philosophy of Mathematics	PH210
	(c) Greek Philosophy	PH204
	(taught during years 2 and 3, and examined at the end of year 3)	
	(d) Advanced Social Philosophy	PH102
	(if not taken under 7 and 8 above)	
	(e) Scientific Revolutions: Philosophical and Historical Issues* (if not taken under 7 and 8 above)	PH213
	(f) (i) Nineteenth Century Continental Philosophy* (if not taken under 7 and 8 above) (not available 1998-99)	PH206
	or (ii) Phenomenology* (if not taken under 7 and 8 above) (not available 1997-98)	PH207
	(g) Further Logic	PH200
	(if not taken under 7 and 8 above)	
	(h) Frege, Russell (not available 1998-99)	PH212
	(if not taken under 7 and 8 above)	
	(i) The paper not taken under 6 above	
	(j) An approved paper taught outside the Department (if not already taken under 7 and 8 above)	

B.Sc. Philosophy and Economics

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Economics B	EC102
2.	(a) (i) Quantitative Methods (Mathematics) and (ii) Quantitative Methods (Statistics for Economists) (if Mathematics taken at A-level)	MA107 ST105
	or (b) Basic Mathematics for Economists (if Mathematics not taken at A-level)	EC110
3.	(a) Logic	PH101
	or (b) Social Philosophy	PH102
4.	Problems of Philosophy and Methodology	PH100
Year 2		
Courses marked with an asterisk are given in alternate years		
5.	One from:	
	(a) History of Modern Philosophy* (not available 1997-98)	PH208
	(b) Philosophical Logic and Metaphysics	PH209
	(c) Scientific Method	PH201
6.	The paper not taken under 3 above	
7.&8.	Two from:	
	(a) (i) Microeconomic Principles I	EC201
	or (ii) Microeconomic Principles II	EC202
	(b) Macroeconomic Principles	EC210
	(c) An approved paper taught outside the Departments of Philosophy and Economics	
Year 3		
9.	(a) Scientific Method	PH201
	or (if (a) already taken) one from:	
	(b) a further paper from 5 above	
	(c) Scientific Revolutions: Philosophical and Historical Issues*	PH213
	(d) Further Logic	PH200
	(e) Advanced Social Philosophy	PH205
	(f) (i) Nineteenth Century Continental Philosophy* (not available 1998-99)	PH206
	or (ii) Phenomenology* (not available 1997-98)	PH207
	(g) Greek Philosophy	PH204
	(h) Philosophy of Mathematics	PH210
	(i) Frege, Russell (not available 1998-99)	PH212
10.	One from	
	(a) (i) Microeconomic Principles I	EC201
	or (ii) Microeconomic Principles II	EC202
	(b) Macroeconomic Principles	EC210

B.Sc. Philosophy and Economics (continued)

Paper Number	Paper Title	Course Guide Number
	(c) An approved paper taught outside the departments of Philosophy and Economics (if not already taken under 7&8 above)	
	(d) An approved paper from the Selection List below	
11.	An approved paper from the Selection List below	
12.	Philosophy of Economics	PH211
Selection List		
	Advanced Economic Analysis	EC301
	Comparative Economic Systems	EC305
	Development Economics	EC307
	Economic Analysis of the European Community	EC303
	History of Economic Thought	EC311
	Industrial Economics	EC313
Either	Introduction to Econometrics and Economic Statistics	EC220
or	Principles of Econometrics	EC221
	International Economics	EC315
	Labour Economics	EC317
	Mathematical Economics	EC319
	Monetary Economics	EC321
	Principles of Finance	AC212
	Public Economics	EC325

B.Sc. Philosophy and Mathematics

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Problems of Philosophy and Methodology	PH100
2.	Mathematical Methods	MA100
3.	Introduction to Pure Mathematics	MA103
4.	Logic	PH101
Year 2		
5.	Further Logic	PH200
6.	An approved paper from the Philosophy Selection List below	
7.&8.	Papers to the value of two units from:	
	Real Analysis (<i>half-unit</i>)	MA203
	Complex Analysis (<i>half-unit</i>) (<i>not available 1997-98</i>)	MA204
	Convexity and Fixed Point Theorems (<i>half-unit</i>)	MA202
	Discrete Mathematics (<i>half-unit</i>)	MA205
	Further Mathematical Methods (Calculus) (<i>half-unit</i>)	MA200
	Further Mathematical Methods (Linear Algebra) (<i>half-unit</i>)	MA201
	Chaos in Dynamical Systems (<i>half-unit</i>)	MA303
	Elementary Statistical Theory	ST102
Year 3		
9.	Philosophy of Mathematics	PH210
10.	An approved paper from the Philosophy Selection List below	
11.	Set Theory (<i>half-unit</i>)	MA304
and	Complexity Theory (<i>half-unit</i>)	MA309
12.	Papers to the value of one unit from the Mathematics Selection List below	
Philosophy Selection List		
	Social Philosophy	PH102
	Advanced Social Philosophy	PH205
	Scientific Method	PH201
	Scientific Revolutions: Philosophical and Historical Issues*	PH213
	Philosophical Logic and Metaphysics	PH209
	History of Modern Philosophy (<i>not available 1997-98</i>)	PH208
Either	Philosophy of Economics	PH211
or	Philosophy of the Social Sciences	PH203
Either	Nineteenth Century Continental Philosophy (<i>not available 1998-99</i>)	PH206
or	Phenomenology (<i>not available 1997-98</i>)	PH207
	Greek Philosophy	PH204
	(<i>taught during years 2 and 3, and examined at the end of year 3</i>)	
	Frege, Russell (<i>not available 1998-99</i>)	PH212
Mathematics Selection List		
	Game Theory I (<i>half-unit</i>)	MA301
	Topology (<i>half-unit</i>) (<i>not available 1997-98</i>)	MA302
	Control Theory and Calculus of Variations (<i>half-unit</i>)	MA305
	Measure and Integration (<i>half-unit</i>) (<i>not available 1997-98</i>)	MA307
	Theory of Graphs (<i>half-unit</i>)	MA206
	Combinatorial Optimization (<i>half-unit</i>)	OR303
	Probability, Distribution Theory and Inference	ST202
	Any papers from 7&8 above not already taken	

B.Sc. Population Studies

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Population, Economy and Society	SA103
2.	One from:	
	(a) Statistical Methods for Social Research	ST103
	(b) Elementary Statistical Theory	ST102
	(c) (i) Introductory Quantitative Methods (Mathematics) and (ii) Introductory Quantitative Methods (Statistics)	MA106 ST106
3.	An approved paper taught outside the Department	
4.	An approved paper taught outside the Department	
Year 2		
5.	Demographic Description and Analysis	SA250
6.	An approved paper in Population Studies	
7.&8.	Two (subject to pre-requisites for courses marked *) from:	
	(a) Economics of Social Policy	EC200
	(b) Microeconomic Principles I*	EC201
	(c) Microeconomic Principles II*	EC202
	(d) Principles of Social Policy	SA305
	(e) Gender, the Family and Society	SA212
	(f) Kinship, Sex and Gender	AN100
	(g) Advanced Information Technology for the Social Scientist	IS240
	(h) (i) Basic Mathematics for Economists	EC110
or	(ii) Quantitative Methods (Mathematics) and Quantitative Methods (Statistics for Economists)	MA107 ST105
or	(iii) Mathematical Methods	MA100
	(i) Sociology of Development	SO205
	(j) Aspects of British Society (<i>not available 1998-99</i>)	SO103
	(k) Social Psychology	PS200
	(l) Economic and Social History of Britain from 1830	EH210
	(m) Marketing and Market Research	ST236
	(n) Operational Research Methods	OR202
	(o) Comparative Economic Development: Late Industrialisation in Russia, India and Japan	EH220
	(p) Latin America and the International Economy	EH225
Year 3		
9, 10.&11.	Three from:	
	(a) The Demographic Transition and the Western World Today (<i>not available 1997-98</i>)	SA251
	(b) The Population of Developed Societies	SA253
	(c) Third World Demography	SA252
	(d) The Population of the Indian Sub-continent	SA254
	(e) Mathematical and Statistical Demography (<i>not available 1997-98</i>)	SA255
	(f) Essay	SA399
	(g) Comparative Economic Development: Late Industrialisation in Russia, India and Japan	EH220
	(h) Latin America and the International Economy	EH225
12.	An approved paper taught outside the Department	

B.Sc. Psychology and Philosophy

For students first registered in and before October 1996

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Introduction to Individual and Social Psychology	PS100
2. (a)	Logic	PH101
or (b)	Social Philosophy	PH102
3.	Problems of Philosophy and Methodology	PH100
4.	An approved paper taught outside the Departments of Psychology and Philosophy	
Year 2		
Courses marked with an asterisk are given in alternate years		
5.	Social Psychology	PS200
6.	Cognitive Psychology	PS201
7.	The paper not taken under 2 above	
8.	One from:	
(a) (i)	Philosophy of the Social Sciences	PH203
or (ii)	Philosophy of Economics	PH211
(b)	Scientific Method	PH201
(c)	Scientific Revolutions: Philosophical and Historical Issues*	PH213
(d)	Further Logic	PH200
(e)	Philosophical Logic and Metaphysics*	PH209
(f)	History of Modern Philosophy* (not available 1997-98)	PH208
(g)	Advanced Social Philosophy	PH205
(h) (i)	Nineteenth Century Continental Philosophy* (not available 1998-99)	PH206
or (ii)	Phenomenology* (not available 1997-98)	PH207
(i)	Frege, Russell (not available 1998-99)	PH212
(j)	An approved paper taught outside the Departments of Psychology and Philosophy	
Year 3		
9.	Two half units, six of which will be offered in any one year	
	Social Psychology of Health	PS318
	Social Representations	PS310
	The History of Social Psychology	PS326
	Philosophical Psychology (not available 1997-98)	PS316
	Social Psychology of the Media	PS311
	The Social Psychology of Economic Life	PS315
	Psychology of Gender	PS313
	The Audience in Mass Communications	PS312
	Cognitive Science and Natural Language (not available 1997-98)	PS320
10.	Either	
	one full unit, three of which will be offered in any one year from:	
(a)	Organisational Social Psychology	PS304
(b)	Thought and Language (not available 1997-98)	PS301
(c)	Social Psychology and Society	PS303
(d)	Cognition and Social Behaviour (not available 1997-98)	PS302

B.Sc. Psychology and Philosophy (continued)

For students first registered in and before October 1996

Paper Number	Paper Title	Course Guide Number
(e)	Evolutionary Psychology	PS321
or	Two further half units from 9 above	
or	One full unit from another Department in the School (subject to approval)	
11,12.	Two from:	
	Philosophy Essay	PH299
	Social Psychology Essay	PS399
	Greek Philosophy (taught during years 2 and 3, and examined at the end of year 3)	PS204
	Philosophy of Mathematics	PH210
	Another approved paper from 8 above	

B.Sc. Psychology and Philosophy

For students first registered in and after October 1997

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Introduction to Individual and Social Psychology	PS100
2.	(a) Logic	PH101
	or (b) Social Philosophy	PH102
3.	Problems of Philosophy and Methodology	PH100
4.	An approved paper taught outside the Departments of Psychology and Philosophy	
Year 2		
Courses marked with an asterisk are given in alternate years		
5.	Social Psychology	PS200
6.	Cognitive Psychology	PS201
7.	The paper not taken under 2 above	
8.	One from:	
	(a) (i) Philosophy of the Social Sciences	PH203
	(ii) Philosophy of Economics	PH211
or	(b) Scientific Method	PH201
	(c) Scientific Revolutions: Philosophical and Historical Issues*	PH213
	(d) Further Logic	PH200
	(e) Philosophical Logic and Metaphysics*	PH209
	(f) History of Modern Philosophy* (not available 1997-98)	PH208
	(g) Advanced Social Philosophy	PH205
	(h) (i) Nineteenth Century Continental Philosophy* (not available 1998-99)	PH206
or	(ii) Phenomenology* (not available 1997-98)	PH207
	(i) Frege, Russell (not available 1998-99)	PH212
	(j) An approved paper taught outside the Departments of Psychology and Philosophy	
Year 3		
9.	One full unit, from:	
	(a) Organisational Social Psychology	PS304
	(b) Thought and Language (not available 1997-98)	PS301
	(c) Social Psychology and Society	PS303
	(d) Cognition and Social Behaviour (not available 1997-98)	PS302
10.	(a) A further unit from 9 above	
or	(b) One full unit from another Department in the School	
11,12.	Two from:	
	Philosophy Essay	PH299
	Social Psychology Essay	PS399
	Greek Philosophy	PS204
	(taught during years 2 and 3, and examined at the end of year 3)	
	Philosophy of Mathematics	PH210
	Another approved paper from 8 above	

B.Sc. Russian Joint Studies

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Russian Language I	LN100
2.	The History of Russia 1682-1917	HY221
3.&4.	Two from:	
	(a) (i) Introduction to the Study of Politics I	GV101
or	(ii) Introduction to Political Theory I	GV100
	(b) (i) The History of European Ideas Since 1700	HY100
or	(ii) The European Civil War, 1890-1990	HY101
	(c) Principles of Sociology	SO100
	(d) The Structure of International Society	IR100
	(e) An approved first-year paper	
Year 2		
5, 6, 7 & 8. Four from two of the subject groups A, B, C and D below:		
Group A Government		
	(a) (i) Introduction to Political Theory II (if GV100 not taken in Year 1)	GV200
or	(ii) Introduction to the Study of Politics II (if GV101 not taken in Year 1)	GV201
&	(b) An approved paper in Government	
Group B History		
	(c) International History Since 1914	HY202
&	(d) Any other approved paper in History	
Group C International Relations		
	(e) (i) International Political Theory	IR200
or	(ii) International Institutions I	IR301
&	(f) Foreign Policy Analysis I	IR300
Group D Sociology		
	(g) (i) Theories and Problems of Nationalism	EU201
or	(ii) Political Sociology (not available 1997-98)	SO203
&	(h) Political Processes and Social Change (not available 1997-98)	SO204
Exceptionally, an approved outside option may be substituted for one of the papers (b), (d), (f) or (h) above.		
Year 3		
Papers marked with a † are taught during years 2 and 3 and examined in year 3.		
9.	Russian Language II†	LN200
10.	Aspects of Russian Literature and Society†	LN201
11.&12.	Two from:	
	(a) Russia/the CIS: Institutions and Policies	GV217
	(b) The Russian Revolutions and Europe 1917-1921	HY303
	(c) The Social Analysis of Russia and the CIS (not available 1997-98)	SO202
	(d) A Report on an Approved Topic in the Field of Russian Studies	LN300

B.Sc. Social Policy and Administration

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Introduction to Social Policy	SA100
2.	Sociology and Social Policy	SA101
3.	Social Economics	SA102
4.	An approved paper taught outside the Department	
Year 2		
5.	Finance and Organisation of Human Services	SA203
6.	Methods of Social Investigation	SA201
7.	One from the Selection List (below)	
8.	An approved paper taught outside the Department	
Year 3		
9.	Principles of Social Policy	SA305
10.	A Long Essay on an approved topic	SA349
11.	One from the Selection List (below)	
12. (a)	One from the Selection List (below)	
	(b) An approved paper taught outside the Department	
Selection List		
	Population, Economy and Society	SA103
	The Government and Politics of Social Policy	SA208
	Social and Political Theory (<i>not available 1997-98</i>)	SA301
	Educational Policy and Administration (<i>not available 1997-98</i>)	SA204
	Social Care, Policy and Planning (<i>not available 1997-98</i>)	SA205
	Housing and Urban Structure (<i>not available 1997-98</i>)	SA206
	Health Policy and Administration	SA207
	Sociology of Deviance and Control	SA308
	Psychology and Social Policy (<i>not available 1997-98</i>)	SA209
	Race Relations and Ethnic Minority Groups (<i>not available 1997-98</i>)	SA210
	Gender, the Family and Society	SA212
	European Social Policy	SA213
	Ageing and Social Policy (<i>half-unit</i>)	SA215
and	Issues in Social Policy (<i>half-unit</i>)	SA216

B.Sc. Social Policy and Government

Paper Number	Paper Title	Course Guide Number
Year 1		
1. (a)	Introduction to the Study of Politics I	GV101
or (b)	Introduction to Political Theory I	GV100
2.	Introduction to Social Policy	SA100
3.	One from:	
	(a) The paper not taken under 1	
	(b) Social Economics	SA102
	(c) An approved paper taught outside the Departments of Government and Social Policy and Administration	
4.	An approved paper taught outside the Departments of Government and Social Policy and Administration	
Years 2 and 3		
<i>NB: Options in Government may require GV100/200 or GV101/201 to have been completed; Course Guides should be checked accordingly</i>		
5.	One from:	
	(a) Introduction to the Study of Politics II (<i>must be taken and examined at the end of the second year of the degree if GV101 not taken in Year 1</i>)	GV201
	(b) Introduction to Political Theory II (<i>must be taken and examined at the end of the second year of the degree if GV101 not taken in Year 1</i>)	GV200
	(c) An approved paper from the Government Selection List (<i>if both (a) and (b) taken under 1 above</i>)	
6. (a)	Russia/ The CIS: Institutions and Policies	GV217
	(b) Government, Politics and Public Policy in France	GV240
	(c) Government, Politics and Public Policy in Germany	GV241
	(d) Government, Politics and Public Policy in Latin America	GV242
	(e) Government, Politics and Public Policy in the USA	GV243
	(f) Government, Politics and Public Policy in the European Union	GV244
	(g) Government and Politics of Eastern Europe	GV246
7.	One from the Government Selection List below	
8.	Finance and Organisation of Human Services	SA203
9.	Methods of Social Investigation	SA201
10.	Principles of Social Policy	SA305
11.	One from the Government or Social Policy Selection Lists below	
12. (a)	One from the Government or Social Policy Selection Lists below	
or (b)	An approved paper taught outside the Departments of Government and Social Policy and Administration	
Government Selection List		
	Ancient and Early Christian Political Thought (<i>not available 1997-98</i>)	GV218
	Medieval and Renaissance Political Thought	GV219
	Modern Political Thought	GV220
	Individual, State and Community	GV221
	Gender in Political Thought	GV222
	Democracy and Democratisation	GV223

B.Sc. Social Policy and Government (continued)

Paper Number	Paper Title	Course Guide Number
	Voters, Parties and Elections	GV224
	Public Choice and Politics	GV225
	Executive Government and its Modernization in Selected OECD Countries (<i>not available 1997-98</i>)	GV226
	The Politics of Economic Policy	GV227
	Law and Government (<i>third year</i>)	GV228
	Politics and Society	GV229
	Political Change in Modern Britain (<i>not available 1997-98</i>)	GV230
	British Political Ideas	GV231
	Radical Political Philosophy (<i>not available 1997-98</i>)	GV237
	Game Theory for Politics (<i>not available 1998-99</i>)	GV239
Social Policy Selection List		
	Sociology and Social Policy	SA101
	Long Essay	SA349
	The Government and Politics of Social Policy	SA208
	Social Structure and Social Policy	SA202
	Social and Political Theory (<i>not available 1997-98</i>)	SA301
	Principles of Social Policy	SA305
	Educational Policy and Administration (<i>not available 1997-98</i>)	SA204
	Social Care Policy and Planning (<i>not available 1997-98</i>)	SA205
	Housing and Urban Structure (<i>not available 1997-98</i>)	SA206
	Health Policy and Administration	SA207
	Sociology of Deviance and Control	SA308
	Psychology and Social Policy (<i>not available 1997-98</i>)	SA209
	Race Relations and Ethnic Minority Groups (<i>not available 1997-98</i>)	SA210
	Gender, the Family and Society	SA212
	European Social Policy	SA213
	Ageing and Social Policy (<i>half-unit</i>)	SA215
and	Issues in Social Policy (<i>half-unit</i>)	SA216

B.Sc. Social Policy and Population Studies

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Introduction to Social Policy	SA100
2.	Social Economics	SA102
3.	Population, Economy and Society	SA103
4.	An approved paper taught outside the Department	
Year 2		
5.	Finance and Organisation of Human Services	SA203
6.	Methods of Social Investigation	SA201
7.	Demographic Description and Analysis	SA250
8.	One from:	
(a)	The Demographic Transition and the Western World Today (<i>not available 1997-98</i>)	SA251
(b)	Third World Demography	SA252
(c)	The Population of Developed Societies	SA253
(d)	The Population of the Indian Sub-Continent	SA254
Year 3		
9.	Principles of Social Policy	SA305
10.	One from the Selection List below	
11.	A further paper from 8	
12.	(a) A further paper from 10 and 11 (b) An approved paper taught outside the Department	
Selection List		
	The Government and Politics of Social Policy	SA208
	Social Structure and Social Policy	SA202
	Social and Political Theory (<i>not available 1997-98</i>)	SA301
	Educational Policy and Administration (<i>not available 1997-98</i>)	SA204
	Social Care Policy and Planning (<i>not available 1997-98</i>)	SA205
	Housing and Urban Structure (<i>not available 1997-98</i>)	SA206
	Health Policy and Administration	SA207
	Sociology of Deviance and Control	SA308
	Psychology and Social Policy (<i>not available 1997-98</i>)	SA209
	Race Relations and Ethnic Minority Groups (<i>not available 1997-98</i>)	SA210
	Gender, the Family and Society	SA212
	European Social Policy	SA213
	Sociology and Social Policy	SA101

B.Sc. Social Policy with Social Psychology

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Introduction to Individual and Social Psychology	PS100
2.	Introduction to Social Policy	SA100
3.	(a) Introduction to Information Technology	IS140
	or (b) An approved paper taught outside the departments of Social Psychology and Social Policy and Administration	
4.	An approved paper taught outside the departments of Social Psychology and Social Policy and Administration	
Year 2		
5.	Finance and Organisation of Human Services	SA203
6.	Methods of Social Investigation	SA201
7.	Sociology and Social Policy	SA101
8.	(a) Social Psychology	PS200
	or (b) Cognitive Psychology	PS201
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:	
	(a) One from the Social Policy Selection List	
	(b) Papers to the value of one unit from Social Psychology Selection List	
	(c) An approved paper taught outside the Departments of Social Psychology and Social Policy and Administration	
Social Policy Selection List		
	The Government and Politics of Social Policy	SA208
	Social and Political Theory (<i>not available 1997-98</i>)	SA301
	Educational Policy and Administration (<i>not available 1997-98</i>)	SA204
	Social Care Policy and Planning (<i>not available 1997-98</i>)	SA205
	Housing and Urban Structure (<i>not available 1997-98</i>)	SA206
	Health Policy and Administration	SA207
	Sociology of Deviance and Control	SA308
	Psychology and Social Policy (<i>not available 1997-98</i>)	SA209
	Race Relations and Ethnic Minority Groups (<i>not available 1997-98</i>)	SA210
	Gender, the Family and Society	SA212
	European Social Policy	SA213
	Principles of Social Policy	SA305
	Ageing and Social Policy (<i>half-unit</i>)	SA215
and	Issues in Social Policy (<i>half-unit</i>)	SA216
Social Psychology Selection List		
For students first registered in and before October 1996		
	Organisational Social Psychology	PS304
	Social Psychology and Society	PS303
	Cognition and Social Behaviour (<i>not available 1997-98</i>)	PS302
	Evolutionary Psychology	PS321

B.Sc. Social Policy with Social Psychology (continued)

Paper Number	Paper Title	Course Guide Number
<i>Six of the following half-units will be offered each year</i>		
	Social Psychology of Health	PS318
	Social Representations	PS310
	The History of Social Psychology	PS326
	Philosophical Psychology (<i>not available 1997-98</i>)	PS316
	Social Psychology of the Media	PS311
	The Social Psychology of Economic Life	PS315
	Psychology of Gender	PS313
	The Audience in Mass Communications	PS312
	Thought and Language (<i>not available 1997-98</i>)	PS301
	Cognitive Science and Natural Language (<i>not available 1997-98</i>)	PS320
Social Psychology Selection List		
For students first registered in and after October 1997		
	Organisational Social Psychology	PS304
	Social Psychology and Society	PS303
	Cognition and Social Behaviour (<i>not available 1997-98</i>)	PS302
	Evolutionary Psychology	PS321

B.Sc. Social Policy and Sociology

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Principles of Sociology	SO100
2.	Introduction to Social Policy	SA100
3.	Social Economics	SA102
4.	Statistical Methods for Social Research	ST103
Year 2		
5.	Sociological Theory	SO201
6.	Issues and Methods of Social Research	SO101
7.	Finance and Organisation of Human Services	SA203
8.	(a) An approved paper in Social Policy and Administration or (b) An approved paper in Sociology	
Year 3		
9.	Principles of Social Policy	SA305
10.	An approved paper in Sociology	
11.	An approved paper in Social Policy and Administration	
12.	An approved paper taught outside the Departments of Sociology and Social Policy and Administration	

B.Sc. Social Psychology

For students first registered in and before October 1995 only

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Introduction to Individual and Social Psychology	PS100
2.	Psychological Processes and Methods	PS101
3.	Statistical Methods for Social Research	ST103
4.	(a) Introduction to Information Technology or (b) An approved paper taught outside the department	IS140
Year 2		
5.	Social Psychology	PS200
6.	Cognitive Psychology	PS201
7.	Methods of Psychological Research II	PS202
8.	One from: (a) Advanced Information Technology for the Social Scientist (b) Information Systems in Business (c) An approved paper taught outside the department	IS240 IS340
Year 3		
9.	Methods of Psychological Research III	PS300
10.	One full unit, three of which will be offered in any one year Organisational Social Psychology Thought and Language (<i>not available 1997-98</i>) Social Psychology and Society Cognition and Social Behaviour (<i>not available 1997-98</i>) Evolutionary Psychology	PS304 PS301 PS303 PS302 PS321
11.	Two half units, six of which will be offered in any one year Social Psychology of Health Social Representations History of Social Psychology Philosophical Psychology (<i>not available 1997-98</i>) Social Psychology of the Media The Social Psychology of Economic Life Psychology of Gender The Audience in Mass Communications Cognitive Science and Natural Language (<i>not available 1997-98</i>)	PS318 PS310 PS326 PS316 PS311 PS315 PS313 PS312 PS320
12.	Either one further full unit from 10 above or Two further half units from 11 above or One unit from another Department in the School (subject to approval)	

B.Sc. Social Psychology with Social Policy

For students first registered in and before October 1996 only

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Introduction to Individual and Social Psychology	PS100
2.	Introduction to Social Policy	SA100
3.	(a) Statistical Methods for Social Research	ST103
or	(b) An approved paper taught outside the Departments of Social Psychology and Social Policy and Administration	
4.	(a) Introduction to Information Technology	IS140
or	(b) An approved paper taught outside the Departments of Social Psychology and Social Policy and Administration	
Year 2		
5.	The Government and Politics of Social Policy	SA208
6.	Social Psychology	PS200
7.	Methods of Psychological Research II	PS202
8.	One from:	
	(a) Social and Political Theory (<i>not available 1997-98</i>)	SA301
	(b) Personal Social Services (<i>not available 1997-98</i>)	SA205
	(c) Educational Policy and Administration (<i>not available 1997-98</i>)	SA204
	(d) Housing and Urban Structure (<i>not available 1997-98</i>)	SA206
	(e) Psychology and Social Policy (<i>not available 1997-98</i>)	SA209
	(f) European Social Policy	SA213
	(g) Women, The Family and Social Policy in 20th Century Britain	SA212
	(h) Health Policy and Administration	SA207
	(i) Race Relations and Social Policy (<i>not available 1997-98</i>)	SA210
	(j) Sociology of Deviance and Control	SA308
Year 3		
9.	Methods of Psychological Research III	PS300
10.	Either two half units, six of which will be offered in any one year	
	(a) Social Psychology of Health	PS318
	(b) Social Representations	PS310
	(c) History of Social Psychology	PS326
	(d) Philosophical Psychology (<i>not available 1997-98</i>)	PS316
	(e) Social Psychology of the Media	PS311
	(f) The Social Psychology of Economic Life	PS315
	(g) Psychology of Gender	PS313
	(h) The Audience in Mass Communications	PS312
	(i) Cognitive Science and Natural Language (<i>not available 1997-98</i>)	PS320
	Or one full unit, three of which will be offered in any one year	
	(a) Organisational Social Psychology	PS304
	(b) Thought and Language (<i>not available 1997-98</i>)	PS301
	(c) Social Psychology and Society	PS303
	(d) Cognition and Social Behaviour (<i>not available 1997-98</i>)	PS302

B.Sc. Social Psychology with Social Policy (continued)

For students first registered in and before October 1996 only

Paper Number	Paper Title	Course Guide Number
11.	Two additional half units from 10 above	
Or	If a single full unit (i.e., not two half units) was chosen in 10 above, 1 full unit from another Department in the School (subject to approval)	
12.	Principles of Social Policy	SA305

B.Sc. Sociology

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Principles of Sociology	SO100
2.	Statistical Methods for Social Research	ST103
3.	An approved paper from the Sociology Selection List below	
4.	An approved paper taught outside the department	
Years 2&3		
5.	Sociological Theory	SO201
6.	Issues and Methods of Social Research	SO101
7.	An approved paper from the Sociology Selection List below	
8.	An approved paper from the Sociology Selection List below	
9.	Sociological Project	SO302
10.	(a) An approved paper taught outside the Department or (b) An approved paper from the Sociology Selection List below	
11.	(a) An approved paper taught outside the Department or (b) An approved paper from the Sociology Selection List below	
12.	(a) An approved paper taught outside the Department or (b) An approved paper from the Sociology Selection List below	
Sociology Selection List		
<i>N.B. All candidates must take at least one course in comparative sociology, to be chosen from the starred options indicated below:</i>		
	Basic Issues in Comparative Sociology* (<i>not available 1997-98</i>)	SO301
	Social and Moral Philosophy (<i>not available 1997-98 and 1998-99</i>)	SO104
	Aspects of British Society (<i>not available 1998-99</i>)	SO103
	The Social Analysis of Russia and the CIS* (<i>not available 1997-98</i>)	SO202
	Industrial Enterprise in Comparative Perspective*	SO105
	Political Sociology (<i>not available 1997-98</i>)	SO203
	Political Processes and Social Change* (<i>not available 1997-98</i>)	SO204
	Sociology of Work, Management and Employment*	SO212
	Sociology of Religion* (<i>not available 1999-2000</i>)	SO106
	Sociology of Development*	SO205
	Crime, Deviance and Control	SO210
	Society and Literature	SO213
	Gender and Society	SO208
	Theories and Problems of Nationalism*	EU201
	Sociology of Medicine	SO211
	Evolution and Social Behaviour	SO215
	Psychoanalytic Study of Society	SO214
	Cults, Sects and New Religions (<i>not available 1999-2000</i>)	SO216
	Ethnicity, Nationalism and Racism (<i>not available 1997-98</i>)	EU204
	An Essay of not more than 10,000 words on an approved topic	SO302

Degree of Bachelor of Laws

The School provides a three-year course leading to the LL.B. degree of the University of London. The University regulations are not, however, the same for all the London colleges, and the pattern of the course is unique to students of the School. Subjects which are not exclusively legal have been introduced into the new syllabus, and an attempt has been made to break down the arbitrary boundaries between legal subjects. In addition, instruction in each subject is not always limited in length to one academic year, thus making it possible to emphasise the inter-relationship between different branches of the law.

The subjects which most students study are taught at this School, but at the discretion of the School and with the permission of the other college concerned, arrangements will be made for students to attend other colleges of the University for instruction in legal subjects not taught here.

The attention of students taking the LL.B. degree is drawn to the advantages and concessions granted in professional training (see page 370).

INTERMEDIATE EXAMINATION

Candidates are eligible to present themselves for the Intermediate examination after having satisfactorily attended the prescribed course of study at the School extending over not less than one academic year. The Intermediate examination is normally held twice each year, in May or June and in September. A candidate who enters for the examination in May or June but is unable to sit for the whole part of that examination may be permitted by the School, if there is good cause, to enter for the Intermediate examination in September of the same year.

The examination consists of written papers in four full subjects and one half subject:

	Course Guide Number
English Legal System	LL102
Public Law	LL106
Law of Contract and Tort	LL104
Introduction to Law of the European Union	LL107
Property I (half subject)	LL105

A candidate who passes in papers to the value of at least three full subjects but fails the remaining paper(s) will normally be referred in the failed paper(s) but may, at the discretion of the Committee of Examiners, be required to sit the whole of the Intermediate examination again.

Candidates who satisfy the examiners in a paper in which they have been referred at either of the two next following Intermediate examinations will be regarded as having passed the whole examination, but otherwise are required to take the whole of the Intermediate examination again.

Candidates who fail in papers to a total value greater than one full subject will normally be required to take the whole of the Intermediate examination again.

Candidates who through illness or for any other reason deemed sufficient by the Committee of Examiners are absent from or fail examinations up to the value of two full subjects, may be permitted by the Committee of Examiners to be referred in the examination(s) concerned, though the candidates may, at the discretion of the Committee, be required to take the whole of the Intermediate examination again.

In exceptional cases, with the permission of the Committee of Examiners, a candidate who fails to reach the minimum standard in papers to the value of more than one full subject in May or June, whether or not the candidate has presented himself or herself for all or part of the examination, may be permitted to re-enter for the whole examination in September of the same year.

PART I EXAMINATION

A candidate is eligible to present himself for the Part I examination after having satisfactorily attended the prescribed course of study extending over one year subsequent to passing the Intermediate examination. The Part I examination is normally held twice each year, in May or June and in September. A candidate who enters for the examination in May or June but is unable to sit for the whole or any part of that examination may be permitted by the School, if *there is good cause*, to enter for the Part I examination in September of the same year.

A candidate is required to satisfy the examiners in the following papers:

	<i>Course Guide Number</i>
Law of Obligations <i>and in</i>	LL256
Criminal Law	LL215

and in other courses to the value of two subjects from the following lists:

(i)	Administrative Law	LL201
	Law of Business Associations	LL203
	The Law Relating to Civil Liberties in England and Wales	LL207
	Computers, Information and the Law (<i>not available 1997-98</i>)	LL210
	Conflict of Laws	LL212
	Domestic Relations	LL221
	Economic Analysis of Law (<i>not available 1997-98</i>)	LL223
	The Substantive Law of the European Community	LL231
	Law of Evidence	LL233
	Housing Law (<i>not available 1997-98</i>)	LL235
	Introduction to Civil Law	LL241
	International Protection of Human Rights	LL242
	Land Development and Planning Law (<i>not available 1997-98</i>)	LL247
	Law and the Environment	LL250
	Intellectual Property Law (<i>not available 1997-98</i>)	LL251
	Law of Corporate Insolvency	LL253
	Labour Law	LL257
	Legal and Social Change since 1750	LL259
	Legislation (Essay)	LL265
	Civil Litigation – Processes and Functions	LL269
	Mercantile Law (<i>not available 1997-98</i>)	LL270
	Property II	LL275
	Public International Law	LL278
	Law of Restitution (<i>not available 1997-98</i>)	LL282
	Taxation	LL293
	Law, Theory and Policy of Consumer Markets	LL294
	Women and the Law (<i>not available 1997-98</i>)	LL297
	A full unit essay of 12,000–15,000 words on a topic approved by the School	LL299

One course taught outside the Law Department, other than those listed in the exclusions list on page 287. The availability of courses may also be affected by timetable constraints.

(ii)	Outlines of Modern Criminology	LL272
	Sentencing and Treatment of Offenders	LL284
	Social Security Law I	LL287
	Social Security Law II	LL288

Each course in list (i) counts as one subject, while each course in list (ii) counts as one half subject. A candidate may not select more than four courses from list (ii). All the courses in lists (i) and (ii) will not necessarily be available each year.

A candidate who selects courses to the value of three and a half subjects will be required to make up the remaining half subject by writing an essay of about 6,000–8,000 words on a legal topic approved by the School. It is not possible to submit both a full unit essay and a half unit essay in the same year.

At the discretion of the School and with the permission of the other School concerned, a candidate may be permitted to offer, as one of the two subjects required under this regulation, an LL.B. course taught at another School of the University of London and deemed to be of the value of one subject.

The Part I examination is conducted by written papers with the exception that a candidate who offers any course which is identified as being examinable by means of an essay will be required in that course to write an essay instead.

A candidate who passes courses to the value of three subjects and fails in the examination for the remaining courses may be referred in the paper(s) or essay(s) concerned: if he satisfies the examiners in the referred paper(s) or essay(s) at either of the two next following Part I examinations he is regarded as having passed the whole examination, otherwise he is required to take the whole of the Part I examination again.

Where the course failed is in a subject taught outside the Law Department, the candidate may be permitted at the discretion of the examiners, to proceed to Part II of the LL.B., and offer the outstanding paper concurrently with his Part II examination papers.

A candidate who numbers an essay or essays amongst the courses in which he is referred will be permitted to re-submit the same essay or essays, after revision, at the next Part I examination.

A candidate who fails the Part I examination, including a failure in a course or courses examinable by means of an essay, will be permitted to re-submit the same essay or essays, after revision, at the next Part I examination.

A candidate who includes amongst the courses taken at the June Part I Examination a course or courses examinable by means of an essay and satisfies the Examiners in that course or courses yet fails the Examination as a whole, will be permitted to carry forward to the next Part I Examination the mark achieved in the course or courses concerned and will be required to be re-examined in the remaining courses.

Where an essay is offered, the examiners may at their discretion test the candidate by an oral examination, and questions put to the candidate in the oral examination may extend to cover the wider background aspects of the essay.

A candidate who through illness or for any other reason deemed sufficient by the Examiners is absent from or fails one or two examinations, may be permitted by the Examiners to be referred in the examination(s) concerned, though the candidate may, at the discretion of the Examiners, be required to sit the whole of the Part I examination again.

The School may permit a candidate who fails to reach the minimum standard in courses to the value of two or more subjects in June to re-enter for the whole examination in September of the same year.

PART II EXAMINATION

A candidate is eligible to present himself for the Part II examination after having satisfactorily attended the prescribed course of study extending over not less than one academic year subsequent to pass the Part I examination.

The Part II examination is normally held once each year in May or June. A candidate is required to satisfy the examiners in:

	<i>Course Guide Number</i>
Jurisprudence	LL305

He is also required to satisfy the examiners in other courses to the value of three subjects selected from the following lists:

	<i>Course Guide Number</i>
(i) Administrative Law	LL201
Law of Business Associations	LL203
The Law Relating to Civil Liberties in England and Wales	LL207
Computers, Information and the Law (<i>not available 1997-98</i>)	LL210
Conflict of Laws	LL212
Domestic Relations	LL221
Economic Analysis of Law (<i>not available 1997-98</i>)	LL223
The Substantive Law of the European Community	LL231
Law of Evidence	LL233
Housing Law (<i>not available 1997-98</i>)	LL235
Introduction to Civil Law	LL241
International Protection of Human Rights	LL242
Land Development and Planning Law (<i>not available 1997-98</i>)	LL247
Law and the Environment	LL250
Intellectual Property Law (<i>not available 1997-98</i>)	LL251
Law of Corporate Insolvency	LL253
Labour Law	LL257
Legal and Social Change since 1750	LL259
Legislation (Essay)	LL265
Civil Litigation – Processes and Functions	LL269
Mercantile Law (<i>not available 1997-98</i>)	LL270
Property II	LL275
Public International Law	LL278
Law of Restitution (<i>not available 1997-98</i>)	LL282
Taxation	LL293
Law, Theory and Policy of Consumer Markets	LL294
Women and the Law (<i>not available 1997-98</i>)	LL297
A full unit essay of 12,000–15,000 words on a topic approved by the School	LL299

One course taught outside the Law Department, other than those listed in the exclusions list on page 287. The availability of courses may also be affected by timetable constraints.

(ii) Outlines of Modern Criminology	LL272
Sentencing and Treatment of Offenders	LL284
Social Security Law I	LL287
Social Security Law II	LL288

Each course in list (i) counts as one subject, while each course in list (ii) counts as one half subject. A candidate may not select more than four courses from list (ii). All the courses in lists (i) and (ii) will not necessarily be available every year. A candidate may not offer a course which he has previously offered in the Part I examination.

A candidate who selects courses to the value of three and a half subjects will be required to make up the remaining half-subject by writing an essay on a legal topic approved by the School. It is not possible to submit both a full unit essay and a half unit essay in the same year.

At the discretion of the School and with the permission of the other School concerned a candidate may be permitted to offer, as one of the three subjects required under this

regulation, an LL.B. course taught at another School of the University of London and deemed to be of the value of one subject.

The Part II examination is conducted by written papers with the exception that a candidate who offers any course which is identified as being examinable by means of an essay will be required in that course to write an essay instead. A candidate who satisfies the examiners in that course yet fails the examination as a whole will be permitted to carry forward to the next Part II examination the mark achieved and will be required to be re-examined in the remaining courses.

The Examiners may, if they think fit, require any candidate at the Part II examination to present himself for an oral examination. An oral examination is compulsory for any candidate who offers an essay and questions put to him in the oral examination may extend to cover the wider background aspects of the essay.

Degree of Bachelor of Laws with French Law

The degree is part of a collaborative agreement between L.S.E. and the University of Strasbourg, where the third course is taken.

The examination for the degree consists of two parts, namely Part I and Part II. In order to qualify for admission to the course leading to the Part II examination a candidate is required to pass the examination for the Diplome d'études juridiques de Strasbourg, hereinafter called the Diploma.

Candidates are required to enter the examinations at the School by applying to the Examinations Office of the School. Candidates who are not registered as full-time or part-time students at the School are required to pay a fee on entry or re-entry to an examination. Details are available on request from the Examinations Office.

The examiners may require any candidate at the Intermediate, Part I and Part II Examinations to present himself for an oral examination, and an oral examination shall be compulsory for any candidate offering an essay.

INTERMEDIATE EXAMINATION

Candidates are eligible to present themselves for the Intermediate examination after having satisfactorily attended the prescribed course of study at the School extending over not less than one academic year. The Intermediate examination is normally held twice each year, in May or June and in September. A candidate who enters for the examination in May or June but is unable to sit for the whole part of that examination may be permitted by the School, *if there is good cause*, to enter for the Intermediate examination in September of the same year.

The examination consists of five written papers in three full subjects and two half subjects:

	<i>Course Guide Number</i>
English Legal System	LL102
Public Law	LL106
Law of Contract and Tort	LL104
Introduction to Law of the European Union	LL107
Property I (half subject)	LL105

A candidate who passes in papers to the value of at least three full subjects but fails the remaining paper(s) will normally be referred in the failed paper(s) but may, at the discretion of the Committee of Examiners, be required to sit the whole of the Intermediate examination again.

Candidates who satisfy the examiners in a paper or papers in which they have been referred at either of the two next following Intermediate examinations will be regarded as having passed the whole examination, but otherwise are required to take the whole of the Intermediate examination again.

Candidates who fail in papers to a total value greater than one full subject will normally be required to take the whole of the Intermediate examination again.

Candidates who through illness or for any other reason deemed sufficient by the Committee of Examiners are absent from or fail examinations up to the value of two full subjects, may be permitted by the Committee of Examiners to be referred in the examination(s) concerned, though the candidates may, at the discretion of the Committee, be required to take the whole of the Intermediate examination again.

In exceptional cases, with the permission of the Committee of Examiners, a candidate who fails to reach the minimum standard in papers to the value of more than one full subject in May or June, whether or not the candidate has presented himself or herself for all or part of the examination, may be permitted to re-enter for the whole examination in September of the same year.

A candidate who has passed the Intermediate Examination may be permitted by the School to transfer to the LL.B. Degree.

PART I EXAMINATION

A candidate is eligible to present himself for the Part I Examination after having satisfactorily attended the prescribed course of study extending over one year subsequent to passing the Intermediate Examination.

The Part I Examination shall be held each year, in the Summer Term and in-September. A candidate who enters for the examination in May or June but is unable to sit for the whole or any part of that examination may be permitted by the School, *if there is good cause*, to enter for the Part I examination in September of the same year. The examination shall consist of four written papers:

<i>Paper Number</i>	<i>Paper Title</i>	<i>Course Guide Number</i>
1.	Criminal Law	LL215
2.	Law of Obligations	LL256
3.	Introduction to Civil Law unless a candidate is given special exemption by the School, in which case he must select a further paper from those listed under 4 below.	LL241
4.	A course to the value of one subject selected from lists (i) and (ii) under Part I of the LL.B. degree	
<i>or</i>	An approved subject in French Government or History	

A candidate who passes in three of the papers at the Part I Examination and fails in the remaining paper may be referred in that paper; if he satisfies the examiners in the paper in which he has been referred at either of the two next following Part I Examinations he is regarded as having passed the whole examination; otherwise he is required to take the whole of the Part I Examination again.

Where the course failed is chosen from (i) under Part I of the LL.B. and taught outside the Law Department, the candidate may be permitted, at the discretion of the examiners, to proceed to Part II of the LL.B. with French Law, and offer the outstanding paper concurrently with his Part II examination papers.

Where an essay is offered, the examiners may at their discretion test the candidate by an oral examination, and questions put to the candidate in the oral examination may extend to cover the wider background aspects of the essay.

A candidate who through illness or for any other reason deemed sufficient by the Examiners is absent from or fails one or two examinations, may be permitted by the Examiners to be referred in the examination(s) concerned, though the candidate may, at the discretion of the Examiners, be required to sit the whole of the Part I examination again.

The School may permit a candidate who fails to reach the minimum standard in two or more subjects in the examination in the Summer Term to re-enter for the whole examination in September of the same year.

Each candidate will be required to follow the second year of the approved course of instruction in the French Language at the School and to achieve a satisfactory standard in the examination of the subject. A candidate who fails to achieve a satisfactory standard in the examination of French language yet passes the Part I Examination may be permitted by the School to transfer to the LL.B. degree, entering the third and final year of the course in the following session.

DIPLOMA

A candidate is eligible to present himself for the examination of the Diploma after having satisfactorily attended the prescribed course of study at the University of Strasbourg. The

examination consists of courses to the value of three and a half subjects drawn from the following lists, which may be amended from time to time. Each candidate is required to follow the Introduction à L'étude du droit à Droit Civil Personnes, Familles, Capacité), whether or not the candidate elects to take this course.

WHOLE SUBJECT COURSES

Introduction à L'étude du droit à Droit Civil (Personnes, Familles, Capacité)
Droit Civil (Obligations, Biens et Propriété)
Droit Constitutionnel et Institutions et Propriété)
Droit Administratif
Droit Commercial

HALF SUBJECT COURSES

Droit Institutionnel Communautaire (this course may not be taken by a candidate who has followed the course of Introduction to European Law in Part I)
Histoire des Idées Politiques jusqu'en 1789
Libertés Publiques
Histoire du Droit (Droit Privé ou Droit de Travail, Famille, Obligations)
Droit Privé Allemand
Introduction au Droit Comparé

A candidate who does not take or fails to pass the examination for the Diploma in circumstances certified by the authorities of the University of Strasbourg and regarded by the School as being equivalent to those which would have qualified him for the award of an Aegrotat on a degree course at the University of London, may be permitted by the School to continue his course for the LL.B. with French Law. Any other candidate who does not take or fails his examination will not be allowed to continue his course but may be permitted to transfer to the LL.B. degree and enter the final year of study and examination. In such a case the marks obtained by the candidate in the Part I Examination shall be made available to the examiners for the LL.B. degree.

PART III EXAMINATION

A candidate is eligible to present himself for the Part III Examination after having satisfactorily attended the prescribed course of study extending over not less than one academic year subsequent to passing the Part I Examination and the Diplôme d'Etudes. The Part III examination is normally held once each year in May or June.

The examination consists of Jurisprudence and courses to the value of three subjects selected from the list of subjects available at Part III of the LL.B. degree, as amended from time to time. A candidate may not select more than four half-subject courses. A candidate who has followed the half-subject course Droit Institutionnel Communautaire for the Diploma may not select Introduction to European Law.

Successful candidates are awarded either (a) First Class Honours, or (b) Second Class Honours, or (c) Third Class Honours, or (d) a Pass Degree. The Second Class Honours list is divided into an Upper and a Lower Division. The names appear on the Pass List in alphabetical order in each division.

Advantages and Concessions in Professional Training Granted to Holders of First Degrees

ACCOUNTANCY

Institute of Chartered Accountants in England and Wales

In order to qualify as a chartered accountant, a three-year period under a training contract with a firm of chartered accountants is normally necessary, though it may also be possible to train outside public practice. Graduates who have taken an 'approved degree' are entitled also to exemption from the Institute's foundation examination. At the School, the course leading to the 'approved degree' are, for students beginning their degree in 1996 or earlier, the course for the B.Sc. (Econ.) with the special subject Accounting and Finance (provided economics is taken at Part I) and, for students beginning their degree in 1995 or later, the B.Sc. in Accounting and Finance (subject to final approval). Partial exemption may be given to graduates who have taken other courses which include law or economics.

Further information may be obtained from the Secretary, Institute of Chartered Accountants in England and Wales, P.O. Box 433, Chartered Accountants' Hall, Moorgate Place, London, EC2P 2BJ.

Institute of Chartered Accountants of Scotland

The 'approved degree' carries significant exemptions from the Institute's Professional Examination, and certain exemptions may also be available to holders of other degrees.

Further information may be obtained from the Institute of Chartered Accountants of Scotland, 27 Queen Street, Edinburgh, EH2 1LA.

Institute of Chartered Accountants in Ireland

Certain exemptions are granted by the Institute to graduates.

Further information may be obtained from the Director of Education of the Institute, 7 Fitzwilliam Place, Dublin 2.

Chartered Association of Certified Accountants

Students of the Association are not obliged to serve under a training contract, but may as an alternative obtain approved accounting experience in the finance or accounting department of a commercial or industrial company, in one of the nationalised industries, in national or local government or in the office of a practising accountant. The period of approved training for graduates is three years and may be undertaken before, after or at the same time as study for the professional examinations. Various exemptions are given from the Association's examinations to those who have taken the 'approved degree' (see above) or relevant subjects in other degrees.

Further information may be obtained from the Academic Services Department of the Association, 29 Lincoln's Inn Fields, London, WC2A 3EE.

The Chartered Institute of Management Accountants

Students obtain their practical training in industry and commerce. Various exemptions are given from the Institute's examinations to those who have taken the 'approved degree' (see above) or relevant subjects in other degrees.

Further information may be obtained from the Technical Director - Education and Training, The Chartered Institute of Management Accountants, 63 Portland Place, London, W1N 4AB.

Chartered Institute of Public Finance and Accountancy

Students obtain their practical training in public service or enterprise. Graduates may be granted various exemptions from the Institute's examinations on the basis of papers taken at degree examinations.

Further information may be obtained from the Secretary, The Chartered Institute of Public Finance and Accountancy, 3 Robert Street, London, WC2N 6BH.

Further information on all of the above is given in the pamphlet *Approved Courses for Accountancy Education*, obtainable from the Board of Accreditation of Educational Courses, P.O. Box 686, Central Milton Keynes, MK9 2PB and also from the Assistant Registrar (Registry and Undergraduate Admissions) at the School.

INVESTMENT ANALYSIS

Institute of Investment Management and Research

Various exemptions are available to graduates who have taken the 'approved' degree in Accounting and Finance or to graduates who have taken relevant subjects in other degrees.

Further details are available from the Secretary General, Institute of Investment Management and Research, 211-213 High Street, Bromley, Kent BR1 1NY.

LAW

The Bar

The Council of Legal Education will normally grant to a student who wishes to become a practising barrister in a member state of the European Community and who has obtained a second class degree in law from The London School of Economics, exemption from entering for the Common Professional Examination. The conditions for this exemption should be checked in the Consolidated Regulations of the Honourable Societies of Lincoln's Inn, the Inner Temple, the Middle Temple, and Gray's Inn. A candidate seeking admission to the Bar must complete the Bar Vocational Course. A person who holds a degree in a subject other than law will have to take a one year course for the Common Professional Examination. Full details may be obtained from the Council of Legal Education. See also the pamphlet published annually by the Law Department on prospects for law graduates.

The Profession of Solicitor

Candidates seeking to qualify as solicitors must serve under a training contract with an approved firm of solicitors and complete an approved Legal Practice Course. The period for a training contract for candidates who have taken a degree at an approved university is normally two years. Any first degree of the University of London qualifies for this purpose.

In most cases law graduates are wholly exempt from the Common Professional Examination and may complete a Legal Practice Course before commencing a training contract. Further details may be obtained from The Law Society. See also the pamphlet published annually by the Law Department on prospects for law graduates.

ACTUARIAL PROFESSION

The School provides teaching over the full range of topics involved in academic preparation for an actuarial career, viz. mathematics, statistics, economics, accounting and finance as well as professional actuarial subjects. Students can gain the maximum number of exemptions from the first part of examinations of the Institute by performing sufficiently well in the corresponding degree examinations.

The first part of examinations of the Institute are covered by students taking the main field Actuarial Science in the B.Sc. degree. Within the B.Sc. (Econ.) complete coverage may be obtained by a suitable choice of options within the Special Subject Statistics. Further information may be obtained from the School or from the Institute of Actuaries, Napier House, 4 Worcester Street, Oxford, OX1 2AW (telephone: 01865-794144).

Undergraduate Course Guides

This part of the Calendar presents detailed information about the undergraduate teaching provided in the School. Each teaching department has its own section. Each departmental section contains Course Guides for the courses taught in that department. Introductory courses of general interest are described before the departmental sections. Students (other than Occasional Students) may attend any course of lectures, except where the Course Guide indicates otherwise.

Course Guides mostly relate to examinable courses identified in the regulations for degrees and/or diplomas, and they set out all the information required to help students prepare for the examination: the Core Syllabus, which defines the broad parameters and objectives of each course, the Course Content, which gives details of the teaching to be given in the current session within the boundaries of the Core Syllabus, the preliminary reading list, the relevant lectures, seminars and classes (as listed both here and in the Sessional Timetable) and the details of the examination arrangements and methods of assessment.

Some Course Guides are published for courses of interest to broad groups of students, but which are not designed as preparation for any specific examination. Students should carefully consider these courses and attend any which they feel will give them valuable background, even if they do not focus on elements of the syllabus for a specific examination.

Degree and Diploma students should first read the Regulations for their particular degree in the preceding pages; these govern the choice of examination subjects. Only those subjects or combinations of subjects explicitly permitted by the regulations for each Degree or Diploma may be offered for examination. Where special permission is required for a particular subject or combination of subjects, the student concerned must apply for permission, in writing, to the Academic Registrar at the start of the session. Otherwise, they may have to change at a later date to subjects which are permitted by the regulations.

The Course Guides are in numeric sequence, with a departmental prefix (e.g. AC for Accounting; EC for Economics). The numbers indicate the level at which the course is taught (1nn = first-year undergraduate, 2nn = second-year undergraduate, 3nn = third-year undergraduate, 4nn = postgraduate, 5nn = for research students).

The lectures and seminars for each course will have a number related to the course for which they are primarily taught; some series of lectures and seminars may be offered for several different courses. Against each lecture/seminar is indicated the number of meetings and the term(s) in which they take place (M=Michaelmas, L=Lent, S=Summer). The numbers used for the lectures, seminars and classes are used in the *Sessional Timetable*, which is published in August, and sets out the times, places and beginning dates of the lectures and seminars in the coming session.

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

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INTRODUCTORY COURSES

Study Skills in the Social Sciences

Teacher Responsible: Mr. R. Alford, Room B411 for LSE Study Counselling Centre.

Course Recommended for all new undergraduate students, plus any students on M.Sc. or Diploma courses who are new to the UK's educational system.

Teaching Arrangements: Two sessions Michaelmas Term, weeks 1 and 2.

Course Content: The course provides an introduction to study skills useful for social science students at first degree level and above. It aims to get those attending to review their own study patterns in the light of a menu of possible improvements.

Reading List: P. J. Dunleavy, *Studying for a Degree in the Humanities and Social Sciences*; D. Rowntree, *Learn how to Study* (1988 edition only).

GC551

Revising for Exams

Teacher Responsible: Mr. R. Alford, Room B411 for LSE Study Counselling Centre.

Course Recommended for any students taking exams.

Teaching Arrangements: Two sessions Lent Term, weeks 9 and 10.

Course Content: The course provides advice notes which are distributed at each session.

Reading List: P. J. Dunleavy, *Studying for a Degree in the Humanities and Social Sciences*.

GC552

ACCOUNTING AND FINANCE

Course Guides

AC211

Managerial Accounting

Teachers Responsible: Dr. A. Bhimani, Room A307 and others

Availability and Restrictions: This course is available for Bachelor's degrees and for Diplomas where listed in the regulations and as an outside option, for Bachelor's degrees. Students must have completed Ac100 **Elements of Accounting and Finance**.

Core Syllabus: The aim of the course is to provide a grounding in accounting for decision making and control within the enterprise. The course not only gives an insight into the technical aspects of modern management accounting systems, but also emphasizes their micro-economic and organizational underpinnings.

Course Content:

Cost Information and Decision Models: The historical development of management accounting and its organizational roles; cost-volume-profit relationships; relevant costs for decision making; cost information and optimization models; accounting for managerial decisions under uncertainty; strategic cost analysis.

Cost Management Techniques: Traditional versus modern cost management; activity-based costing; costing problems in non-manufacturing environments; strategic and market-based costing.

Management Control and Related Issues: Planning and budgeting; responsibility accounting and organization structures; transfer pricing; performance measurement in world class enterprises; the contingency theory of management accounting; comparative management accounting practices.

Accounting Information Systems: Computer based accounting systems and accounting software; spreadsheets; database management systems; introduction to systems analysis and internal control; information technology and control issues.

Teaching Arrangements: 22 lectures of two hours and 20 classes of one-hour, plus computer workshops, in the Michaelmas and Lent Terms.

Written Work: Students will be expected to produce written work for classes and to make presentations of their work. They will also be expected to contribute to class discussion. In addition students will also undertake computer exercises.

Reading List: A detailed reading list will be given out at the start of the course. Illustrative texts include: C. T. Horngren & G. Sundem, *Introduction to Management Accounting* (9th edn., Prentice Hall, 1993); M. Bromwich & A. Bhimani, *Management Accounting: Pathways to Progress* (CIMA, 1994)

Assessment Methods: A three-hour unseen examination will take place in the Summer Term.

AC212

Principles of Finance

Teachers Responsible: Dr. J. L. G. Board, Room E309 and others

AC100

Elements of Accounting and Finance

Teachers Responsible: Ms. J. F. S. Day, Room A312 and Professor P. B. Miller, Room E311

Availability and Restrictions: This course is available as an outside option.

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.

Course Content: Balance sheets, cash flow statements, income accounts and other accounting statements relating to past events and planned activities: their construction, use and interpretation.

Accounting conventions: their nature, purposes and limitations. Standard accounting practices. Legal and economic considerations, including elements of taxation. Accounting for inflation and changing price levels.

Introduction to managerial accounting. Costing, budgeting, long-term decisions, and the contexts of managerial accounting. International comparisons and management accounting in advanced manufacturing environments. Techniques of financial mathematics and their use in investment and financing decisions.

Teaching Arrangements: 40 lectures (AC100). There will be two lectures each week during Michaelmas and Lent Terms given by Ms J. Day and Professor P. Miller.

Classes: A total of 22 weekly classes commencing in the third week of Michaelmas Term. AC100.A for B.Sc. Accounting and Finance students, (their personal tutor will normally act as a class teacher), AC100.B for non-specialists and AC.100.C for Diploma students. For non-specialists, class teachers may be members of the School's full-time teaching staff or be part-time teachers.

Written Work: Class exercise sets prepared by the lecturers will be distributed during the course. These sets include both numerical and discussion questions. Students will be expected to prepare answers to all exercises and these will be discussed in class and may be collected by class teachers for scrutiny at the end of the class concerned. Detailed solution notes for each exercise will be given out by class teachers.

Reading List: The main reading for the course is currently contained in:

M. W. E. Glautier & B. Underdown, *Accounting Theory and Practice* (5th edn., Pitman, 1994). An alternative text for the managerial accounting material is: C. T. Horngren, G. Foster & S. Datar, *Cost Accounting: A Managerial Emphasis* (8th edn., Prentice Hall, 1994). Any subsequent changes will be announced in the first lecture.

Supplementary Reading: This will be specified in the detailed Course Programmes and Reading Lists which will be distributed during the course.

Assessment Methods: There is a three and a quarter hour written examination in the Summer Term.

Availability and Restrictions: This course is required for BSc Accounting and Finance students in their second year and is available to other students as permitted by the regulations for their degree. Students must have completed **Introduction to Quantitative Methods** or **Quantitative Methods for Accounting and Finance and Economics (B)**, or their equivalents.

Core Syllabus: The aim of this course is to introduce the theory of financial decision making by firms and examine the behaviour of the capital markets in which these decisions are made. 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 Arrangements: 30 lectures of one-hour and 20 classes of one-hour over the Michaelmas and Lent Terms.

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 start of the course. Illustrative texts include: Brealey & Myers, *Principles of Corporate Finance* (McGraw-Hill); Elton & Gruber, *Portfolio Theory and Security Analysis* (Wiley).

Assessment Methods: A three-hour unseen examination will take place in the Summer Term.

AC310

Advanced Managerial Accounting

Teachers Responsible: Dr. A. Bhimani, Room A307 and others

Availability and Restrictions: This course is available for Bachelor's degrees where listed in the regulations and, with special permission of the teacher responsible for the course, for other Bachelor's degrees and for Diplomas. Students must have completed AC211 **Managerial Accounting**.

Core Syllabus: The aim of this course is to examine advanced topics in management accounting and control. The emphasis will be on contemporary issues in the research and practice of management accounting. An interdisciplinary perspective will be applied throughout the course, tracing out linkages with micro-economics, organization theory and strategic management. Case studies will be used extensively in some areas.

Course Content:

The actual composition of the course will vary from year to year, but will generally comprise four of the following five topics:

Strategic Management Accounting: Business Strategy and competitive positioning; the value chain and product characteristics; cost structures and competitor analysis; strategic cost analysis; life cycle costing.

Management Accounting in the New Manufacturing Environment: Advanced manufacturing technology and accounting concerns;

activity-based costing; throughput accounting; target costing; European and Japanese approaches to cost management; strategic investment appraisal.

Organizational Research and Control Systems Design: control systems and organization design; the contingency perspective; generic strategies and control systems design; management control in multinational organizations; control systems and organizational change; cross cultural issues.

Agency Theory and Management Accounting: Managerial agency, information economics and management accounting; moral hazard and adverse selection; optimal incentive intensity and monitoring; applications of agency theory to responsibility accounting, and to Japanese sub-contracting practices.

Emerging Topics in Management Accounting: Management accounting in the service sector; management accounting in the public sector; new patterns in performance measurement; quality costing; benchmarking.

Teaching Arrangements: 20 lectures of two hours and 10 classes of one-hour given in the Michaelmas and Lent Terms.

Written Work: Students will be expected to produce written work for classes. Some of this work may be done in groups for presentations. All students will be expected to contribute to class discussion.

Reading List: Detailed reading lists will be given out at the start of each part of the course. Illustrative references include: H. T. Johnson & R. S. Kaplan, *Relevance Lost* (1987); J. Shank & V. Govindarajan, *Strategic Cost Analysis: The Evolution from Managerial to Strategic Accounting* (Irwin, 1989); M. Bromwich & A. Bhimani, *Management Accounting: Pathways to Progress* (CIMA, 1994); R. Cooper & R. S. Kaplan, *The Design of Cost Management Systems* (Prentice Hall, 1991); N. Macintosh, *The Social Software of Accounting and Information Systems* (Wiley, 1985); R. S. Kaplan & A. A. Atkinson, *Advanced Management Accounting* (2nd edn., Prentice Hall, 1992); C. Drury (Ed.), *Handbook of Management Accounting* (Butterworth-Heinemann, 1992); D. Ashton, T. Hopper & R. Scapens (Eds.), *Issues in Management Accounting* (1995).

Assessment Methods: A three-hour unseen examination will take place in the Summer Term.

AC320

Corporate Finance and Financial Markets

Teachers Responsible: Dr. J. L. G. Board, Room E309 and others

Availability and Restrictions: This course is available for Bachelor's degrees where listed in the regulations and, with special permission of the teacher responsible for the course, for other Bachelor's degrees and for Diplomas. Students must have completed **Principles of Finance, Microeconomic Principles I** or **Microeconomic Principles II**, together with an introductory course or courses in mathematics and statistics, such as **Introduction to Quantitative Methods, Quantitative Methods for Accounting and Finance**, or their equivalents.

Students who have not taken **Principles of Finance** must have permission from the teacher of the course.

Core Syllabus: The aim of this course is to examine a range of topics and issues in the theory of corporate finance and the workings of stock, bond and derivative asset markets.

Course Content: The course builds on *Principles of Finance* to cover further issues in corporate finance and financial markets. The topics to be discussed include patterns of finance, types of securities, capital structure, dividend policy and mergers; futures and options; hedging and volatility; term structure of interest rates; asset pricing models; market microstructure, international finance and additional special topics in finance.

Teaching Arrangements: 30 lectures of one-hour and 20 classes of one-hour over the Michaelmas and Lent Terms.

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: Brealey & Myers, *Principles of Corporate Finance* (5th edn., McGraw Hill, 1992); Copeland & Weston *Financial Theory and Corporate Policy*, (3rd edn., Addison Wesley, 1990), much of the course will be based on journal articles.

Assessment Methods: A three-hour unseen examination will take place in the Summer Term.

AC330

Financial Accounting

Teacher Responsible: Mr. C. Noke, Room A311

Availability and Restrictions: This course is available for Bachelor's degrees and for Diplomas where listed in the regulations. Students must have a background in accounting equivalent to **Elements of Accounting and Finance**.

Core Syllabus: The purpose of the course is to study the theory and practice of financial reporting. Accounting practices are examined in the light of their historical development, legal and other regulatory requirements, economic theories of income, value and capital, and other approaches to accounting theory.

Course Content: Financial accounting with particular reference to company accounts. Alternative approaches to accounting theory. Regulation of financial reporting. Standardisation. The measurement of income, costs and depreciation. The valuation of assets. Cash flow reporting. Current issues in financial accounting. Further details will be given at the start of the course.

Teaching Arrangements: 30 lectures in the Michaelmas and Lent Terms. 20 classes: seven in Michaelmas Term; 10 in Lent Term; three in Summer Term.

Written Work: Students will be expected to produce written work for each class and to submit this to their class teacher at the end of the class. Students will be required to make presentations of their work and to contribute to class discussion.

Reading List: No one book covers the entire course.

Books recommended include: G. Whittington, *Inflation Accounting: an introduction to the debate* (C.U.P., 1983); M. Bromwich, *Financial Reporting, Information and Capital Markets* (Pitman, 1992); R. Lewis & D. Pendrill, *Advanced Financial Accounting* (Pitman, 5th edn., 1996).

Detailed references to books and journal articles will be specified on the Course Programme and Reading List at the beginning of each term. Books which students may wish to purchase will also be recommended then.

Assessment Methods: A formal examination of three and a quarter hours (the first fifteen minutes of which will be reading time) will take place in the Summer Term. Normally candidates are required to answer four questions.

AC340

Auditing and Accountability

Teacher Responsible: Professor M. Power, Room A384

Availability and Restrictions: 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 aim of the course is to provide an introduction to the theory and practice of modern auditing.

Course Content: 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 income increasingly complex this monitoring function is both more important and more difficult. 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 U.K., 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 management, public sector and other contexts will be covered. Overall, the course is orientated towards the institutional setting of audit practice rather than the detailed elaboration of audit technique.

Lecture topics will include:

1. The History of Auditing.
2. Postulates of Auditing and Accountability
3. Economic Models of the Audit Process
4. Regulating the Auditor
5. The Auditor and Legal Liability
6. Quality Control and Audit Procedure
7. Audit Risk and Materiality
8. Internal control
9. Audit Evidence
10. Auditing and Information Technology
11. The 'True and Fair' View
12. Audit Reports and Qualifications
13. Independence and Professional Ethics
14. Small Company Audits
15. Auditing and Fraud
16. Auditing in the Financial Services Sector
17. Internal Auditing
18. Public Sector Auditing I: Accountability

19. Public Sector Auditing 2: Value for Money

20. Environmental Auditing

Teaching Arrangements: 20 lectures (AC340) and 20 classes (AC340.A) given by **Professor Power** in the Michaelmas and Lent Terms.

Written Work: Students will be expected to produce written work for each class. Some of this work may be given as presentation and all students will be expected to contribute to class discussion.

Reading List: No one book covers the entire syllabus. In addition to professional and academic

journals reading will cover the following:

M. Sherer & M. Turley (Eds.), *Current Issues in Auditing* (Paul Chapman, 1997); E. Woolf, *Auditing Today* (Prentice Hall, 1996); D. Flint, *Philosophy and Principles of Auditing* (Macmillan, 198ce (Prentice Hall, 1996).

Detailed course programmes and reading lists will be distributed at the first lecture of the course.

Assessment Methods: A three-hour formal examination will take place in the Summer Term.

ANTHROPOLOGY

Course Guides

AN100

Introduction to Social Anthropology

Teachers Responsible: Professor P. Loizos, Room A612 and Dr. J. Woodburn Room A601

Availability and Restrictions: This course is compulsory for B.A./B.Sc. Social Anthropology and B.A. 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.

Course Content: Birth, childhood, initiation, personhood, sexuality, marriage, money, violence, death in cross-cultural perspective. The scope, theory and methods of Social Anthropology. Its focus on Third World societies. The culture and social organization of pre-industrial societies: hunter-gatherers, pastoralists, agriculturalists. Gender, kinship and descent. Production and exchange. Property, power and ideology. Religious belief, ritual and symbolism.

Teaching Arrangements: Lectures (AN100) 20 Sessional.

Classes: 20 (AN100A – specialists, AN100B – non-specialists).

Written Work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading List: M. Godelier, *The Making of Great Men*; C. MacCormack (Ed.), *Ethnography of Fertility and Birth* (Second Edition); M. Bloch & J. Parry (Eds.), *Money and the Morality of Exchange*; M. Bloch & J. Parry (Eds.), *Death and the Regeneration of Life*; P. Gow & P. Harvey (Eds.), *Sex and Violence: Issues in Representation and Experience*; R. Keesing, *Cultural Anthropology*; *Kin Groups and Social Structure*; T. H. Eriksen, *Small Places, Large Issues: An Introduction to Social and Cultural Anthropology*; R. B. Lee, *The !Kung San: Men, Women and Work in a Foraging Society*; K. Gardner, *Songs at the River's Edge*; P. Caplan (Ed.), *The Cultural Construction of Sexuality*; M. Gluckman, *Politics, Law and Ritual*; M. Mauss, *The Gift* (new translation by W. D. Halls); J. Goody, *Bridewealth and Dowry*; A. Talle, *Women at a Loss*; J. Woodburn, 'Egalitarian Societies', *Man*, 1982. Additional reading will be suggested during the course.

Ethnographic films which complement some of the teaching and reading will be shown in conjunction with the course as an optional extra.

Methods of Assessment: There is a three-hour examination in the Summer Term, with 10 or more questions, 4 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN101

Ethnography and Theory: Selected Texts

Teachers Responsible: Professor C. Fuller, Room A505 and Dr. M. Jamieson, Room A614

Availability and Restrictions: This course is compulsory for B.A./B.Sc. Social Anthropology and B.A. 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.

Course 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 Arrangements: Lectures (AN101) 20 Michaelmas and Lent Terms.

Classes (AN101A) 20 Michaelmas and Lent Terms.

Written Work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading List: C. Turnbull, *Wayward Servants*; A. R. Radcliffe-Brown, *The Andaman Islanders*; M. Meggitt, *Blood is their Argument*; H. Morphy, *Ancestral Connections*; M. Fortes, *The Web of Kinship among the Tallensi*; 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*.

Additional reading will be suggested during the course.

Methods of Assessment: There is a three-hour examination in the Summer Term, with 10 or more questions, 4 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN102

Reading other Cultures: Anthropological Interpretation of Text and Film

Teachers Responsible: Dr. F. Cannell, Room A609 and Dr. D. James, Room A616

Availability and Restrictions: This course is compulsory for B.A./B.Sc. Social Anthropology. It is available to students on 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. Great emphasis will be placed in this course on student presentation and participation.

Course 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 (e.g. 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 Arrangements: Michaelmas and Lent Terms. Three lectures per term; 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; Joao de Pina Cabral, *Sons of Adam, Daughters of Eve; the Peasant Worldview in the Alto Minho*; Lila Abu-Lughod, *Veiled Sentiments; Honor and Poetry in a Bedouin Society*; Charles Stafford, *The Roads of Chinese Childhood; Learning and Identification in Angang*; Jane Monnig Atkinson, *The Art and Politics of Wana Shamanism*. Additional details on reading will be provided during the course.

Method of Assessment: There is a three-hour examination in the Summer Term, with 10 or more questions, 4 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN200

Kinship, Sex and Gender

Teachers Responsible: Dr. F. Cannell, Room A616 and Dr. P. Gow, Room A613

Availability and Restrictions: This course is compulsory for B.A./B.Sc. 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.

Course Content: The analysis of the content of kinship relationships. Critique of the notion of 'kinship'. Non-biologically based idioms of kinship. Concepts of substance and the body. Kinship and morality. Kinship and locality. House-based societies. Descent theory. Lévi-Strauss and alliance theory. Gender roles. Recent perspectives on gender theory. Kinship, hierarchy and egalitarian societies. Kinship and the state. Kinship and economic organisation.

Teaching Arrangements: Lectures (AN200) 20 Michaelmas and Lent Terms.

Classes (AN200A) 20 Michaelmas and Lent Terms.

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: C. Lévi-Strauss, *The Elementary Structures of Kinship*; T. Laquer, *Making Sex*; Janice Boddy, *Wombs and Alien Spirits*; E. Leach, *The Political Systems of Highland Burma*; Laurel Kendall, *Getting Married in Korea*.

Further details will be provided on lecture lists.

Methods of Assessment: There is a three-hour examination in the Summer Term, with 10 or more questions, 4 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN203

Advanced Ethnography: Latin America: Lowlands (Half unit course)

(Not available 1997-98)

Teacher Responsible: To be arranged

Availability and Restrictions: 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 Amerindian societies of Tropical Forest Lowland South America, focusing upon the inter-relationship of tropical forest cosmologies, social structures and politico-economic systems.

Course Content: Various anthropological approaches to the relationship in these 'egalitarian' societies between power, knowledge and social action will be considered. Key topics will be on indigenous a) theories of personhood and evaluative discourse on gender relations; b) mythology and discourse on cannibalism and predation - the relationship between humanity, animality and the world of spirits; c) rhetoric of equality and personal autonomy; d) shamanic power within a multiple world cosmos; and finally e) comparative schemes of production, consumption, and exchange.

AN205

Advanced Ethnography of Melanesia (Half unit course)

(Not available 1997-98)

Teacher Responsible: To be arranged

Availability and Restrictions: 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 will focus on theoretical issues relating to Melanesian society. Students should possess or have access to a copy of *The Gender of the Gift* by M. Strathern which will be discussed in detail throughout the course.

Course Content: Melanesian societies. Gift exchange vs commodity exchange. The theory of the person in gift-exchange. Gender, work and exploitation in the Melanesian context. Critique of 'society' and 'individual' and the theory of relational personhood. Strathern's account of exchange and its gendered significance. Strathern's *Melanesia* in the context of postmodern thought. Alternative approaches and a consideration of the relation between theoretical synthesis and ethnographic sources.

Teaching Arrangements: Lectures (AN205) 10, Classes (AN205A) 10.

Written Work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading List: A. Weiner, *Women of Value, Men of Renown*; E. Leach & J. Leach (Eds.), *The Kula*; A. Strathern, *The Rope of Moka*; M. Strathern, *Women in Between; The Gender of the Gift*; C. Gregory, *Gifts and Commodities*; L. Josephides, *The Production of Inequality*; G. Herdt (Ed.), *Rituals of Manhood*; R. Wagner, *Habu*.

Methods of Assessment: There is a two-hour examination in the Summer Term, with 7 or more questions, 2 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN206

Advanced Ethnography: Mediterranean, with special reference to Greece and Cyprus (Half unit course)

(Not available 1997-98)

Teacher Responsible: Professor P. Loizos, Room A612

Availability and Restrictions: 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. Some attention will be paid to studies of

Teaching Arrangements: Lectures (AN203) 10, Classes (AN203A) 10.

Written Work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading List: P. Clastres, *Society against the State*; J. C. Crocker, *Vital Souls*; I. Goldman, *The Cubeo*; S. Hugh-Jones, *The Palm and the Plaides*; J. Overing Kaplan, *The Piaroa*; J. Lizot, *Tales of the Yanomami*; G. Reichel-Dolmatoff, *Amazonian Cosmos*; C. Lévi-Strauss, *The Raw and the Cooked*.

Methods of Assessment: There is a two-hour examination in the Summer Term, with 7 or more questions, 2 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN204

Advanced Ethnography: Australian Aborigines (Half unit course)

(Not available 1997-98)

Teacher Responsible: To be arranged

Availability and Restrictions: 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 examines the present day situation of the Australian Aborigines and the social changes that have resulted from colonisation.

Course Content: The course is mainly concerned with the present day aspects of Aboriginal Australia and the problems that the Aborigines have had to contend with since colonisation. It includes such topics as the struggle for land rights, violence and alcohol, gambling, changes in gender relationships, housing, the homeland movement and urbanisation.

Teaching Arrangements: Lectures (AN204) 10 Michaelmas Term, Classes (AN204A) 10 Michaelmas Term.

Written Work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading List: Marc Gumbert, *Neither Justice Nor Reason*; Fred L. Myers, *Pintupi Country, Pintupi Self*; Diane Bell, *Daughters of the Dreaming*; Carol Cooper (Ed.), *Aboriginal Australia*; Bruce Elder, *Blood on the Whistle*; Fay Gale, *We are Bosses Ourselves*; J. C. Altman, *Hunter-Gatherers Today*; N. Peterson & M. Langton (Eds.), *Aborigines, Land and Land Rights*; R. Berndt (Ed.), *Aborigines and Change*; B. Sansom, *The Camp at Wallaby Cross*; Helen Ross, *Just for Living*; Nancy Williams, *The Yolngu and their Land*.

Methods of Assessment: There is a two-hour examination in the Summer Term, with 7 or more questions, 2 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

refugees, and the incorporation of ethnic minorities into Greek society.

Course Content: Through a discussion of selected texts, issues of culture and social structure will be explored in a number of communities. 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. The management of death will be featured. The role of popular song in ethnography will be discussed. Appropriate ethnographic films will be shown, in addition to lectures and classes.

Teaching Arrangements: Lectures (AN206) 10, Classes (AN206A) 10.

Written Work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Methods of Assessment: There is a two-hour examination in the Summer Term, with 7 or more questions, 2 of which must be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN207

Advanced Ethnography: Madagascar (Half unit course)

(Not available 1997-98)

Teacher Responsible: Dr. R. Astuti, Room A614

Availability and Restrictions: 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 comparative study of a number of Malagasy peoples.

Course 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 Arrangements: Lectures (AN207) 10, Classes (AN207A) 10.

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*.

Students will also be asked to read a number of recent, still unpublished PhD dissertations.

Methods of Assessment: There is a two-hour examination in the Summer Term, with 7 questions, 2 of which are to be answered. 80% of the course

assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN208

Anthropological Linguistics (Half unit course)

(Not available 1997-98)

Teacher Responsible: Professor M. Bloch, Room A608

Availability and Restrictions: 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.

Teaching Arrangements: Lectures (AN208) 10, Classes (AN208A) 10.

Written Work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Methods of Assessment: There is a two-hour examination in the Summer Term with seven questions, two of which must be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN209

Research Methods in Social Anthropology (Half unit course)

(Not available 1997-98)

Teacher Responsible: Professor P. Loizos, Room A612

Availability and Restrictions: 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.

Course Content: A brief introduction to methods in social anthropology, with an outline of the main types, particularly fieldwork by participant observation, the household census, the analysis of household composition, the sample survey, various approaches to asking questions and interviewing, the life history, the case history, research with documents and in archives, history aspects of video, photography and sound recording as documentation media, aspects

of authorship and the construction of ethnographic texts.

Teaching Arrangements: Lectures (AN209) 10, Classes (AN209A) 10.

Written Work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Methods of Assessment: There is a two-hour examination in the Summer Term with 7 or more questions, 2 of which must be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above. Alternatively assessment may optionally involve a small project, for which 50% of the total mark will be allocated.

AN210

Conflict, Violence and War (Half unit course)

Teacher Responsible: To be arranged

(Not available 1997-98)

Availability and Restrictions: 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 socioeconomic and technological dimensions of conflict, violence and war in various types of societies selected from different parts of the world.

Course Content: This course is concerned with a comparative study of conflict, violence and war primarily among non-industrialised societies. Some account will be taken of Western Europe and the effect of industrialisation. Particular attention will be given to how societies cope with conflict, violence and war, and what factors contribute to the incidence and degree of these phenomena.

Teaching Arrangements: Lectures (AN210) 10, Classes (AN210A) 10.

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*.

Methods of Assessment: There is a two-hour examination in the Summer Term, with 7 or more questions, 2 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN211

The Anthropology of Death (Half unit course)

(Not available 1997-98)

Teacher Responsible: Dr. R. Astuti, Room A614

Availability and Restrictions: 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.

Course 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 Arrangements:** Lectures (AN211) 10, Classes (AN211A) 10.

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, *Prey into Hunter*; M. Bloch & J. Parry (Eds.), *Death and the Regeneration of Life*; M. Catedra, *This World other Worlds*; 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*; L. M. Danforth, *The Death Rituals of Rural Greece*; R. Dworkin, *Life's Dominion. An Argument about Abortion and Euthanasia*; R. Hertz, *Death and the Right Hand*; J. Hockey, *Experiences of Death*; J. M. Heofler & B. E. Kamoie, *Deathright: Culture, Medicine, Politics and the Right to die*; S. C. Humphreys & H. King (Eds.), *Mortality and Immortality*; M. Pabst Battin, *The Least Worst Death: Essays in Bioethics on the End of Life*; J. Parry, *Death in Banaras*; R. Rosaldo, *Culture and Truth*; N. Scheper-Hughes, *Death without Weeping*; J. Watson & E. S. Rawski (Eds.), *Death Ritual in Later Imperial and Modern China*; F. Zeitlin (Ed.), *Mortals and Immortals*.

Methods of Assessment: There is a two-hour examination in the Summer Term with 7 or more questions, 2 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN212

The Anthropology of Art and Communication (Half unit course)

(Not available 1997-98)

Teacher Responsible: To be arranged

Availability and Restrictions: 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 art and society with special reference to primitive art. Art as 'technology'. The relationship between art, power, and knowledge. Art as a means for marking social distinction in stratified and class societies.

Course Content: The production of works of art in their social context with particular reference to the significance of art for political and religious life. Aesthetics and the problem of cross-cultural evaluation of artistic production. The relationship between the visual arts and other media of communications. Art objects as items of exchange and commerce.

Teaching Arrangements: Lectures (AN212) 10, Classes (AN212A) 10.

Written Work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Methods of Assessment: There is a two-hour examination in the Summer Term, with 7 or more questions, 2 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN213

Anthropological Theories of Exchange (Half unit course)

(Not available 1997-98)

Teacher Responsible: Professor J. Parry, Room A613

Availability and Restrictions: 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.

Course 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 Arrangements: Lectures (AN213) 10, Classes (AN213A) 10.

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*; G. Raheja, *The Poison in the Gift*; M. Strathern, *The Gender of the Gift*; C. A. Bayly, *The Social Life of Things*; R. Titmuss, *The Gift Relationship: from Human Blood to Social Policy*; A. Gell, *Barter, Exchange and Value: an Anthropological Approach*.

Methods of Assessment: There is a two-hour examination in the Summer Term with 7 or more questions, 2 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN214

The Anthropology of Hinduism and Indian Society

Teachers Responsible: Professor C. Fuller, Room A505, Dr. J. Harriss, Room T301c and others

Availability and Restrictions: 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 structure of Hinduism (pantheon of deities, rituals, pilgrimages, sects, religious specialists and institutions) in relation to the social structure of India.

Course Content: The course explores various aspects of Hinduism: the polytheistic pantheon; worship, festivals, pilgrimage and life-cycle rituals; devotionalism, cults and sects; priests, ascetics and other religious specialists. It considers the relation between these aspects and the social structure of India; in particular the hierarchical caste system, the role of the king, the urban-rural continuum, and family and kinship systems. It mainly focuses on popular practical Hinduism, but where appropriate refers to the classical Hindu traditions.

Teaching Arrangements: Lectures (AN214) 20, Michaelmas and Lent Terms, Classes (AN214A) 20, Michaelmas and Lent Terms.

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*; R. Wade, *Village Republics: Economic Conditions for Collective Action in South India*.

Additional reading will be suggested during the course.

Methods of Assessment: There is a three-hour examination in the Summer Term with 10 or more questions, 3 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN215

Advanced Ethnography: Hunters and Gatherers of Sub-Saharan Africa (Half unit course)

(Not available 1997-98)

Teacher Responsible: Dr. J. Woodburn, Room A601

Availability and Restrictions: This course is optional for B.A./B.Sc. Social Anthropology and B.A. 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.

Course Content: The course will examine a range of ethnographic data drawn from studies of such sub-Saharan hunting and gathering societies as the !Kung, G/wi, Hadza, Mbuti, 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 Arrangements: 10 two-hour combined Lecture/classes (AN215 and AN215A).

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 !Kung of Nyae Nyae*; G. B. Silberbauer, *Hunter and Habitat in the Central Kalahari Desert*; J. Tanaka, *The San Hunter-Gatherers of the Kalahari*; C. M. Turnbull, *Wayward Servants*; E. N. Wilmsen, *Land Filled with Flies: A Political Economy of the Kalahari*; J. C. Woodburn, 'Egalitarian Societies', *Man*, 1982.

Details of additional reading will be provided during the course.

Methods of Assessment: There is a two-hour examination in the Summer Term with 7 or more questions, 2 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN216

Selected Topics in Cognition and Anthropology (Half unit course)

Teacher Responsible: Professor M. Bloch, Room A608

Availability and Restrictions: 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.

Course 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 Arrangements: Lectures (AN216) 10 Lent Term, Classes (AN216A) 10 Lent Term.

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*; J. Aitchison, *Words in the Mind*; P. Boyer, *The Naturalness of Religious Ideas*.

Methods of Assessment: There is a two-hour examination in the Summer Term with 7 or more questions, 2 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN217

Selected Topics in the Anthropology of East and Central Africa (Half unit course)

(Not available 1997-98)

Teacher Responsible: Professor H. L. Moore, Room A611

Availability and Restrictions: 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.

Course 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, Uganda, Tanzania, Zambia, Zaire, Zimbabwe, Botswana and Ruanda. 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, economic development and development policies, as well as such topics as ritual, systems of ideas, state formation and legal and political 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 Arrangements: Lectures (AN217) 10, Classes (AN217A) 10.

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*; C. Robertson & I. Berger (Eds.), *Women and Class in Africa*; 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*.

Additional reading will be suggested during the course.

Methods of Assessment: There is a two-hour examination in the Summer Term, with 7 or more questions, 2 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN218

Selected Developmental Problems of Sahelian Africa (Half unit course)

(Not available 1997-98)

Teacher Responsible: Professor P. Loizos, Room A612

Availability and Restrictions: 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: Anthropological approaches to current development issues in Sahelian Africa.

Course Content: Anthropological perspectives on development and change in the Third World, with particular reference to Sahelian Africa, with explicit emphasis on issues of theory and research methods throughout; changes in rural production and consumption; problems of income generation; famine; indigenous responses and relief agency interventions.

Teaching Arrangements: Lectures (AN218) 10, Classes (AN218A) 10.

Written Work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading List: A. F. Robertson, *People and the State*; D. P. Warwick, *Bitter Pills: Population Policies and their Implementation in Eight Developing Countries*; Dahl & Hjort, *Having Herds*; L. Timberlake, *Africa in Crisis: the Causes, Cures of Environmental Bankruptcy*; A. K. Sen, *Poverty and Famines: an Essay on Entitlement*; G. Shepherd, *Responding to the Contraceptive Needs of Rural People: a Report to OXFAM on Kenya in 1984*; Curtis, Hubbard & Shepherd, *Preventing Famine*; A. de Waal, *Famine that kills, Darfur, Sudan, 1984-85*; G. A. Harrison (Ed.), *Famine*.

Further reading will be provided during the course.

Methods of Assessment: There is a two-hour examination in the Summer Term, with 7 or more questions, 2 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN219

Agrarian Development and Social Change (Half unit course)

(Not available 1997-98)

Teacher Responsible: Dr. J. Harriss, Room T301e

Availability and Restrictions: 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.

Course 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 Arrangements: Lectures (AN219) 10, Classes (AN219A) 10.

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); M. Watts, *Silent Violence: Food, Famine and Peasantry in Northern Nigeria* (University of California Press, 1983); E. Wolf, *Peasants*, 1966.

Methods of Assessment: There is a two-hour examination in the Summer, with 7 or more questions, 2 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN220

Advanced Ethnography: Hunters and Gatherers of South and South-East Asia (Half unit course)

Teacher Responsible: Dr. J. Woodburn, Room A601

Availability and Restrictions: 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: A comparative analysis of ethnographic source material on the culture and social organisation of hunting and gathering societies in South and South-East Asia.

Course Content: The course will examine a range of ethnographic data drawn from studies of such hunting and gathering societies as the Pandaram, Paliyan, Naiken, Chenchu, Birhor, Andamanese, Batek, Kubu, Agta and Batak in a search for comparative generalisations about their cultural and social organisation. Possible explanatory frameworks designed to account for the similarities and differences in the culture and social organisation of these various societies will be considered.

Teaching Arrangements: 10 two-hour combined Lecture/classes (AN220 and AN220A), Lent Term.

Written Work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading List: T. Ingold, D. Riches & J. Woodburn (Eds.), *Hunters and Gatherers*: Vol. I, History, Evolution and Social Change. Vol. II, Property, Power and Ideology; B. Morris, *Forest Traders: A Socio-Economic Study of the Hill Pandaram*; C. von Fürer-Haimendorf, *The Chenchus*; S. C. Roy, *The Birhors*; E. H. Man, *On the Aboriginal Inhabitants of the*

Andaman Islands; A. R. Radcliffe-Brown, *The Andaman Islanders*; K. Endicott, *Batek Negrito Religion*; S. Howell, *Society and Cosmos*; C. Hoffman, *The Punan*; P. B. Griffin & A. A. Estioko-Griffin (Eds.), *The Agta of Northeastern Luzon: Recent Studies*; J. F. Eder, *On the Road to Tribal Extinction*.

Details of additional reading will be provided during the course.

Methods of Assessment: There is a two-hour examination in the Summer Term with 7 or more questions, 2 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN221

The Anthropology of Christianity (Half unit course)

(Not available 1997-98)

Teacher Responsible: Dr. F. Cannell, Room A609

Availability and Restrictions: 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.

Course 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 including Madagascar, South America and South Africa, and to issues of resistance and the re-appropriation of Christian doctrines by local populations.

Teaching Arrangements: Lectures (AN221) 10, Classes (AN221A) 10.

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. Iletto, *Pasyon and Revolution: Popular Movements in the Philippines, 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*. Further reading will be provided during the course.

Methods of Assessment: There is a two-hour examination in the Summer Term, with 7 or more questions, 2 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN222

The Anthropology of Eastern Europe (Half unit course)

(Not available 1997-98)

Teacher Responsible: To be arranged

Availability and Restrictions: 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 rural Eastern Europe with special reference to the significance of the changing political situation.

Course Content: The course offers a view of the region from the perspective of peasants, shepherds, workers and marginal groups like the Gypsies. The course will establish the ethnographic characteristics of the region, paying particular attention to the economic and social organisation of rural society. Particular attention will be paid to anthropological understandings of the nature of the socialist state and economy. Questions to be raised include, did socialist modernisation (such as collective farms) fail and if so, why? How did socialism and its collapse transform local understandings of gender? Why did Gypsy identity and community thrive under state socialism despite attempts to suppress their way of life? Why have Gypsies now become the scapegoats of post-socialism? How can anthropologists contribute to an understanding of the power of nationalism in the region? Was the war in former Yugoslavia an eruption of ancient tribal hatreds? Students will be offered a chance to come to terms with some of the main issues debated currently in Eastern European studies but from a distinctively anthropological perspective.

Teaching Arrangements: Lectures (AN222) 10, Michaelmas Term, Classes (AN222A) 10, Michaelmas Term.

Written Work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading List: S. Bridger, *No More Heroines*; E. Fel & T. Hofer, *Proper Peasants: Traditional Life in a Hungarian Village*; F. Pine & S. Bridger, *Surviving Post-socialism*; C. Hann, *The Skeleton at the Feast*; G. Kligman, *The Wedding of the Dead: Ritual, Poetics and Popular Culture in Transylvania*; M. Lampland, *The Object of Labour*; M. Stewart, *The Time of the Gypsies*; K. Verdery, *What was Socialism and What comes Next?*; R. Watson, *Memory, History and Opposition under State Socialism*.

Methods of Assessment: There is a two-hour examination in the Summer Term, with 7 or more questions, 2 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN223

Selected Topics in the Anthropology of South-East Asia (Half unit course)

Teachers Responsible: Dr. F. Cannell, Room A609 and Dr. A. Schrauwers, Room A615

Availability and Restrictions: 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 interaction between Southeast Asian and 'Westernising' cultures.

Course 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 focussed 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 (e.g. by sea-borne 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, e.g. Javanese shadow puppet theatre; funerary rituals e.g. in Borneo; slavery, rank and hierarchy and courtly centres; spirit possession; some aspects of material culture e.g. 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 Arrangements: Lectures (AN223) 10, Michaelmas Term, Classes (AN223A) 10, Michaelmas Term.

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*; Metcalf, *A Borneo Journey into Death*.

Further readings will be provided during the course.

Methods of Assessment: There is a two-hour examination in the Summer Term, with 7 questions, 2 of which are to be answered, 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN226

Political and Legal Anthropology

Teachers Responsible: Professor S. A. Roberts, Room A150 and Dr. M. Mundy, Room A507

Availability and Restrictions: This course is compulsory for B.A./B.Sc. Social Anthropology and B.A. 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.

Course Content: The development of political and legal anthropology and their key concepts; centralised and non-centralised polities; chieftainship, kingship and other forms of authority; the bases for equality and inequality; freedom and democracy in non-Western polities; the legitimization 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; reciprocity as an instrument of social control; legal pluralism, Indian, Islamic and other non-Western legal systems.

Teaching Arrangements: Lectures (AN226) 20, Michaelmas and Lent Terms, Classes (AN226A) at least 14, Michaelmas and Lent Terms.

Written Work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Select Reading List: T. C. Llewellyn, *Political Anthropology* (1992); 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 (Ed.), *Law and Warfare* (1967); P. Bohannan, *Justice and Judgement among the Tiv* (1957); B. Malinowski, *Crime and Custom in Savage Society* (1916); A. L. Epstein (Ed.), *Contention and Dispute* (1974); 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).

Additional reading will be suggested during the course.

Method of Assessment: There is a three-hour examination in the Summer Term, with 10 or more questions, 4 of which are to be answered. 80% of the course assessment is based on this examination. 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. A. Schrauwers, Room A615 and Dr. J. Harriss, Room T301c

Availability and Restrictions: This course is compulsory for B.A./B.Sc. 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 the economic institutions of pre-market societies, 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.

Course 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; slavery and other forms of unfree labour; 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 irrigation schemes and other 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.

Teaching Arrangements: Lectures (AN227) 20 Michaelmas and Lent Terms, Classes (AN227A) 20 Michaelmas and Lent Terms.

Written Work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading List: S. Plattner (Ed.), *Economic Anthropology* (1989); E. LeClair & H. Schneider (Eds.), *Economic Anthropology* (1968); M. Sahlins, *Stone Age Economics* (1974); M. Taussig, *The Devil and Commodity Fetishism in South America* (1980); C. Gregory, *Gifts and Commodities* (1982); C. Humphrey & S. Hugh-Jones (Eds.), *Barter, Exchange and Value: an Anthropological Approach* (1992); J. Goody, *Production and Reproduction* (1976); J. L. Watson (Ed.), *Asian and African Systems of Slavery* (1980); S. Wallman (Ed.), *The Anthropology of Work* (1979); J. Parry & M. Bloch (Eds.), *Money and the Morality of Exchange* (1989); P. Bourdieu, *Distinction* (1984); D. Miller, *Material Culture and Mass Consumption* (1987); S. Berry, *No Condition is Permanent* (1993); J. Ferguson *The 'Anti-Politics' Machine*; R. Wade, *Village Republics: Economic Conditions for Collective Action in South India* (1988); M. Leach, *Rainforest Relations* (1994); J. C. Scott, *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia* (1976); J. C. Scott, *Weapons of the Weak* (1985); P. Greenough, *Property and Misery in Modern Bengal: the Famine of 1943-4* (1982).

Methods of Assessment: There is a three-hour examination in the Summer Term, with 10 or more questions, 4 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN228

Advanced Ethnography: Latin American Societies (Half unit course)

(Not available 1997-98)

Teacher Responsible: To be arranged

Availability and Restrictions: This course is optional for B.A./B.Sc. Anthropology students; B.A. Anthropology and Law students and for students taking other degrees as permitted by the regulations for those degrees. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core Syllabus: The course covers key themes and theoretical issues in the ethnography of Latin America.

Course Content: Selected issues in the social anthropology of both indigenous and non-indigenous Latin Americans considered in relation to relevant theoretical debates and with reference to selected ethnographies. The central concern of the course will be to examine social and cultural processes surrounding ethnicity, race, class and gender. Historical and comparative perspectives will be covered, with particular emphasis on ethnographic data. The course will pay special attention to notions of the person, kinship, social groups and sociality, looking at topics such as exchange, warfare, nationalism and recent social movements. The construction of identities in terms of ethnic group, race, class and gender will be examined in the context of socio-economic and political processes and structures.

Teaching Arrangements: Lectures (AN228) 10, Classes (AN228A) 10.

Written Work: Students are expected to prepare discussion material for presentation in classes and are required to write assessment essays.

Reading List: E. Viveiros de Castro, *The Enemies' Point-of-View*; P. Gow, *Of Mixed Blood*; N. Stepan, *The Hour of Eugenics: Race, Gender and Nation in Latin America*; G. Urban & J. Sherzer (Eds.), *Nation-states and Indians in Latin America*; Martinez-Alier, *Marriage, Class and Colour in 19th century Cuba*; T. Skidmore, *Black into White: Race and Nationality in Brazilian Thought*; P. Wade, *Blackness and Race Mixture*; N. Scheper-Hughes, *Death Without Weeping*. Additional reading will be provided later.

Methods of Assessment: There is a two-hour examination in the Summer Term, with at least seven questions, two of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN229

The Anthropology of Religious Nationalism and Fundamentalism (Half unit course)

(Not available 1997-98)

Teacher Responsible: Professor C. Fuller, Room A505

Availability and Restrictions: 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.

Course 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.

Teaching Arrangements: Lectures (AN229) 10, Classes (AN229A) 10.

Written Work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading List: A. Ahmed & H. Donnan (Eds.), *Islam, Globalization and Post-Modernity*; F. Azari (Ed.), *Women of Iran: the Conflict with Fundamentalist Islam*; J. R. Bowen, *Muslims through Discourse: Religion and Ritual in Gayo Society*; L. Caplan (Ed.), *Studies in Religious Fundamentalism*; V. Das (Ed.), *Mirrors of Violence*; M. Davies, *Knowing One Another: Shaping an Islamic Anthropology*; M. J. Fischer & M. Abedi, *Debating Muslims: Cultural Dialogues in Post-Modernity and Tradition*; S. Gopal (Ed.), *Anatomy of a Confrontation*; M. E. Marty & R. S. Appleby (Eds.), *Accounting for Fundamentalisms: Fundamentalisms and Society; Fundamentalisms and the State; Fundamentalism Comprehended; Fundamentalisms Observed*; J. R. Spencer (Ed.), *Sri Lanka: History and the Roots of Conflict*; S. J. Tambiah, *Sri Lanka: Ethnic Fratricide and the Dismantling of Democracy*; P. van der Veer, *Religious Nationalism: Hindus and Muslims in India*; M. Woodward, *Islam in Java*.

Methods of Assessment: There is a two-hour examination in the Summer Term, with seven or more questions, two of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN230

The Anthropology of Industrialisation and Industrial Life

(Half unit course)

(Not available 1997-98)

Teacher Responsible: Professor J. Parry, Room A613

Availability and Restrictions: This course is optional for B.A./B.Sc. Social Anthropology and B.A. 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.

Course 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 Arrangements: Lectures (AN230) 10, Classes (AN230A) 10.

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); C. Turner, *Japanese Workers in Protest: an Ethnography of Consciousness and Experience* (1995); D. Kondo, *Crafting Selves: Power, Gender and Discourses of Identity in a Japanese Workplace* (1990); M. Allen, *Undermining the Japanese Miracle: Work and Conflict in a Japanese Coalmining Community* (1994); F. A. Ramaswamy, *The Worker and his Union: a Study in South India* (1977).

Methods of Assessment: There is a two-hour examination in the Summer Term, with 7 or more questions, 2 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN231

The Anthropology of China (Half unit course)

Teacher responsible: Dr. C. Stafford, Room A610
Availability and Restrictions: This course is optional for B.A./B.Sc. Social Anthropology and

B.A. 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.

Course 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.

Teaching Arrangements: Lectures (AN231) 10 Michaelmas Term, Classes (AN231A) 10 Michaelmas Term.

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*.

Methods of Assessment: There is a two-hour examination in the Summer Term with 7 or more questions, two of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN232

Film and Photography in Anthropological Practice and Theory (Half unit course)

Teacher responsible: Professor P Loizos, Room A612

Availability and Restrictions: 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.

Course 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; post-modern developments in ethnographic film. 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 arrangements: Lectures (AN232) 10 Lent Term, Classes (AN232A) 10 Lent Term.

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, *Explorations in Filmic Representations*; P. Hockings, *Principles of Visual Anthropology*; Asch, Asch & Connor, *Jero Tapakan: Balinese Healer*, 1996; Collier & Collier, *Visual Anthropology: Photography as a Research Method*; P. Bourdieu, *Photography*; C. Lévi-Strauss, *new book of Amazonia photographs*; P. Stoller, *The Cinematic Griot: the Ethnographic Films of Jean Rouch*; M. Renov, *Theorizing Documentary*.

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 and MacDougall, *To Live with Herds*; Preloran, *Imaginero*; Kildea and 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*.

Methods of Assessment: There is a two-hour examination in the Summer Term, with 7 or more questions, two of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN233

The Anthropology of South-West Asian and North African Societies (Half unit course)

Teacher responsible: Dr. M. Mundy, Room A507
Availability and Restrictions: This course is optional for B.A./B.Sc. Social Anthropology and B.A. 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.

Course 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 Arrangements: Lectures (AN233) 10 Michaelmas Term, Classes (AN233A) 10 Michaelmas Term.

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 Méthode Juridique Maghrébine*; P. Bourdieu, *Algeria*; D. Eickelman, *The Middle East: An Anthropological Approach*; E. Evans-Pritchard, *The Sanusi of Cyrenaica*; E. Gellner, *Muslim Society*; M. Gilks, *Recognizing Islam*; A. Hourani, *A History of the Arab Peoples*; A. Hourani et al (Eds.), *The Modern Middle East: a Reader*; I. Khaldun, *The Muqaddima*; E. Peters, *The Bedouin of Cyrenaica: Studies in Personal and Corporate Power*; (Eds.) J. Goody & E. Marx; L. Rosen, *The Anthropology of Justice: Law as Culture in Islamic Society*; E. Said, *Orientalism*; G. Tillion, *The Republic of Cousins*.

Methods of Assessment: There is a two-hour examination in the Summer Term with 7 or more questions, two of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN234

Linguistics and Anthropological Problems (Half unit course)

(Not available 1997-98)

Teacher Responsible: To be announced

Availability and Restrictions: 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 the course is to examine the relation between language, thought and social action. Themes in linguistics and philosophy topical to the anthropological study of language and language use will be considered.

Course Content: Different approaches to the study of language and their relevance to anthropology will be explored. Key topics will be: Semiotics, and the structuralism of Saussure and Lévi-Strauss; Voloshinov's Marxist approach to language; the Sapir/Whorf hypothesis revisited; translation and approaches to metaphor in science and literature; discourse-centred approaches to culture; feminist linguistics; semantic and symbolic anthropology.

Teaching Arrangements: Lectures (AN234) 10, Classes (AN234A) 10.

Written Work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading List: B. L. Whorf, *Language, Thought and Reality* (1956); W. Percy, *The Message in the Bottle* (1981); A. Ortony (Ed.), *Metaphor and Thought* (1979); D. Parkin (Ed.), *Semantic Anthropology* (1982); P. Sapir & J. C. Crocker (Eds.), *The Social Use of Metaphor*; E. Ardener (Ed.), *Social Anthropology and Language* (1971); J. Overing (Ed.), *Reason and Morality* (1985); J. Culler, *Saussure* (1976); T. Hawkes, *Structuralism and Semiotics* (1997); C. Lévi-Strauss, *Totemism* (1963); V. N. Voloshinov, *Marxism and the Philosophy of Language* (1986); C. Taylor, *Human Agency and Language: Philosophical Papers 1* (1985); G. Witherspoon, *Language and Art in the Navaho Universe* (1977); J. V. Harari (Ed.), *Textual Strategies* (1979); D. Cameron, *Feminism and Linguistic Theory* (1992); Nicholson (Ed.), *Feminism/Postmodernism* (1990); R. Barthes, *Mythologies* (1973); K. Burke, *Language as Symbolic Action* (1966); R. Wagner, *Lethal Speech* (1978).

Methods of Assessment: There is a two-hour examination in the Summer Term with 7 questions, 2 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN300

Advanced Theory of Social Anthropology

Teachers Responsible: Professor H. L. Moore, Room A611 and Professor M. Bloch, Room A608

Availability and Restrictions: This course is compulsory for B.A./B.Sc. 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.

Course Content: Themes from the history of anthropology and analysis and interpretation in modern anthropology. Anthropology and evolutionary theory. Functionalism and ethnographic method; Lévi-Strauss and structuralism; rationality and

relativism; modern Marxist anthropology; the relation between anthropology and psychology; anthropology and psycho-analysis; anthropology and history; the problem of the understanding of the 'other'; the nature of anthropological theory, representation and anthropological writing.

Teaching Arrangements: Lectures (AN300) 20 Michaelmas and Lent Terms, Classes (AN300A) 20 Michaelmas and Lent Terms.

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*; C. Lévi-Strauss, *Structural Anthropology, Vol. 1*; D. Sperber, *On Anthropological Knowledge*; B. Knauft, *Genealogies for the Present*; P. Bourdieu, *The Logic of Practice*; H. L. Moore, *The Future of Anthropological Knowledge*; A. Kuper, *Anthropology and Anthropologists*; C. Geertz, *The Interpretation of Cultures*; B. Morris, *Anthropology of the Self*; G. White & C. Lutz, *New Directions in Psychological Anthropology*; R. Behar & D. Gordon, *Women writing Culture*; G. Stocking, *Victorian Anthropology*; E. R. Leach, *Political Systems of Highland Burma*; M. Bloch, *Ritual, History and Power*; P. Rabinow, *A Foucault Reader*; D. Sperber, *Explaining Culture*.

Methods of Assessment: There is a three-hour examination in the Summer Term, with 10 or more questions, 3 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN301

The Anthropology of Religion

Teachers Responsible: Dr. M. Jamieson, Room A614, Dr. D. James, Room A616 and Dr. C. Stafford, Room A610

Availability and Restrictions: This course is compulsory for B.A./B.Sc. 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.

Course Content: Various anthropological approaches to the study of religion, ritual and symbolism will be covered. Key topics will be: the religious representation of life, death, sex, morality and gender; the relation between cosmology and magical practice; typologies of thought: the religious, the aesthetic, the scientific; religion and the social construction of the emotions; the work of the symbol; myth and history; theodicy and world religions.

Teaching Arrangements: Lectures (AN301) 20 Michaelmas and Lent Terms, Classes (AN301A) 20 Michaelmas and Lent Terms.

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, *The Cult of the Dead in a Chinese Village*; 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*; A. Gell, *Metamorphosis of the Cassowaries*; D. Lan, *Guns and Rain*; G. Lewis, *Day of Shining Red*; C. Lévi-Strauss, *The Savage Mind*; J. Middleton, *Lugbara Religion*. Additional reading will be suggested during the course.

Methods of Assessment: There is a three-hour examination in the Summer Term with 10 or more questions, 3 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN399

Special Essay in Social Anthropology

Availability and Restrictions: This course is an option for the B.A./B.Sc. Social Anthropology and B.A. 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.

Course Content: There is no formal course content. Candidates will be expected to draw widely on their reading from other anthropology courses.

Teaching Arrangements: Formal instruction is not provided, but tutors will advise candidates during their normal tutorial meetings on scope, topic, and relevant reading, as well as on general approaches. Tutors are not permitted to read or comment on drafts of the essay, and students opting for the essay should not expect additional tutorial meetings to discuss it.

Written Work: The essay 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, and at the Examinations Office. The student is advised to retain a copy.

Methods of Assessment: Students will be assessed entirely on the basis of the essay that they submit.

AN900

A Programme of Ethnographic Films

Teachers responsible: Professor P. Loizos, Room A612 and Dr. J. Woodburn, Room A601

Normally 10 sessions Michaelmas Term and 10 sessions Lent Term.

This is not an assessed course. It is designed primarily for first-year students but is open to all students, undergraduate and postgraduate, who are taking anthropology as any part of their degree.

ECONOMICS**Course Guides**

EC100

Economics A

Teachers Responsible: Dr. C. M. E. Whitehead, Room S377 and Professor M. Desai, Room Y314

Availability and Restrictions: This course is for B.Sc. 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 courses in economics.

Course 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. The course covers standard micro and macroeconomic theory and its extensions. Topics include demand and supply, theories of consumer behaviour and cost, market structures, optimality, theories of wages and labour supply, macroeconomic equilibrium in the goods and money markets, unemployment, inflation, and the balance of payments. It also discusses applications of theory to policy.

Teaching Arrangements:

Lectures EC100.: 20 Michaelmas Term, by Dr. Whitehead, are on microeconomics; 20 Lent Term, by Professor Desai are on macroeconomics.

Lecture handouts are distributed at frequent intervals; they contain the outline of the lectures, details of prescribed readings and questions for discussion in classes.

Classes EC100.A: 20 Sessional.

These classes are usually taught by part-time teachers. They deal mainly with questions arising out of the lectures and with some of the questions on the lecture handouts. They are used also to discuss students' written work.

The course follows fairly closely standard first-year textbooks such as Lipsey & Chrystal, Begg, Fischer & Dornbusch or Baumol & Blinder (see details below).

Written Work: Class teachers will normally set and mark four pieces of written work from each student during the course.

Reading List: Students should buy one of the following: R. G. Lipsey & A. Chrystal, *An Introduction to Positive Economics* (8th edn.), Weidenfeld and Nicolson, 1995; D. Begg, S. Fischer & R. Dornbusch, *Economics*, (4th edn.), McGraw-Hill, 1994; 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: 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, *Keynes Worldly Philosophers*.

Further supplementary reading is given in the weekly handouts.

Assessment Methods: A three-hour written examination in the Summer Term 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

Teachers Responsible: Dr. C. D. Scott, Room S375 and Dr. M. Perlman, Room S378

Availability and Restrictions: This course is for B.Sc. degrees in Economics and also available to other students as permitted by the regulations. A knowledge of A-level economics is desirable, as is some knowledge of mathematics (e.g. elementary calculus). Neither is essential, but those students without a mathematical background should consider taking an introductory mathematics course, such as **Basic Mathematics for Economists**, at the same time.

Core Syllabus: This is an introductory course in microeconomics and macroeconomics for those expecting to take further courses in economics.

Course Content: Part A (Dr. C. D. Scott) Consumer behaviour; theory of the firm; market equilibrium; imperfect competition; general equilibrium theory; welfare economics.

Part B (Dr. Perlman) How aggregate demand and supply interact to determine real income, employment and the price level. The effects of international trade and financial transactions on the economy. Under what conditions can monetary and fiscal policies be used effectively.

Teaching Arrangements:

Lectures EC102.: 20 Michaelmas and Lent Terms (Dr. C. D. Scott) and 20 Michaelmas and Lent Terms (Dr. Perlman).

Classes EC102.A: 20 Sessional.

Written Work: Written answers to set problems will be expected on a weekly basis.

Reading List: Part A: Jack Hirshleifer & Amihai Glazer, *Price Theory and Applications*, Prentice Hall, 1992.

Part B: M. Perlman, *Macroeconomics*.

As a background to the course students should refer to R. G. Lipsey, *An Introduction to Positive Economics*.

Assessment Methods: A three-hour written examination in the Summer Term, based on the full syllabus of parts A and B of the course.

EC110**Basic Mathematics for Economists**

Teacher Responsible: Dr. J. Lane, Room S575

Availability and Restrictions: This course is for B.Sc. degrees in Economics and also available to other students as permitted by the regulations. The course is designed for students with a reasonable understanding of O-level Mathematics, or its equivalent. Prior knowledge of calculus is not assumed.

Core Syllabus: The course is designed to provide students with the elementary mathematical tools that are needed to pursue a degree in economics. Application of these techniques to a variety of economic problems is given particular emphasis.

Course Content:

Part A: Linear and quadratic functions; systems of linear equations; input-output analysis; an introduction to linear programming; geometric series; discounting and present values. Differentiation of polynomials; differential rules for products, quotients and functions of functions; marginal cost and marginal revenue; price and income elasticity; maximisation and minimisation; logarithms; the exponential function and its derivative; definite and indefinite integrals; consumer 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.

Teaching Arrangements:

Lectures EC110.: 30 Michaelmas and Lent Terms.

Classes EC110.A: 20 Sessional.

Remedial Classes 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 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.

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; 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*; and E.F. Haeussler, Jr., & R. Paul, *Introductory Mathematical Analysis*. Wisniewski has a high economic content. The book by Dowling is particularly rich in worked examples.

Assessment Methods: A three-hour written examination in the Summer Term.

Economics of Social Policy**EC200**

Teachers Responsible: Dr. C. Whitehead, Room S377 and Dr. N. Barr, Room S578

Availability and Restrictions: This course is for B.Sc. 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 possibly A-level economics.

Core Syllabus: It is intended to be useful in itself rather than as training and technique for future study. Economic technique is kept to a necessary minimum. The emphasis is on economic insight into a wide range of issues, both conventional and unconventional.

Course 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; welfare state, charitable and private provision; methods of achieving and financing social provision; the rationale of privatisation; the economics of housing, health, education and social security policies; environmental and spatial issues. Examples of particular policies will be discussed throughout.

Teaching Arrangements:

Lectures EC200.: 20 Michaelmas and Lent Terms.

Classes EC200.A: 20 Sessional.

Reading List: J. Le Grand & R. Robinson, *The Economics of Social Problems: Privatisation and the Welfare State*; N. Barr, *The Economics of the Welfare State*; E. Helpman, *Social Policy Evaluation: An Economic Perspective* and C. Jencks, *Rethinking Social Policy*. Other reading will be provided throughout the course.

Assessment Methods: A three-hour written examination in the Summer Term.

EC201**Microeconomic Principles I**

Teachers Responsible: Dr. M. Bray, Room S476 and Professor A. Venables, Room S277

Availability and Restrictions: This course is for B.Sc. 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 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** or **Quantitative Methods for Economists** and should revise calculus including partial derivatives and the use of Lagrangians.

Core Syllabus: An intermediate course in microeconomic analysis.

Course Content:

I. Consumer Theory. Utility functions and indifference curves. Income and substitution effects. Selected applications.

II. Producer Theory. Production and cost functions. Firm and industry supply. Monopoly.

III. Strategic Choice. Basic ideas in game theory. Applications to oligopoly.

IV. General equilibrium and welfare. Competitive equilibrium. Efficiency of equilibrium. Welfare criteria.

V. Topics in welfare economics. Public goods, externalities, second best pricing.

VI. Uncertainty and information. Choice under uncertainty. Insurance markets. Asymmetric information. Selected applications.

Teaching Arrangements:

Lectures EC201.: 40 Michaelmas and Lent Terms.

Classes EC201.A: (undergraduates) EC201.B (Diploma 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 assigned problems before attending classes. At least five pieces of written work will be required and marked by class teachers.

Reading List: A reading list will be provided at the start of the course. The main text for the course is W. Nicholson, *Microeconomic Theory. Basic Principles and Extensions*. Students may also find H. Varian, *Intermediate Microeconomics*, useful.

Assessment Methods: A three-hour written examination in the Summer Term. Candidates are required to answer eight short questions and three long questions.

EC202**Microeconomic Principles II**

Teachers Responsible: Professor F. A. Cowell, Room R416b and Dr. J. Lane, Room S575

Availability and Restrictions: This course is for B.Sc. 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 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 expected to have completed a mathematics course of at least the level of **Quantitative Methods for Economists** and mathematics to the level of **Mathematical Methods** is desirable.

Core Syllabus: An intermediate course in microeconomic analysis.

Course 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.

Teaching Arrangements:

Lectures EC202.: 40 Michaelmas and Lent Terms.

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.

Reading List: The course will be based on F. A. Cowell, *Microeconomic Principles*, Harvester Wheatsheaf and *Microeconomics* 2nd edn. by Gravelle & Rees. Other reading will be given during the course.

Assessment Methods: A three-hour written examination in the Summer Term. Candidates are required to answer four questions.

EC210**Macroeconomic Principles**

Teachers Responsible: Professor C. Bean, Room R423a and Professor C. A. Pissarides, Room S678

Availability and Restrictions: This course is for B.Sc. 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.

Course Content:

I. 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.

II. 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; seignorage 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-cycle-permanent-income consumption function. Life-cycle consumption theory, budget deficits and the National Debt.

Teaching Arrangements:

Lectures EC210.: 40 Michaelmas and Lent Terms.

Classes EC210.A: 20 Sessional. EC210.B: for Diploma 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.

Reading List: N. G. Mankiw, *Macroeconomics*; R. Barro & V. Grilli, *European 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.

Assessment Methods: A three-hour written examination in the Summer Term. Candidates are required to answer eight out of ten short questions and three out of six long questions.

EC220

Introduction to Econometrics and Economic Statistics

Teacher Responsible: Dr. C. Dougherty, Room S184

Availability and Restrictions: This course is for B.Sc. 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 for Economists**.

Core Syllabus: The course is in two parts. Dr. Dougherty gives 33 lectures which form an introduction to econometrics. Before these lectures he gives 4 optional lectures which review basic statistical concepts. A. N. Other gives 6 lectures on another relevant topic.

Course Content: Dr. Dougherty's lectures: (a) optional review lectures: random variables; expectations, unbiasedness, efficiency, consistency; (b) main lectures: covariance, variance and correlation; simple and multiple regression analysis; test statistics; problems of multicollinearity and misspecification; transformation of variables; dummy variables; proxy variables; autocorrelation; heteroscedasticity; measurement errors and Friedman's Permanent Income Hypothesis; simultaneous equations bias; indirect least squares; instrumental variables; two-stage least squares; model evaluation.

A. N. Other's lectures: To be arranged.

Teaching Arrangements:

Lectures EC220.: 43 (4 optional) Sessional.

Dr. Dougherty gives the four preliminary review lectures in the first two weeks of the Michaelmas Term and the main lectures from the third week of the Michaelmas Term. The theory lectures continue in the Lent Term.

A. N. Other's lectures are given in the last six weeks of the Lent Term.

Classes EC220.A: 20 Sessional. EC220.B for Diploma 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.

Reading List: C. R. S. Dougherty, *Introduction to Econometrics*, Oxford University Press, 1992 and C. A. Moser & G. Kalton, *Survey Methods in Social Investigation*, 2nd edition, Gower, 1979.

Assessment Methods: A three-hour written examination in the Summer Term.

EC221

Principles of Econometrics

Teacher Responsible: Dr. M. Schafgans, Room S584

Availability and Restrictions: This course is for B.Sc. degrees in Economics and is also available to other students as permitted by the regulations. A knowledge of linear algebra and calculus (e.g. 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.

Course Content: Statistical background; continuous distribution, sampling theory, estimation, hypothesis testing, asymptotic theory. Sources of data, national accounts, price indices. The Linear Model; multiple regression, t-and F-tests, dummy variables, multicollinearity, general linear restrictions, dynamic models. Time series autoregressive models, seasonal adjustment generalised least squares, serial correlation, heteroscedasticity, distributive lags, simultaneous equation systems, instrumental variables and two stage least squares.

Teaching Arrangements:

Lectures EC221.: 40 Michaelmas and Lent Terms.

Classes EC221.A: 20 Sessional.

Reading List: The most useful texts are: W. Greene, *Econometric Analysis*, Macmillan; J. Johnston, *Econometric Methods*, McGraw-Hill; D. Gujarati, *Basic Econometrics*, McGraw-Hill; G. S. Maddala, *Econometrics*, Macmillan; J. Kmenta, *Elements of Econometrics*, Macmillan; M. Stewart & K. Wallis, *Introductory Econometrics*, Blackwell, although none is completely sufficient.

Assessment Methods: A three-hour written examination in the Summer Term. The paper contains nine questions, of which four are to be answered and one is compulsory.

EC230

European Economic Policy

Teacher Responsible: Mr. A. Marin, Room S566

Availability and Assessment: 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 economic theory.

Course 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) External trade relations.

Teaching Arrangements:

Lectures EC230.: 20 Michaelmas and Lent Terms.

Classes/seminars EC230.A: 22 Sessional.

Reading List: T. Hitiris, *EC Economics*, 3rd edn., Harvester Wheatsheaf, 1994; A. El-Algra (Ed.), *The Economics of the European Community*, Philip Allan, 1994; D. Swann, *The Economics of the Common Market*, 8th edn., Penguin, 1995. References relevant to each topic area will be given out during the course.

Assessment Methods: A three-hour written examination in the Summer Term.

EC301

Advanced Economic Analysis

Teachers Responsible: Professor N. Kiyotaki, Room S675 and Dr. E. Luttmer

Availability and Restrictions: This course is for B.Sc. 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 level of **Quantitative Methods for Economists**. **Introduction to Econometrics and Economic Statistics** is also useful.

Core Syllabus: A series of lectures introducing recent developments in economic theory which have fundamentally changed our understanding of macroeconomic fluctuations issues in finance.

Course Content: The two separate topics will be covered in one-term courses. Macroeconomic fluctuations will include an investigation of wage contracts, coordination failures and equilibrium models of unemployment, search models and models of money and credit and their role in fluctuations. The finance topic will concentrate on recent theoretical and empirical insights. A more complete description of course content will be available at the start of the course.

Teaching Arrangements:

Lectures EC301.: 30 Michaelmas and Lent Terms.

Classes EC301.A: 16 Sessional.

Reading List: There is no suitable textbook. Instead, the course is built around a small number of readings, mostly articles.

Assessment Methods: A three-hour written examination in the Summer Term. The paper is divided into two parts; students are required to answer four questions (at least one from each part) from about ten.

EC303

Economic Analysis of the European Union

Teacher Responsible: Dr. F. Ortalo-Magné, Room S475

Availability and Restrictions: This course is for B.Sc. 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.

Course 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, industrial and regional policy.
- (v) External trade and protectionism.

Teaching Arrangements:

Lectures EC303.: 20 Michaelmas and Lent Terms.

Classes/seminars EC303.A: 20 Sessional.

Reading List: General background readings: T. Hitiris, *EC Economics* (3rd edn.), Harvester Wheatsheaf, 1994; A. El-Algra (Ed.), *The Economics of the European Community*, Philip Allan, 1994; D. Swann, *The Economics of the Common Market*, Penguin, 7th edn., 1992. References relevant to each topic area, including articles from academic journals, will be given out during the course.

Assessment Methods: A three-hour written examination in the Summer Term.

EC305

Comparative Economic Systems

Teachers Responsible: Dr. S. Gomulka, Room S576, Dr. N. Barr, Room S578 and Dr. C. Xu, Room S587

Availability and Restrictions: This course is for B.Sc. 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 centrally-managed to market-based systems.

Course Content: Part A, given by Dr. Gomulka, is concerned mainly with reforms in Central and Eastern Europe and the Former Soviet Union and the economics of transition. It covers the institutions and other initial conditions before the transition, reform principles, stabilization policies, privatisation and other structural reforms, and the causes of post-reform recessions.

Part B, given by (to be arranged), is concerned with labour markets, unemployment and labour market policy during economic transition.

Part C, given by Dr. C. Xu, deals with information and incentive problems in various economic organisations; it discusses ownership and co-ordination issues in different economic systems; it

also compares China's reforms with the latest reforms in Eastern Europe and former Soviet Union.

Part D, given by (to be arranged), examines the causes of hyperinflation; design of stabilization programmes; corruption and political economy issues in reform. Case studies from Latin America are also discussed.

Teaching Arrangements:

Lectures EC305.: 30 Michaelmas and Lent Terms.
Classes EC305.A: 15 Michaelmas and Lent Terms.
The classes are based around student presentations on particular topics.

Written Work: In addition to writing up essays from their presentation, students will be expected to do several essays during the year.

Reading List: Each part has a reading list to be provided at the start of the course.

Assessment Methods: There is a written three-hour examination in the Summer Term. The paper contains 12 questions, of which four are to be answered.

EC307

Development Economics

Teachers Responsible: Professor M. Desai, Room Y314 and Dr. C. D. Scott, Room S375

Availability and Restrictions: This course is for B.Sc. 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 and Economic Statistics** is also highly desirable.

Core Syllabus: The course provides an introduction to selected issues in economic development including theory, evidence and policy.

Course Content: The course begins by examining different approaches to the definition of well-being and deprivation, and reviews the recent performance of developing countries with respect to various measures of economic development. In the macroeconomic part of the course, selected contributions to the growth literature are discussed with particular emphasis on models based on alternatives to the neoclassical aggregate production function and/or which stress the role of natural resources and international trade. The significance of institutions and organisations on economic development is assessed together with the long run consequences of macroeconomic instability. The impact of different types of state on policy choice and development outcomes is also considered.

The microeconomic part of the course starts with a discussion of dualist models of economic development before examining the determinants of rural poverty at regional village and household level. This leads to an examination of rural labour markets, decision making by peasant farmers under risk and uncertainty and the relationship between poverty and environmental degradation. The final section of the course evaluates policies to alleviate poverty in developing countries such as land reform, technical change in agriculture, targeted benefits, credit schemes and emergency programmes of famine relief.

Teaching Arrangements:

Lectures EC307.: 20 Michaelmas and Lent Terms.
Classes EC307.A: 20 Michaelmas and Lent Terms.

Reading List: There is no textbook for the whole course, although the macroeconomic part is loosely structured around D. Lal & H. Myint, *The Political Economy of Poverty, Equity and Growth* (Oxford University Press, 1996). The macroeconomic part is likely to be based on a Study Pack containing copies of journal articles and other material which students will be expected to purchase at the start of the course. However, introductions to what is now an extremely broad field may be found in M. P. Todaro, *Economic Development in the Third World*, 5th edn., Longmans, or M. Gillis *et al*, *Economics of Development*, 3rd edn., Norton, 1992. A useful literature review is N. H. Stern, 'The Economics of Development: A Survey', *Economic Journal*, Vol. 99, 1989. Those preferring a more analytic treatment of the subject should consult K. Basu, *The Less Developed Economy*, Blackwell, 1984, and the three-volume *Handbook of Development Economics*. A descriptive overview of issues treated in the microeconomic part of the course is Idriss Jazairy *et al*, *The State of World Rural Poverty: An Inquiry into its Causes and Consequences*, IFAD/Intermediate Technology Publications, 1992.

Assessment Methods: A three-hour written examination in the Summer Term.

EC309

Econometric Theory

Teacher Responsible: Dr. J. McCrorie

Availability and Restrictions: This course is for B.Sc. degrees 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 **Probability, Distribution Theory, and Inference** (or equivalent) and/or **Principles of Econometrics** (or equivalent).

Core Syllabus: An introduction to the theory of estimation and inference of econometric models.

Course Content: The linear model, asymptotic theory; concepts of model specification; maximum likelihood and other optimization estimators; dynamic models; simultaneous equation systems; panel data.

Teaching Arrangements:

Lectures EC309.: 20 Michaelmas and Lent Terms.
Classes EC309.A: 20 Sessional.

Written Work: Written answers to set problems will be expected on a weekly basis.

Reading List: The main text for the lectures is A. C. Harvey, *The Econometric Analysis of Time Series*, 2nd edition, 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*, C.U.P.; 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*.

Assessment Methods: A three-hour written examination in the Summer Term. The paper contains nine questions, of which four are to be answered.

EC311

History of Economic Thought

Teacher Responsible: Dr. M. Perlman, Room S378
Availability and Restrictions: This course is for B.Sc. 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 the course is to examine the development of theories of some of the major problems confronting economists over the past two hundred years or so.

Course Content: How the problems of 'value' has been approached and 'resolved' over the past two hundred years or so; theories of wages, profits and rent and their interaction with the problem of value; international value - from absolute advantage to reciprocal demand; the development of monetary and interest rate theories and how monetary factors interact with the real economy.

Teaching Arrangements:

Lectures EC311.: 20 Michaelmas and Lent Terms.
Classes EC311.A: 20 Michaelmas and Lent Terms.

The lectures will give a broad survey of the History of Economic Thought from the eighteenth to the late nineteenth century. The classes will concentrate on a reading of the texts of major classical writers, particularly Hume, Adam Smith, Ricardo and Mill.

Written Work: Students will be expected to give class papers and produce some written work.

Reading List: Apart from the selected original text, the following general histories may be consulted; D. P. O'Brien, *The Classical Economists*, Oxford University Press; M. Blaug, *Economic Theory in Retrospect*; J. Viner, *Studies in the Theory of International Trade*; L. Robbins, *Theory of Economic Policy in Classical Political Economy*; T. W. Hutchinson, *Review of Economic Doctrines*; G. Stigler, *Production and Distribution Theories*.

Assessment Methods: A three-hour written examination in the Summer Term. Students are required to answer four questions from of a wide range of choices covering the syllabus.

EC313

Industrial Economics

Teachers Responsible: Dr. G. Symeonidis and Dr. L. Cabral

Availability and Restrictions: This course is for B.Sc. degrees in Economics and is also available to other students as permitted by the regulations. Not open to one-term students. 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, the process of entry and entry deterrence, and some aspects of the privatisation of "natural monopolies".

Course Content: The main subjects include (but are not limited to) monopoly and price discrimination, vertical arrangements between firms, transactions costs and contract design, game theoretic models of firm behaviour, collusive arrangements, the determinants of industrial structure, strategic entry deterrence by pricing, investment, and product differentiation and issues in the regulation of "natural monopolies". Some empirical material will be reviewed.

Teaching Arrangements:

Lectures EC313.: 30 hours Michaelmas and Lent Terms.

Classes EC313.A: 15 Michaelmas and Lent Terms.

Written Work: At least five problem sets will be required and assessed by class teachers.

Reading List: A detailed reading list will be provided at the beginning of the course. The primary texts, from which we draw selectively, are J. Tirole, *The Theory of Industrial Organisation*, and J. Vickers & G. Yarrow, *Privatisation and Regulation*. Supplementary reading is taken from J. Sutton, *Sunk Costs and Market Structure*, and journal articles.

Assessment Methods: A three-hour written examination in the Summer Term.

EC315

International Economics

Teachers Responsible: Dr. E. Kuska, Room S87 and Dr. F. Ortalo-Magné, Room S475

Availability and Restrictions: This course is for B.Sc. 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 economics.

Course Content:

International Trade Theory: This part of the course strives to explain the pattern of trade observed in the world and to account for the prices at which goods are traded. Positive and normative aspects of international markets are examined. Use is made of the theory of comparative advantage, 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 applied 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 balance-of-payments.

Adjustment Theory: The question of the existence of an automatic mechanism in the international economy which brings about balance-of-payments equilibrium for each of the constituent economies is treated under this heading. Obstacles to the smooth functioning of such a mechanism are also considered. The modern monetary approach to the balance of payments is considered under this topic which

otherwise 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.

Teaching Arrangements:

Lectures EC315.: 20 Michaelmas and Lent Terms.

Classes EC315.A: 20 Sessional.

Written Work: Students will be expected to prepare two pieces of written work during each of the Michaelmas and Lent Terms.

Reading List: The main textbook for the course is D. R. Appleyard & A. J. Field, *International Economics*, Irwin, 1995. Other suitable texts are: P. Krugman & M. Obstfeld, *International Economics*, 3rd edn., Harper 1994; P. Krugman, *Rethinking International Trade*; Peter B. Kenen, *The International Economy*, 2nd edn., Prentice Hall, 1989; W. Ethier, *Modern International Economics*, Norton, 1988; E. E. Leamer, *Sources of International Comparative Advantage: Theory and Evidence*, MIT Press, 1984; K. Philbeam, *International Finance*, 1992; 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 given during the course.

Assessment Methods: A three-hour written examination in the Summer Term.

EC317

Labour Economics

Teacher Responsible: Professor A. Manning, Room S681

Availability and Restrictions: This course is for B.Sc. 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) as well as **Introduction to Econometrics and Economics Statistics** (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.

Course Content: The course will be concerned with two main questions. First, why is unemployment so much higher now than it used to be and why has the rise been much bigger in some countries than others? Second, why is there more inequality than previously?

Teaching Arrangements:

Lectures EC317.: 30 hours Michaelmas and Lent Terms.

Classes EC317.A: 15 Michaelmas and Lent Terms.

Written Work: Students will be expected to make one class presentation, lead one class discussion and write two essays over the course of the year.

Reading List: There is no comprehensive text for this course. Many of the topics covered can be found in *Labor Economics* by R. Elliot, McGraw Hill or *The Economics of Labour Markets* by P. Fallon & D. Verry. Additional reading, drawn from academic journals, will be suggested during the course in order to reflect topics that are of current interest.

Assessment Methods: A three-hour written examination in the Summer Term. Usually, students are expected to answer three out of about eight questions.

EC319

Mathematical Economics

Teachers Responsible: Dr. J. Lane, Room S575 and Mr. R. Lagos

Availability and Restrictions: This course is for B.Sc. 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: This course is designed for students who like using mathematical techniques as a tool in understanding economic problems. It deals with areas in economic theory where mathematical modelling is particularly helpful. The lectures will use mathematics at many points, and students will be

expected to solve economic problems posed in a mathematical form. However considerable emphasis will also be given to the economic motivation and interpretation of the models discussed.

Course Content:

Techniques of all Constrained Optimization

This is a rigorous treatment of the mathematical techniques for solving constrained optimization problems, which are basic tools of economic modelling. In detail the topics covered are:

Definitions of feasible set and solution, sufficient conditions for the existence of a solution, maximum value function, Lagrange multipliers, shadow prices, Lagrangian sufficiency result, convex sets, concave and convex functions, separating hyperplane theorem, Lagrangian necessity result for concave problems (Kuhn-Tucker Theorem), complementary slackness, shadow prices, and first order conditions sufficiency results for concave and quasi-concave differentiable problems.

Intertemporal Models of the Household and Firm

Savings and investment decisions with perfect capital markets, present discounted value, taxation, simple models of imperfect capital markets.

Uncertainty

Expected utility theory (Von Neumann - Morgenstern utility), derivation of expected utility theory from axioms, risk-aversion and risk-neutrality, simple portfolio theory, the capital asset pricing model.

General Equilibrium and Time

The fundamental theorem of welfare economics, the meaning of complete markets with uncertainty, Arrow-Debreu securities, The Modigliani-Miller Theorem of corporate finance, relationship of complete markets to temporary equilibrium with rational expectations, natural resources.

Teaching Arrangements:

Lectures EC319.: 20 Michaelmas and Lent Terms.

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.

Reading List: There is no textbook for the course as a whole, but parts (but by no means all) of the following books will be referred to: C. J. Bliss, *Capital Theory and the Distribution of Income*; P. S. Dasgupta & G. M. Heal, *Economic Theory and Exhaustible Resources*; A. Deaton & J. Muellbauer, *Economics and Consumer Behaviour*; G. Debreu, *Theory of Value*; P. Diamond & M. Rothschild, *Uncertainty in Economics*; A. K. Dixit, *Optimization in Economic Theory*; H. Raiffa, *Decision Analysis: Introductory Lectures on Choice Under Uncertainty*; H. Varian, *Microeconomic Analysis*.

These references will be supplemented by lecture notes and references to other books and journal articles. A detailed reading list will be provided with the lecture course.

Assessment Methods: A three-hour written examination in the Summer Term. The paper contains ten questions, of which students should attempt four.

EC321

Monetary Economics

Teachers Responsible: Professor C. A. E. Goodhart, Room G405 and Professor A. Nobay, Room G313

Availability and Restrictions: This course is for B.Sc. 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.

Course 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. The impact of money on economic activity: the monetarist counter-revolution, and rational expectations. The theory of monetary policy. The term structure of interest rates. The role of Central Banks and the regulation of the financial system. Exchange rate systems and international aspects of monetary policy, including the European Monetary System and proposals for European monetary integration.

Teaching Arrangements:

Lectures EC321.: 30 Michaelmas and Lent Terms.

Classes EC321.A: 18 Sessional.

Written Work: Students should expect to write two essays or exercises in both the Michaelmas and Lent Terms, to be handed into, and marked by, their class teacher. Setting essay topics is the responsibility of class teachers, although a list of suggested topics will be distributed in the lectures. A 'mock' examination may be set at the end of the Michaelmas Term. This will not count towards the final examination result.

Reading List: The most useful text books are C. Goodhart, *Money, 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*; S. Sheffrin, *Rational Expectations*.

Assessment Methods: A three-hour written examination in the Summer Term. In the past the paper has included a compulsory section with choice from a set of short questions, and three essays to be selected from a choice of around ten questions.

EC325

Public Economics

Teachers Responsible: Dr. N. Barr, Room, S578 and Dr. J. Leape, Room R502

Availability and Restrictions: This course is for B.Sc. 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.

Course 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. Privatisation and regulation of natural monopolies. Effects of taxes on labour supply and savings. Tax policy: principles, incidence, income versus expenditure taxation, direct versus indirect taxation. Corporation tax: domestic and international issues. 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.

Teaching Arrangements:

Lectures EC325.: 20 Michaelmas and Lent Terms.

Classes EC325.A: 20 Sessional.

Reading List: The most useful textbooks are: N. A. Barr, *Economics of the Welfare State* (2nd edn.); J. A. Kay & M. A. King, *The British Tax System* (5th edn.); J. E. Stiglitz, *Economics of the Public Sector* (2nd edn.); A. B. Atkinson & J. E. Stiglitz, *Lectures on Public Economics*.

Assessment Methods: A three-hour written examination in the Summer Term.

EC331

Quantitative Economics Project

(A project of up to 10,000 words on an approved subject in Quantitative Economics)

Teachers Responsible: Mr. J. Thomas, Room S677 and Professor M. Desai, Room Y314

Availability and Restrictions: This course is for the B.Sc. degree in Econometrics and Mathematical Economics. Students should have completed **Principles of Econometrics**.

Course Syllabus: Learning how to do research in a practical way.

Course 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.

Teaching Arrangements:

Seminars in Quantitative Economics EC331.A: 10 x two hours Lent Term.

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.

Assessment Methods: A completed project 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 in Applied Econometrics

Teachers Responsible: Professor A. Manning, Room S681 and Mr. J. Thomas, Room S677

Availability and Restrictions: This course is for B.Sc. 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 and Economic Statistics** or **Principles of Econometrics**.

Core Syllabus: The purpose of this course is to give students a grounding in recent developments in applied econometric methodology for the analysis of cross-sectional and time series data in 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 analysing a wide variety of econometric problems.

Course Content: This course comprises two sets of ten lectures on (i) **EC333.1 The Econometrics of Individual Behaviour** (Professor A. Manning). The first part of the course will be a discussion of a selection of topics from E. R. Berndt, *The Practice of Econometrics: Classic and Contemporary*, plus supplementary readings. Among the econometric topics covered will be instrumental variables, simultaneous equations and limited dependent variable models. The economic topics covered will be drawn from industrial and labour economics; and (ii) **EC333.2 Econometric Topics in Macroeconomics** (Mr. J. J. Thomas). The nature of macroeconomic data. Data mining. General-to-specific modelling. Diagnostic tests. Dynamic economic models. Cointegration. Simultaneous equation models. Software packages for time series analysis (Microfit, PcGive and TSP).

Teaching Arrangements:

Lectures EC333.1: 10 Michaelmas and Lent Terms

Lectures EC333.2: 10 Michaelmas and Lent Terms

Classes EC333.1A: 10

Classes EC333.2A: 10

Reading List: E. R. Berndt, *The Practice of Econometrics: Classic and Contemporary* and R. L. Thomas, *Introductory Econometrics: Theory and Applications* (2nd edn.). A more detailed reading list will be provided at the beginning of the course.

Assessment Methods: A three-hour written examination in the Summer Term.

ECONOMIC HISTORY

Course Guides

EH101

The Internationalisation of Economic Growth, 1870 to the Present Day

Teacher Responsible: Mr. Dudley Baines, Room C414

Availability and Restrictions: This course is compulsory for Bachelor's degrees in Economic History. It is available to all other students where their degree regulations permit, and to General Course Students. There are no formal pre-requisites for this course and no previous knowledge of the field is assumed. It is assumed that most students will concurrently be following a course in economics.

Core Syllabus: The course examines the inter-relationships between the development of the international economy and the growth of national economies – particularly Great Britain and the United States – since the late nineteenth century.

Course Content: Development, underdevelopment and international trade in the nineteenth century. The structure of the British and American economies around 1870. Westward expansion in the United States and its effect on the British economy. The 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. The effects of the first World War on the world economy and the decline of the British export industries. The world economic and financial crisis, 1929–33. Depression, recovery and government policy 1929–45. The dollar in the reconstruction of the international economy after the second World War. Comparative economic growth in industrialised countries. The collapse of the Bretton Woods system and the international economy since 1973. Debt crises: 1980s vs 1920s. Convergence vs globalisation. De-industrialisation, technology and international trade in the late 20th century.

Teaching Arrangements:

Lectures: There is one lecture course (EH101) with 22 lectures in the Michaelmas, Lent and Summer Terms. The lectures are shared by Mr. Dudley Baines, Professor Nicholas Crafts and others. A lecture programme will be circulated at the first meeting.

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 every three weeks during the year and two longer essays.

Reading List:

The following are particularly useful:

A. G. Kenwood & A. L. Loughheed, *The Growth of the International Economy, 1820–1989*; J. Foreman-

Peck, *A History of the World Economy*; P. Fearon, *War, Prosperity and Depression: The US Economy, 1917–45*; J. F. Wright, *Britain in the Age of Economic Management*; R. Floud & D. McCloskey (Eds.), *The Economic History of Britain since 1700*, Volumes 2 & Volume 3 (1994); C. More, *The Industrial Age: Economy and Society in Britain, 1760–1985* (1989); J. R. T. Hughes, *American Economic History*; T. Kemp, *The Climax of Capitalism*. P. Johnson (Ed.), *Twentieth-Century Britain: Economic, Social and Cultural Change* (1994).

(A fuller reading list and class topics will be given out at the first meeting).

Methods of Assessment: There is a three-hour examination in the Summer Term.

EH205

Towns, Society and Economy in England and Europe, 1450–1750

(Not available 1997–98)

Teacher Responsible: Dr. S. R. Epstein, Room S467

Availability and Restrictions: 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-fifteenth and the mid-eighteenth centuries.

Course 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 Arrangements: Weekly lectures and classes (EH205). Classes will be 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 will be 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 (1971); 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).

Methods of Assessment: There will be a three-hour written examination in the Summer Term.

Economic and Social History of Britain from 1830

Teacher Responsible: Dr. E. H. Hunt, Room C315
Availability and Restrictions: This is an optional course for Bachelor's degrees in Economic History, and for other degrees where regulations permit. This is a non-specialist survey course taken by second and third-year undergraduates, some of whom are not taking any other courses in economic history. Most of those who take the course have some prior knowledge of Britain's recent history and some acquaintance with economics, but the course has been taken successfully by students with neither. General Course students are welcome.

Core Syllabus: The course surveys the main aspects of British economic and social history since, approximately, 1830.

Course Content: This outline course covers all of the more important topics in British economic and social history since about 1830 with some emphasis upon the reasons for Britain's economic pre-eminence up to the 1870s and the causes of economic decline over the last century. For further details see the list of lecture and class topics available from Dr. Hunt or C422.

Teaching Arrangements: 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 4 essays or written class papers is required.

Reading List: The course reading list is deposited in the Library and copies are available from Dr. Hunt or 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 indicated on the course reading list. These indicated items should be found in the Teaching Library as well as the Main Library. Recommended general books, of interest to students who want to anticipate, or to sample, the course, are the following. These are also the books that students are most likely to find worth buying.

P. Mathias, *The First Industrial Nation* (1983); D. H. Aldcroft, *The British Economy Between the Wars* (1983); C. More, *The Industrial Age: Economy and Society in Britain, 1750-1985* (1989); 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. The booklets by Alford, Collins, Gourvish, Milward, Musson Payne, Roberts, Sanderson and Saul in the Macmillan *Studies in Economic and Social History* series.

EH210

Methods of Assessment: A three-hour formal examination in the Summer Term. B.A. History students are examined separately.

EH220

Comparative Economic Development: Late Industrialisation in Russia, India and Japan

Teachers Responsible: Dr. Janet Hunter, Room C313, Dr. Peter Howlett, Room S466 and Dr. Kent Deng, Room C413

Availability and Restrictions: This is a compulsory course for the B.Sc. 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 paper surveys the economic development of Russia, India and Japan over the last 150 years.

Course Content: The course covers the broad trends in the economic development of Russia, Japan and India during the 19th and 20th centuries. The emphasis is comparative, and the course concentrates on the particular problems of industrialization. Special attention is paid to the impact of the international economy, and to the political environment in which development has taken place.

Topics: 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. World War I, effect of war and military expenditure. Industrialisation strategies, agriculture and the role of the state in the interwar years. The international economic environment. Planning, industrial development and growth since 1945. 20th century land reforms.

Teaching Arrangements: Lectures: 20 weekly lectures (EH220) and 24 classes (EH220.A).

Written Work: Four essays during the year.

Reading List: There is no general textbook covering the whole course. However, there are a number of books providing general surveys of the economic development of the three countries (those marked with an asterisk* are in cheap paperback editions and students may find it convenient to purchase their own copies).

*P. Francks, *Japanese Economic Development in Theory and Practice* (1992); *G. Allen, *A Short Economic History of Modern Japan* (repr. 1991); *P. Gatrell, *The Tsarist Economy, 1850-1917* (1986); P. Gregory & R. Stuart, *Soviet Economic Structure and Performance* (1986); *A. Nove, *An Economic History of the USSR* (1982); *N. Charlesworth, *British Rule and the Indian Economy, 1800-1914* (1978); *D. Rothermund, *Economic History of India* (1988); *V. N. Balasubramanyan, *The Economy of India* (1984).

Methods of Assessment: One three-hour paper in the Summer Term.

Latin America and the International Economy

Teacher Responsible: Dr. Colin M. Lewis, Room C320

Availability and Restrictions: This is an optional course for Bachelor's degrees in Economic History, and other degrees where regulations permit.

Core Syllabus: The course examines the nature of Latin America's evolving relationship with the international economy since the late-nineteenth century. It considers various concepts developed to explain changes in that relationship and compares the experience of Latin American countries with that of other developing economies.

Course Content: Locating contemporary issues within an historical framework, the following themes will be addressed: the political economy of Latin American development from the age of export-led growth to debt crisis and re-democratization; state building and social change; agriculture and trade; patterns of industrial expansion; the economics and politics of democratic and authoritarian regimes.

Teaching Arrangements: Parallel programme of lectures (EH225) and classes (EH225.A) (one hour each per week) MLS.

Lectures: Weekly data handouts.

Classes: Weekly synopses of discussion topics.

Written Work: Four items of written work (class papers/vacation essays) to be produced during the session.

Reading List: C. Abel & C. M. Lewis (Eds.), *Latin America: Economic Imperialism and the State*; B. Albert, *South America and the World Economy*; L. Bethell, *The Cambridge History of Latin America*, vols. IV and VI; D. Bushnell & N. Macaulay, *The Emergence of Latin America in the Nineteenth Century*; V. Bulmer-Thomas, *Economic History of Latin America since Independence*; S. A. Hewlett & R. S. Weinert (Eds.), *Brazil and Mexico: Patterns in Late Development*; P. Lewis, *The Crisis of Argentine Capitalism*.

Supplementary Reading List: Detailed biographies will be distributed in connection with the lecture programme and a guide to journal articles provided for classes.

Methods of Assessment: One three-hour examination in the Summer Term.

EH225

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.

Course Content: Issues to be 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 neo-mercantilism; 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. Re-integration of the European economy after 1945: the economic legacy of the war; reconstruction and modernization; 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 (Austria-Hungary, Belgium, Denmark, France, Germany, Italy, The Netherlands, Spain and Sweden).

Teaching Arrangements: 22 one-hour lectures with supporting classes. Students will be expected to contribute at least one presentation to class.

Written Work: Students will be expected to write four essays during the course.

Reading List: A detailed reading list will be 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: 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); 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).

EH236

The Integration of Europe's Economy, 1815-1990

Teacher Responsible: Dr. Max Schulze, Room S468
Availability and Restrictions: This is an optional 2nd year course for Bachelor's degrees in Economic History and other degrees where regulations permit. Also available to General Course students. 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

EH240

British Business and Contemporary Economic Performance

Teacher Responsible: Dr. Helen Mercer, Room C322

Availability and Restrictions: This is an optional course for Bachelor's degrees in Economic History, and for other degrees and Diplomas as regulations permit.

Core Syllabus: The paper surveys hypotheses and evidence on Britain's relative economic decline mainly post-1945 with the emphasis on business aspects.

Course Content: The course examines some of the hypotheses on why the UK economy grew more slowly than other OECD nations with particular 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 Arrangements: EH240 24 weekly lectures in all three terms; EH240.A classes related to the above, starting in the second week of the Michaelmas Term.

Written Work: Students will be expected to write four essays during the course which will be marked.

Reading List: A full listing is available from the Economic History Department, Room C422. The following are among the major recommendations: B. W. E. Alford, *British Economic Performance 1945–1975*; B. Elbaum & W. Lazonick (Eds.), *The Decline of the British Economy*; M. Olson, *The Rise and Decline of Nations*; J. F. Wright, *Britain in the Age of Economic Management*; M. Kirby & M. Rose (Eds.), *Business Enterprise in Modern Britain*.

Methods of Assessment: There is a three-hour written examination in the Summer Term.

EH245

Foundations of the Industrial Economy

Teachers Responsible: Dr. E. H. Hunt, Room C315 and Dr. W. P. Kennedy, Room C314

Availability and Restrictions: This is a compulsory second-year course for students taking B.Sc. degrees in Economic History, Economics and Economic History, Economic History with Economics, Economic History with Population Studies, 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 through the study of the British economy in a comparative context.

Course Content: The course is both substantive and methodological in content. Separate elements of the growth process will be examined in relation to the historiography of national economic development and in the light of alternative models of economic growth. The course will explain how historians have assembled historical evidence to discriminate between alternative explanations of the way growth occurs. It will also introduce students to some of the basic quantitative and qualitative techniques used economic historians.

Issues to be covered include: the definition and measurement of economic growth; the meaning of 'industrialisation'; the role of factor inputs; ideas of 'pre-requisites for growth' and 'take-off'; the ownership and control of land and capital; the concept of entrepreneurship; the role of foreign trade; the definition of the market and role of market institutions; regional diversity; the role of government, public finance and the legal system; the impact of economic ideas; the importance of transactions costs; the supply and use of human capital; the employment and organisation of labour; the distribution of economic rewards; the creation and effect of social overhead capital; the economic significance of customs, culture and gender; political constraints on growth.

Teaching Arrangements: 22 one-hour lectures (EH245) with supporting classes (EH245a).

Written Work: Students will be expected to complete at least 2 class assignments in both the Michaelmas and Lent Terms.

Reading List: A detailed reading list will be distributed at the beginning of the course; the books listed below provide a good introduction. J. L. Anderson, *Explaining Long-Term Economic Change* (1989); N. F. R. Crafts, *British Economic Growth during the Industrial Revolution* (Oxford, 1985); T. S. Ashton, *The Industrial Revolution, 1760–1830* (1948); R. Floud & D. McCloskey, *The Economic History of Britain 1750–1980: Volume 1 The Industrial Revolution* (1993); P. Hudson, *The Industrial Revolution* (1992); J. Mokyr (Ed.), *The British Industrial Revolution: an economic perspective* (1993); E. L. Jones, *The European Miracle* (1987).

Methods of Assessment: Assessment for the course is based 70% on a three-hour formal examination in the Summer Term, and 30% on a project of a specified topic to be submitted during the year the course is taken at a date to be specified.

EH301

The Origins of the World Economy, 1450–1750

(Not available 1997–98)

Teacher Responsible: Dr. S. R. Epstein, Room S467

Availability and Restrictions: Optional course for Bachelor's degree students in Economic History. Not for General Course students.

Core Syllabus: The course examines comparative economic and social development in Britain and Western Europe, Asia and Africa from the late Middle Ages to the mid-eighteenth 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.

Course 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 Arrangements: Approximately 22 2-hour lectures and seminars.

Written Work: Students will be expected to write a number of essays based on background reading. A full list of lectures and seminar papers will be distributed at the beginning of the course.

Reading List: Detailed reading lists will be 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).

Methods of Assessment: There will be a 3,000 word assessed essay (counting as 30% of the final mark), and a three-hour written examination (counting as 70% of the final mark).

EH305

Economy, Society and Politics in London, 1800–1914

(Not available 1997–98)

Teacher Responsible: Dr. P. Johnson, Room C415

Availability and Restrictions: This course is for Bachelor's degree students in Economic History. This course is not normally available to General Course students. Students will normally have taken *Economic and Social History of Britain from 1815* (EH210) in their second year.

Core Syllabus: The aim of this third-year course is to integrate the different aspects of social, economic and urban history by studying the development of London from the early 19th century to the First World War. Social life in the capital will be looked at by reference to the physical structure of the city and the economic functions of its inhabitants.

Course Content: The course will begin by examining the economic foundation of London life, the labour market, focussing on casual work and the sweated trades. It will move on to study some of the social consequences of the economic environment – poverty, overcrowding and disease – making particular use of Charles Booth's major survey of social life in the capital. Responses to social distress from charitable and religious organizations will be looked at, as will some of the broader changes in sanitation, housing and suburban development. The internal dynamics of working class community life will be examined by studying the growth of pubs and music halls, and by looking at the impact of Jewish immigration into East London. The complexity of class divisions will be seen through the labour aristocracy, working class political movements, middle class involvement in local government, and the growth of the London County Council.

Teaching Arrangements: EH305: 22 weekly two-hour classes.

Written Work: Students will be expected to produce a minimum of four essays during the year.

Reading List: A detailed reading list will be given to students at the beginning of the course; the books listed below will provide a good introduction:

Gareth Stedman Jones, *Outcast London* (1977); Donald J. Olsen, *The Growth of Victorian London* (1976); Anthony S. Wohl, *The Eternal Slum* (1977); Paul Thompson, *Socialists, Liberals and Labour* (1967); Asa Briggs, *Victorian Cities* (1963); J. Walkowitz, *City of Dreadful Delight* (1992); H. J. Dyos & M. Wolff, *The Victorian City* (1973).

Methods of Assessment: There will be a formal three-hour examination counting for 70% of the final mark and an essay of not more than 2,000 words on a specified topic to be submitted (counting for 30% of the final mark) at a date to be specified.

EH310

Financial Markets, Investment and Economic Development in Britain, Germany and the United States after 1870

Teacher Responsible: Dr. W. P. Kennedy, Room C314

Availability and Restrictions: Optional 3rd year course for Bachelor's 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, as will, to a much lesser degree, some familiarity with the German language.

Core Syllabus: The course will explore 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 nineteenth century to the present.

Course Content: The course will examine the volume, structure and financing of capital formation in each of the three countries from around 1870 to the present. Particular attention will be focussed 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 will be linked to trends in human capital formation. The evolving means by which real capital formation has been financed will be considered and an attempt made to account for and evaluate the consequences of differences in the financial structures observed among the three countries over time.

Teaching Arrangements: 22 weekly lectures (EH310) and associated classes (EH310.A). In the classes, students will be set topics for discussion.

Written Work: One essay, 8–10 pages in length, will be required in both the Michaelmas and Lent Terms from each student.

Reading List: A full reading list/course outline will be distributed at the beginning of the course. The following readings provide some indication of the scope and nature of materials used in the course.

Michael Edelstein, *Overseas Investment in the Age of High Imperialism: The United Kingdom, 1850-1914* (1982); W. P. Kennedy, 'Portfolio Behavior 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); J. Bradford De Long et al., 'Noise Trader Risk in Financial Markets', *Journal of Political Economy*, Vol. 98 (August 1990).

Methods of Assessment: Assessment for the course is based 70% on a three-hour formal examination in June, and 30% on an essay of approximately 3,000 words in length, submitted, during the year the course is taken, to the Departmental Office at a date to be specified. The final choice of subject is made from a list approved by the Department.

EH315

Africa and the World Economy

Teacher Responsible: Dr. Gareth Austin, Room C319

Availability and Restrictions: 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. 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.

Course Content: The general theoretical and historiographical debate about Africa's relative poverty, and about the relevance to this of incorporation in the world economy.

Precolonial topics (after c. 1700): technology, environment and population; the extent and significance of markets and of the use of money; the Atlantic slave trade; nineteenth-century transformations in West, East and Southern Africa; slavery within Africa; gender and the social organisation of production and trade; the economic foundations of states.

Colonial and post-colonial topics: economics of the European partition of Africa; 'peasant' and 'settler' colonies; the cash-crop 'revolution'; the transition

from slavery to wage-labour in Nigerian agriculture; miners in South Africa; the impact of foreign private enterprise during the colonial period; economics of decolonisation: the 'Mau Mau' revolt in Kenya; the 'capitalism and apartheid' debate in South Africa; food and famine in the twentieth century; government intervention in post-colonial economies; the emergence of African capitalism.

Teaching Arrangements: 22 weekly seminars of two hours each in the Michaelmas, Lent and Summer Terms (EH315). Papers written by students will be distributed in advance.

Written Work: All students will be 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 **Methods of Assessment**).

Reading List: A detailed list will be provided at the beginning of the course. The following will provide an introduction:

J. Iliffe, *The Emergence of African Capitalism* (1983) and *Africans: The History of a Continent* (1995); R. Austen, *African Economic History* (1987); B. Freund, *The Making of Contemporary Africa* (1984); 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); A. Hopkins, 'The World Bank in Africa: Historical Reflections on the African Present', *World Development*, Vol. 14, No. 12, 1986, 1473-87; and the novel by Ngugi Wa Thiong'o, *Petals of Blood* (1977).

Methods of Assessment: An assessed essay counts for 30% of the marks. It must be not 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 Summer Term.

EH320

The World Economic Crisis, 1919-1945

Teacher Responsible: Mr. D. E. Baines, Room C414

Availability and Restrictions: An optional course for 3rd year B.Sc. students in Economic History or Economics as regulations permit. There are no formal pre-requisites but it will be assumed that students will have taken at least one course in economic history and one in economics. Some knowledge of the political history of the period would also be desirable. Not available to General Course students.

Core Syllabus: The course will examine the growth and breakdown of the international economy in the period. It will compare the incidence of the depression of the early 1930s, and the recovery from it, in about ten countries (to include both industrial and non-industrial economies). The course will also examine the effects of the Second World War and the development of war economies.

Course Content: The effects of the First World War and the world economy in the 1920s. The return 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, Hungary, U.S.A., Argentina, Canada, Australia and Japan. The Second World War and the economies of Britain, U.S.A., Germany and the U.S.S.R. Economic warfare and its effectiveness.

Teaching Arrangements: 24 seminars of two hours each in the Michaelmas, Lent and Summer Terms. Written essays will be circulated in advance.

Written Work: All students will be expected to produce at least THREE presentations or essays.

Reading List: A detailed reading list and list of seminars will be handed out at the beginning of the course. Some important books are:

League of Nations (R. Nurkse & W. A. Brown), *International Currency Experience* (1944); C. P. Kindleberger, *A Financial History of Western Europe* (1984); C. P. Kindleberger, *The World in Depression* (1973); P. Fearon, *War, Prosperity & Depression, the US Economy, 1917-1945* (1986); A. Milward, *War, Economy and Society, 1939-45* (1977); I. Svennilson, *Growth and Stagnation in the European Economy* (1954); 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 Keynesian Revolution in the Making* (1988).

Methods of Assessment: There will be an assessed course work element (counting for 30% of the final mark) to be handed in during the year the course is taken, at a date to be specified and a three-hour formal examination in the Summer Term (counting as 70% of the final mark).

EH325

Issues in Modern Japanese Economic Development: Late Industrialization, Imperialism and High Speed Growth

Teacher Responsible: Dr. J. E. Hunter, Room C313

Availability and Restrictions: 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 available to General Course students.

Core Syllabus: The course will examine particular aspects of Japanese economic history since the mid-19th century, making use where possible of statistical and English language primary sources. It will also consider broader debates on the pattern of modern Japanese development. Emphasis will be on critical interpretation and source evaluation.

Course Content: The course will start with an overview of major themes in modern Japanese development, followed by a focus on particular issues. Consideration will focus 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.

Teaching Arrangements: 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 work.

Reading List: A detailed reading/seminar list will be handed out at the beginning of the course, but the books listed below will provide a background: *Cambridge History of Japan* (Vols. 5 & 6, 1989); P. Francks, *Japanese Economic Development* (1992); J. E. Hunter, *The Japanese Experience of Economic Development* (1993); T. Ito, *The Japanese Economy* (1992); 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); Shigeto Tsuru, *Japan's Capitalism* (1993).

Methods of Assessment: One 2-3,000 word piece of assessed work to be handed in during the year the course is taken, to room C419 by a date to be specified will count for 30% of the final marks. A three-hour unseen examination in June will count for the remaining 70%.

EH390

Long Essay in Social or Economic History

Teachers Responsible: All members of the Economic History Department

Availability and Restrictions: This course is compulsory for all Bachelor's degrees in the Department of Economic History.

Core Syllabus: The subject of the Essay should relate broadly to one of the economic history courses that have been chosen except for Economic History with Population Studies students who must either take this course or SA399.

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 Michaelmas Term in the final year.

Arrangements for Supervision: There will be compulsory discussion classes (EH390) in the Michaelmas Term 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.

Methods of Assessment: The completed Essay must be handed in by Thursday 30th April 1998. Marks will be deducted for late submission. After being marked, the Essay will not be returned to the candidate, who should make a copy before handing in the Essay. The Essay must not exceed 10,000 words in length and should be typewritten in double spacing on one side of the paper only. Appendices, bibliography, footnotes and tables are not included in this total, but they should be kept brief. Candidates should note that examiners will expect footnotes and bibliography to be presented in a scholarly way.

EUROPEAN INSTITUTE

Course Guides

EU201

Theories and Problems of Nationalism**Teacher Responsible:** Professor A. D. Smith, Room H661**Availability and Restrictions:** 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.**Core Syllabus:** Investigations into various problems of nationalism and nation-states in their historical, sociological and international aspects, and a consideration of the main theories of their origin and diffusion in Europe and the Third World.**Course Content:** The aspects considered cover three main areas:

1. Theories of nationalism and ethnicity, including relations between nations and classes, language, ethnic identity and religion and the role of communications and the state; fascism, racism and ethnicity;
2. Nationalism and the international system, including problems of dependency, secession and self-determination;
3. Relations between nationalism and politics, especially in Europe and the Soviet Union.

Teaching Arrangements: 20 Lectures EU201 (ML) given by:**Professor A. D. Smith** on Theories of Nationalism; **Professor J. Mayall** on Nationalism and the International System;**Mr. G. Schopflin** on Nationalism and Politics.

These will be supported by weekly classes EU201.A following the lectures with revision classes in the Summer Term.

Reading List: A. Cobban, *National Self-determination*, Oxford UP, 1945; 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 UP, 1990; A. D. Smith, *National Identity*, Penguin 1991.**Supplementary Reading List:** A more detailed reading list is available from **Professor Smith** or secretary.**Methods of Assessment:** A three-hour exam in June, covering Sociology and Politics/History issues.

EU204

Ethnicity, Nationalism and Racism

(Not available 1997-98)

Teacher Responsible: Professor A. D. Smith, Room H661**Availability and Restrictions:** Optional course for B.Sc. students from any Department where regulations permit, with the agreement of the Course convenor and their Department.**Core Syllabus:** The course explores the nature of ethnic identity and its relations with nationalism and racism. It aims to give students an understanding of the basic concepts and theories in the field and of the similarities and differences between ethnic, racial and national identities and categories. Special attention is given to the nature and causes of racism and nationalism, and their consequences both for minorities and concepts of national identity.**Course Content:** Part I outlines basic concepts of ethnicity, nation and 'race', as well as racism and nationalism, and then examines some of the main paradigms in the field. Part II focuses on issues of racism, nationalism, fascism and immigration in modern Europe. Part III examines the position of minorities in polyethnic societies, and the potential for ethnic and racial conflict in modern states. Finally, Part IV considers problems of national identity and solidarity in contemporary multicultural societies.**Teaching Arrangements:** 20 weekly lectures EU204 (ML) and 22 weekly classes EU204.A (MLS).**Written Work:** four pieces of written work, two each in the Michaelmas and Lent terms.**Reading List (preliminary):** P. Van den Berghe, *Race and Racism*, Wiley, 1967; F. Barth (Ed.), *Ethnic Group and Boundaries*, Little, Brown and Co., 1969; L. Poliakov, *The Aryan Myth*, Basic Books, 1974; N. Glazier & D. Moynihan (Eds.), *Ethnicity: Theory and Experience*, Harvard University Press, 1975; A. D. Smith, *Nationalism in the Twentieth Century*, Martin Robertson, 1979; D. Horowitz, *Ethnic Groups in Conflict*, University of California Press, 1985; J. Rex, *Race and Ethnicity*, Open University Press, 1986; J. Rex & D. Mason (Eds.), *Theories of Race and Ethnic Relations*, Cambridge University Press, 1986; T. Eriksen, *Ethnicity and Nationalism*, Pluto Press, 1993; M. Juergensmeyer, *The New Cold War?*, University of California Press, 1993; G. Mosse, *Confronting the Nation*, Brandeis University Press, 1993; W. Connor, *Ethno-nationalism: the Quest for Understanding*, Princeton University Press, 1994.**Methods of Assessment:** A three-hour unseen paper in June.

GEOGRAPHY

Course Guides

GY100

Geographical Perspectives on Modern Society**Teacher Responsible:** Dr. J. Robinson, Room S515**Availability and Restrictions:** This course is a compulsory first-year course for all Bachelor's degrees in Geography. It is also available in other Bachelor's degrees where permitted by the regulations, and for General Course students.**Core Syllabus:** The aim of the course is to introduce students to contemporary social, economic and environmental concerns examined in human geography.**Course Content:** Global environmental concerns exploring issues of degradation, despoilation and conservation. Resources and the environment focusing on the nature of resources, sustainability and global development concerns. Global political systems and international development concerns treating sources of spatial inequality. Spatial aspects of social differentiation and inequality: gender, sexuality, race. Comparative perspectives on urban segregation. The economic function of cities and specialisation and segregation. Theories of intra-urban location, urban land values and patterns of land use. Explanations of spatial differences within cities, spatial labour markets; regional disparities. Regional problems and policy and the definition of cities/regions. Location of economic activity: historical patterns, the role of transport costs; decentralisation and recentralisation. The future of cities and the role of urban policy.**Teaching Arrangements:** Lectures: (GY100) Two per week Michaelmas and Lent Terms. Classes: GY100.A weekly Sessional (B.A./B.Sc. course unit main field Geography) GY100.B weekly Sessional (others), GY100.A and GY100.B: Classes will be used to complement the lecture material and examine the main course themes in depth.**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 each section of the course. Students may wish to review the following: R. J. Bennett & R. C. Estall, *Global Change and Challenge*; P. Dicken & P. E. Lloyd, *Modern Western Society*; P. G. Hall, *The World Cities*; K. Chapman & D. Walker, *Industrial Location: Principles and Policies*; A. G. Champion et al., *Changing Places*; G. Bennett, *Dilemmas: Coping with Environmental Problems*; R. J. Johnston, *Environmental Problems: Nature Economy and State*; P. M. Smith & K. Warr (Eds.), *Global Environmental Issues*; A. M. Mannion & S. R. Bowlby (Eds.), *Environmental Issues in the 1990's*; P. Knox & J. Agnew, *The Geography of the World Economy*; P. J. Taylor, *Political Geography*; D. Bell & G. Valentine (Eds.), *Mapping Desire*; A. Godlewska & N. Smith (Eds.), *Geography and Empire*; P. Jackson (Ed.), *Race and Racism*.

GY103

Contemporary Europe**Teacher Responsible:** Professor P. Cheshire, Room S506**Availability and Restrictions:** This course is designed for first-year students on the B.A. European Studies. It is an optional first year course for other Bachelor's degrees in Geography; other students may take this course as permitted by the regulations for their degrees.**Core Syllabus:** An introduction to society, economy, environment and polity of contemporary Europe; urban and regional. Particular stress is laid upon the geographical constitution of these themes. The main focus is upon the economy and society of individual nation states within Europe. Examples will be mainly drawn from members of the EU, although others will be included as and where relevant.**Course Content:** The course has four themes: Industrial Europe and regional development; Eastern Europe; Social Europe; and Urbanisation in Europe. Topics covered include: 1. De-industrialisation, regional development theory, the role of structural funds, cohesion, the periphery and semi-periphery; 2. History and experience of the transformation of Eastern Europe, Europe in a global context; 3. Welfare state regimes in Europe, housing provision systems in Europe, gender and patriarchy in Europe; 4. Urbanisation in Europe, North and South compared, economic change and cities, unemployment and migration, transport and environmental issues.**Teaching Arrangements:** 30 Lectures (GY103) and 10 classes (GY103.A), (15 lectures and 5 classes in the Michaelmas, 15 lectures and 5 classes in the Lent Term).**Other Teachers:** Dr. F. E. I. Hamilton, Dr. D. Perrons, Dr. A. Rodríguez-Pose**Reading List:** J. Bailey (Ed.), *Social Europe*, 1992; M. Blacksell & A. Williams, *The European Challenge*, 1993; P. Cheshire & D. G. Hay, *Urban Problems in Western Europe*, 1989; J. Cole & F. Cole, *The Geography of the European Community*, 1993; D. Dyker, *The European Economy*, 1993; A. M. El-Agraa, *The Economics of the European Community* (4th edn.), 1994; J. Grahl & P. Teague, *The Big Market*, 1990; D. Pinder (Ed.), *Western Europe: Challenge and Change*, 1990; L. Rodwin & H. Sazanami, *Industrial Change and Regional Transformation: The Case of Western Europe*, 1991; A. Williams, *The European Community* (2nd edn.), 1994.**Methods of Assessment:** Assessment will be by a formal three-hour unseen examination paper: three

questions from nine (75%), and one essay of 3,000 words (25%) to be submitted on a specified date early in the Summer Term.

GY120

Physical Geography (The Natural Environment)

Teacher Responsible: Dr. A. Collison, KCL, Room 453N

Availability and Restrictions: This course is a compulsory first-year course for the B.Sc. Environmental Geography and an optional first-year course for the B.A. in Geography.

Core Syllabus: The basic purpose of physical geography is to describe and analyse 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, and are influenced by extra-terrestrial factors.

Course Content: The course aims to provide a general introduction to physical geography. Three themes – material properties, processes and fluxes and environmental change – will be studied in the context of the atmosphere and hydrosphere, the lithosphere and the biosphere. From this, an appreciation of the use of physical geography in environmental studies is developed and the implications of human impacts on the environment assessed.

A. The Lithosphere

1–5. Formation of solar system and earth. Establishment of deep time.

6–15. General structure and composition of the Earth. Mechanisms of plate tectonics. Plate tectonics and large-scale landforms. Surface materials and their spatial distribution. Physical properties of surface materials. Weathering. Movement of materials by ice and water. Slopes and landscape evolution. Depositional Environments.

B. The Atmosphere and Hydrosphere

16–25. Composition and nature of the atmosphere. Circulation patterns. Circulation and climate. Present climate and models for future change. Understanding past climates. Hydrological cycles. General hillslope hydrology. Subsurface hydrology. Rivers. Lakes and oceans.

C. The Biosphere

26–35. Vegetation response to climate (biomes). Energetics of ecosystems. Global biogeochemical cycles. Nutrient cycles. Soil-vegetation interactions. Soil-climate interaction. Soil development. Vegetation change.

D. Geosystem Change over Time and Space

36–40. Introduction to global environmental change, hazards and resources. The establishment of deep time. The evolution of the Earth and Solar System. Evolution of the biosphere, mass extinctions and Gaia. Changing climates, past and future. Sea-level change.

Teaching Arrangements: Lectures: (GY120) 20 hours Michaelmas and Lent Terms. Classes (GY120.A): 22 hours Michaelmas, Lent and Summer Terms.

Reading List: The key reference for the course is optional and should be chosen from: M. Bradshaw & R. Weaver, *Physical Geography: An Introduction to Earth Environments*, 1993; R. E. Gabler, R. J. Seger & D. L. Wise, *Essentials of Physical Geography*, 1991; R. C. Scott, *Physical Geography*, 1992; A. Strahler & A. Strahler, *Introducing Physical Geography*, 1994. Other important background texts: T. H. van Andel, *New Views on an Old Planet*, 1985; R. G. Barry & R. J. Chorley, *Atmosphere, Weather and Climate*, 1992; M. Bell & M. J. C. Walker, *Late Quaternary Environmental Change*, 1992; R. J. Chorley, S. A. Schumm & D. Sugden, *Geomorphology*, 1984; A. Goudie, *Environmental Change*, 1993; J. Imbrie & K. P. Imbrie, *Ice Ages: Unlocking the Mystery*, 1980; R. P. C. Morgan, *Soil Erosion and Conservation*, 1987; R. C. Ward & Robinson, *Principles of Hydrology*, 1990; I. D. White, D. N. Mottershead & S. J. Harrison, *Environmental Systems: An Introductory Text*, 1992. **Methods of Assessment:** A three-hour formal examination will be held in the Summer Term (75%) and a course essay of no more than 3,000 words (25%) to be handed in by 1 May 1998.

GY140

Methods in Geographical Analysis

Teacher Responsible: Dr. D. Perrons, Room S510

Availability and Restrictions: B.A. Geography, B.Sc. Environmental Geography and B.Sc. Geography and Population Studies (compulsory first year); B.Sc. Geography with Economics (optional); Beaver College; other B.A./B.Sc. c.u. main field subjects.

Core Syllabus: An introduction to and evaluation of methods and techniques of analysis currently used in the construction of geographical knowledge. Different sources of geographical data, methods of data capture and organisation. Familiarity with basic descriptive and analytical procedures for analysing and interpreting data, involving numerical, statistical, graphical cartographical and qualitative methods. Computer competency in word processing, spreadsheets, use of on line and CD ROM data and bibliographic information, statistical and mapping packages.

Course Content: Philosophy of geography relationships between philosophical perspectives and methods of analysis. Geographical information sources; primary and secondary: questionnaires, surveys, maps, archive and on line.

1. From data to information: descriptive statistics; graphical and numerical ways of summarising data; inferential statistics; measuring and testing associations between variables; correlation and an introduction to simple regression analysis; non parametric techniques; statistical testing of hypotheses.

2. Cartographic representations: map design and analysis. Use and analysis of topographic and thematic maps. Computer aided statistical mapping.

3. Qualitative research methods: observations, structured and semi structured questionnaire design and analysis; interpreting and validating qualitative data. Complementarity or conflict between quantitative and qualitative methods of analysis.

Teaching Arrangements: Lectures 20 hours. Practical work; 20 practical classes each of two hours

Up to 2 revision classes will be provided in the Summer Term. A week's residential field work (Easter vacation) and two days local field work.

Written Work: Students are required to submit four reports on practical work during the year in addition to written reports on fieldwork.

Fieldwork: One residential week, usually held in Spain during the Easter vacation. One day devoted to field techniques in London and a further weekend for B.Sc. Environmental Geography students in South East England.

Reading List: No one book covers the entire syllabus. More detailed reading is suggested for each topic and notes are provided to assist with the practical work and computer software. P. Cloke, C. Philo & D. Sadler, *Approaching Human Geography*, 1991; D. Ebdon, *Statistics in Geography: A practical approach*, 1991; J. Burt & Gerald Barber, *Elementary Statistics for Geographers*, 1996; M. Monmonier, *How to Lie with Maps* (2nd edn.), 1996; N. Walford, *Geographical Data Analysis*, 1995; N. Gilbert, *Researching Social Life*, 1992.

Methods of Assessment: (i) A formal three-hour examination. Three questions from a choice of nine, 40%; (ii) Presentation of practical exercises, 40%; (iii) Illustrated written reports of field work projects, 20%.

GY200

Space, Society and Culture

Teachers Responsible: Professor C. Hamnett (KCL), Dr. A. Merrifield (KCL) and Dr. L. Leontidou (KCL)

Availability and Restrictions: Second-year core course for B.A. Geography and optional for other Geography degrees. Other students may take this course as permitted by the regulations for their degrees.

Core Syllabus: An introduction to contemporary social and cultural geography which theoretically reflects current debates in human geography and empirically focuses upon how the social and cultural processes interact and create spaces. The course concentrates upon change and variation in Europe, particularly Britain, but draws upon material from other world regions as appropriate. A particular empirical focus is upon urban localities.

Course Content: Theoretical perspectives on the development of cities and their regions drawn from both social and cultural geography; inequality and the social organization of space; politics and locality; the built form and the cultural representation of space. Particular attention is paid to the socio-spatial constitution of class, 'race' and gender.

Teaching Arrangements: 34 Lectures (GY200) and 10 Classes. Classes (GY200.A) alternate weeks in Michaelmas and Lent Terms. Classes require prior preparation and active participation by students (class essays to be based upon class discussion).

Reading List: D. Gregory & J. Urry (Eds.), *Social Relations and Spatial Structures*, 1985; D. J. Cater & T. Jones, *Social Geography*, 1989; D. Harvey, *The Condition of Postmodernity*, 1989; P. Jackson, *Maps of Meaning*, 1989; A. King, *Global Cities*, 1990; P. Knox, *Urban Social Geography* (3rd edn.), 1995; D. Massey, *Spatial Divisions of Labour* (2nd edn.), 1994; G. Ritzer, *The McDonaldisation of Society* (2nd

edn.), 1996; M. Savage & A. Warde, *Urban Sociology, Capitalism and Modernity*, 1993; S. Zukin, *Landscapes of Power*, 1991. 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 to accompany the lectures.

Methods of Assessment: A formal three-hour examination, three questions from nine (75%); Course work: One essay of 3,000 words (25%) to be submitted on a specified date early in the Summer Term.

GY201

Location and Spatial Analysis

Teachers Responsible: Professor P.C. Cheshire, Room S506, Dr G. Durant, Room S412 and others.

Availability and Restrictions: This course is intended primarily for students on the B.A. in Geography and B.Sc. in Geography with Economics. Available in other degree courses as permitted by regulations. Economics A is normally a prerequisite.

Core Syllabus: This course aims to provide 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.

Course 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.

Teaching Arrangements: 40 hours of lectures and 10 x 1 classes over Michaelmas and Lent Terms (GY201.A). Specific arrangements for classes for B.Sc. Management students in the Summer term. Students will be expected to prepare presentations.

Reading List: Detailed reading lists will be given out at the beginning of the course. Reading will include journal articles. Some important items include: E. S. Mills & B. Hamilton, *Urban Economics* (5th edn.), Harper Collins, 1994; P. C. Cheshire & A.W. Evans, *Urban & Regional Economics*, Elgar, 1991; P. Dicken & P.E. Lloyd, *Location in Space* (3rd edn.), Harper Collins Academic, 1990; P. Krugman, *Geography and Trade*, 1991; H. Noponen, J. Graham & A. Markusen, *Trading Industries, Trading Regions*, 1993.

Methods of Assessment: A formal three hour written examination in the Summer Term (75%) and two x 2,000 word essays based on class presentations (25%).

GY202

The Third World: A Study of Social and Economic Development

Teachers Responsible: Dr. M. H. Byron, KCL, Room 222, Norfolk Building and Dr. S. Chant, Room S506a

Availability and Restrictions: 2nd year option for Bachelor's degrees in Geography.

Core Syllabus: The aim of the course is to introduce students to the social and economic characteristics of the Third World and the development problems it faces. It will thus examine in general terms the geography of the Third World, including agriculture, industry, population, urbanisation, household survival strategies, access to welfare, and the impact of international debt and structural adjustment policies and assess the applicability of models developed in respective branches of the subject to less developed countries.

Course Content: Development models and characteristics. Trade resources. The environment. Aspects of agricultural development. Industrialisation. Population growth and demographic change. Urbanisation. Employment. Gender, poverty and household survival strategies. Shelter, health and social welfare. National, regional and community development planning and the impact of international debt and structural adjustment policies.

Teaching Arrangements: 40 lectures (GY202) and 8–10 classes (GY202.A) Sessional.

Reading List: T. Allen & A. Thomas, *Poverty and Development in the 1990s*, 1992; T. Barnett, *Sociology and Development*, 1988; L. Brydon & S. Chant, *Women in the Third World: Gender Issues in Rural and Urban Areas* (reprinted edn.), 1993; S. Chant (Ed.), *Gender and Migration in Developing Countries*, 1992; S. Corbridge (Ed.), *Development Studies: A Reader*, 1995; N. Devas & C. Rakodi (Eds.), *Managing Fast Growing Cities*, 1993; J. Dickenson et al., *Geography of the Third World* (2nd edn.), 1996; A. Gilbert & J. Gugler, *Cities, Poverty and Development*, 1992; D. Phillips, *Health and Health Care in the Third World*, 1990; B. Roberts, *The Making of Citizens: Cities of Peasants Revisited*, 1995; G. Standing & V. Tokman (Eds.), *Towards Social Adjustment: Labour Market Issues in Structural Adjustment*, 1991; M. Todaro, *Economic Development in the Third World* (3rd edn.), 1985; World Bank (IBRD), *World Development Report* (annual); R. Peet, *Global Capitalism: Theories of Societal Development*, 1991; UNCHS (Habitat), *An Urbanising World: Global Report on Human Settlements*, 1996.

Methods of Assessment: One 3,000 word essay to be submitted late February (40%); a formal two-hour unseen examination paper in the Summer Term, two questions out of seven (60%).

GY220

Contemporary Environmental Debates

Teacher Responsible: Professor D. K. C. Jones, Room S405

Availability and Restrictions: 2nd year core course for B.Sc. Environmental Geography and B.A. Geography; available as option for other Bachelor's degrees and to General Course and single term students.

Core Syllabus: An analysis of the nature, causes, and effects of, and the alternative solutions to, the key natural environmental degradation and pollution problems faced by human societies.

Course 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.

Part B. An analysis of the varied two-way interactions between human societies and the physical (natural) environmental systems. The nature, causes and consequences of environmental pollution. Consideration of the main types of pollution by medium (i.e. Biosphere, Hydrosphere, Atmosphere) including discussion of chemical pesticides; sewerage and sewage treatment; BOD, COD, TOC, SS and DO; Nitrates; Phosphates; Smoke and the Clean Air Act; Exhaust fumes and photochemical smog; SO_x, NO_x and acidification.

Part C. Consideration of current concerns regarding issues of global environmental change including the CO₂ 'Greenhouse Effect', stratospheric ozone depletion, desertification, soil resource depletion, tropical fuelwood crisis, destruction of the Tropical Rain Forest.

Part D. Alternative approaches to analysing environmental issues.

Teaching Arrangements: Lectures: (GY220) Two lectures per week in the Michaelmas and Lent Terms. Classes (GY220.A): Ten classes at fortnightly intervals.

The lecturing responsibilities are normally undertaken by **Professor D. K. C. Jones**, **Dr. Y. Rydin** and **Dr. E. João**.

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*, 1989; R. M. Harrison (Ed.), *Understanding Our Environment*, 1992; J. McCormick, *Acid Earth*, 1989; P. M. Smith & K. Warr (Eds.), *Global Environmental Issues*, 1991; C. J. Barrow, *Land Degradation: Development and Breakdown of Terrestrial Environments*, 1991; J. Gradwohl & R. Greenberg, *Saving the Tropical Forests*, 1988; D. Pearce et al., *Blueprint 2*, 1991. WCED, *Our Common Future*, 1987.

Methods of Assessment: A formal three-hour unseen examination paper (75%) and a course essay of no more than 3,000 words (25%).

GY221

Environmental Assessment and Management

Teacher Responsible: Professor J. Rees, Room S407

Availability and Restrictions: 2nd Year B.A. Geography, B.Sc. Environmental Geography, and B.Sc. Geography with Economics. Other students may take this course as permitted by the regulations for their degrees.

Core Syllabus: An introduction to the key principles, theoretical concepts, regulatory tools and evaluation techniques relevant to environmental assessment and management. The analysis of the way such concepts

and techniques are employed under real world conditions and the related outcomes.

Course Content:

1. Management objectives.

2. Socio-economic concepts (common property, externality, sustainable development, precautionary principle, anticipatory planning and integrated pollution control).

3. The basic economic approach to 'optimal' environmental resource use or protection.

4. Regulatory tools, their strengths and weaknesses in theory and practice.

5. Dealing with the sustainability constraint, investment and conservation decision making.

6. Cost-benefit analysis and economic assessment of the environment.

7. Environmental Assessment – policy, planning and project appraisal.

8. Local authority environmental management.

9. Business and the environment.

10. Integrating economic development and environmental management.

Teaching Arrangements: The lecturing responsibilities will be shared by **Professor Rees** and **Andrew Gouldson**. 20 lectures, one per week during the Michaelmas and Lent Terms, fortnightly class Michaelmas Term, 10 seminar classes weekly Lent Term.

Reading List: Detailed reading lists will be provided to support each course component. No single text covers all aspects of the course but students may wish to consult the following:

D. Pearce & R. K. Turner, *Economics of Natural Resources and the Environment*, 1991; M. Jacobs, *The Green Economy*, 1991; D. Pearce et al., *Blueprint for a Green Economy*, 1989, *Blueprint 2*, 1991, *Blueprint 3*, 1993 and *Blueprint 4*, 1995; M. Redclift, *Sustainable Development*, 1987; R. Gray et al., *Accounting for the Environment*; P. Wathern (Ed.), *Environmental Impact Assessment – Theory and Practice*, 1989; R. Welford & A. Gouldson, *Environmental Management and Business Strategy*, 1993; T. O'Riordan (Ed.), *Ecotaxation*, 1996; T. Jackson, *Material Concerns*, 1996.

Methods of Assessment: A formal three-hour unseen written examination in the Summer Term counting for 75%, together with a course essay (maximum 3,000 words) counting for 25%.

GY230

Geomorphology

Teacher Responsible: Dr. A. Collison, KCL, Room 453N, Norfolk Building. (LSE Adviser: Dr. F. E. I. Hamilton, Room S417)

Availability and Restrictions: 2nd year core course for B.Sc. Environmental Geography; available in other degrees as permitted by the regulations. Students must have completed GY120 **Physical Geography**.

Core Syllabus: To provide an understanding of the character and controlling factors of geomorphological processes and to demonstrate their role in earth surface transformations. To present the main methods of process investigation and to demonstrate the investigation of selected processes in the field.

Course Content:

Introduction – nature of processes

1–2. Processes in geomorphology. Time, space and causality.

Weathering processes

3–7. The controls on weathering. Abiotic and biotic factors. Chemical and biological weathering. Mechanical weathering. Time, space and causality.

Mass movement

8–11. Causes of landsliding. Mechanics of failure and introduction to soil mechanics. Landslide classification.

Fluvial hillslope processes and soil erosion

12–20. Hillslope processes and materials. Hillslope hydrology. Erosion. Models of hillslope evolution. Tolerance. Modelling hillslope evolution (class).

Fluvial processes

21–28. Introduction and characteristics of flow in open channels. Dynamics of sediment transport. Channel morphology – cross sectional and longitudinal form. Dynamics of sediment transport. Equilibrium and adjustment of channels through time.

Aeolian processes

29–34. Wind regimes. Mechanics of aeolian sand and dust transport. Deposition forms and sand seas. Wind erosional forms. Approaches and issues in geomorphological modelling (class).

Glacial processes

35–40. The ice system. Mechanics of glacial movement. Glacial hydrology. Periglacial processes.

Teaching Arrangements: 30 lectures (GY230), 4 classes (GY230.A) plus 16 hours fieldwork training in Dorset.

Reading List: A. Abrahams & A. J. Parsons, *Overland Flow*, 1993; R. J. Chorley, S. A. Schumm & D. Sugden, *Geomorphology*, 1984; D. Drewry, *Glacial Geological Processes*; M. J. Kirkby & M. A. Carson, *Hillslope Form and Process*, 1972; A. J. Parsons & A. Abrahams, *Overland Flow*, 1994; K. Richards, *River Channels*, 1987.

Methods of Assessment: A formal three-hour unseen examination will be held in the Summer Term (75%); 2,500 word fieldwork project (25%).

GY231

Biogeography and Soils

Teacher Responsible: Dr. A. Blackburn (KCL), Room 216 Norfolk Building. (LSE Adviser: Dr. F. E. I. Hamilton, Room S417)

Availability and Restrictions: 2nd year option for B.Sc. Environmental Geography and for B.A./B.Sc. Geography degrees (old regulations); students must have completed GY120 **Physical Geography**.

Core Syllabus: (1) To examine the structure and function of terrestrial ecosystems, and (2) show how these functions are altered and changed by the activities of humankind.

The first semester deals with the fundamental ecological concepts that underpin biogeography, these are illustrated by examining several specific ecosystems in detail. The possible applications of a biogeographical approach to natural resource management are then investigated. The second semester goes on to examine in detail the effects of abiotic (climate, soils, water) and biotic factors

(species interaction, competition, migration, evolution), including humankind (domestication, agriculture, air and water pollution) on vegetation communities. Pedogenic processes are then discussed, emphasising the important roles of soil within ecosystems. Finally, the spatial and temporal changes in the distribution of species and communities are explained in the light of the principles covered throughout the course.

Teaching Arrangements: 20 lectures (GY231), 4 classes (GY231.A) and weekend field course.

Fundamental concepts of biogeography

1-4. Ecosystems. The ecosystems concept. Flows and cycles. Energetics of ecosystems. Energy capture. Fate of energy. Biogeochemical cycles. General concepts. Specific cycles.

Detailed ecosystem studies

5-13. Forest and woodland ecosystems. The tree life form. Characteristics of forest ecosystems. Temperate forests. Broad-leaved deciduous woodland. Tropical rain forests. Savanna ecosystems. Agricultural ecology. Agriculture. Agroecosystems.

Ecosystem management

14-15. Applied Biogeography. Biogeographical survey. Biogeography and management.

Vegetation community properties and processes

16-22. Environmental complex and concepts of stress. Abiotic factors. Macro, meso and microclimate. Temperature stress. Water stress. Soil variability. Biotic factors. Species interaction, competition, predation. Concept of niche. Succession. Anthropogenic factors. Domestication and agriculture. Urbanisation and forest clearance. Air and water pollution.

Soil properties and processes

23-26. Origins of soil material. Inorganic and organic components. Processes of profile development. Implications for nutrient cycling and role of soil in ecosystems.

Patterns of distribution

27-28. Patterns in time. Geological record and plant evolution. Vegetation change over last 3my. History British vegetation.

29-30. Patterns in space. Plate tectonics and species distributions. Biogeographical realms. European fauna and flora patterns.

Reading List: M. Begon, J. L. Harper & C. R. Townsend, *Ecology: Individuals, Populations and Communities* (2nd edn.), Blackwell Scientific Publications, Oxford, 1990; C. J. Burrows, *Processes of Vegetation Change*, Unwin Hyman, 1990; J. M. Cherret, *Ecological Concepts*, Blackwell Scientific Publications, 1989; C. B. Cox & P. D. Moore, *Biogeography - an Ecological and Evolutionary Approach*, Blackwell, Oxford, 1993; P. L. DuChaufour, *Pedology*, Allen and Unwin, 1982; J. R. Etherington, *Environment and Plant Ecology*, Wiley, New York, 1982; D. S. Fanning & M. C. B. Fanning, *Soil: Morphology, Genesis and Classification*, John Wiley, 1989; R. Hengeveld, *Dynamic Biogeography*, Cambridge University Press, 1981; H. Jenny, *The Soil Resources - Origin and Behaviour*, Springer-Verlag, Berlin, 1981; C. J. Krebs, *Ecology: The Experimental Analysis of Distribution and Abundance* (3rd edn.), Harper & Row, New York, 1985; W. Larcher, *Physiological Plant Ecology*, Springer-Verlag, Berlin, 1980; A. A. Myers & P. S. Giller, *Analytical Biogeography: An Integrated Approach to the Study*

of Animal and Plant Distributions, Chapman & Hall, 1988; E. P. Odum, *Fundamentals of Ecology* (3rd edn.), Saunders, Philadelphia, 1981; R. E. Ricklefs, *Ecology* (3rd edn.), Freeman, New York, 1982; I. G. Simmons, *Biogeographical Processes*, Allen & Unwin, 1982; J. H. Tallis, *Plant Community History*, Chapman & Hall, 1991; A. Wild, *Russell's Soil Conditions and Plant Growth* (11th edn.), Longman, 1988; R. E. White, *Introduction to the Principles and Practice of Soil Science*, Blackwell Scientific Publications, 1987; F. I. Woodward, *Climate & Plant Distribution*, Cambridge University Press, 1987.

Methods of Assessment: One three-hour examination (75%); 2,500 word fieldwork project (25%)

GY233

Global Environmental Change

Teachers Responsible: Dr. J. Wainwright, KCL, Room 449, Norfolk Building and Mr. M. Mulligan (KCL). (LSE Adviser: Dr. F. E. I. Hamilton, Room S417)

Availability and Restrictions: 2nd year option for Bachelor's degrees in Geography; students must have completed GY120 Physical Geography.

Core Syllabus: The course aims to present an overview of the past and present global environment. In this, it aims to develop an appreciation of the processes operating at the global and regional scale, to provide an understanding of the dynamics of past, present and future change, and to examine human impacts on the environment over various timescales. Specifically, the course will present current methods used in the assessment of the global environmental change and will concentrate on the difficulties and sensitivity of such techniques over large spatial and temporal scales. Problems of assessing and interpreting human impacts on, and human consequences of, environmental change will also be addressed. The course is principally taught through lectures, with a series of supporting practical classes which are designed to give hands-on experience in constructing and using simple models of climatic, ecological, hydrological and geomorphological change. Training is therefore given in both the theoretical and practical aspects of assessing environmental change. The field trip is designed to integrate aspects of past and present processes and effects of environmental change, within the context of a specific problem previously discussed in a lecture case-study.

Course Content:

Three themes run through the course and will be addressed in both the past, present and future parts of the course (a) Global processes and environments (b) Assessing regional effects of global processes (c) Human impacts.

A. Present and future global environments:

Understanding global processes

1-5. Development of the earth, atmospheric composition and change. The global atmospheric circulation and hydrologic cycle. Climatic change: concepts and causes; models and predictions. Model uncertainties and implications for policy.

Forecasting effects of global change at the regional scale

6-11. The land surface and atmospheric boundary layer: processes and dynamics; parameterisations. Class: Accessing and using networked datasets of global change data. Discussion of coursework. Ecosystem and hydrogeomorphological response to climate change. Loss of biological diversity.

Case studies and seminars

12-18. Case studies: Mediterranean dryland degradation; Tropical deforestation. Class using a spreadsheet model of land surface interactions. Practicals on analysis of large data sets. Environmental resilience, feedback processes and sustainability.

B. Reconstructing past environmental change:

The global environment

19-25. Introduction - a framework for change in the Quaternary. Time and its measurement. Reconstructing the long-term climate of the earth - Milankovitch cycles. Evidence for long-term climates - oxygen isotopes, deep sea cores, ice cores and magnetic evidence. Practical and class on modelling Milankovitch cycles. Question and answer practicals: introduction to project and initial analysis.

Past change at the regional scale

26-30. Sea level change as an example of the links between global and regional change. Vegetation change - methods and examples. Proxy data and models. Change in the fluvial system and slope systems. Practical and class on slope evolution and fluvial change models.

Past human impacts

31-35. Prehistoric desertification. British Holocene environments. Dynamics of past change and difficulties of interpretation - the example of the American Southwest. Presentations of poster and talks.

Teaching Arrangements: 20 Lectures (GY233), 4 classes (GY233.A) and 16 hours field training.

Reading List: R. G. Barry & R. J. Chorley *Atmosphere, Weather and Climate*, 1992; M. Bell & M. J. C. Walker, *Late Quaternary Environmental Change*, 1994; I. K. Bradbury, *The Biosphere*, 1991; R. S. Bradley, *Quaternary Palaeoclimatology*, 1985; C. M. Goodess, J. P. Palutiko & T. D. Davies, *The Nature and Causes of Climatic Change*, 1992; J. T. Houghton, G. J. Jenkins & J. J. Ephraims, *Climatic Change*, 1990; R. Huggett, *Modelling the Human Impact on Nature*, 1993; J. J. Lowe & M. J. C. Walker, *Reconstructing Quaternary Environments*, 1984; A. M. Mannion & S. R. Bowlby (Eds.), *Environmental Issues in the 1990s*, 1992; J. L. Monteith & M. H. Unsworth, *Principles of Environmental Physics*, 1990; T. R. Oke, *Boundary Layer Climates*, 1987; W. H. Schlesinger, *Biogeochemistry: An Analysis of Global Change*, 1991; R. L. Wyman (Ed.), *Global Climate Change and Life on Earth*, 1991.

Methods of Assessment: One three-hour examination (48-hour seen paper: 45%), one 2,500 word fieldwork report (25%) and one 2,500 word project report (30%).

GY240

Geographical Research Techniques

Teacher Responsible: Dr. A. Rodríguez-Pose, Room S408

Availability and Restrictions: This is a compulsory second-year course for B.A. Geography, B.Sc. Environmental Geography, B.Sc. Geography and Population Studies and for those B.Sc. Geography and Economics students intending to take GY350 Independent Geographical Project.

Core Syllabus: This course aims to prepare second year students, who already have a grounding in social science methodology, to undertake small, individual research projects. To examine the methodologies used in Geographical research and evaluate their application to different kinds of research problems. To consider the choice of methodology to be used in the student's own Independent Geographical Project (IGP) and how to plan research. To acquire familiarity with, and practice of, contemporary research techniques. To examine different ways of, and gain experience in, presenting research results.

Course Content:

Michaelmas Term:

1. Introduction. The main traits of geographical research. Choice of appropriate methodology. Qualitative vs. quantitative techniques. Techniques used in different Geographical perspectives and in relation to different Geographical problems. Research ethics. Discussion of past IGPs.

2. Different types of research: literature review, field data collection, textual data collection, public policy analysis. How to review the literature, referencing materials. Using the bibliographic database GEOBASE to find relevant literature.

3. Research design: the choice of issue, area and scale. Data: problems of collection, access and consistency, use of different official and unofficial statistics. Problems encountered in research: session with past IGP students.

4-7. Quantitative methods using statistical packages: Linear Regression Models; Hypothesis Testing; Violations of Regression Assumptions (specification errors, non-zero expected disturbances, simultaneous causation, multicollinearity).

8-10. Qualitative Analysis: Grounded theory, structured and unstructured interviews and analysis.

Lent Term:

11. Policy analysis: assessing policy content and performance.

12. Field project: [students to select from a number of projects related to their interests].

13-16 Computer-based spatial data analysis: Basic principles of Geographical Information Systems (GIS) and map analysis.

17-18. Advanced Mapping: Isoline mapping from point data. Preparing your own maps from source materials. Scanning and converting through PICT or TIFF files outline maps to enable manipulation in mapping or graphics packages, such as MapInfo.

19. Presentation issues: The basics. Structuring a project. Presentation tricks and tips. Preparing your results for display. Overhead projection.

20. Group discussions and feedback.

Summer Term:

Presentation by the students of their IGP proposals (10 minutes per student arranged in blocks of no longer than one hour). Formal assessment for quality of presentation with invited members of staff in attendance.

Reading List: Reading lists will be available for each part of the course. Basic texts include:

S. Aronoff, *GIS: A management perspective*, 1989; 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; 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.

Teaching Arrangements: 20 one hour lectures and 20 one hour practicals or discussions in Michaelmas and Lent terms. Student presentations in the Summer Term.

Methods of Assessment: A two-hour unseen examination 40%, coursework 40%, proposal 20% (divided equally between the written proposal and the oral presentation).

The written proposal (submitted in the first week of the summer term) should consist of a provisional title, a 200 word abstract, a 500 word literature review, and a 300 word summary of the methodology to be employed. Each proposal should be accompanied by a completed IGP questionnaire and a worked out plan with timetable.

GY300

Europe and the Global Economy

Teacher Responsible: Dr. A. Rodríguez-Pose, Room S408

Availability and Restrictions: Optional course for Bachelor's degrees in Geography, European Studies and Management; and in other Bachelor's degrees as permitted by regulation. Students must have completed GY201 *Locational Change in Business Activity* or equivalent.

Core Syllabus: An analysis of international, national and local aspects of economic development and restructuring with reference to the varied milieux of Britain, the rest of the European Community, the rest of Western Europe and Eastern Europe.

Course Content: Contrasting patterns of national and regional development and socio-economic structures in the British Isles, Western and Eastern Europe. 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 local economic development impacts of integration with the European Community, EFTA and Eastern Europe. Regional economic implications of transition from centrally-managed to market economies in Eastern Europe. The roles of key management agents: government at central, regional and local levels; and other key business support agencies. The role of small firms, technology policy and human resources. The importance of industrial districts and local development networks.

Teaching Arrangements: 40 one hour lectures and seminars (GY300) Michaelmas and Lent Terms given by Professor P. Cheshire (Room S506), Dr. F. E. I. Hamilton (Room S417), Dr. A. Rodríguez-Pose and Dr. G. Duranton (Room S412).

Reading List: H. Armstrong & J. Taylor, *Regional Economics and Policy*, Harvester Wheatsheaf, 1993; R. J. Bennett & A. McCoshan, *Enterprise and Human Resource Development*, Paul Chapman, 1993; A. N. El-Agraa (Ed.), *The Economics of the European Community*, Harvester Wheatsheaf, 1994; L. Tsoulakis, *The New European Economy: The Politics and Economics of Integration*, Oxford University Press, 1993; CEC, *Employment in Europe*, 1989; P. Cecchini, *The European Community: 1992 – The Benefits of a Single European Market*, Wildwood House, 1988; J. W. Dudley, *1992 – Strategies for the Single Market*, 1989; J. Howells, *Economic, Technological and Locational Trends in European Services*, Gower, 1988; D. Pinder (Ed.), *Western Europe: Challenge & Change*, 1990; D. Turnock, *Eastern Europe: An Economic and Political Geography*, 1988.

Methods of Assessment: A three-hour paper (75%) and one extended essay of 2,500 words to be handed in at a specified date in the Summer Term (25%).

GY301

Political Geography

Teacher Responsible: Dr. J. Robinson, Room S515
Availability and Restrictions: Optional course for third year of Bachelor's degrees. GY200 *Space, Society and Culture* would be a useful foundation for this course, but is not a pre-requisite (may not be taken by students who had previously taken the discontinued course GY208 *Political Geography*).

Core Syllabus: The course presents an analysis of the spatiality of politics. An account of the historical emergence of political geography introduces students to traditional themes in the sub-discipline. A contemporary interpretation of the close links between power and space provides a framework for a discussion of the spatiality of several different aspects of politics including international politics, states, nationalist movements, colonialism, race, gender and sexuality. This will demonstrate the central role of spatiality in the constitution of politics at a wide variety of different scales and in a number of different contexts, both "First" and "Third" world. The gendered and racial character of political processes and theories will be critically assessed within each topic. The course will also address some pertinent aspects of political theory, including theories of the state, democracy and feminist politics.

Course Content:

1. *Political geography: historical trends.* Founding Fathers: states, geopolitics and environment. German Geopolitik, Isaiah Bowman and the politics of geography. Phoenix? The re-emergence of political geography.

2. *A framework for political geography.* Geographical politics and political geography. Power and space. Economics, politics and the power of discourse. The spatiality of political identity. Feminism and spatiality.

3. *The spatiality of politics.* A contemporary geopolitics. A new (critical) geopolitics? geographies of colonial power; spaces of representation and post-colonialism. *The spatiality of state power.*

Territoriality and state-building; a geography of citizenship; space and the constitution of the public. *Spaces of democracy.* Spatiality and democratic theory; the spatiality of democratic transitions; nations, territories and democracy. *A politics of the body.* The contested space of the body; difference, desire and re-presentation.

4. *Politics, geography and the future of political geography?*

Teaching Arrangements: 35 one-hour sessions (25 lectures and 10 classes) Michaelmas and Lent Terms.

Reading List: J. Agnew, *Place and Politics: The Geographical Mediation of State and Society*, 1987; J. Agnew & S. Corbridge, *Mastering Space*, 1995; T. Barnes & J. Duncan (Eds.), *Writing Worlds: Discourse, Text and Metaphor in the Representation of Landscape*, 1992; A. Burnett & P. Taylor (Eds.), *Political Studies from Spatial Perspectives*, 1981; A. Godlewska & N. Smith (Eds.), *Geography and Empire*, 1994; M. Keith & S. Pile, *Place and the Politics of Identity*, 1993; J. Painter, *Geography and Politics*, 1995; G. Rose, *Feminism and Geography: The Limits of Geographical Knowledge*, 1993; P. Taylor, *Political Geography: Locality, Nation-State and World Economy* (3rd edn.), 1993; P. Taylor, *Political Geography of The Twentieth Century*, 1993. Further reading lists will be provided for each topic.

Methods of Assessment: One extended essay of 3,000 words (25%) to be submitted before the end of the Lent Term. One three-hour unseen written examination in the Summer Term (75%).

GY302

Urban Planning

Teacher Responsible: Dr. A. Thornley, Room S420
Availability and Restrictions: Optional course for Bachelor's degrees in Geography and other degrees as permitted by regulations, also for General Course students, who could take Part I or II as independent units.

Core Syllabus: The course studies urban land use and development. This is done through an investigation of the origins of the British planning system, its principal features and some of the challenges it faces today.

Course Content:*Part I – the British planning system*

The Utopian tradition in planning will be traced from early utopian settlements through the ideas of Ebenezer Howard to the Garden City and New Towns movement. The foundation for planning in the Public Health Acts will be explored in the context of rapid urbanisation and changing attitudes to public intervention. The early planning legislation will be outlined and the first comprehensive Planning Act of 1947 studied within the context of the social and political changes of the period. Growth and the faith in technological solutions influenced the nature of planning of the 1960s. The culminating statutory and administrative basis for urban planning will be set out. This will include the role of central government and national and regional guidance, the hierarchy of development plans, the development control process, the appeal system, negotiation and planning gain.

Part II – current planning issues

The nature of "Thatcherism" will be debated and the

re-orientation of the planning system during the 1980s investigated. Current discussions over the changing role of planning will be introduced and a number of topics considered in detail, for example, out of town shopping centres, town centre revitalisation, Green Belts, public participation, inner city revitalisation and inter-city competition. The planning of London will be examined as a case study. Particular projects such as Canary Wharf will also be explored.

Teaching Arrangements: 25 lectures (GY302) and 10 classes (GY302.A). A field excursion in the Summer Term.

Written Work: At least two class essays, and an independently researched case study. There will be a choice of selecting the planning control of a contemporary development or the planning history of a particular neighbourhood.

Reading List: V. Nadin & J. Cullingworth, *Town & Country Planning in Britain*;

Y. Rydin, *The British Planning System*; T. Brindley et al., *Remaking Planning*; A. Thornley, *Urban Planning under Thatcherism*; W. Ashworth, *The Genesis of Modern British Town Planning*; L. Benevolo, *The Origins of Town Planning*; A. Thornley, *The Crisis of London*; J. Simmie, *Planning London*; S. Brownill, *Developing London's Dockland*.

Supplementary reading lists will be issued during the course.

Methods of Assessment: 1. A formal three-hour examination in the Summer Term: three questions from a choice of nine (75%). 2. The independent research study of 3,000 words (25%).

GY303

The Geography of Gender: Global Perspectives

Teachers Responsible: Dr. S. Chant, Room S506a and Dr. D. Perrons, Room S510

Availability and Restrictions: Optional course for Bachelor's degrees in Geography and other degrees as permitted by regulations.

Core Syllabus: An analysis of the geography of gender roles and relations in the advanced capitalist countries and in the developing world. The course focuses on the variability of these roles and relations and their socio-spatial implications in different geographical contexts.

Course Content:*Michaelmas Term:*

Gender in developing countries – Production and reproduction. Households, families and fertility. Housing, health and urban services. Segregation, segmentation and the formal sector. The informal sector, gender and migration: gender and development policy.

Lent Term:

Gender inequalities in Europe: Forms and degrees of gender inequality; divisions of labour in paid and unpaid work. Theorising gender inequality. Mainstreaming of equal opportunities policies in Europe. Gendered space: Relationships between the spatial organisation of cities and the organisation of a

division of labour within households. The construction of differentiated spaces within cities on the basis of sexual identities, how gender is imbued in the landscape and how safer, more women, children friendly cities might be designed.

Teaching Arrangements:

Lectures: (GY303) 20 x one hour lectures MT and LT (weekly). Classes: 10 x one hour classes MT and LT (alternate weeks starting week 2).

Written Work: Students will be expected to produce one essay per term and also make class presentations.

Reading List: No single book covers the whole course. The following are useful basic reading:

Michaelmas Term: L. Brydon & S. Chant, *Women in the Third World* (reprinted edn.), 1993; S. Chant (Ed.), *Gender and Migration in Developing Countries*, 1992; S. Chant, *Women-Headed Households: Diversity and Dynamics in the Developing World*, 1997; D. Elson (Ed.), *Male Bias in the Development Process* (2nd edn.), 1995; N. Kabber, *Reversed Realities: Gender Hierarchies in Development Thought*, 1994; L. Østergaard, *Gender and Development: A Practical Guide*, 1992; H. Pietila & J. Vickers, *Making Women Matter: The Role of the UN* (revised and expanded edn.), 1994.

Lent Term: D. Bell & G. Valentine, *Mapping Desire: Geographies of Sexuality*, 1995; M. Garcia-Ramon & J. Monk (Eds.), *Women of the European Union*, 1996; N. Gregson & M. Lowe, *Servicing the Middle Classes*, 1994; J. Lewis (Ed.), *Women and Social Policies in Europe*, 1992; D. Sainsbury, *Gendering Welfare Regimes*, 1994.

Methods of Assessment: Two extended essays, one for each term, 3,000 words to be handed in early January and end April, 60% of marks. One written exam (three questions out of nine), 40% marks.

GY304

Latin America

Teacher Responsible: Dr. S. Chant, Room S506a
Availability and Restrictions: Optional course for Bachelor's degrees in Geography and other Bachelor's degrees as permitted by the regulations. Students have some knowledge of general development issues, preferably in the form of a second year course such as GY202 *The Third World*.

Core Syllabus: This course aims to provide an overview of the contemporary geography of Latin America, with particular emphasis on demographic, social, political, economic and environmental aspects of the region's development and their interrelations at the micro-, meso- and macro-scales.

Course Content: Themes covered in the course include: Latin American development theories. Regional development and inequality. Agriculture. Industrialisation. Trade, the political geography of Latin America. Human rights, environmental degradation. Resource management. Debt. Population and migration. Urbanisation. Employment. Housing. Health. Household survival strategies. Issues of gender inequality. Class and ethnicity. Poverty. The social effects of economic restructuring.

Teaching Arrangements: 20 lectures (GY304) one a week during Michaelmas and Lent Terms, and 10 classes (GY304.A) fortnightly during Michaelmas

and Lent.

Reading List: C. Bose & E. Acosta-Belén (Eds.), *Women in the Latin American Development Process*, 1995; V. Bulmer-Thomas, *Life After Debt - The New Economic Trajectory in Latin America*, 1992; T. Cubitt, *Latin American Society* (2nd edn.), 1995; A. Gilbert, *The Latin American City*, 1993; D. Goodman & M. Redclift (Eds.), *Environment and Development in Latin America*, 1991; D. Green, *Faces of Latin America*, 1991; D. Green, *Silent Revolution: The Rise of Market Economies in Latin America*, 1995; C. Kay, *Latin American Theories of Development and Underdevelopment*, 1989; A. Morris, *South America: A Changing Continent*, 1995; NACLA, Report on the Americas (Vol. 27, No.1) *Latin American Women: The Gendering of Politics and Culture*, 1993; S. Radcliffe & S. Westwood (Eds.), 'Viva': *Women and Popular Protest in Latin America*, 1993; B. Roberts, *The Making of Citizens: Cities of Peasants Revisited*, 1995; A. Scott, *Divisions and Solidarities: Gender, Class and Employment in Latin America*, 1994; T. Skidmore & P. Smith, *Modern Latin America* (2nd edn.), 1989.

NB. Supplementary readings will be provided for specific lecture topics and students will be expected to regularly consult key area study journals such as *Bulletin of Latin American Research*; *European Review of Latin American and Caribbean Studies*; *Journal of Latin American Studies*; *Latin American Perspectives*; *Latin American Research Review*.

Methods of Assessment: One course essay, not exceeding 3,000 words (25%) to be handed in during first week of Summer Term; one three-hour unseen examination paper (three questions out of nine) (75%).

GY320

Hazard and Disaster Management

Teacher Responsible: Professor D. K. C. Jones, Room S405

Availability and Restrictions: 3rd year option for Bachelor's degrees in Geography. Also available to other full-time students by permission. Students must have completed GY220 *Environment and Society* or have some appreciation of physical geography.

Core Syllabus: An analysis of the nature, causes and affects of the main environmental hazards and the responses/adjustments made by affected individual/groups/societies.

Course Content:

1. The nature of hazardous events, hazard and disaster, the Hazard Archipelago, myths;
2. Analysis of costs and impacts. Significance of hazards from global, local and social perspectives. United Nations International Decade for Natural Disaster Reduction;
3. Adjustment choices, perception and risk communication;
4. Forecasting, prediction, futurology and warning systems;
5. Risk assessments, zoning and micro-zoning;
6. Structural and non-structural adjustments;
7. Emergency action, relief and refugees;
8. Financial responses and insurance;
9. Hazard and economic development, hazard as

opportunity, hazard and underdevelopment; 10. Case studies of three contrasting hazards.

Teaching Arrangements: Lectures: (GY320) Two lectures per week in the Michaelmas and Lent Terms. The lecturing responsibilities are normally undertaken by Professor D. K. C. Jones with occasional contributions from other specialists. Videos are used to illustrate different kinds of disaster and essays set and marked as part of the course.

Reading List: No one source covers all aspects of the course. Students may wish to consult the following. Detailed reading lists will be provided to support each course component. I. Burton, R. W. Kates & G. F. White, *The Environment as Hazard*, 1993; F. C. Cunny, *Disasters and Development*, 1983; H. D. Foster, *Disaster Planning*, 1979; K. Hewitt, *Interpretations of Calamity*, 1983; K. Hewitt, *Regions of Risk*, 1997; A. Wijkman & L. Timberlake, *Natural Disasters. Acts of God or Man?*, 1984; E. A. Bryant, *Natural Hazards*, 1991; K. Smith, *Environmental Hazards*, 1996; D. Alexander, *Natural Disasters*, 1993; P. Blaikie et al, *At Risk - Natural Hazards, People's Vulnerability and Disasters*, 1994; R. L. Kovach, *Earths Fury*, 1995.

Methods of Assessment: A formal three-hour unseen examination in the Summer Term (75%) together with a course essay of no more than 3,000 words (25%).

GY321

The Environmental Policy Process

Teacher Responsible: Mr. A. Gouldson, Room S414
Availability and Restrictions: 3rd year option for Bachelor's degrees in Geography. Other students may take this course as permitted by the regulations for their degrees. Students are recommended to have completed second-year course GY220 *Environment and Society* and/or GY221 *Environmental Assessment and Management*.

Core Syllabus: The political economy of environmental planning covering the environmental policy process and policy instruments, together with selected policy issues.

Course Content:

The following topics are covered in blocks of lectures, including discussion sessions:

1. The theory and practice of environmental regulation.
2. The international and European level.
3. Local governance and environmental policy.

Teaching Arrangements: The course will comprise 20 lectures (GY321), 10 during the Michaelmas Term and 10 in the Lent Term. The teaching is normally undertaken by Professor J. Rees, Dr. Y. Rydin and Mr. A. Gouldson.

Written Work: Students are expected to write at least 1 essay a term.

Reading List: No single book or even group of books covers the material adequately. Reading lists are provided for each topic within the lecture course. Students will also need to keep up to date by following press coverage and government announcements as well as journals. Basic reading material includes: J. Rees, *Natural Resources*, 1990; G. Bennett, *Dilemmas*, 1992; D. Pearce et al, *Blueprints I, II and III*, 1991 & 1994; WCED, *Our Common Future*, 1987; J. McCormick, *British*

Politics and the Environment, 1991; Y. Rydin, *The British Planning System*, 1993; P. Selman, *Local Sustainability*, 1996; C. Ham & M. Hill, *The Policy Process in the Modern Capitalist State*, 1993.

Methods of Assessment: There is a three-hour formal examination (75%) in the Summer Term. In addition there is a course essay (25%) of 3,000 words maximum.

GY322

Transport, Environment and Planning

Teacher Responsible: Dr. S. Glaister, Room S410
Availability and Restrictions: 3rd Year B.A./B.Sc. course unit main field Geography, B.Sc. (Econ.) Part II Geography and Environment, and for the new degrees B.Sc. Environmental Geography, B.A. Geography, B.Sc. Geography with Economics, and B.Sc. Geography and Population Studies. Other students may take this course as permitted by the regulations for their degrees. No pre-requisites, but it would be advantageous to have taken one or more of the following: a 1st Year economics course (such as Economics A), GY220 *Environment and Society*, GY221 *Environmental Assessment and Management*.

Core Syllabus: An introduction to environmental and planning issues raised by transport activity. The principles of analysis and their applications to current policy issues. The course refers mainly to road and rail transport. Particular attention will be given to urban transport problems and the role of transport in the future of towns and cities.

Course Content: Planning and administration. Highways and the landscape. Public inquiries. The determinants of demand. The determinants of supply. The market and public policy. Safety, congestion, pollution. Regulation, ownership and the private sector. Funding. Land-use and transport, planning. Sustainable cities.

Teaching Arrangements: 25 one-hour lectures in the Michaelmas, Lent and Summer Terms and 10 one-hour classes. The classes will be based on recent official policy documents, chosen to illustrate the application of the principles outlined in the lectures.

Reading List: K. J. Button, *Transport Economics* (2nd edn.), 1993; S. Glaister (Ed.), *Transport Subsidy*, 1987; A. I. Ogus, *Regulation: Legal Form and Economic Theory*, 1994; R. Layard & S. Glaister, *Cost-Benefit Analysis*, 1994; *Report of Royal Commission on Transport and the Environment*, 1994; ACTRA, *Report of the Advisory Committee on Trunk Road Assessment*, 1977; *Report of SACTRA*, 1995; P. R. Stopher & A. H. Meyburg, *Urban Transport Modelling and Planning*, 1975.

Methods of Assessment: A formal three-hour unseen examination paper accounting for 75% of the marks and a course essay of no more than 3,000 words accounting for 25%.

GY340

Geographical Information Systems

(Not available 1997-98)

Teacher Responsible: Dr. E. João, Room S512

Availability and Restrictions: 3rd year optional course for Bachelor's degrees in Geography. Also available to General Course and Erasmus students. Students should be familiar with computing and handling geographical data to the level of GY240 **Geographical Research Techniques**.

Aims and Objectives: This course aims to provide a thorough introduction to this rapidly growing field and to develop a critical appreciation of the role of Geographical Information Systems (GIS) in society. GIS are computer systems that can handle spatial information in a far greater variety of ways than was previously possible with paper maps. By capturing, checking, manipulating, integrating and displaying data quickly and accurately a wide range of different analyses can be carried out and questions addressed. Everything from social research – how standard of living in different areas is related to health and disease, to environmental work – linking maps of different farming practices with environmental models of soil erosion. Although GIS is a revolutionary tool in geography it is also having an impact in other subjects (economics, sociology, archeology) as well as outside universities (mapping agencies, local councils, and gas and water utilities). National and international policies for managing geographical information are evaluated as well as the quality and the effectiveness of the resultant products in terms of their use.

Core Syllabus: Main principles of GIS. What is special about spatial data? Putting spatial data into a GIS. Spatial data structures: raster vs. vector. Definition and assessment of quality and error of output from mapping and GIS. Analytical functions of a GIS. Environmental application of GIS. Choosing a GIS for a particular organisation. The influence of national mapping and information policies on the availability, quality, presentation, management and cost of spatial data.

Teaching Arrangements: 20 lectures (GY340) ML, 20 x 2-hour classes (GY340.A) in which GIS are demonstrated to and used by students. Visits to establishments and firms involved in the production of spatial digital data, and in the design and use of GIS.

Written Work: Completion of a review of relevant literature in a field of application of GIS, and two pieces of project work.

Reading List: S. Aronoff, *GIS: A Management Perspective*, 1989; M. J. Kraak & F. J. Ormeling, *Cartography: Visualization of Spatial Data*, 1996; D. Maguire, M. Goodchild & D. Rhind (Eds.), *GIS: Principles and Applications*, 1991; D. Martin, *Geographic information systems: socioeconomic applications* (2nd edn.), 1996; J. Pickles (Ed.), *Ground truth: the social implications of geographic information systems*, 1995; M. Worboys, *GIS: A computing perspective*, 1995.

Methods of Assessment: Unseen essay-type paper 50%, literature review 20%, coursework 30%.

GY350

Independent Geographical Project

Teachers Responsible: Mr. A. Gouldson, Room S414 and Dr. J. Robinson, Room S515

Availability and Restrictions: For students required to, or choosing to, submit an independent geographical project ("IGP") as part of a Bachelor's degree in Geography. GY240 **Geographical Research Techniques** is a pre-requisite from 1997-98.

Core Syllabus: A demonstration of geographical investigation conducted on an individual basis.

Course Content: Individual tutorials in Michaelmas and Lent Terms of the third year.

Teaching Arrangements: Approximately five hours of individual tutorials in Michaelmas and Lent Terms of third year of study concerning problems encountered in geographical investigations in the field and in presentation of the findings.

Methods of Assessment: IGP's should not exceed 7,500 words, exclusive of appendices and other supportive material. Two bound copies of the IGP must be submitted to the Departmental Administrator in Room S409 not later than 20 March 1998.

GOVERNMENT

Course Guides

GV100

Introduction to Political Theory I

Availability and Restrictions: Compulsory course for Bachelor's degrees in Government and as an option to students in other departments. Second and third year students wishing to take an introductory course should take GV200.

Core Syllabus: An introduction to some of the major western political theorists.

A. The Foundations of Western Political Thought
Teacher Responsible: Professor J. Coleman, Room L204

Course Content: A study of some of the major political theorists from the ancient Greeks to the 16th Century. Topics will include discussions concerning the nature of man, 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 Arrangements: There will be 10 weekly lectures (GV100) in Michaelmas Term (there is an optional one-hour discussion in Michaelmas following the weekly lecture for GV100 and GV200) and 10 classes (GV100.A) (one hour each) in the Michaelmas and Lent Terms.

Written Work: 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: Plato, *Republic*; Aristotle, *Politics*; Cicero, *Republic*; Augustine, selections from *The City of God*; Aquinas, selections from the *Summa Theologiae*; Machiavelli, *The Prince*.

B. Modern Political Theory

Teacher Responsible: Professor J. Charvet, Room K207

Course Content: 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 Arrangements: 10 weekly lectures (GV100) in Lent Term and 10 weekly classes (GV100.A) (one hour each) in the Lent and Summer Terms. Two revision lectures in the Summer Term (Professor Coleman and Professor Charvet).

Written Work: Students are required to write two essays.

Reading: 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*.

Methods of Assessment: The examination takes place in the Summer Term, and consists of one three-hour paper in which the student must answer four questions out of about sixteen. The paper will be divided into two parts: The Greeks to Machiavelli; and beyond. Candidates will be required to answer two questions from each part.

GV101

Introduction to the Study of Politics I

Teachers Responsible: Professor B. O'Leary, Room K204 and Mr. A. J. Beattie, Room L107

Availability and Restrictions: This course is compulsory for students on Bachelor's degrees in Government. This course has an examination in two parts: A. Political Analysis, B. Modern British Government.

Teaching Arrangements: Professor O'Leary and Mr. Beattie will alternate in a course of twenty one hour lectures in the Michaelmas and Lent Terms. A revision lecture will be held in the first week of the Summer Term. Students will attend twenty one hour classes in the Michaelmas, Lent and Summer Terms.

A. Political Analysis

Core Syllabus: An introduction to theories of the state and democracy, paying special attention to pluralism, neo-pluralism, public choice, Marxism, elite theory and feminism. Students will be introduced to a series of topics which will then be empirically explored in Part B.

Course Content: The state and states, theories of the liberal democratic state and its institutions, paying special attention to executives, legislatures, bureaucracies, parties and party systems, electoral systems, and national and ethnic conflict.

Reading: Patrick Dunleavy & Brendan O'Leary, *Theories of the State: The Politics of Liberal Democracy*.

B. Modern British Government

Core Syllabus: An examination of core features of British government and politics, engaging in empirical and UK focused consideration of the themes outlined in Part A.

Course Content: UK government, the Constitution, Prime Minister and Cabinet, Parliament, the Civil Service, Sub-central government, Regional and local government, England & Wales, Scotland and Northern Ireland, the Judiciary and the European Union.

Reading: John Dearlove & Peter Saunders, *An Introduction to British Politics*, Jeffrey Jowell & Dawn Oliver, *The Changing Constitution*; Brendan O'Leary & John McGarry, *The Politics of Antagonism: Understanding Northern Ireland* (1996 edn.).

Methods of Assessment: The examination takes place in the Summer Term and consists of one three-hour paper in which the student must answer four questions out of approximately sixteen. The paper will be divided into two parts. Candidates will be required to answer two questions from each part.

GV200

Introduction to Political Theory II

Availability and Restrictions: The course is compulsory for students on Bachelor's degrees in Government who have not already taken **Introduction to Political Theory I** in their first year. Other second year students may take the paper as an option, unless they have already taken **Introduction to the Political Theory I**.

Core Syllabus: An introduction to some of the major western political theorists.

A. The Foundations of Western Political Thought
Teacher Responsible: Professor J. Coleman, Room L204

Course Content: A study of some of the major political theorists from the ancient Greeks to the 16th Century. Topics will include discussions concerning the nature of man, 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 Arrangements: There will be 10 weekly lectures (GV200) in Michaelmas Term (there is an optional one-hour discussion in Michaelmas following the weekly lecture for GV100 and GV200) and 10 classes (GV200.A) in the Michaelmas and Lent Terms.

Written Work: 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 in lectures and classes.

Reading: Plato, *Republic*; Aristotle, *Politics*; Cicero, *Republic*; Augustine, selections from *The City of God*; Aquinas, selections from the *Summa Theologiae*; Machiavelli, *The Prince*.

B. Modern Political Theory

Teacher Responsible: Professor J. Charvet, Room K207

Course Content: 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 Arrangements: 10 weekly lectures (GV200) in Lent Term and 10 weekly classes (GV200.A) in the Lent and Summer Terms. Two revision classes in the Summer Term (Professor Coleman and Professor Charvet).

Written Work: Students are required to write two essays.

Reading: 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*.

Methods of Assessment: The examination takes place in the Summer Term, and consists of one three-hour paper in which the student must answer four questions out of about sixteen. The paper will be divided into two parts: The Greeks to Machiavelli; and beyond. Candidates will be required to answer two questions from each part.

GV201

Introduction to the Study of Politics II

Teachers Responsible: Professor B. O'Leary, Room K204 and Mr. A. J. Beattie, Room L107

Availability and Restrictions: This course is compulsory for students on Bachelor's degrees in Government who have not already taken **Introduction to the Study of Politics I** in their first year. Other second year students may take the paper as an option unless they have already taken **Introduction to the Study of Politics I**. This course has an examination in two parts: A. Political Analysis. B. Modern British Government.

Teaching Arrangements: Professor O'Leary and Mr. Beattie will alternate in a course of twenty one-hour lectures in the Michaelmas and Lent Terms. A revision lecture will be held in the first week of the Summer Term. Students will attend twenty one-hour classes in the Michaelmas, Lent and Summer Terms.

A. Political Analysis.

Core Syllabus: An introduction to theories of the state and democracy, paying special attention to pluralism, neo-pluralism, public choice, Marxism, elite theory and feminism. Students will be introduced to a series of topics which will then be empirically explored in Part B.

Course Content: The state and states, theories of the liberal democratic state and its institutions, paying special attention to executives, legislatures, bureaucracies, parties and party systems, electoral systems, and national and ethnic conflict.

Reading: Patrick Dunleavy & Brendan O'Leary, *Theories of the State: The Politics of Liberal Democracy*.

B. Modern British Government

Core Syllabus: An examination of core features of British government and politics, engaging in empirical and UK focused consideration of the themes outlined in Part A.

Course Content: UK government, the Constitution, Prime Minister and Cabinet, Parliament, the Civil Service, Sub-central government, Regional and local government, England & Wales, Scotland and Northern Ireland, the Judiciary and the European Union.

Reading: John Dearlove & Peter Saunders, *An Introduction to British Politics*; Jeffrey Jowell & Dawn Oliver, *The Changing Constitution*, Brendan O'Leary & John McGarry, *The Politics of*

Antagonism: Understanding Northern Ireland (1996 edn.).

Methods of Assessment: The examination takes place in the Summer Term and consists of one three-hour paper in which the student must answer four questions out of approximately sixteen. The paper will be divided into two parts. Candidates will be required to answer two questions from each part.

GV217

Russia/the CIS: Institutions and Policies

Teacher Responsible: Dr. J. Hughes, Room K310

Availability and Restrictions: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course and 'Beaver' students. Students will normally be expected to have taken GV101/GV201 **Introduction to the Study of Politics I/II**, or equivalent, in a previous year.

Course Content. The main themes are: autocracy and modernisation in the late Tsarist era; the revolutionary movement; Leninism; the Russian revolution; Stalin's 'revolution from above'; interpretations of the Stalinist state and society; federalism and varieties of nationalism in the Soviet Union; the changing role of the communist party; destalinisation; rhetoric and realities of 'developed socialism'; models of Soviet politics; modernisation and sovietisation; Gorbachev and perestroika; nationalism and the collapse of the Soviet regime; transition theory and democratisation in Russia; presidentialism versus parliamentarism; the political economy of marketisation; the new Russian federalism; nationalism and ethnic conflicts in post-soviet Russia; problems of nation-state building in the successor states.

Teaching Arrangements: 20 lectures (GV217) and classes (GV217.A) in the Michaelmas and Lent Terms.

Written Work: Four essays are expected from each student.

Reading List: D. Lieven, *Nicholas II*; R. Pipes, *The Russian Revolution*; R. Pipes, *Russia under the Bolshevik Regime*; R. Tucker, *Stalin in Power*, S. Bialer, *Stalin's Successors*; A. Dallin & G. Lapidus (Eds.), *The Soviet System in Crisis*; I. Bremmer & R. Taras (Eds.), *Nations and Politics in the Soviet Successor States*; R. Szporluk, *National Identity and Ethnicity in Russia and the New States of Eurasia*; R. Sakwa, *Russian Politics and Society*; J. Lowenhardt, *The Reincarnation of Russia*.

Methods of Assessment: A three-hour written examination in the Summer Term.

GV218

Ancient and Early Christian Political Thought

(Not available 1997-98)

Teacher Responsible: Professor J. Coleman, Room L204

Availability and Restrictions: Optional course for Bachelor's degrees in Government. Also available to

students on other degrees where regulations permit, General Course and 'Beaver' students, with permission. Students will normally be expected to have taken GV100/GV200 **Introduction to Political Theory I/II**, 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 fifth century AD.

Course 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 republica 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 (fifth century AD).

Teaching Arrangements: Twenty weekly lectures followed directly by a weekly seminar (GV218) in the Michaelmas and Lent Terms. Two revision lectures and classes in the first two weeks of Summer Term.

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.

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.

Methods of Assessment: One three-hour paper taken at the end of the year. This paper is divided into two sections, following the division of terms.

GV219

Medieval and Renaissance Political Thought

Teacher Responsible: Professor J. Coleman, Room L204

Availability and Restrictions: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course and 'Beaver' students, with permission. Students will normally be expected to have taken GV100/GV200 **Introduction to Political**

Theory I/II, 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.

Course 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 c. 800-1600 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 Arrangements: Twenty weekly lectures followed directly by a weekly seminar (GV219) in the Michaelmas and Lent Terms. Two revision lectures and classes in the first two weeks of Summer Term.

Written Work: Two essays per term. The course divides as follows: the first term treats the period from the Carolingians (c. 800 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*, ed. J. H. Burns 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. 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.

Methods of Assessment: One three-hour paper taken at the end of the year. The paper is divided into two sections following the division of terms.

GV220

Modern Political Thought

Teacher Responsible: Dr. P. Kelly, Room L100

Availability and Restrictions: Optional course for Bachelor's degrees in Government. Also available to

students on other degrees where regulations permit, General Course and 'Beaver' students. Students will normally be expected to have taken GV100/GV200 **Introduction to Political Theory I/II**, or equivalent, in a previous year.

Core Syllabus: A thematic study of European political thought from about 1550 to around 1914.

Course Content: The themes covered will 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; democrati-democratic theories; anarchism and feminism. Not all themes will be taught every year.

Teaching Arrangements: 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.

Methods of Assessment: One three-hour paper will be taken at the end of the year.

GV221

Individual, State and Community

Teachers Responsible: Professor J. Charvet, Room K207 (Lent and Summer Terms), Dr. P. Kelly, Room L100 and Professor Noble (Michaelmas Term)

Availability and Restrictions: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course and 'Beaver' students. Students will normally be expected to have taken GV100/GV200 **Introduction to Political Theory I/II**, or equivalent, in a previous year.

Core Syllabus: This is a course in the main concepts and theories of contemporary political philosophy as applied to a society conceived, firstly, as an independent political association and, secondly, as forming part of an international society.

Course Content: The course is divided into two parts. (A) Some political philosophers regard a political association as a framework within which people can pursue diverse conceptions of the good life. Others believe that the only satisfactory (or perhaps possible) basis of political association is the pursuit of shared values. This controversy will be explored in the work of recent writers. (B) This part is concerned with the international aspect of political association. Should the individual be understood to be directly a member of a world society of all human beings from the ethical point of view, or is he to be understood as participating in an international ethical order only through his membership of a particular community or state, or can the two perspectives be combined?

Teaching Arrangements: Nineteen one-hour lectures (GV221) and nineteen one-hour classes (GV221.A) in the Michaelmas and Lent Terms.

Reading List: (A) S. Mulhall & A. Swift, *Liberals and Communitarians*; W. Kymlicka, *Contemporary Political Philosophy*; M. Walzer, *Spheres of Justice*; A. MacIntyre, *Whose Justice? Which Rationality?*

(B) C. Brown, *International Relations Theory*; H. Bull, *The Anarchical Society*; M. Donelan, *Elements of International Theory*; A. Watson, *The Evolution of International Society*.

Methods of Assessment: A three-hour unseen written examination in the Summer Term.

GV222

Gender in Political Thought

Teacher Responsible: Dr. D. Bubeck, Room K301

Availability and Restrictions: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, and General Course students. Students will normally be expected to have taken GV100/GV200 **Introduction to Political Theory I/II**, or equivalent, in a previous year.

Core Syllabus: An analysis of selected texts in the history of Western political thought and contemporary political thought with regard to their explicit or implicit conceptions of gender and gender relations, ie their conceptions of the 'nature', position and function of women and men in society and the polity.

Course Content: Michaelmas Term: Selective readings of Plato, Aristotle, Hobbes, Locke, Rousseau, Mary Wollstonecraft, J. S. Mill, Harriet Taylor, Engels, Alexandra Kollontai, Emma Goldman, Charlotte Perkins-Gilman.

Lent Term: (a) varieties of feminist thought; liberal, radical, Marxist, socialist, black, lesbian, postmodern. (b) gender issues in feminist thought: masculinity and femininity, feminist method in political theory, conceptions of equality and difference, feminist versus female values and morality, family and the public-private dichotomy, theory of the state, citizenship and democracy, reproductive technologies and rights, pornography and censorship.

Teaching Arrangements: 20 lectures and 21 classes in Michaelmas, Lent and Summer Terms (GV222).

Reading List: A detailed reading list will be provided at the beginning of Michaelmas Term.

D. Coole, *Women in Political Theory*; W. Brown, *Manhood and Politics*; M. Wollstonecraft, *A Vindication of the Rights of Women*; F. Engels, *The Origin of the Family, Private Property and the State*; J. S. Mill, *The Subjection of Women*; R. Tong, *Feminist Thought*; S. M. Okin, *Justice, Gender and the Family*; C. MacKinnon, *Toward a Feminist Theory of the State*.

Methods of Assessment: A three-hour formal examination in the Summer Term.

GV223

Democracy and Democratisation

Teachers Responsible: Dr. G. Philip, Room K205, Dr. E. Ringmar, Room K309, Dr. V. Dimitrov, Room L303, Dr. C. Lin, Room L202 and Dr. J. Hughes, Room K310

Availability and Restrictions: Optional course for Bachelor's degrees in Government. Also available to

students on other degrees where regulations permit, General Course and 'Beaver' students. Students will normally be expected to have taken GV101/GV201 **Introduction to the Study of Politics I/II**, 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 a number of contrasting theories.

Course Content: Democracy: the concept and interpretation. Theories of democracy: elite theory, pluralism and Marxism. 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 countries. The concept of democratic legitimation.

Teaching Arrangements: 20 weekly lectures (GV223) in the Michaelmas and Lent Terms and 10 two hour weekly classes (GV223.A) in the Lent Term.

Reading List: A. Lijphart, *Democracies*; J. Schumpeter, *Capitalism, Socialism and Democracy*; R. Dahl, *Democracy and its Critics*; L. D. Rueschmeyer et al, *Capitalist Development and Democracy*; A. Przeworski, *Democracy and the Market: political and economic reforms in Eastern Europe and Latin America*.

Methods of Assessment: Three-hour unseen written examination in the Summer Term.

GV224

Voters, Parties and Elections

Teachers Responsible: Professor P. Dunleavy, Room K300, Dr. K. Dowding, Room K206, Professor B. O'Leary, Room K204 and Dr. C. Schonhardt-Bailey, Room L105

Availability and Restrictions: Available in 1997-8, and 1999-2000, but not in 1998-9. Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course and 'Beaver' students. Students will normally be expected to have taken GV101/GV201 **Introduction to the Study of Politics I/II**, or equivalent, in a previous year.

Core Syllabus: The objective of this course is to examine theories about voters, parties, party competition and electoral systems in liberal democratic systems, introducing students to some simple techniques used in voting, party and electoral analysis.

Course Content: The course has three substantive sections on voting, parties and electoral systems: (i) controversies over whether voting is instrumental, issue-focused or expressive, or all three, and whether voters' preferences can be manipulated, are systematically discussed. It then focuses on theories about political parties and party systems, and examines whether they stand up against cross-national evidence; (ii) theories of party-formation and party-behaviour, and of government – and coalition-formation are scrutinised, and the policy consequences of different party systems and governmental formations are investigated; and (iii)

the range of electoral systems available in theory and practice in contemporary democracies. The focus here is on debates about the merits and consequences of different electoral systems and arguments deployed for and against electoral reform. Students are introduced to a range of empirical case-studies and cross-national investigations. The case-studies selected vary from year to year, but will normally include literature based on the British Isles, Continental Europe, India, North America and Australasia. The final component of the course, handled in the first five weeks of the Lent Term, deals with preparation for the coursework assignments, where students complete exercises and a short project of their own. These exercises and the project will draw upon lectures and classes on research methods in political science.

Teaching Arrangements: 15 one-hour lectures (GV224) and 15 one-hour classes (GV224.A) in the Michaelmas and Lent Terms and 5 two-hour lectures/classes in the Lent Term (GV224.B).

Reading List: A. Downs, *An Economic Theory of Democracy* (Harper & Row, 1957); M. Harrop & W. L. Miller, *Elections and Voters: A Comparative Perspective* (Macmillan, 1987); G. Sartori, *Parties and Party Systems* (Cambridge University Press, 1976); R. Taagepera & M. Shugart, *Seats and Votes: The Effects and Determinants of Electoral Systems* (Yale University Press, 1989); A. Reeve & A. Ware, *Electoral Systems: a Comparative and Theoretical Introduction* (Routledge, 1991).

Methods of Assessment: Three-hour unseen examination in the Summer Term.

GV225

Public Choice and Politics

Teacher Responsible: Dr. K. Dowding, Room K206, Professor P. Dunleavy, Room K300

Availability and Restrictions: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course and 'Beaver' students. Students will normally be expected to have taken GV101/GV201 **Introduction to the Study of Politics I/II**, 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, and the second to the empirical – the study of institutional public choice.

Course Content:

This course will cover the main topics in institutional public choice including electoral competition and voting behaviour; political parties; the problems of collective action; interest groups and corporatism; log-rolling; the theory of coalitions, and the behaviour of committees, legislatures and conventions; budget-maximizing and bureau-shaping models of bureaucracy; public choice accounts of decentralized government and central-local relations; the theory of clubs; voting paradoxes and cycles; Arrow's impossibility theorem and its implications

for democratic theory and for the assessment of voting systems; Prisoners' Dilemma and 'Chicken' Games; the operation of 'tit-for-tat' strategies and the possibility of co-operation.

Teaching Arrangements: Twenty weekly one-hour to one-and-a-half hour lectures (GV225) and twenty weekly one-hour classes (GV225) in the Michaelmas and Lent Terms.

Basic Reading List:

Text Books: P. Dunleavy, *Democracy, Bureaucracy and Public Choice*; D. Mueller, *Public Choice II*; R. Abrams, *Foundations of Political Analysis*; J. Stevens, *The Economics of Collective Choice*.

Major Works: R. Axelrod, *The Evolution of Co-operation*; A. Downs, *An Economic Theory of Democracy*; M. Olson, *The Logic of Collective Action*; W. Niskanen, *Bureaucracy and Representative Government*.

Methods of 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 Lent Term. The essay itself must be submitted by Week 1 of the Summer Term.

(ii) Three quarters (75%) of the overall mark will be assessed by one three-hour unseen written examination in the Summer Term.

GV226

Executive Government and its Modernization in Selected OECD Countries

(Not available 1997–98)

Teachers Responsible: Mr. A. J. L. Barnes, Room K308 and Dr. M. Barzelay, Room G508

Availability and Restrictions: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course and 'Beaver' students. Students will normally be expected to have taken GV101/GV201 **Introduction to the Study of Politics I/II**, or equivalent, in a previous year.

Core Syllabus: The aim of this course is to look comparatively at the current operation of executive government and at attempts in OECD countries to modernize the ways in which the "executive function" is performed, enabling students to analyze the content, rationale and impact of these efforts at modernization. Frameworks will be established for analyzing and comparing processes of policy-formation and strategies of policy implementation. How and why modernization seeks to alter these processes is examined for selected countries with a view to placing long-standing issues of executive politics and public bureaucracy in contemporary perspective and providing a means of assessing the politics and policy of "modernization".

Course Content: The Michaelmas Term will be concerned principally with the comparative analysis of executive government and the policy process in

liberal democracies, drawing a distinction between Parliamentary, Presidential and semi-Presidential regimes. The relationship of political executives to the bureaucracy, party, organised groups and the media will be analysed with particular attention to agenda setting. Executive leadership will be studied in relation to the structure of resources within executive and between the executive, legislature and other levels of government. Aspects of the policy process covered will include the building of executive policy agendas, the politics of policy advice and ways of achieving policy change. The problems of contemporary governance will be identified and roles of institutional structure and executive leadership in addressing these problems will be discussed. Turning toward implementation of policy, attention will be given to the tools of government, the means of controlling government agencies and agents, and the sources of institutional and operational capacity. The Lent Term will be largely concerned with the modernization process and in the course of an examination of its scale and shape in selected countries and groups of countries, trends will be identified and an explanation of differences sought. While examples may be drawn from a wider selection of countries, a clear indication will be given at the start of the year of the particular countries whose systems of governance will be under analysis.

Teaching Arrangements: 22 one-hour lectures (GV226) and 21 one-hour classes (GV226.A) in Michaelmas, Lent and Summer Terms. The course is designed to dovetail with the Cabinet seminar.

Reading: K. Weaver & B. Rockman, *Do Institutions Matter?*; J. Blondel & F. Muller-Rommel, *Governing Together: The Extent and Limits of Joint Decision-Making in Western European Cabinets*; R. Fenno, *The President's Cabinet*; B. Guy Peters & Anthony Baker, *Advising West European Governments*; Vincent Wright, "Reshaping the State: The Implications for Public Administration", in *West European Politics*; L. Salamon, *Beyond Privatization*; D. Kettl, *Inside the Reinvention Machine*; J. Boston, *Reshaping the State*.

Methods of Assessment: The course is examined by a three-hour unseen written paper in the Summer. 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%.

major reversals in public policy, and to apply that literature to major cases of economic policy reversal in the 1980s. In particular, it aims to examine how far the major economic policy reversals of the 1980s constituted a major 'surprise' for established theories of policy-making. The material for the course is drawn from the comparative literature on the politics of economic policy-making in the OECD states, and in all cases the aim is to assess rival interpretations of policy dynamics.

Course Content: Course topics will include the study of policy dynamics and political science explanations of major policy reversals; regulatory growth, de-regulation and the shift to pro-competitive deregulation; the growth of public enterprise and privatization; political theories of macroeconomic policy-making (comprising party differentiation theories, political business cycle theories and state structure theories); government growth, stabilization, cutbacks; the politics of comprehensive tax reform; progressive public administration and the shift to 'economic rationalism' in public management; the politics of trade liberalization.

Teaching Arrangements: 20 one-hour lectures/research sessions (GV227) and 20 one-hour classes/workshops (GV227.A) in Michaelmas and Lent Terms.

Reading: A. O. Hirschman, *Shifting Involvements: Private Interest and Public Action*; C. Hood, *Explaining Economic Policy Reversals*; M. Levi, *Of Rule and Revenue*; L. Lewin, *Self-Interest and Public Interest in Western Politics*; H. Milner, *Resisting Protectionism: Global Industries and the Politics of International Trade*; M. Olson, *The Rise and Decline of Nations: Economic Growth, Stagflation and Social Rigidities*; B. G. Peters, *The Politics of Taxation: A Comparative Perspective*; E. N. Suleiman & J. Waterbury (Eds.), *The Political Economy of Public Sector Reform and Privatization*.

Methods of Assessment: The course is examined by a two-hour unseen written paper in the Summer. 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%.

GV228

Law and Government

Teacher Responsible: Dr. R. S. Barker, Room K100

Availability and Restrictions: Compulsory for B.Sc. Government and Law, normally to be taken in the third year. Optional for Bachelor's degrees in Government. Available for other degrees where regulations permit, and for General Course and Beaver students, with the permission of the teacher responsible. Students will normally be expected to have taken **Introduction to the Study of Politics I/II** and/or **Introduction to Political Theory I/II** in a previous year.

Core Syllabus: The course is intended to draw together the study of government and law pursued by students in the B.Sc. Government and Law. Some of the topics dealt with will already have been considered by students elsewhere, but in the subject

GV227

The Politics of Economic Policy

Teachers Responsible: Dr. C. Schonhardt-Bailey, Room L105, Professor C. Hood, Room L203 and Dr. M. Thatcher, Room K305

Availability and Restrictions: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course and 'Beaver' students. Students will normally be expected to have taken GV101/GV201 **Introduction to the Study of Politics I/II**, 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

Government and Law topics which have been looked at from the point of view of either law or political science will be presented to students from the viewpoint of both disciplines, and students will thus be brought both to reconsider areas of common interest and to reflect on the various theories and methods available to law and political science.

Course Content: Law and political science as distinctive and overlapping approaches towards the understanding of public life. The explanatory and normative theories employed within the two disciplines. Government and law as instruments for social order, compared with alternative instruments (market, community). Constitutional arrangements; the nature, formulation, and application of law. State and constitution. Distinctions between private and public, domestic and international law. Sovereignty, obedience, legitimacy, Property, and rights.

Teaching Arrangements: 20 one-and-a-half hour lecture/seminars (GV228) and 20 one hour classes (GV228.A) in the Michaelmas and Lent Terms.

Written Work: Students will submit four essays during the course of the year.

Reading List: Suggested reading will be given at the beginning of each year. Course specific cases and materials are issued. Introductory reading could include: K. D. Ewing & C. A. Gearty, *Freedom Under Thatcher* (1990); Carol Harlow (Ed.), *Politics and Public Law*; Rodney Barker, *Political Legitimacy and the State*; Martin Loughlin, *Public Law and Legal Theory*; J. A. G. Griffith, *The Politics of the Judiciary* (4th edn., 1990); Tim Newburn, *Permission and Regulation: Law and Morals in Post War Britain*, Chapters 7, 'Morality, the law, and contemporary social change' and Chapter 8 'Thatcherism and the Politics of Morality' (1992); Cosmo Graham and Tony Prosser (Eds.), *Waiving the Rules: the Constitution under Thatcherism* (1988), Andrew Gamble & Celia Wells (Eds.), *Thatcher's Law* (1989). **Methods of Assessment:** Three-hour unseen written examination.

GV229

Politics and Society

Availability and Restrictions: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit. General Course and 'Beaver' students. Students will normally be expected to have taken GV101/GV201 **Introduction to the Study of Politics I/II**, or equivalent, in a previous year. Students are advised to attend the lectures of Professor Anthony D. Smith of the European Institute, one of the world's leading authorities on nationalism.

A. The Politics of Nationalism and Ethnic Conflict
Teacher Responsible: Mr. J. Madeley, Room K304
Course Content: The course examines the impact of nationalism on the politics of the modern world. Nationalist doctrines, and key texts in the development of nationalist thought, are explored as well as explanatory theories of nationalism. Topics covered include nation- and state-building, nationalism and legitimacy, nationalism and democracy, and secessionism and irredentism. The course also examines how modern states seek to

eliminate or manage ethnic conflict, using both normative and explanatory approaches in the social sciences. The merits and defects of consociation, federation, arbitration and hegemonic control, as means of managing ethnic conflict, are investigated. Genocide, mass-population transfers, partition, and integration/assimilation are also investigated as methods of eliminating ethnic differences. Students are expected to familiarize themselves with some empirical case-studies. The case-studies selected vary from year to year but will normally include literature focused on the Balkans, Eastern Europe, the Middle East, Northern Ireland and South Africa. Literature for these case-studies will be up-dated annually.

Teaching Arrangements: 10 weekly classes (GV229.A) of one hour each in the Michaelmas Term
Reading List: P. Alter, *Nationalism*; B. Anderson, *Imagined Communities*; E. Gellner, *Nations and Nationalism*; D. Horowitz, *Ethnic Groups in Conflict*; E. Kedourie, *Nationalism*; A. Lijphart, *Democracy in Plural Societies*; J. Mayall, *Nationalism and International Society*; J. McGarry & B. O'Leary (Eds.), *The Politics of Ethnic Conflict Regulation*.

B. Religion and Politics

Teacher Responsible: Mr. J. Madeley, Room K304
Core Syllabus: The aim of the course is to provide a survey of theoretical and substantive issues which arise from the analysis of contrasting patterns of relationship between religion and politics. The primary, but not exclusive focus is upon these issues as they have arisen in the West across time.

Course Content: The course begins with an examination of definitional issues arising from the study of religion and politics, then moving on to the analysis of the major religious traditions of the world (Hinduism, Buddhism, Islam and Christianity) and the relationship between them and the polity, paying particular attention to the manner in which this relationship is understood within the traditions themselves. The development of church-state relations in the West is reviewed in the light of normative theories in the history of political thought from ancient to modern times. The impact of the religious factor in the modern era of mass politics from the French Revolution to "the new politics" of the 1980s and 1990s particularly in Europe provides the final area of concentration.

Teaching Arrangements: 10 weekly lectures (GV229) and 10 weekly classes (GV229.A) (one hour each) in the Lent Term.

Reading List: D. E. Smith, *Religion and Political Development*; D. Martin, *A General Theory of Secularisation*; J. Hadden & A. Shupe (Eds.), *Religion and the Political Order* (three vols: 1986, 1988, 1989); 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*.

Methods of Assessment: Three-hour unseen written examination in the Summer Term.

GV230

Political Change in Modern Britain

(Not available 1997-98)

Teacher Responsible: Mr. A. J. L. Barnes, Room K308

Availability and Restrictions: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit. General Course and 'Beaver' students. Students will normally be expected to have taken GV101/GV201 **Introduction to the Study of Politics I/II**, or equivalent, in a previous year.

Course Content: (1) The historical development of British institutions, policies and party alignments during the 20th century. The main emphasis will be on the period since 1940.

(2) Four themes, selected from (eg) Britain and Europe; challenges to the 2-party system; the rise and consequences of the welfare state; the management of economic decline; the rise of the executive and the decline of parliament; the making of British foreign policy etc.

Teaching Arrangements: 22 one-hour weekly lectures (GV230) and 22 one-hour weekly classes (GV230.A) in the Michaelmas, Lent and Summer Terms.

Reading List: M. Pugh, *The Making of Modern British Politics 1867-1939* (2nd edn.); M. Beloff, *Wars and Welfare*; J. P. Mackintosh, *The British Cabinet* (4th edn.); K. O. Morgan, *The People's Peace* (2nd edn.); P. Hennessy & A. Seldon, *Ruling Performance*; A. Seldon & S. Ball, *Conservative Century*; G. C. Peden, *British Economic and Social Policy: Lloyd George to Margaret Thatcher*; J. Tomlinson, *Public Policy and the Economy since 1900*; M. W. Kirby, *The Decline of British Economic Power*; C. Crouch, *The Politics of Industrial Relations* (2nd edn.).

A comprehensive bibliography and topic list will be available at the beginning of the term.

Methods of Assessment: 75% written unseen examination in the Summer Term and 25% coursework.

GV231

British Political Ideas

Teacher Responsible: Dr. R. Barker, Room K100

Availability and Restrictions: 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/GV200 **Introduction to Political Theory I/II**, 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.

Course Content: A critical and historical study of political ideas, and political argument in the United Kingdom; liberalism, socialism, conservatism, anarchism, feminism. The rise of the modern state, the nature of politics and the character of the political community.

Teaching Arrangements: 20 one-hour lectures (GV231), Sessional Classes (GV231.A) in the Michaelmas and Lent Terms.

Written Work: Students will write two essays in the Michaelmas Term and two in the Lent Term.

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 Essays in Socialism*; Herbert Spencer, *The Man Versus The State*; Hilaire Belloc, *The Servile 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.)

Methods of Assessment: A three-hour unseen written examination.

GV237

Radical Political Philosophy

(Not available 1997-98)

Teacher Responsible: Dr. Diemut Bubeck, Room K301

Availability and Restrictions: Optional course for Bachelor's degrees in Government. Available to other students by permission. Students will normally be expected to have taken GV100/GV200 **Introduction to Political Theory I/II**, or equivalent, in a previous year.

Core Syllabus: An introduction to radical political and social philosophers of the nineteenth and twentieth century. 'Radical' in this context refers either to the political implications and/or location of these philosophical approaches, to the radicality of their critique of mainstream political philosophy, or to their distance from the basic assumptions and conceptualisations of more traditional contemporary approaches.

Course Content: The following authors will be likely to be treated, although not all authors will necessarily be taught each year: Marx, Nietzsche, Freud, Frankfurt School, Foucault, Habermas, Lyotard.

Teaching Arrangements: 21 two-hour weekly seminars in Michaelmas, Lent and Summer Terms.

Reading List: R. Tucker, *The Marx-Engels Reader* (2nd edn.); Nietzsche, *Genealogy of Morality*; Freud, *Civilisation and its Discontents*; Foucault, *Discipline and Punish, History of Sexuality*, vol. 1; Arato & Gebhardt, *The Essential Frankfurt School Reader*; Lyotard, *The Postmodern Condition*.

Method of Assessment: Three-hour unseen written examination held in the Summer Term.

GV238

Cabinet Government and the National Policy Process

(Not available 1997-98)

Availability and Restrictions: Optional course for Bachelor's degrees in Government. Students will normally be expected to have taken GV101/GV201 **Introduction to the Study of Politics I/II**, or equivalent, in a previous year.

Core Syllabus: The course aims to provide students with an understanding of the way policy is made in Britain. It will centre on the British Cabinet and will analyse the process of policy-making from this perspective.

Course Content: The working of the Cabinet, its committees, its administrative machinery and its relationships with the Departments of State, Parliament and the party apparatuses will be covered. Special attention will be devoted to the relationship between permanent officials and politicians and to the role of the Prime Minister's personal staff.

Teaching Arrangements: There will be 10 one-hour lectures (GV238), 15 one-hour classes (GV238.A) and 12 one-and-a-half hour seminars (GV238), two of which will be for revision purposes, in the Michaelmas, Lent and Summer Terms. Students are strongly advised to also attend GV480.1 **Introduction to Comparative Public Administration.**

Written Work: Students will be required to present two essays in each of the Michaelmas and Lent Terms. They may also be called on to give class papers.

Reading List:

Introductory: S. James, *British Cabinet Government*; P. Gordon Walker, *The Cabinet* (Fontana edn.); J. P. Mackintosh, *The British Cabinet* (3rd edn.); A. King (Ed.), *The British Prime Minister* (2nd edn.); P. Hennessy, *Cabinet*; H. Wilson, *The Governance of Britain*; M. Rush, *The Cabinet and Policy Formation*; J. J. Richardson & A. G. Jordan, *Governing Under Pressure*; A. G. Jordan & J. J. Richardson, *British Politics and the Policy Process.*

Essential: Students are expected to show knowledge of at least two of the following volumes, which should throw light on modern cabinet government. These are: B. Castle, *The Castle Diaries 1965-70, 1974-76*; R. H. S. Crossman, *Diaries of a Cabinet Minister* (3 vols.) and A. Benn, *Against the Tide 1973-6; Conflicts of Interest: Diaries 1977-80*; E. Dell, *A Hard Pounding*; N. Lawson, *The View from Number 11.*

A comprehensive reading list will be issued at the start of the course, and further guidance as the most useful reading on any topic can be obtained from your allotted class teacher. Students should not be worried at the length of the list since many of the books recommended are alternative titles given because of the great demand for particular works.

Methods of Work: While the lectures will cover the more central aspects of the subject clearly they cannot cover all the ground nor will they necessarily offer adequate detail. They are intended to introduce, to stimulate and to guide. Similarly classes will be intended to provoke thought and debate. The outside speakers will on occasion deal with the themes already covered by the lectures, but they may also introduce new subjects, always from the standpoint of the practitioner rather than the academic. It is essential to realise that despite the fairly comprehensive coverage of the syllabus in lectures, seminars and classes, no student can be expected to do well simply by attending them. Knowledge of some of the volumes listed above is quite essential, and students must learn their way about them by use of the index. Time spent on reading will not be wasted, and the good student will benefit from consulting memoirs, biographies and certain historical monographs covering the period after 1918, and more particularly since 1945.

Methods of Assessment: Three-hour unseen written examination held in the Summer Term.

GV239

Game Theory in Politics

(Not available 1998-99)

Teachers Responsible: Dr. M. Mulford, Room B802

Availability and Restrictions: Optional Course for Bachelors's degrees in Government, and Government and Economics. Also available to students on other degrees where regulations permit, General Course and 'Beaver' students.

Core Syllabus: This course is concerned with the application of game theory to explanations of a wide variety of strategic situations, principally but not exclusively in politics. How to model strategic interactions in game forms will be covered.

Course Contents: The course starts with an introduction to concepts in game theory, followed by an examination of dynamic game theoretic models, focussing chiefly on the 'theory of moves'. Next, the course will critically examine the judgment and decision-making assumptions that provide the foundation for predictions of individuals' (or states') game behaviour. Emphasis will be placed on how different assumptions about human decision making affect behavioural predictions in particular game structures.

Teaching Arrangements: 20 two-hour seminars.

Written Work: Two essays.

Reading List: J. Morrow, *Game Theory for Political Scientists*; H. Hargreaves, Shaun & Varoufakis, *Game Theory: A Critical Introduction*; S. Brams, *Theory of Moves*; R. Dawes, *Rational Choice in an Uncertain World*; P. Moser (Ed.), *Rationality in Action: Contemporary Approaches*; R. Frank, *Passions within Reason: The Strategic Role of the Emotions*; J. Mansbridge, *Beyond Self-Interest*; T. Schelling, *Strategy of Conflict.*

Methods of Assessment: The course is examined by a three-hour unseen written paper in the Summer Term. Candidates must also submit two essays. The first essay must be submitted by Week 1 of Lent Term, the second by Week 1 of Summer Term. In the overall assessment of the course, the unseen examination will count as 75% of the final mark and the essays as 25%.

GV240

Government, Politics and Public Policy in France

Teacher Responsible: Dr. A. Guyomarch, Room H.669.

Availability and Restrictions: Optional course for Bachelor's degrees in Government. Students will normally be expected to have taken GV101/GV201 **Introduction to the Study of Politics I/II**, or equivalent, in a previous year. Also available to students on other degrees where regulations permit, General Course and 'Beaver' students.

Core Syllabus: The development of French politics, the economy and society since 1789; the semi-presidential system of government since 1962; the structure and workings of parties, groups, and the electorate.

Course Content: The course is divided into two parts: (i) the main elements of traditional politics,

1789-1945; the main institutional and socio-economic developments since 1945; the semi-presidential system of government since 1962; the role of the state; (ii) the influence of political parties and pressure groups on policies, case studies in policy-making in some of these areas: foreign relations, education, agriculture, regional development, economic planning, industrial development. The Europeanisation of French policy-making.

Teaching Arrangements: 10 weekly one-hour lectures in the Michaelmas Term, 10 weekly one-hour lectures in the Lent Term, and 20 weekly one-hour classes in the Michaelmas and Lent Terms (GV240.A).

Written Work: Two essays per term.

Reading List: J. Macmillan, *Dreyfus to de Gaulle*; V. Wright, *The Government and Politics of France*; P. A. Hall, J. Hayward & H. Machin (Eds.), *Developments in French Politics* (1994); D. Hanley, Kerr & Waites (Eds.), *Contemporary France: Politics and Society*; E. Sulieman, *Elites in French Society and Politics. Power and Bureaucracy*; H. Machin & V. Wright (Eds.), *Mitterand Presidency, 1981-1984*; R. Elgie, *The Role of the Prime Minister*; R. Elgie, *Electing the French President.*

Methods of Assessment: Three-hour unseen written examination held in the Summer Term.

GV241

Government, Politics and Public Policy in Germany

Teacher Responsible: Dr. K. Goetz, Room L304

Availability and Restrictions: Optional course for Bachelor's degrees in Government. Students will normally be expected to have taken GV101/GV201 **Introduction to the Study of Politics I/II**, or equivalent, in a previous year. Also available to students on other degrees where regulations permit, General Course and 'Beaver' students.

Core Syllabus: This course examines the legal, institutional and socio-cultural context and framework of politics, government and administration in the Federal Republic of Germany and analyses the behaviour of major actors (institutions, collective actors and individuals) in the system. It also assesses structural and procedural features of public policy-making and studies their impact on policy content. A chief aim is to explore how the institutional characteristics of the German polity affect its performance. Although the course is not explicitly comparative, one of its other main objectives is to highlight both specificities of the German state and the political system and commonalities with other major European liberal democracies.

Course Content: The course is divided into two parts. Part I focuses on government and politics, and examines 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. Part II focuses on public policy. The approach taken in this part of the course combines conceptual concerns with an orientation towards particular fields of public policy. Thus, the usefulness of concepts such as policy style, policy interlocking, or neo-corporatism is discussed with reference to specific areas of public policy. Examples studied include foreign policy; economic policy; environmental policy; immigration and asylum policy and constitutional policy. Throughout, particular emphasis is placed on the impact of unification and Europeanisation on defining characteristics of the German polity.

Teaching Arrangements: 10 weekly one-hour lectures in the Michaelmas Term, 10 weekly one-hour lectures in the Lent Term, and 22 weekly one-hour classes in the Michaelmas, Lent and Summer Terms (GV241.1).

Written Work: A minimum of 2 essays per term is required from each student. Essays are returned with comments and are marked to give the student a guide to his/her performance.

Reading List: A reading list accompanying the lecture series and a further detailed list of sources for each class are made available at the start of term. Introductory reading includes: A. Benz & K. H. Goetz, *A New German Public Sector?*, 1996; D. Berg-Schlosser & R. Rytlewski, *Political Culture in Germany*, 1993; S. Bulmer, *The Changing Agenda of West German Public Policy*, 1989; R. Dalton, *Germany Divided*, 1996; R. Dalton, *The New Germany Votes*, 1993; K. Dyson, *The Politics of German Regulation*, 1992; K. H. Goetz, *Germany*, 2 vols, 1997; K. H. Goetz & P. J. Cullen, *Constitutional Policy in Unified Germany*, 1995; W. Hanrieder, *Germany, America, Europe: Forty Years of German Foreign Policy*, 1989; N. Johnson, *State and Government in the Federal Republic of Germany*, 1983; P. Katzenstein, *Politics and Policy in West Germany*, 1987; P. Katzenstein, *Industry and Politics in West Germany*, 1989; S. Padgett, *Parties and Party Systems in the New Germany*, 1993; S. Padgett, *Adenauer to Kohl*, 1994; G. Smith et al., *Developments in German Politics 2*, 1996; K. von Beyme & M. G. Schmidt, *Policy and Politics in the Federal Republic of Germany*, 1985.

Methods of Assessment: Three-hour unseen written examination held in the Summer Term.

GV242

Government, Politics and Public Policy in Latin America

Teacher Responsible: Dr. G. Philip, Room K205 and Dr. F. Panizza, Room L201

Availability and Restrictions: Optional course for Bachelor's degrees in Government. Students will normally be expected to have taken GV101/GV201 **Introduction to the Study of Politics I/II**, or equivalent, in a previous year. Also available to students on other degrees where regulations permit, General Course and 'Beaver' students.

Core Syllabus: Political institutions, organisations and the politics of economic policymaking in Brazil, Argentina, Chile, Mexico, Peru and Venezuela.

Course Content: An introduction to Latin American politics, focusing mainly on the downfall and reconstruction of democracy, the politics of development and the character of political institutions in the region.

Teaching Arrangements: 10 weekly one-hour lectures (GV209) and 5 two-hour classes in the Michaelmas Term and 7 weekly one-hour lectures (GV210) and 10 one-hour classes (GV242.A) in the Lent Term.

Reading List: T. Skidmore, *Modern Latin America and The Politics of Military Rule in Brazil 1964-1985*; A. Angell & B. Pollack, 'The Chilean Elections of 1989' in *Bulletin of Latin American Research*, Vol. 9, No. 1 (1990); P. & S. Calvert, *Argentina*; 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*; A. Alvarado, *Electoral Politics and Perspectives in Mexico*; R. Camp, *Politics in Mexico*; K. Middlebrook (Ed.), *Unions, Workers and the State*; G. Philip, *The Presidency in Mexican Politics*; L. Goodman, *Lessons of the Venezuelan Experience*.

Methods of Assessment: Three-hour unseen written examination held in the Summer Term.

GV243

Government, Politics and Public Policy in the USA

Teacher Responsible: Dr. M. Mulford, Room B802.
Availability and Restrictions: Optional course for Bachelor's degrees in Government. Students will normally be expected to have taken GV101/GV201 **Introduction to the Study of Politics I/II**, or equivalent, in a previous year. Also available to students on other degrees where regulations permit, General Course and 'Beaver' students.

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 institutional structures on public policy.

Course Content: The course is divided into two parts. In the first half the course examines the basic governmental structure and politics of the U.S.A. Topics covered include (1) the unique nature of American political institutions and how their design shapes the American political landscape; (2) within that political landscape, the design and function (in theory and in practice) of the three branches of the Government; and, (3) the growing importance of non-electoral politics. 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: public assistance, health care, economic and trade policy, foreign policy, and environmental policy.

Teaching Arrangements: 10 weekly one-hour lectures in the Michaelmas Term, 10 weekly one-hour lectures in the Lent Term, and 20 weekly classes

(GV243.A) of one-hour each in Michaelmas and Lent Terms.

Written Work: Two essays per term.

Reading List: P. Nivola & D. Rosenbloom (Eds.), *Classic Readings in American Politics*; K. Janda, J. Berry & J. Goldman, *The Challenge of Democracy: Government in America*; T. Skocpol & J. Campbell, *American Society and Politics: Institutional, Historical, and Theoretical Perspectives*; W. Lurch, *The Nationalization of American Politics*; B. Peters, *American Public Policy: Promise and Performance*; F. Weaver & Bert A. Rockman (Eds.), *Do Institutions Matter?*; G. Allison, *Essence of Decision: Explaining the Cuban Missile Crisis*; C. Crabb & P. Holt, *Invitation to Struggle*.

Methods of Assessment: Three-hour unseen written examination held in the Summer Term.

GV244

Government, Politics and Public Policy in the European Union

Teachers Responsible: Dr. R. Leonardi, Room H660 and Dr. S. Hix, Room L305

Availability and Restrictions: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course and 'Beaver' students. Students will normally be expected to have taken GV101/GV201 **Introduction to the Study of Politics I/II**, or equivalent, in a previous year.

Core Syllabus: The institutional framework of political competition, representation and institution-building in the Union; the impact of the single market; debates about the reform of community structure; theories of the Union as a political system; agenda-setting by European institutions; member states and policy standardisation; theories of policy-making in the EU; specific policy areas (eg. agriculture, regional development, monetary co-ordination etc).

Course Content: The course is divided into two parts: (i) the institutional framework of political competition and representation; institution building in the Union; the restructuring of the nation-state; the emergence of regional and territorial units are relevant actors in the Union; the impact of the Single Market on political and interest group mobilization; parties and party system analysis; alternative models of state formation at the European level; integration, convergence and divergence theories; (ii) the policy framework; agenda setting in European institutions; policy standardisation across member states; institutional effects of EU membership on policy structures of member states; the Union policy making and administrative structure; models of policy making applied to the EU; prioritization of Union intervention. Specific policy areas: agriculture, basic research and technological development, transportation, telematics, environment, regional policy, social policy, EMU.

Teaching Arrangements: 10 weekly one-hour lectures in the Michaelmas Term, 10 weekly one-hour lectures in the Lent Term, and 20 weekly one-hour classes in the Michaelmas and Lent Terms (GV244.A

for B.A. European Studies students and GV245.B for all other students).

Written Work: Two essays per term.

Reading List: N. Nugent, *The Government and Politics of the EU*; R. Leonardi, *Convergence, Cohesion and Integration in the European Union*; J. Lodge, *The European Community and the Challenge of the Future*; W. Wallace (Ed.), *The Dynamics of European Integration*; A. M. El-Agraa, *The Economics of the European Community*.

Methods of Assessment: Three-hour unseen written examination held in the Summer Term.

GV246

Government and Politics in Eastern Europe

Teacher Responsible: Dr. V. Dimitrov, Room L303

Availability and Restrictions: Optional course for Bachelor's degrees in Government. Students will normally be expected to have taken GV101/GV201 **Introduction to the Study of Politics I/II**, 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 the prospects for integration.

Course 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 Arrangements: 20 one-hour lectures (GV246) and 20 one-hour classes (GV246.A) in the Michaelmas and Lent Terms. 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: Each student will be required to prepare four essays during the academic year.

Reading List: F. Fejto, *A History of the People's Democracies*; J. Rothschild, *Return to Diversity*; S. White et al (Eds.), *Developments in East European Politics*; S. Whitefield, *The New Institutional Architecture of Eastern Europe*; A. Przeworski, *Democracy and the Market*; P. van Ham, *The European Community, Eastern Europe and European Unity*.

Methods of Assessment: Three-hour unseen written examination held in the Summer Term.

GV290

Cabinet Seminar

Teacher Responsible: tba

Availability and Restrictions: Free standing seminar series of particular value to students taking GV226 **Executive Government and its Modernization in Selected OECD Countries**, and GV227 **The Politics of Economic Policy**. Subject to numbers, it is also available to students taking other Government courses. Non-Government students are welcome to attend by permission.

Core Content: Seminars relating to executive government, with a particular emphasis on the United Kingdom, given by outside speakers engaged in the policy process.

Teaching Arrangements: 10 weekly two-hour seminars given in the Lent Term.

INDUSTRIAL RELATIONS

Course Guides

Industrial Relations

Teachers Responsible: Mr. S. Dunn, Room H709 and Dr. J. Kelly, Room H712

Availability and Restrictions: Compulsory for B.Sc. Industrial Relations & Human Resource Management 1st year; available for other Bachelor's degrees or Diplomas where permitted by regulations. This is a self-contained introductory course requiring no previous knowledge or experience. Social, economic and political analysis on complementary courses will prove useful.

Core Syllabus: The course aims to help students analyse the complex relationships between workers, trade unions, management and the state in advanced industrial societies. Although the course will focus on the British experience reference will also be made to other countries.

Course Content: Management strategies and methods. The reason for, and forms of workers' response to managerial control and decision-making. The goals and methods of unions. Patterns of industrial conflict and their explanation. Union impact on pay, productivity. The state's role in industrial relations and how and why it changes. The reform of industrial relations.

Teaching Arrangements: The course comprises 25 weekly lectures (ID100) given by Dr. J. Kelly and Mr. S. Dunn. Associated weekly classes commence in the second week of the first term. All students are expected to join in open class discussion and to submit two pieces of written work per term for their class teachers.

Reading List: The lecture course does not follow a single prescribed text. Class teachers will suggest appropriate readings but useful introductory books include: S. Kessler & F. Bayliss, *Contemporary British Industrial Relations* (1992); D. Marsh, *The New Politics of British Trade Unionism* (1992); J. Storey (Ed.), *Human Resource Management: a critical text* (1995); M. Marchington & P. Parker, *Changing Patterns of Employee Relations* (1990); P. Blyton & P. Turnbull, *The Dynamics of Employee Relations* (1994); R. Lansbury & G. Bamber, *International and Comparative Industrial Relations*, Routledge, 1993.

Methods of Assessment: Assessment is based on student performance in a three-hour unseen examination in the Summer Term. Students will be required to answer four out of twelve questions which will be related to material covered in lectures and classes.

ID100

Availability and Restrictions: This course is an option available to Bachelor's and Master's degree students where the regulations permit. No prior knowledge of organisation theory and behaviour or practical experience is necessary.

Core Syllabus:

(a) To introduce all students to social science theory and research into organisational issues.

(b) To discuss alternative approaches and proposed solutions to such issues.

(c) To facilitate critical evaluation of organisational policies and prescriptions through the examination of cases of attempted changes of organisation structure and behaviour.

Course Content: The psychological contract. Motivation. Reward systems. Design of work. Group processes. Labour-management relations. Employee representation and voice in organizations. Control and conflict in organizations. Culture. Organizational change and resistance to change. Organizational structure. Inter-organizational relations. Performance and evaluation of change.

Teaching Arrangements: In the first two terms students attend one lecture course (ID200) and one seminar. In the Summer Term students attend three two-hour sessions which are based on case studies by outside speakers.

Reading List: A complete reading list will be provided at the start of the course. There is not suitable textbook for this course but useful texts include: J. Child, *Organisations*; S. Dawson, *Analysing Organizations*; R. Fincham & P. S. Rhodes, *The Individual, Work and Organization*; S. Robbins, *Organisational Theory*; R. Steers and L. Porter, *Motivation and Work Behaviour*; C. Handy, *Understanding Organizations*; D. Pugh et al., *Writers on Organizations*; P. Milgrom & J. Roberts, *Economics, Organization and Management*.

Written Work: In the first two terms each student will write two essays.

Methods of Assessment: One three-hour examination paper with approximately twelve questions, three questions to be answered. Separate papers are set for undergraduate and M.Sc. students.

ID201

Economics of the Labour Market

Teacher Responsible: Professor D. Metcalf, Room H707

Availability and Restrictions: This course is an option for Bachelor's and Master's degrees where the regulations permit. It may not be combined with course EC317 *Labour Economics*, and may not be taken as an "outside" option by students specialising in Economics. The lectures assume some modest undergraduate training in economics and statistics, but students without such background can make up the deficiency during the course.

Core Syllabus: The course emphasises those aspects of labour economics which are most relevant for students of Industrial Relations.

ID200

Organisational Theory and Behaviour

Teacher Responsible: Dr. J. Coyle-Shapiro, Room H714

Course Content: The first part of the course (approximately 10 lectures) is an economic analysis of trade unions including: the structure of collective bargaining, union goals, union density, closed shop, strike activity, union impact on relative pay, productivity, output, inflation and income distribution. The second part (10 lectures) deals with pay including analysis of the wage structure and the role of institutions. The third part (5 lectures) draws the threads together.

Teaching Arrangements: There will be 25 lectures and 25 classes. The lectures will be the same as those for the course *Labour Market Analysis* (ID408).

Reading List: A. Booth, *The Economics of the Trade Union*, Cambridge, 1995.

A detailed reading list will be given at the beginning of the course.

Methods of Assessment: One three-hour examination paper, 4 questions to be answered from approximately 10 questions.

Management, Dryden, 1996; M. Marchington, *Managing the Team*, Basil Blackwell, 1992; K. Legge, *Human Resource Management*, Macmillan, 1995; R. Steers & L. Porter (Eds.), *Motivation and Work Behaviour* (5th edn.), McGraw-Hill 1991; R. Schuler, *Managing Human Resources* (5th edn.), 1958; J. Storey (Ed.), *Human Resource Management*, Routledge, 1995.

Methods of Assessment: One three-hour examination paper, four questions to be answered from approximately 12 questions.

ID300

Selected Topics in Industrial Relations and Human Resource Management

Teacher Responsible: Dr. David Marsden, Room H802

Availability and Restrictions: This course is compulsory for the B.Sc. 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 in contemporary industrial relations.

Course Content: The selection of topics changes from year to year, depending on current research and issues. Broadly, the course examines the relationship between management, trade unions and the state in a rapidly changing economic and technological environment.

Teaching Arrangements: 24 two-hour seminars. 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.

Methods of Assessment: Assessment will be on the basis of a three hour unseen examination.

ID399

Industrial Relations Project

Teacher Responsible: Dr. John Kelly, Room H712

Availability and Restrictions: Optional for B.Sc. Industrial Relations and Human Resource Management, may only be taken in the third year.

Course Content: To be determined in each particular case by the supervisor and the student.

Teaching Arrangements: Individual tutorials by arrangement.

Written Work: 10,000 word project.

Methods of Assessment: Project to be handed in by the end of the Easter vacation.

ID290

Human Resource Management

Teachers Responsible: Dr. S. Wood, H805 and Mr. S. Dunn, Room H709.

Availability and Restrictions: This course is compulsory for the B.Sc. 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*.

(1) To facilitate critical evaluation of the problems of managing the human resource;

(2) To discuss contrasting approaches and proposed solutions to such problems;

(3) To introduce students to the social science theory and research relevant to human resource management;

(4) To assess the effectiveness of human resource policies and their role in overall economic performance of organizations and countries.

Course Content: The problems of managing the human resource and contrasting overall approaches. 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 Arrangements: There will be 23 (ID290) sessions, mainly lectures followed by classes (ID290.A). But there will be some integrated sessions organized around case studies. The course is taught by Dr. S. Wood and Mr. S. Dunn.

Reading List: There is no one textbook covering the range of the material presented but there are some useful introductions: W. P. Anthony, P. L. Perrewe & K. M. Kacmar, *Strategic Human Resource*

ID600**Labour/Management Problems Seminar**

Teachers Responsible: Ms. R. Bailey, Room H714 and Mr. S. Dunn, Room H709

Availability and Restrictions: For Post-graduate and Undergraduate students currently attending a course in the Industrial Relations Department.

Course Content: A series of seminars featuring outside speakers from business, trade unions,

government, media and research bodies. The focus is on current issues in collective bargaining, human resource management, industrial conflict and legal regulation.

Teaching Arrangements: One and a quarter hour seminars in the Lent Term.

Written Work: None.

Methods of Assessment: This course is not examined.

INFORMATION SYSTEMS**Course Guides****IS100****Pascal Programming for Management Scientists**

Teacher Responsible: To be arranged

Availability and Restrictions: This course is offered for B.Sc. (Management Sciences). There are no pre-requisites for this course. No knowledge of computing is assumed.

Core Syllabus: This course covers Pascal programming and its applications. It is intended to be an introduction to a range of further computing courses.

Course Content: Programs and Programming languages, design of algorithms, problem solving and programming. Introduction to Pascal programming. Selection and repetition in Pascal. Procedures, parameters and functions. User defined types. Storing data, arrays and multidimensional arrays. Records. Files and Text processing. Designing interactive programs. Recursion. Putting the bits together in a case study.

Teaching Arrangements: This course will be run as a one week intensive course in the Summer Term.

Reading List: E. Kofman, *Problem solving and structured programming in Pascal*, 2nd edn., Addison-Wesley, 1985; L. Carmony & R. Holliday, *A first course in computer science with Turbo Pascal*, Computer Science Press, 1991; R. W. Foley, *Introduction to programming principles using Turbo Pascal*, Chapman & Hall, 1991.

IS140**Introduction to Information Technology**

Teacher Responsible: Dr. L. Introna, Room S116

Availability and Restrictions: First year undergraduates only.

Core Syllabus: The course aims to introduce students to the concepts and techniques that underlie the use of computer based information systems for storing, manipulating and presenting various forms of data and information. The course provides the students with the necessary techniques and skills to enable them to use computer based systems to assist them in a variety of business, management and research roles.

Course Content: Fundamental concepts and principles of computing devices: hardware and software. Fundamental concepts underlying document processing, databases, spreadsheets and graphics. Issues of office automation and the latest technological developments and market trends.

Teaching Arrangements: 30 lectures and IS140.A 20 classes in the Michaelmas and Lent Terms.

Reading List: K. C. Laudon & J. P. Laudon, *Management, Information Systems - Organization and Technology*, 4th edn., Prentice Hall, 1996; S. L. Mandell, *Computers and data processing - Concepts*

and applications, 6th edn., West Publ., 1992; P. Rob & C. Coronel, *Database Systems*, Boyd & Fraser Publishing, 1995; *WordPerfect documentation*; *Lotus 123 documentation*; *Paradox documentation*; *Microsoft Windows documentation*; *Freelance Graphics documentation*.

Methods of Assessment: The course is examined by projects completed during the Lent Term that counts for 40% of the final mark and a two-hour formal examination during the Summer Term that counts for 60% of the final mark.

IS240**Advanced Information Technology for the Social Scientist**

Teacher Responsible: Dr. E. Whitley, Room 105b

Availability and Restrictions: This is an optional course for any Bachelor's degree where the regulations permit it. There are no pre-requisites.

Core Syllabus: This course explores issues relating to the effective use of information and information systems. The subject matter is aimed at social scientists who wish to make effective use of information and information technology resources within a research or organisational context.

Course Content: Students are shown how to approach problem solving activities in the context of information manipulation, administration and management tasks. *Principles of information management and administration:* Project management, resource scheduling, deadlines. *Information retrieval:* On-line searching, special purpose databases, the information industries. *Communications and networks:* Local area networks, wide area networks, value added networks. *The presentation of information:* Report writing, desktop publishing, business and presentation graphics, document image processing, multi-media environments. *Ergonomics and issues of the human-computer interface:* Windowing software, ergonomics, computer supported co-operative working.

Teaching Arrangements: 40 lectures, IS240. A 20 classes in the Michaelmas and Lent Terms.

Reading List: BSI, *A code of practice for information security management*, BSI Standards, 1993; HSC, *Work with display screen equipment: Proposals for regulations and guidance*, Health and Safety Commission, 1992, Consultative Document; Kroll (Ed.), *The whole Internet user's guide & catalog*, O'Reilly & Associates, 1992; Ben Shneiderman, *Designing the user interface: Strategies for effective human-computer interaction*, Addison-Wesley, 1987; Advisory Committee for the co-ordination of Information, *Information systems security guidelines for the United Nations*, United Nations, 1992; Andrew S. Tanenbaum, *Computer networks*, Prentice-Hall, 1981.

Methods of Assessment: The course is examined on projects and exercises completed during the year and a two-hour formal examination that counts for 60% of the final mark.

IS340

Information Systems in Business

Teacher Responsible: Dr. J. Siemer, Room S109

Availability and Restrictions: 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 IS140 **Introduction to Information Technology.**

Core Syllabus: The course deals with management issues regarding the use of information technology in contemporary organisations. Questions addressed include: What value can be gained by investing in information technology systems? How can we decide what new information systems an organisation should develop? Why do information systems projects fail? How do organisations change as a result of utilising the potential of new technology? How can we avoid alienating employees when introducing new information systems? It should be noted that this is not a technical, hands-on course, rather it involves the study of a body of literature on management information systems.

Course Content: Understanding requirements for computer-based information systems; the systems development process; strategic perspectives of information systems; management of information systems; evaluation of information systems; organisational change and information systems; inter-organisational information systems.

Teaching Arrangements: 20 lectures, 10 seminars, IS340.A 20 classes in the Michaelmas and Lent Terms.

Reading List: C. Avgerou & T. Cornford, *Developing Information Systems*, Macmillan 1993; I. Angell & S. Smithson, *Information Systems Management: Opportunities and Risks*, Macmillan, 1991; P. Checkland, *Systems thinking, Systems practice*, Wiley, 1982; R. Sprague & B. McNurlin, *Information Systems Management in Practice*, 3rd edn., Prentice-Hall, 1993.

Methods of Assessment: The course is examined on projects and exercises completed during the year and a three-hour formal examination that counts for 60% of the final mark.

INTERNATIONAL HISTORY**Course Guides**

For some B.A. History courses, which are taught and examined on an inter-collegiate basis, students should also consult the White Pamphlet available from the International History Department. The Course Guide entry below indicates how the subject is taught at LSE.

HY100

The History of European Ideas Since 1700

Teachers Responsible: Dr. A. C. Howe, Room E600
Availability and Restrictions: For first year historians primarily. Available as an outside option where regulations permit.

Core Syllabus: A survey of intellectual history from 1700 to the present, tracing the development of social thought and political ideologies within the broad context of European history.

Course Content: Among the issues examined are the spread of Enlightenment ideas and their relation to eighteenth century government; the intellectual causes and consequences of the French revolution; the advent of modern conservatism and liberalism; sources of nationalism; the rise of anti-capitalist movements in particular socialism and anarchism; positivism and the challenge of the irrational towards the end of the nineteenth century; and the dynamic links between social Darwinism, racism, imperialism, revolutionary syndicalism and fascism in the twentieth century. Stress is laid upon the individuals whose intellectual contributions shaped the various modern movements: their lives, their seminal ideas, and the means by which their influence was exerted.

Teaching Arrangements: 22 lectures, by Dr. T. Hochstrasser, Dr. A. C. Howe and others (HY100), 20 weekly classes (HY100.A).

Written Work: Each student is required to write at least four essays during the year, as well as contributing occasional short oral presentations to the class.

Reading List: There is no specific required reading, (and no one book adequately covers the syllabus), but students will be expected to read a selection of primary and secondary literature, as recommended at the start of the year for each meeting of the class. Among the secondary works recommended are:

Norman Hampson, *The Enlightenment*; Leonard Krieger, *Kings and Philosophers, 1689-1789*; M. Cranston, *Philosophers and Pamphleteers: Political Theorists of the Enlightenment*; G. L. Mosse, *The Culture of Western Europe: The Nineteenth and Twentieth Centuries*; Maurice Mandelbaum, *History, Man and Reason*; Leszek Kolakowski, *Main Currents of Marxism* (3 Vols.); H. S. Hughes, *Consciousness and Society: The Reorientation of European Social Thought, 1890-1914*; Michael Biddiss, *The Age of the Masses*.

Methods of Assessment: Towards the end of the Summer Term there is a three-hour examination

based on the full syllabus i.e. not merely on topics 'covered' in lectures and classes. Candidates must answer four questions, taking at least one from the two (roughly chronological) sections into which the examination paper is divided.

HY101

The European Civil War, 1890-1990

Teacher Responsible: Dr. Anita Prazmowska, Room E494

Availability and Restrictions: 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.

Course Content: The course traces the consequences of the attempts by several leading powers in the 1890s to divert their internal social and economic tensions into militaristic expansion. The social dislocation consequent upon the First World War dramatically intensified such tensions and pushed the system to breaking point, most starkly in Russia. Faced by the existence of the Soviet Union, the Western Powers attempted to reconstruct their internal political and economic systems in such a way as to build defences against the left. The emergence of fascism as an extreme form of such defences had consequences for the international relations between states. Hopes that fascist external ambitions could be diverted eastwards were shattered by the German drive westwards in 1940. The temporary alliance of the Western democracies and the Soviet Union lasted long enough to secure the defeat of the Axis. Thereafter, the left-right political divide in international relations reasserted itself in the Cold War. The course examines the creation of Western European prosperity in contrast with the problems of the Eastern bloc until the significant progress to European unity and Soviet block disintegration in the late 1980s.

Teaching Arrangements: Twenty-two lectures (HY101) and twenty classes (HY101.A). Dr. Stevenson, Dr. Boyce, Dr. Hartley, Professor Knox, Dr. Prazmowska, Dr. Hanhimäki, Dr. Anderson.

Written Work: Students will be expected to write at least 4 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.

V. R. Berghahn, *Modern Germany: Society, Economics & Politics in the Twentieth Century* (Cambridge University Press, 1987); Robert Boyce & Esmond M. Robertson (Eds.), *Paths to War: New Essays on the Origins of the Second World War* (Macmillan, 1989); Martin Clark, *Modern Italy, 1871-1982* (Longman, 1984); James Joll, *Europe since 1870* (Pelican, 1976); Martin McCauley, *The Soviet Union since 1917* (Longman, 1981); Paul Preston, *The Spanish Civil War* (Weidenfeld &

Nicolson, 1986); Gordon Wright, *France in Modern Times: From the Enlightenment to the Present* (Norton, 1981); J. W. Young, *Cold War Europe, 1945-89: A Political History* (Arnold, 1991).

Methods of Assessment: There will be a three-hour written examination in the Summer Term.

HY111

The Making of England

Teacher Responsible: To be announced.

Availability and Restrictions: This course is for first year historians. Other students may take this course as permitted by the regulations for their degrees.

Core Syllabus: The course is intended to perform two functions simultaneously:

(1) introduce undergraduates to the study of primary sources and historiography; (2) examine the formation of the early English state in the centuries before 1066.

Course Content: The course will concentrate on the period between the fall of Roman Britain and the Norman Conquest, the period which saw the emergence of a distinctively English state and society. The subject will be approached through a systematic study of the various forms of surviving evidence, principally archaeological, artistic (notably the Bayeux Tapestry), documentary and literary. In particular it will focus on the major narrative sources: *The Anglo-Saxon Chronicle*; *Beowulf*; *Bede's History of the English Church and People*; *The Life of King Alfred*. These are now available in paperback in modern English translation and will be studied in detail as evidence both for 'events' and for the ways in which their authors understood the world in which they lived. Students will be required to possess their own working copies. They will also have to consider the various ways in which nineteenth and twentieth century concerns and assumptions have affected the writing of early English history.

Teaching Arrangements: Twenty-two lectures (HY111) and classes (HY111.A).

Reading List: In addition to the fundamental primary sources already referred to, the following secondary works offer basic guides (but no one book covers the entire syllabus and more specialised reading will be provided at the start of the course):

David A. Hinton, *Archaeology, Economy and Society*; P. H. Sawyer, *From Roman Britain to Norman England*; James Campbell, *The Anglo-Saxons*; P. H. Sawyer, *The Age of the*

Vikings; David Wilson, *The Bayeux Tapestry*; Pauline Stafford, *Unification and Conquest*; H. R. Loyn, *Anglo-Saxon England and the Norman Conquest*.

Written Work: Four essays and two class papers during the academic year.

Method of Assessment: A three-hour written examination in the Summer Term.

HY112

Race, Sex and Slavery: the Western Experience

Teacher Responsible: Dr. A. Sked, Room E503

Availability and Restrictions: Primarily for first 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.

Course 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 Arrangements: Twenty-two lectures (HY112) and twenty classes (HY112.A).

Reading List: A detailed reading list will be issued at the start of the course, but key books include Leonie Archer (Ed.), *Slavery and Other Forms of Unfree Labour*; Robin Blackburn, *The Overthrow of Colonial Slavery, 1776-1848*; John 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*; Michael Burleigh & Wolfgang Ippermann, *The Racial State, Germany 1933-1945*.

Written Work: Four essays and two class papers during the academic year.

Methods of Assessment: A three-hour written examination in the Summer Term, in which the candidates will be required to answer four questions.

HY113

The U.S. and the Non-European World: Nationalism, Cold War and Revolution since 1917

Teacher Responsible: Dr. A. Best, Room E408

Availability and Restrictions: For first year historians. 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 relationship between the United States and the independent nations of Asia, Africa and Latin America.

Course Content: America in the inter-war period and the challenge from Japan; the origins and development of the Cold War; the emergence of Communist China and the course of the Sino-Soviet split; the origins and development of the Cold War; the emergence of Communist China and the course of the Arab-Israeli dispute; the re-emergence of Japan; the rise of Asian neutralism; the American relationship with Latin America and the effect of the Cuban revolution; the Cold War in Africa; the

Vietnam War; the rise of Islamic fundamentalism; the end of the Cold War; the Gulf War.

Teaching Arrangements: Twenty lectures (HY113) and twenty classes (HY113a). Lectures to be given by Dr. Best, Dr. Hanhimäki, Dr. Kent and Dr. Schulze.

Written Work: Students will be asked to write at least four essays and to present a number of brief class reports.

Reading List: S. Ambrose, *The Rise to Globalism, American Foreign Policy, 1938-80* (1981); S. R. Ashton, *In Search of Detente: The Politics of East-West Relations since 1945* (1989); W. G. Beasley, *The Rise of Modern Japan* (1990); J. P. Dunbabin, *International Relations since 1945, Vol. 1, The Cold War, the Great Powers and their Allies* (1994), Vol. 2, *The Post-Imperial Age, The Great Powers and the Wider World* (1994); A. Goldschmidt, *A Concise History of the Middle East*; G. Herring, *America's Longest War: The U.S. and Vietnam, 1950-75* (1986); W. Keylor, *The Twentieth-Century World* (1984); J. Spence, *The Search for Modern China* (1990).

Methods of Assessment: There will be a three-hour written examination in the Summer Term.

HY114

War and Society from the Renaissance to the Napoleonic Era, c. 1500-1815

Teachers Responsible: Dr. Janet Hartley, Room E405, Dr. T. Hochstrasser, Room E601, and Professor M.J. Rodríguez-Salgado, Room E407

Availability and Restrictions: primarily for first and second 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 nationalism. At the heart of the course is the lively debate relating to the 'Military Revolution' in the West, which ranges from questions of absolutism and banking, to tactics and weaponry. Special attention will be paid to technological changes and the clashes between different cultures and systems across the globe, which will embrace the conflicts between European states and those in the Americas, Africa and the Far East, as well as the Ottoman empire. National armies and navies will be studied and compared with irregular land and naval forces. The way that war was justified and presented through various artistic media will also be considered. The lectures and classes will combine wide-ranging thematic analysis with the study of specific wars and war-fronts.

Course Content: War dominates the history of the period. It accounts for the development of states and empires which survived to the present century. It was the primary catalyst for extraordinary political, technological and financial changes. 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, bandits and Cossacks, ranging from the Mediterranean to the Atlantic; from Northern Ireland to the Ukraine. The enduring question of whether Europeans succeeded in establishing huge colonial empires due to military advantages will be analysed in some depth, with assessment of the impact of this extension to international, economic and military networks. A case study of the Ottoman empire offers interesting comparisons and broadens the analysis of ideological factors.

Lectures will frequently deal with broad topics, ranging from motivation and justification of war, to the evolution of nationalism and the emergence of mass war. Among other topics covered are the effects of disease, commerce and tax burdens. Classes, in contrast, will frequently focus on a specific war, war-front or campaign, which will serve to illustrate a type of warfare or to illuminate a particularly important moment of change. Beside the topics mentioned above, the classes include: the French Religious Wars; the Armada; the Glorious Revolution; the Thirty Years' War; the siege of Vienna; the wars of Frederick the Great; Russia's emergence as a world power; the Revolutionary and Napoleonic Wars. Students will be encouraged to look at contemporary documents and to use the art and music of the period.

Teaching Arrangements: There will be twenty lectures and twenty classes, as well as two revision sessions. Four essays are required.

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*; 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*.

Method of Assessment: Students are required to do some reading for classes and four essays. There will be a three-hour written examination in the Summer Term.

HY201

British History 1760-1914

Teacher Responsible: Dr. A. C. Howe, Room E600

Availability and Restrictions: For second 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. Approximately half the course is concerned with the evolution of British governmental institutions, with parliamentary politics at Westminster, and with political movements in the country at large. Attention is also given to economic and social change, to religion and the history of ideas, and to Britain's foreign and imperial relations.

Course Content: Politics in the age of George III, oligarchic and popular; movements of popular protest, radicalism and parliamentary reform; the changing social basis of political power; the development of political parties and their ideologies; the emergence of Labour; the Irish Question; Britain's imperial and foreign policy; related themes in religious, economic, social, urban, cultural and women's history.

Teaching Arrangements: 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 Michaelmas and Lent Terms and during the first two weeks of the Summer Term. 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 Michaelmas and Lent Terms.

L. R. Christie, *Wars and Revolutions: Britain, 1760-1815* (Arnold); L. Colley, *Britons: The Forging of a Nation* (1993); A. Briggs, *The Age of Improvement* (Longman); 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).

Methods of Assessment: The course is examined by a three-hour question paper in the Summer Term. Candidates are expected to answer four questions.

HY202

International History Since 1914

Teacher Responsible: Dr. R. Boyce, Room E502

Availability and Restrictions: Intended primarily for second year undergraduates. Available as an outside option where regulations permit. **The U.S. and the Non-European World: Nationalism, Cold War and Revolution since 1917** or **The European Civil War, 1890-1990** would be a useful introduction.

Core Syllabus: The history of international relations from the outbreak of the First World War. The main emphasis is on the foreign policies and relations of the great powers.

Course Content: The first part of the course deals with the politics of the Great War, the challenge to the peace settlement of 1919 and the origins of the Second World War. In the post-1941 period the focus is on topics such as the politics of the Grand Alliance, the origins of the Cold War, the Korean and Vietnam Wars, decolonization, the nuclear arms race, Suez, the Arab-Israeli wars and East-West détente.

Teaching Arrangements: Twenty-two lectures, Sessional (HY202) **International History since 1914**, **Dr. Boyce**, **Dr. Stevenson**, **Dr. Hartley**, **Dr. Prazmowska**, **Professor Knox**, **Dr. Best**, **Dr. Hanhimäki**, **Dr. Schulze**, **Dr. Anderson**.

(i) 1914-1941 Michaelmas Term, 10 lectures (suitable for single-term students)

(ii) 1941-1965 Lent Term, 10 lectures (suitable for single-term students)

(iii) After 1965 Summer Term, 2 lectures.

Classes: Twenty-two classes (Sessional),

International History since 1914 (HY202.A).

Written Work: Students will be required to write a number of essays during the course. Subjects for these essays (with accompanying reading suggestions) will be handed out at the start of the course.

Introductory Reading List: 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*; M. E. Howard, *The Continental Commitment: The Dilemma of British Defence in the Era of the Two World Wars*; 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 1943, Vol. 1, The Cold War, the Great Powers and their Allies, Vol. 2, The Post-Imperial Age: the Great Powers and the Wider World*.

Methods of Assessment: There is a three-hour formal examination in the Summer Term. The paper is divided into two sections covering the periods 1914-1945 and since 1945.

Students are required to answer four questions, of which at least one must come from each section.

HY204

The Crises of the British Monarchies, 1399-1660

(Not available 1997-98)

Teacher Responsible: Dr. David Starkey, Room E506

Availability and Restrictions: Primarily for second year historians. Other students may take this course as permitted by the regulations for their degrees. No previous knowledge of the history of the period is needed. But as in all history courses extensive reading is called for.

Core Syllabus: An introduction to the 'new' political history of Britain from the English crisis of the Wars of the Roses to the British crisis of the Civil War. It

draws heavily on social and cultural history; deals with the informal realities of power as well as the formal machinery of government, and places events both within the broad sweep of English constitutional history and contemporary Continental practice.

Course Content: The Wars of the Roses: bastard feudalism and foreign policy; the 'New Monarchy'; Henry VIII: court and faction; Renaissances, Reformations and rebellions; the mid-Tudor years; the 'royal republic' of Elizabeth I; Parliament, Puritans and Arminians; James I: favourites and reform; centre, periphery and political consciousness; Caroline court culture; the 'crisis of the British monarchies', 1639-1660.

Teaching Arrangements: The course is taught by both lectures and classes. There are 20 lectures (HY204), weekly in the Michaelmas and Lent Terms. Classes (HY204.A) are weekly, 10 each in the Michaelmas and Lent Terms, and 2 in the Summer Term. A handout is issued at the beginning of the course. This gives the main topics covered in lectures and classes; detailed bibliographies which are designed to suggest methods of approach as well as merely to list books; and suggested essay topics.

Written Work: Five essays to be chosen largely but not exclusively from the topics listed in the course handout, will be required; 2 in the Michaelmas Term; 2 in the Lent Term and 1 in the Summer Term. The essays will normally be returned and discussed during tutorial hours. On the other hand, class papers as such are not usually employed; instead general participation is required and will be secured if need be by Socratic questioning!

Reading List: J. R. Lander, *Conflict and Stability*; John Guy, *Tudor England*; David Starkey (Ed.), *The English Court*; Christopher Haigh, *The English Reformation Revised*; Mark Girouard, *Life in the English Country House*; Jennifer Loach, *Parliament under the Tudors*; Jenny Wormald, *Court, Kirk and Community: Scotland, 1470-1625*; Conrad Russell, *The Causes of the English Civil War*.

This list merely illustrates something of the variety of the course, it is NOT a substitute for the full bibliography in the course handout.

Methods of Assessment: There will be a three-hour formal examination in the Summer Term based on the ground covered during the course. The examination paper normally contains 14 questions, of which 4 must be answered. It is important to answer the four questions required, since each carries one quarter of the total marks. Weight will be given to the quality of the presentation and argument shown in the answers as well as to the range of factual knowledge displayed.

HY205

The Witchcraze of the Early Modern World

Teacher Responsible: Professor M. J. Rodríguez-Salgado, Room E407

Availability and Restrictions: Primarily for second and third year undergraduates. Available to General Course students and as an outside option where regulations permit.

Core Syllabus: A study of the witch-hunts and hysteria that spread through Europe and its dependencies from the late fifteenth to the late seventeenth centuries. It will examine the ideas and fears that led to the witchcraze and to its demise, and consider also the most important economic, social and legal aspects that shaped this phenomenon. There will be an intensive document-based study of a number of cases, e.g. Salem, Mary Glover, Loudun, the Benandanti, and the Basque trials of 1610. The course will close with an examination of witchcraze as a paradigm in Western culture, in relation to the Red Scare/McCarthy trials; Nazi and communist persecution, and child abuse cases.

Course Content: From the late fifteenth to the late seventeenth centuries many areas of Europe and European settlements overseas were gripped by extraordinary fears about witchcraft that resulted in regular persecution of witches, and occasionally in major witch-hunts. This course analyses those fears, looking at notions of God, the Devil, the sabbath, and guilt; attitudes to women and children; as well as the economic and social tensions underpinning the hunts. It will consider the legal aspects in some detail, the types of persecution, importance of confession and proof, and the impact of changes in legal practice. The heart of the course will consist of comparisons between the witch-hunts in different parts of Europe and North America, alongside the study of documents relating to specific cases of witchcraft and possession. The complex trends that led to the end of the movement: medical, legal, religious, and scientific will be considered.

The witchcraze tells us a great deal about the cultural, political, social and economic tensions in the early modern world. It is doubly important, however, because it has remained as a powerful memory and symbol in the 'collective consciousness' of the West. The course ends by analysing the function of the witchcraze in more recent political and cultural developments.

Teaching Arrangements: Forty contact hours consisting of lectures (HY205), and classes (HY205.A). Two revision classes. An opportunity to discuss essays individually.

Reading List: A full reading list will be issued at the beginning of the course. The following are essential reading:

N. Cohn, *Europe's Inner Demons. An Enquiry Inspired by the Great Witch-Hunt* (1975; paperback Paladin, 1976ff); A. C. Kors & E. Peters, *Witchcraft in Europe 1100-1700* (Dent & Sons, 1973); H. Kramer & J. Springer, *Malleus Maleficarum* (Summers edn., Dover, 1971); C. Lerner, *Enemies of God* (1981; pbk Basil Blackwell, 1983); B. P. Levack, *The Witch-Hunt in early modern Europe* (Pbk., Longman, 2nd edn., 1994); C. Ginzburg, *The Night Battles. Witchcraft and Agrarian Cults in the Sixteenth and Seventeenth Centuries* (Routledge & Kegan Paul, 1983); K. Thomas, *Religion and the Decline of Magic* (1971; pbk. Penguin, 1973); R. Briggs, *Witches and Neighbours* (1996, pbk. 1997).

Methods of Assessment: Students are required to do some reading for classes, and to write five essays. The aggregate of the best four marks will count for 25% of the final mark; the rest will consist of a three-hour examination in the Summer Term.

HY208

The History of the United States since 1783**Teacher Responsible:** Dr. A. Sked, Room E503**Availability and Restrictions:** 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 constitutional history of the USA since 1783.**Course 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 Arrangements:** One lecture (HY208) and one class (HY208.A) per week for 22 weeks. Students will be expected to do at least one class paper per 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*.**Methods of Assessment:** There will be a formal three-hour examination in Summer Term in which students will have to answer four questions out of at least twelve.

HY209

The Spanish Cockpit: Revolution, War, Dictatorship and Democracy, 1917 to the Present Day**(Not available 1997-98)****Teacher Responsible:** Professor P. Preston, Room E603**Availability and Restrictions:** 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 Spanish democracy within the European Community.**Course Content:** The course traces the tensions between progressive and reactionary forces in Spain in the twentieth-century. 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; the making of the Franco dictatorship; the relationship with the Axis; the relationship with the USA; the contradictions between the political structures of the Franco regime and the vertiginous industrial growth of the 1960s; the transition to democracy 1975-1979; the military backlash, 1979-1981; the coming to power of Socialism and the integration of Spain into NATO and the EEC.

Teaching Arrangements: Twenty-two lectures (HY209) and 22 classes (HY209.A).**Written Work:** Students will be expected to write at least 4 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. Titles available in paperback are marked with an asterisk. Unless otherwise stated, all were published in London.Gerald Brenan, *The Spanish Labyrinth* (*Cambridge University Press, 1943); Raymond Carr & Juan Pablo Fusi, *Spain: Dictatorship to Democracy* (*George Allen & Unwin, 1979); Raymond Carr, *Spain, 1808-1975* (*Oxford University Press, 1982); Stanley G. Payne, *The Franco Regime, 1936-1975* (University of Wisconsin Press, Madison, 1987); Paul Preston, *The Coming of the Spanish Civil War*, 2nd edn. (*Routledge, 1994); Paul Preston, *Franco* (*HarperCollins, 1993); Paul Preston, *The Spanish Civil War* (*Weidenfeld & Nicolson, 1986); Paul Preston, *The Politics of Revenge: Fascism and the Military in Twentieth Century Spain* (Unwin Hyman, 1990); Paul Preston, *The Triumph of Democracy in Spain* (*Routledge, 1986).**Methods of Assessment:** There will be a three-hour written examination in the Summer Term.

HY210

The History of France since 1870**Teacher Responsible:** Dr. R. Boyce, Room E502**Availability and Restrictions:** For second or third year undergraduates. Available as an outside option, regulations permitting.**Core Syllabus:** The course examines the principal political, social, economic and cultural developments that have shaped French history since the founding of the Third Republic in 1870, and considers especially those factors that have tended to strengthen or weaken national unity and democratic institutions.**Course Content:** The Commune, the civil war and the origins of the Third Republic; the consolidation of republican rule; the special character of French urban and industrial growth; the significance of the Dreyfus affair; the peculiarities of French socialism and trade unionism; church-state relations; the decline of the old right and rise of the new; the impact of the first world war on the economy and society; the search for postwar security; the schism in the French left; the economic depression and its consequences; the threat of fascism, domestic and foreign; the "two hundred

families' in interwar society; the rise and fall of the Popular Front; disarmament and rearmament; French appeasement; the 'phony war'; explaining the defeat of 1940; the Vichy régime, collaboration and the holocaust; de Gaulle and the Free French; resistance myths and reality; liberation and purges; problems of political revival under the Fourth Republic; Indo-China and other colonial problems; the German problem and European solutions; Suez crisis, Algerian war and the crisis of May 1958; de Gaulle, the politics of grandeur and the Fifth Republic; the revolt of May 1968 and its aftermath; social and political change under Presidents Giscard d'Estaing, Mitterrand and Chirac, French Sovereignty and Europe, the decline of Communism and the rise of the National Front.

Teaching Arrangements: Twenty lectures (HY210) and 20 classes combined in a weekly two-hour session.**Written Work:** Students will be expected to write at least four essays and to present a number of brief class reports.**Select Bibliography:** J. F. McMillan, *Twentieth Century France: Politics and Society, 1898-1991*; E. Weber, *Peasants into Frenchmen: The Modernization of Rural France, 1870-1914*; J.-J. Becker, *The Great War and the French People*; D. Cauter, *Communism and the French Intellectuals, 1914-1960*; R. O. Paxton, *Vichy Régime: Old Guard and New Order*; G. de Carmoy, *The Foreign Policies of France, 1944-1968*; D. L. Hanley & A. P. Kerr (Eds.), *May '68: Coming of Age*; J. Ardagh, *France in the Eighties*; J. Marcus, *The National Front and French Politics: The Resistible Rise of Jean-Marie Le Pen*; J. Loughland, *The Death of Politics: France under Mitterrand*. A more detailed reading list will be provided at the start of the course.**Methods of Assessment:** There will be a three-hour written examination in the Summer Term.

HY211

Japan in the Twentieth Century**Teacher Responsible:** Dr. A. Best, Room E408**Availability and Restrictions:** For second year historians. 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 diplomatic history of Japan in the Twentieth Century. **Course Content:** Subjects covered by the course include: the rise of political parties in late Meiji Japan; the Russo-Japanese War; the creation and operation of the Japanese Empire; Taisho democracy and Shidehara diplomacy; the economic stagnation of the 1920s and the Depression; Japanese nationalism and the radicalization of the military; the Manchurian Crisis and the collapse of party government; the 26 February 1936 Incident; Japan as a fascist state; tensions and conflict with China; Pearl Harbor and the Pacific War; the American Occupation and the reform of Japan; the revival of Japanese democracy; the San Francisco peace conference; the formation and political supremacy of the Liberal Democratic Party; the Security Treaty crisis of 1960; the Japanese

economic miracle; the Nixon shocks and tensions with the United States; the Nakasone government.

Teaching Arrangements: The course will be taught by both lectures and classes. There will be 20 lectures (HY211) and 20 classes (HY211.A) held in the Michaelmas and Lent Terms.**Written Work:** Students will be required to submit two essays per term 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 syllabus and should be regarded as essential.Bibliography: M. A. Barnhart, *Japan Prepares For Total War: The Search For Economic Security 1919-1941*; W. G. Beasley, *Japanese Imperialism 1894-1945*; G. M. Berger, *Parties out of Power in Japan 1931-1941*; J. Dower, *Empire and Aftermath. Yoshida Shigeru and the Japanese Experience 1878-1954*; P. Duus (Ed.), *Cambridge History of Japan Volume 6 The Twentieth Century*; J. Hunter, *The Emergence of Modern Japan*; S. Large, *Hirohito*; T. Nakamura, *The Postwar Japanese Economy*; I. H. Nish, *Japanese Foreign Policy 1869-1942*; M. Schaller, *The American Occupation of Japan: The Origins of the Cold War in Asia*; R. L. Sims, *The Political History of Japan 1868-1952*.**Methods of Assessment:** There will be a three-hour formal examination taken in the Summer Term. The paper will consist of 16 questions divided into two sections: Section A will cover the period up to 1945 and Section B from 1945 to the present. Students are required to answer at least one question from each section.

HY212

England and the Celtic Realms:**Domination and Resistance c.1050-c.1415****(Not available 1997-98)****Teacher Responsible:** Professor J. B. Gillingham, Room E603**Availability and Restrictions:** Primarily for second year historians. Other students may take this course as permitted by the regulations for their degrees.**Core Syllabus:** A comparative study of England, Ireland, Scotland and Wales between the Norman Conquest and Glyndwr's rebellion. It focuses on English attempts to conquer and rule the Celtic lands and considers the implications of these events and of the perceptions associated with them for the subsequent history of the British Isles.**Course Content:** The course will consider: (1) the major political and military events of the period, including the intensification of English state power, the conquest of Wales, the invasion of Ireland, and the war of Scottish Independence; (2) social and economic developments and interactions within and between the different part of the British Isles, including family law and marriage patterns, the growth and movement of populations, the demise of slavery, urbanisation and the use of coin; (3) cultural relations between invaders and natives; forms of resistance and assimilation; the Arthurian legends; problems of anglicisation, ethnic identity and nationalism, both English and 'Celtic'.

Teaching Arrangements: Twenty-two lectures (HY212) and classes (HY212.A).

Reading List: R. R. Davies, *Domination and conquest: the Experience of Ireland, Scotland and Wales 1100–1300*; Robin Frame, *The Political Development of the British Isles 1100–1400*; A. Cosgrove (Ed.), *A New History of Ireland, Vol.2*; G. W. S. Barrow, *Kingship and Unity, Scotland 1000–1306*; G. W. S. Barrow, *Robert Bruce and the Community of the Realm of Scotland*; R. R. Davies, *Conquest, Coexistence and Change. Wales 1063–1415*. No one book covers the entire syllabus and more specialised reading will be provided at the start of the course.

Written Work: Four essays and two class papers during the academic year.

Methods of Assessment: A three-hour written examination in the Summer Term.

HY213

The European Enlightenment, c.1680–1830

Teacher Responsible: Dr. Tim Hochstrasser, Room E601

Availability and Restrictions: Primarily for second 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 present-day Western ideology and culture. This 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.

Course 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 Michaelmas term: 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. In the Lent term 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 Arrangements: The course will be taught by both lectures and classes. There will be 20 lectures (HY213) and 20 classes (HY213.A) held in the Michaelmas and Lent Terms.

Written Work: Students will be required to submit two essays per term and to present a number of class papers.

Reading List: A full reading list will be provided at the start of the course. The following represent basic introductory reading only.

Dorinda Outram, *The Enlightenment* (1995); William Doyle, *The Old European Order, 1660–1800* (1991 edn.); Peter Gay, *The Enlightenment: An Interpretation* (2 vols., 1966–9); Ulrich Im Hof, *The Enlightenment* (1994); Roy Porter, *The Enlightenment* (1990). **Anthology:** Simon Eliot & Beverley Stern (Eds.), *The Age of Enlightenment* (2 vols., 1979).

Methods of Assessment: A three-hour written examination in the Summer Term.

HY214

International History of the Middle East in the Twentieth Century

Teacher Responsible: Dr. Kirsten Schulze, Room E507

Availability and Restrictions: Primarily for second year historians. Other students may take this course as permitted by the regulations for their degrees.

Core Syllabus: This course examines the social and political history of the Middle East in the twentieth century. The main focus is on the creation and development of the modern states in the region covering the Arab Middle East as well as Turkey, Israel and Iran. Special attention is given to colonialism, nationalism, identity, superpower involvement, democracy and governments. The position of the military, Islam, minorities and women will also be discussed. And finally, this course analyses the impact of regional conflicts on stability and legitimacy looking at the Arab-Israeli conflict, the Iran-Iraq war and the Gulf War.

Teaching Arrangements: The course will be taught by both lectures and classes. There will be 20 lectures (HY214) and 20 classes (HY214.A) held in the Michaelmas and Lent Terms.

Reading List: A full reading list will be provided at the start of the course. Useful introductory works are:

Edward Said, *Orientalism*; Michael Hudson, *Arab Politics*; Giacomo Luciani (Ed.), *The Arab State*; Roger Owen (Ed.), *State, Power and Politics: The Making of the Modern Middle East*; Albert Hourani, *The Emergence of the Modern Middle East*; Arthur Goldschmidt, *A Concise History of the Middle East*; Mark Tessler, *A History of the Arab-Israeli Conflict*; Albert Hourani, *Arabic Thought in the Liberal Age*; Michael Gilson, *Recognizing Islam*.

Methods of Assessment: This course will be assessed through a combination of continuous assessment and a three-hour written examination. The four required essays will account for 25 per cent of the overall mark. The examination will count for the remaining 75 per cent.

HY219

British Policy Overseas since 1942

(Not available 1997–98)

Teacher Responsible: Dr. John Kent, Room E500

Availability and Restrictions: For second year historians.

Core Syllabus: Britain's global strategy in foreign policy terms in the post-45 period, with the emphasis on Britain's attempts to deal with its decline as a global power between 1945 and 1968.

Course Content: In the 1940s Post-war Planning for the Future of the British Empire; the British role in the Breakdown of the Wartime Alliance and the Origins of the Cold War; Imperial Defence, the Third Force, Western Union and the Origins of NATO. During the 1950's, the approach will primarily be regional in order to deal with the Middle East, South East Asia, Tropical Africa and India along with Western Europe and the United States. Defence policy and foreign economic policy will also be examined. In the 1960s and beyond, the end of colonial rule and the applications and entry to the EEC will be examined, culminating in the Falklands War.

Teaching Arrangements: 20 lectures (HY219) and 22 classes (HY219).

Written Work: Four essays are required.

Reading List (or Select Bibliography):

J. W. Young, *Britain, France and the Unity of Europe, 1945–51* (1984); D. Reynolds, *Britannia Overruled* (1991); J. Darwin, *Britain and Decolonisation* (1988); A. N. Porter & A. J. Stockwell (Eds.), *British Imperial Policy and Decolonisation 1938–64* (2 vols., 1987–89); R. F. Holland, *The Pursuit of Greatness* (1991); J. Kent, *British Imperial Strategy and the Origins of the Cold War, 1944–49* (1993); S. Greenwood, *Britain and European Cooperation since 1945* (1992); J. W. Young, *Britain and European Integration since 1945* (1993).

Methods of Assessment: One three-hour written examination in the Summer Term.

HY220

The Cold War in East Asia 1917–1979

Teacher Responsible: Dr. A. Best, Room E408

Availability and Restrictions: Primarily for second year historians. Other students may take this course as permitted by the regulations for their degrees. 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 effect of the Soviet Union and communist ideology on the international history of East Asia from 1917 to 1979.

Course Content: Subjects covered by the course include: the impact of the Bolshevik Revolution on East Asia; the Comintern and China in the 1920s; the rise of Soviet power in North East Asia and the Japanese response; the Second United Front in China 1936–1945; the Soviet Union and the origins of the Pacific War; the Soviet entry into the Pacific War and its relation to Hiroshima and Nagasaki; the Chinese Civil War 1945–49; the occupation of Japan; the 'Who Lost China' debate and the rise of McCarthyism in the United States; communism and decolonization in Malaya and Indo-China; the Korean War; the San Francisco peace conference and Japan's foreign policy; the Geneva Conference and SEATO; the Sino-Soviet split and the American commitment to South Vietnam; the Peking-Hanoi-Djakarta axis; the creation of ASEAN; the Cultural Revolution and its diplomatic effects; the Nixon administration and the end of the Vietnam War; detente in East Asia; communist victory in South East Asia; the rise and fall of Pol Pot; the Sino-Vietnamese War.

Teaching Arrangements: The course will be taught by both lectures and classes. There will be 22 lectures (HY220) and 22 classes (HY220.A) held in the Michaelmas, Lent and Summer Terms.

Written Work: Students will be required to submit two essays per term 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.

Bibliography: R. E. Bedeski, *State Building in Modern China: The Kuomintang in the Prewar Period*; R. M. Blum, *Drawing the Line: the Origin of the American Containment Policy in East Asia*; G. Herring, *America's Longest War: The US and Vietnam 1950–75*; A. Iriye, *After Imperialism: the Search for a New Order in the Far East 1921–1931*; P. Lowe, *The Origins of the Korean War*; Y. Nagai & A. Iriye (Eds.), *The Origins of the Cold War in Asia*; R. Quesed, *Sino-Soviet Relations. A Short History*; M. Schaller, *The American Occupation of Japan: the Origins of the Cold War in Asia*.

Methods of Assessment: There will be a formal three-hour examination in the Summer Term. The paper will consist of 16 questions divided into two sections: Section A will cover the period 1917–1945 and Section B will cover the period 1946–1979, at least. Students are required to answer four questions one from each section.

HY221

The History of Russia, 1682–1917

Teacher Responsible: Dr. Janet Hartley, Room E405

Availability and Restrictions: Primarily for second year historians. Other students may take this 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 Bolshevik Revolution.

Course Content: The reforms of Peter I and Catherine II; Russian foreign relations and the expansion of the Russian Empire; social and economic problems and developments (the growth and abolition of serfdom, industrial growth etc.); the development of opposition to Tsardom; the 1905 Revolution and the collapse of the Imperial regime.

Teaching Arrangements: 20 lectures (HY221) and 22 classes (HY221.A) in the Michaelmas, Lent and Summer Terms.

Written Work: Students will be required to write four essays, for which lists of subjects, with accompanying suggested reading, will be given out during the course. They will also be expected to take an active part in class discussions and to present papers in class on subjects indicated in advance.

Reading List: A useful introduction is provided by: N. V. Riasanovsky, *A History of Russia*; P. Dukes, *The Making of Russian Absolutism, 1613-1801*; H. Seton-Watson, *The Russian Empire, 1801-1917*; D. Saunders, *Russia in the Age of Reaction and Reform, 1801-1881*; H. Rogger, *Russia in the Age of Modernisation and Revolution, 1881-1917*; L. Kochan, *Russia in Revolution 1890-1918*; J. Blum, *Lord and Peasant in Russia from the Ninth to the Nineteenth Century*; M. E. Falkus, *The Industrialisation of Russia, 1700-1914*; J. Billington, *The Icon and the Axe*; M. Raeff, *Understanding Imperial Russia: State and Society in the Old Regime*; R. Pipes, *Russia under the Old Regime*; R. Pipes, *The Russian Intelligentsia*.

Methods of Assessment: There will be a three-hour formal examination in the Summer Term. The examination will normally contain 16 questions, of which four must be answered.

HY222

France in International Affairs, 1940-1981: Forty Years of European, Colonial and East-West Conflict

Teacher Responsible: Dr. R. Boyce, Room E502

Availability and Restrictions: Primarily for second year historians. Other students may take this course as permitted by the regulations for their degrees.

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 formal or informal 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.

Course Content: Foreign and defence policy in the Phoney War; the Vichy régime 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 postwar-occupation 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 and 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 Arrangements: 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: C. de Gaulle, *War Memoirs*, 3 vols. (1955-60); J. Lacouture, *De Gaulle*, 2 Vols. (1989, 1991); J. Lacouture, *Pierre Mendès France* (1984); R. O. Paxton, *Vichy Régime: Old Guard and New Order* (1972); R. O. Paxton & N. Wahl (Eds.), *De Gaulle and the United States* (1994); G. de Carmoy, *French Foreign Policies, 1944-1968* (1970); J. Daloz, *The Indochina War, 1945-54* (1990); A. Horne, *A Savage War of Peace: Algeria, 1954-1962* (1977); R. Aldrich & J. Connell (Eds.), *France in World Politics* (1989). A more detailed reading list will be provided at the start of the course.

Methods of Assessment: There will be a three-hour written examination in the Summer Term.

HY223

From Reich to Nation: The Contest for Hegemony in Germany, 1648-1866

Teacher Responsible: Dr. Tim Hochstrasser, Room E601

Availability and Restrictions: Primarily for second year historians, but is also available to General Course students and as an outside option. The course will not be open to any student who has already taken HY217 *Autocracy, Dictatorship and Democracy: Germany and Austria from 1815 to the Present*. 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.

Course 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 in the summer term with a review of the overarching explanations for this outcome and an assessment of its significance for later German history.

Teaching Arrangements: 40 contact hours consisting of 20 lectures (HY223) and 20 classes (HY223.A).

Reading List: A full reading list will be issued at the start of the course, but the following works may be considered essential reading: *R. Vierhaus, *Germany in the Age of Absolutism* (1988); J. Gagliardo, *Germany under the Old Regime, 1600-1790* (1991); C. Ingrao, *The Habsburg Monarchy, 1618-1815* (1994); E. J. Feuchtwanger, *Prussia: Myth and Reality. The Role of Prussia in German History* (1970); J. J. Sheehan, *German History, 1770-1866* (1989); A. Sked, *The Decline and Fall of the Habsburg Empire, 1815-1918* (1989); D. Blackbourn & G. Eley, *The Peculiarities of German History* (1984); H. James, *A German Identity, 1770-1990* (1991).

Method of Assessment: 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. There will be a formal three-hour written examination in the Summer Term.

HY224

The Rise and Fall of the Spanish Monarchy and Empire

(Not available 1997-98)

Teacher Responsible: Professor M. J. Rodríguez-Salgado, Room E407

Availability and Restrictions: For second and third year undergraduates. Available to General Course students and as an outside option where regulations permit.

Core Syllabus: A broad, thematic study of the Rise and Fall of the Spanish Monarchy and Empire from the late fifteenth to the late nineteenth century. It traces the political, commercial and cultural evolution

of the Spanish Monarchy in its European and extra-European dimensions. Much of it deals with international relations, but economic and cultural factors play an important part.

Course Content: Among the topics covered are the political and religious wars that divided Christendom; the political and commercial struggles for domination of the Americas; the impact of ethnic cleansing and imposition of Catholic orthodoxy over the Hispanic world; as well as the role played by Spain in the development of British hegemony and Napoleon's fall. The Black Legend is dealt with, as is the impact of Spanish culture and hispanism on friend and foe. The course ends with a discussion of the extent to which its history can be used as a paradigm from which to evaluate the pattern of present day empires (namely USA and USSR/Russia).

Teaching Arrangements: 40 hours of lectures (HY224) and classes (HY224.A). Two revision classes. A chance to discuss essays individually.

Reading List: A full bibliography will be issued at the beginning of the course. The following are essential reading: J. H. Elliott, *The Hispanic World. Civilization and Empire. Europe and the Americas. Past and Present* (Thames & Hudson, London, 1991); J. H. Elliott, *Imperial Spain, 1469-1719* (1963); H. Kamen, *Spain, 1469-1714: A Society of Conflict* (2nd edn., 1991); J. Lynch, *Bourbon Spain, 1700-1808* (1989); R. Carr, *Spain, 1808-1975*; J. H. Elliott, *Spain and its World, 1500-1700* (Cambridge, 1989); J. H. Parry, *The Spanish Seaborne Empire* (London, 1966); M. Lunenfeld (Ed.), *1492: Discovery, Invasion, Encounter* (Lexiton, 1991).

Methods of Assessment: Students are required to do some preparation for classes, and to write five essays. The aggregate of the best four marks will count for 25% of the final mark; the rest will consist of a three-hour unseen examination in the Summer Term.

HY225

Germany, 1866-1945: Empire, Republic and Dictatorship

Teacher Responsible: Dr. Truman Anderson, Room E602

Availability and Restrictions: Primarily for second year undergraduates. Other students may take this course as permitted by the regulations for their degrees. Knowledge of German is not required. This course is not available to students who have taken the course *Autocracy, Dictatorship and Democracy: Germany and Austria from 1815 to the Present*.

Core Syllabus: An in-depth look at the history of the German nation-state from unification under Prussian auspices to the destruction of the Third Reich in 1945, including political, economic, social and cultural dimensions. Major subjects covered include: Bismarck and the Wars of Unification, the consolidation of the Empire, German industrialization, the rise of Social Democracy, German imperialism, "Navalism", Wilhelmine society, the Great War, the Revolution of 1918, the politics of the Weimar Republic, Weimar culture, the rise of National Socialism, Hitler's *Machtergreifung* and consolidation of power, German society under the

Third Reich, the Nazi economy, Nazi foreign policy and the origins of the Second World War, Germany's conduct of the War, the Holocaust, resistance to Hitler and the destruction of the Third Reich.

Teaching Arrangements: 22 lectures and 22 classes. Students will write three essays in the course of the year, two in Michaelmas Term and one in the Lent Term. The Lent Term essay (3–4,000 words) will be assessed and will comprise 25% of the final mark for the course (see below).

Reading List: A full reading list will be issued at the start of the course. The following books are important and will provide a good introduction to the subjects covered: Gordon Craig, *Germany, 1866–1945*; Hans-Ulrich Wehler, *The German Empire, 1871–1918*; Theodore Hamerow, *The Social Origins of German Unification*; David Blackbourn & Geoff Eley, *The Peculiarities of German History*; Gordon Martel (Ed.), *Modern Germany Reconsidered*; Lothar Gall, *Bismarck*; Volker Berghahn, *Germany and the Approach of War in 1914*; Jürgen Kocka, *Facing Total War: German Society, 1914–1918*; Detlev Peukert, *The Weimar Republic*; Ian Kershaw, *The Nazi Dictatorship*; Michael Burleigh & Wolfgang Ippermann, *The Racial State*.

Methods of Assessment: Assessment will be based upon one 3–4,000 word essay, to be submitted in the Lent Term (25%) and on a three-hour examination in the Summer Term (75%).

HY226

The Great War, 1914–1918

Teachers Responsible: Dr. T. Anderson, Room E601 and Dr. D. Stevenson, Room E604

Availability and Restrictions: This course is intended primarily as a second- or third-year option for undergraduate students. It is 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.

Course 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 Arrangements: 22 lectures (HY226) will be given by Dr. Anderson, Professor Knox and Dr. Stevenson. 22 classes (HY226.A) will be given by Dr. Stevenson.

Written Work: Students will be required to write two 2,000-word essays in the Michaelmas Term and one 5,000-word essay in the Lent Term.

Reading List: C. R. M. F. Cruttwell, *A History of the Great War, 1914–1918* (Oxford, 1934); M. Eksteins, *Rites of Spring: the Great War and the Birth of the Modern Age* (1989); G. Hardach, *The First World*

War, 1914–1918 (1977); J. Joll, *The Origins of the First World War* (1984); A. Millett & W. Murray (Eds.), *Military Effectiveness, Volume 1. The First World War* (1988); D. Stevenson, *The First World War and International Politics* (1988); A. J. P. Taylor, *The First World War: an Illustrated History* (1963); J. M. Winter, *The Experience of World War I* (1989).

Methods of Assessment: Seventy-five percent of the final mark will be awarded on the basis of performance in a three-hour written examination taken in the Summer Term. Candidates will be expected to answer four out of twelve questions. Twenty-five percent of the final mark will be awarded on the basis of the 5,000-word essay submitted in the Lent Term.

HY300

Essay Option

Teacher Responsible: Departmental Tutor

Availability and Restrictions: 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 Arrangements: Candidates should secure the agreement of their personal tutor on a suitable topic before the end of the Lent Term of their second year, and submit a title to the Departmental Tutor 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.

Methods of Assessment: The essay must be submitted to the Departmental Tutor by 1 May in the student's third year. It should be typewritten. Precise details on format and presentation will be issued by the Department at the end of the second year of study. Candidates may be called for an oral examination if the Examiners wish to satisfy themselves that the essay is the candidate's own work.

HY301

The Norman Conquest

(Not available 1997–98)

Teacher Responsible: Professor J. Gillingham, Room E603

Availability and Restrictions: For third year History students. No foreign languages are required, but it is assumed that students will already have taken either HY111 *The Making of England* or HY212 *England and the Celtic Realms*.

Core Syllabus: English and Norman history from the early eleventh century to 1087.

Course Content: This course will consider all aspects of the Conquest; not merely the violent and dramatic events of 1066 and after, but also the social, cultural and political processes which transformed England during the reign of William the Conqueror. In order to put these developments into 11th century perspective it will also include some consideration of the impact of the Danish conquest of England; Norman history from the accession of William the Bastard in 1035.

Teaching Arrangements: Teaching begins October (with a 'starter' class in the preceding Summer Term) and consists of 22 two-hour classes (HY301).

Written Work: Students will be required to write three essays and present a number of short class papers.

Reading List: A list of set texts and of secondary literature will be provided.

Methods of Assessment: There will be one three-hour examination and an essay not exceeding 10,000 words.

HY302

Anglo-Spanish Relations in the Age of Elizabeth I and Philip II

Teacher Responsible: Professor M. J. Rodríguez-Salgado, Room E407

Availability and Restrictions: 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 sixteenth century, concentrating on political, ideological and military developments, but also looking at commercial and cultural exchanges.

Course 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 New World 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, Hawkins, Raleigh, Granvelle, Antonio Pérez, 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 Arrangements: 40 contact hours of lectures (HY302), and classes (HY302.A). Two revision classes. An opportunity to discuss essays individually.

Reading List: A full reading list will be issued at the beginning of the course, 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. Rodríguez-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*.

Methods of Assessment: Students are required to do some reading for seminars, and to write five essays. The aggregate of the best four marks will count for 25% of the final mark; the rest will consist of a three-hour examination in the Summer Term.

HY303

The Russian Revolutions and Europe, 1917–1921

Teacher Responsible: Dr. Janet Hartley, Room E405

Availability and Restrictions: Primarily for third year historians. Some knowledge of European or Russian history of the period is desirable but not essential.

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.

Course Content: The impact of the First World War and the February Revolution; the period of the Provisional Government including domestic policies and foreign relations; social and economic problems in the countryside and the towns in 1917 and the spread of Marxist ideas; the June offensive and the Kornilov affair; Bolshevik ideology and the Bolshevik Revolution; the Allied intervention and the Civil War; Bolshevik social and economic policies, including the treatment of the peasant problem, War, Communism and the introduction of the New Economic Policy; the development of the Bolshevik Party, including treatment of opposition within and outside the Party; the theory of World Revolution, Treaty of Brest-Litovsk and the first stages of Bolshevik foreign policy; the foundation of Comintern and relations with foreign communists.

Teaching Arrangements: 22 meetings of one-and-a-half-hours (HY303) throughout the Session.

Written Work: Students are required to write four essays and to present class papers.

Reading List: Documents from Martin McCauley (Ed.), *The Russian Revolution and the Soviet State, 1917–21*. Introductory reading: E. Action, *Rethinking the Russian Revolution*; S. Fitzpatrick, *The Russian Revolution*; R. Service, *Society and Politics in the Russian Revolution*; 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*.

Methods of Assessment: There will be a formal three-hour examination in the Summer Term in which students will be required to answer one gobbet question (requiring the identification and elucidation

of several quoted passages from the required documentary readings), and three others out of eight questions.

HY304

Germany's New Order in Europe, 1939-1945

Teacher Responsible: Professor M. Knox, Room E410

Availability and Restrictions: Primarily for third year historians. The course has no formal prerequisites, and a reading knowledge of German is not required.

Core Syllabus: The twelve years of the Nazi regime have been more extensively studied than any other period of German History. Despite an immense increase in detailed knowledge since 1945, scholars continue to disagree about fundamental questions of interpretation. This course uses selected printed primary sources and a large secondary literature to seek understanding of the history of Nazi Germany, of its attainment and exercise of European domination 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 will 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 big business and the officer corps; 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; science, technology and ideology; Gestapo terror and the Germans: an interactive process; the German resistance; defeat, denazification and the regime's imprint on post-war German society.

Teaching Arrangements: 22 lectures (HY304), and 22 classes (HY304.A) based on student presentations followed by group discussion.

Written Work: Students will be expected to submit two 2,500-word essays each term in Michaelmas and Lent terms, to be marked and assessed by the class teachers.

Reading List: A detailed course outline and reading list, subdivided by weekly topics, will be distributed at the beginning of the session. The following books cover most aspects of the course and should be regarded as essential by way of introduction:

J. Noakes & G. Pridham (Eds.), *Nazism 1919-1945: A Documentary Reader*, Vols 1-3 (Exeter, 1983-1988); 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, 3rd edn. 1988); K. Hildebrand, *The Third Reich* (London, 1984) and *The Foreign Policy of the Third Reich* (London, 1973); M. Marrus, *The Holocaust in History* (London, 1987).

Methods of Assessment: There will be a three-hour formal examination in the Summer Term based on the full syllabus, not merely on topics covered in lectures

and classes. Candidates will be expected to answer four questions, one of them a compulsory document question.

HY305

The Reshaping of Europe 1943-57

Teacher Responsible: Dr. D. Stevenson, Room E604

Availability and Restrictions: Primarily for third year historians; available as an outside option. If students have no prior knowledge of the topic, they are advised to do preliminary reading from the list given below.

Core Syllabus: The evolution of the postwar settlement in Europe from the Teheran Conference to the Treaties of Rome.

Course Content: The major themes considered are: 1. the World War II background and the origins of the Cold War, 2. the Great Powers and the German question, 3. the evolution of American policy towards Western Europe, 4. the formation and consolidation of the Soviet bloc, 5. Western European integration from the Marshall Plan to the EEC.

Teaching Arrangements: Teaching will be by a course of 12 lectures (HY305) and 22 classes (HY305.A).

Written Work: Students will be required to write three essays during the course.

Reading List: M. McCauley, *The Origins of the Cold War* (London, 1983); W. Loth, *The Division of the World* (London, 1988); A. W. Deporte, *Europe between the Superpowers* (New Haven, 1983); V. Mastny, *Russia's Road to the Cold War* (New York, 1979); A. S. Milward, *The Reconstruction of Western Europe, 1945-1951* (London, 1984); M. J. Hogan, *The Marshall Plan* (Cambridge, 1987); J. W. Young, *Britain, France and the Unity of Europe, 1945-1951* (Leicester, 1984); J. L. Gaddis, *Strategies of Containment* (Oxford, 1982).

Prescribed Documents: A list is available from Dr. Stevenson.

Methods of Assessment: The course will be assessed by a three-hour written examination in the Summer Term. Students will be expected to answer four questions, one of which will consist of extracts for comment from the prescribed documents.

HY306

Henry Kissinger and the Crisis of American Foreign Policy, 1969-76

Teacher Responsible: Dr. J. Hanhimäki, E508

Availability and Restrictions: Primarily for third year historians. Some knowledge of American diplomatic history or American foreign policy-making is a pre-requisite.

Core Syllabus: This course will look at the issues of war, diplomacy and foreign policy-making through the personality, ideas and policies of Henry Kissinger in his period as American National Security Adviser and Secretary of State.

Course Content: The background to American

foreign policy in 1968; Kissinger's character, career and his outlook on foreign policy issues, the aims of Kissinger and Nixon in 1969 and development of the 'Nixon Doctrine', the settlement of the Vietnam War and the aftermath in South-East Asia; the policy of detente with Russia, including the Moscow summit and SALT I agreement, the Helsinki accords, and Kissinger's concept of "linkage"; "triangular diplomacy", the opening to China, and its effect on America's Far Eastern allies, particularly Taiwan and Japan; the Atlantic Alliance and the EEC; the Middle East and the Yom Kippur War; the Indian subcontinent and the Bangladesh crisis; Africa and the end of the Portuguese Empire; Latin America and the fall of Allende; Kissinger's relationship with Presidents Nixon and Ford, and their impact on foreign policy.

Teaching Arrangements: There will be 10 lectures (HY306) and 22 classes (HY306.A).

Written Work: Students are required to write three essays.

Prescribed Documents: The course is based on documents selected from the following sources: Henry A. Kissinger, *The White House Years* (1979) and *Years of Upheaval* (1982); Richard Nixon, *The Memoirs of Richard Nixon* (1978); J. Mayall & C. Navari (Eds.), *The End of the Post-War Era: Documents on Great Power Relations, 1968-75* (1980); Anatoly Dobrynin, *In Confidence* (1996).

A full bibliography will be issued at the start of the course.

Methods of Assessment: There will be a formal three-hour examination in the Summer Term in which students will be required to answer four questions including a compulsory 'gobbet' question (requiring the identification and brief elucidation of several quoted passages from the documentary reading) and three others.

HY310

Arabs, Zionists and the British in Palestine, 1914-1947

Teacher Responsible: Dr. Kirsten Schulze, Room E507

Availability and Restrictions: Primarily for third year historians.

Core Syllabus: This course will look at the Arab, Zionist and British policies on Palestine from World War I until the creation of the State of Israel.

Course Content: This special paper covers the period between the collapse of the Ottoman Empire and the creation of the State of Israel looking at British policy towards Palestine, as well as Zionist and Arab activity in the territory. It will examine the main issues surrounding the struggle over Palestine: British foreign policy, the mandatory administration, the first partition of Palestine and the creation of Transjordan, institution building of the Yishuv, Zionist ambitions, the Arab Revolt, the impact of World War II, recommendations for the solution of the problem, and the decision to end the mandate and leave Palestine to the United Nations.

Teaching Arrangements: This course will be taught through a combination of lectures and seminars in two-hour sessions once a week.

Written Work: Students will be required to write two essays per term.

Prescribed Documents/Reading List: A detailed reading list is available from Dr. Schulze.

Methods of Assessment: The course will be examined by one three-hour paper which will include a compulsory question on gobbits. B.A. History (Federal) students are required to submit a 10,000 word essay.

INTERNATIONAL RELATIONS

Course Guides

- IR300.1 Foreign Policies of the Powers
 IR300.3 Decisions in Foreign Policy
 IR413.1 The External Relations of the European Union
 IR421 Concepts and Methods of International Relations
 IR900 Current Issues in International Relations
 IR901 The International Legal Order
 IR902 New States in World Politics
 IR903 Disarmament and Arms Limitation
 IR904 International Verification

These courses are not for examination at undergraduate level, but are offered to interested students, or, in some cases, as a supporting course for one which is examinable. Details are to be found with the Master's degree Course Guides.

IR100

The Structure of International Society

Teachers Responsible: Professor M. Leifer, Room D508 and Mr. Geoffrey Stern, Room D509

Availability and Restrictions: Course intended primarily for B.Sc. International Relations, B.Sc. International History and B.Sc. International Relations and History; outside option for first year students in other degrees.

Core Syllabus: An examination of the nature and functioning of an international society of states distinctive in the absence of a common government.

Course Content: The nature and evolution of international society; sovereignty, nationalism and national interest. The instruments of state policy. Diplomacy, international law and morality. Security options: the balance of power, collective security and war. The United Nations and the control of force. The relevance of non-state and inter-state actors and the problem of international order.

Teaching Arrangements: There is one lecture a week accompanied by a class.

Lectures - IR100, **The Structure of International Society**, 20 Michaelmas and Lent Terms.

Classes: IR100.A (IR100.B for B.Sc. Management students) beginning early Michaelmas Term - with members of the International Relations Department.

Written Work: Each student is required to write four essays of approximately 1,500 words which will be set and marked by tutors and class teachers.

Introductory Reading List: A fuller course description and extensive reading guide will be made available to all interested students.

H. Bull, *The Anarchical Society*; K. J. Holsti, *International Politics*; P. A. Reynolds, *An Introduction to International Relations*; F. S. Northedge, *The International Political System*; C. Kegley & E. Wittkopf, *World Politics*; R. Little & M. Smith (Eds.), *Perspectives on World Politics*; P.

Calvocoressi, *World Politics since 1945*; G. Stern, *The Structure of International Society*.

Methods of Assessment: There is one three-hour formal written examination in the Summer Term. The paper contains twelve questions of which four are to be answered. All questions count equally; there is no coursework component. Copies of previous years' papers are included in the fuller course description.

IR200

International Political Theory

Teachers Responsible: Mr. P. Windsor, Room D412 and Mr. M. Hoffman, Room D512

Availability and Restrictions: Course intended primarily for B.Sc. International Relations and B.Sc. International Relations and History; B.A./B.Sc. c.u. The lectures (IR200) are also appropriate for those M.Sc. and Diploma students who wish to strengthen their background in this field.

Core Syllabus: This is the core field for specialists in international relations, combining an emphasis on classical and modern theory and on political aspects of the subject with a general survey of international relations as a whole.

Course Content: Ways of theorising international relations from Machiavelli, Hobbes and Grotius to the present. The emergence and organisation of the modern system of sovereign states. The political process in the international community and classical and contemporary thought on its character and functioning. Means of pressure and forms of political relationship between states. The dynamic aspect: revolutionary movements, the external projection of political values and the changing distribution of power and leadership. War, mechanisms for ensuring stability, and agencies for directed change.

Teaching Arrangements: There are 20 lectures (IR200) in the Michaelmas and Lent Terms. For B.Sc. International Relations and General Course students, there are also 20 classes, beginning in the third week of the Michaelmas Term (IR200.A). There will also be four revision classes in the Summer Term.

Written Work: B.Sc. International Relations and General Course students will each be assigned three essays to be discussed with their class teacher. Diploma students will be assigned written work within their seminar groups.

Readings: M. Wight, *International Theory: the three traditions*; H. Williams, *International Relations in Political Theory*; Niccolo Machiavelli, *The Prince*; A. J. R. Groom & M. Light (Eds.), *Contemporary International Relations: A Guide to Theory* (1994); M. Smith et al. (Eds.), *Perspectives on World Politics*; H. Bull, *The Anarchical Society*; K. J. Holsti, *International Politics* (5th edn., 1988); F. H. Hinsley, *Power and the Pursuit of Peace*; I. Clark, *The Hierarchy of States*.

Supplementary Materials: At the first lecture, a course package will be provided, covering detailed reading guidance, sample examination questions, suggested essay titles, topics for class discussion and topics for each lecture.

Methods of Assessment: There will be a three-hour examination paper in late May or early June which requires that four questions be answered out of twelve. Candidates for the B.Sc. International Relations are required to attend the lectures and 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.

IR300

Foreign Policy Analysis I

Teacher Responsible: Dr. M. Light, Room D411

Availability and Restrictions: Third-year course for B.Sc. International Relations and B.Sc. International Relations and History. The course is available as an option to other Bachelor's degree students where regulations permit, and to full-year General Course students, but they should be aware that B.Sc. students normally attend the various associated lecture courses (see below) 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.

Course Content: The various influences, external and internal, on decision-making in foreign policy; the importance of bureaucracy, of domestic political systems, of economic development, and the groups affected by foreign policy; the problems arising from the formulation of goals and the choice of policy instruments; psychological elements in policy making; the effect of transnationalism on foreign policy. A detailed programme of lectures will be distributed at the start of the course.

Teaching Arrangements: Foreign Policy Analysis (IR300.2) 12 lectures in the Michaelmas and Lent Terms plus 3 revision lectures in Summer Term.

Decisions in Foreign Policy (IR300.3) (Dr. Coker) 6 lectures in the Lent Term. Third year undergraduates should have attended in their second year as many as possible of the IR300.1, **The Foreign Policy of the Powers** lectures. They will also find IR902, **New States in World Politics (Dr. Lyon)** useful. In addition, undergraduates will be assigned to small classes (IR300.2A) which meet for 15 sessions, beginning in week 6 of the Michaelmas Term.

Written Work: Students are expected to write at least three essays directly on questions arising out of the course. Topics should be chosen from the past examination papers provided. Essays should be handed in on the appointed dates to class teachers who will mark and return them. Other essays may be written either for tutors or class teachers, by mutual agreement.

Reading List: No single book is exactly coterminous with the syllabus. Students should try to buy (all are paperbacks): Roy Macridis (Ed.), *Foreign Policy in World Politics* (8th edn.), Prentice Hall, 1991; Philip Reynolds, *An Introduction to International Relations* (3rd edn.), Longmans, 1994; Lloyd Jensen, *Explaining Foreign Policy*, Prentice Hall, 1982; Michael Clarke & Brian White (Eds.), *Understanding*

Foreign Policy, Edward Elgar, 1989. Also highly recommended are: Stephen Ambrose, *Rise to Globalism* (4th edn.), Penguin, 1985; Kal Holsti, *International Politics: A Framework for Analysis* (6th edn.), Prentice Hall, 1992; Michael Smith, Steve Smith & Brian White (Eds.), *British Foreign Policy*, Unwin Hyman, 1988; Frederic J. Florn, R. F. Laird & E. P. Hoffman (Eds.), *Classic and Contemporary Issues in Soviet Foreign Policy*, Aldine de Gruyter, 1991. A detailed reading list will be distributed at the beginning of the course.

Methods of Assessment: The three-hour examination in the Summer Term will be divided into equal halves: Section A (comparative and theoretical questions) and Section B (questions on the foreign policies of the UK, USA and USSR/Russia). All students have to answer 4 questions, at least one question from each section. Copies of previous years' papers will be provided with the lecture and class topics, deadlines, and further reading.

IR301

International Institutions I

Teachers Responsible: Mr. N. A. Sims, Room D609 and Professor P. Taylor, Room D610

Availability and Restrictions: Available 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.

Course Content: Major theoretical and empirical aspects of the work of international institutions and the role of international organisation, integration and interdependence; 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, such as the methods of work of international secretariats and intergovernmental assemblies and councils.

The course is mainly concerned with international organisation at the global level, but some attention will also be paid to regional and trans-regional arrangements. (**Note: European Institutions** are studied as a separate course, IR303).

Teaching Arrangements: Lecture series (IR301). Classes (IR301.A). There will be 20 lectures, throughout the Michaelmas and Lent Terms, and 15 classes, starting in week 6 of the Michaelmas Term and continuing to the end of the Lent Term.

Written Work: Students are expected to write 3 essays in addition to any introductions to discussion given in class. Class teachers will set and mark the essays.

Recommended Reading: David Armstrong, Lorna Lloyd & John Redmond, *From Versailles to Maastricht: International Organisation in the Twentieth Century*, Macmillan, 1996; Sydney D. Bailey & Sam Daws, *The United Nations: A Concise Political Guide* (3rd edn.), Macmillan, 1995; A.

LeRoy Bennett, *International Organizations: Principles and Issues* (6th edn.), Prentice-Hall, 1995; Inis L. Claude, *Swords into Plowshares: The Problems and Progress of International Organization* (4th edn.), Random House, 1971; 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.

Methods of Assessment: One three-hour written examination in the Summer Term.

IR302

The Ethics of War

Teacher Responsible: Mr. M. D. Donelan

Availability and Restrictions: Course intended primarily for B.Sc. International Relations 3rd year.

Core Syllabus and Course Content: The beginnings of the ethical tradition: the right to go to war. Conditions governing the right. The pacifist challenge to the ethics of war. The realist challenge. Political control and economy of force as a substitute for ethics. The development of rules of warfare, Geneva and the Hague. The basis of the rules: innocence and guilt, humanity and necessity. Ethical principles of warfare; discrimination, proportion, minimum force. Guerrilla warfare. The ethics of nuclear deterrence. Terrorism. The justification of the arms trade. World armaments and world poverty.

Teaching Arrangements and Written Work: 10 Lectures (IR302) in the Michaelmas Term; Classes (IR302.A). Students deliver class papers and write essays for the class teacher on topics notified at the beginning of the session.

Reading List: The basic books are: M. Walzer, *Just and Unjust Wars*; I. Clark, *Waging War*; M. Howard (Ed.), *Restraints on War*.

A detailed reading list is distributed at the beginning of the Session.

Methods of Assessment: Summer Term, formal, three hours, four questions chosen from twelve.

IR303

European Institutions I

Teacher Responsible: Professor P. Taylor, Room D610

Availability and Restrictions: Course intended for B.Sc. 3rd year students. There are no formal pre-requisites but, as the course deals in part with contemporary problems of economic policy in Europe, an interest in such issues and an ability to deal with them is essential.

Core Syllabus: The lecture course focuses upon the progress and problems of regional integration in

Western Europe since 1945.

Course Content: The emergence of the European Union: the European idea; the dynamics of integration, the institutions: structure and policy-making processes. The impact of the institutions upon state policy. Theoretical aspects: the notion of supranationality. The Federalist, the Functionalist and intergovernmental approaches to regional integration in Western Europe. European security and European integration.

Teaching Arrangements: In addition to 13 lectures (IR303) in the Michaelmas and Lent Terms, 13 classes (IR303.A) for undergraduates are arranged for the Lent and Summer Terms.

Written Work: Three undergraduate essays are allocated in class.

Reading List: No single book is exactly coterminous with the syllabus. The following are useful introductions: Denis Swann, *The Economics of the Common Market*, Penguin (latest edition); Paul Taylor, *European Union in the 1990s*, Oxford, 1996; William Wallace & Helen Wallace (Eds.), *Policy Making in the European Union*, Oxford, 1996; Juliet Lodge (Ed.), *The European Community and the Challenge of the Future*, (2nd edn.), 1993; Robert Keohane & Stanley Hoffman, *The New European Community*, 1991; Desmond Dinan, *Ever Closer Union?*, Macmillan, 1994.

Methods of Assessment: There will be a three-hour written examination for undergraduates in late May or early June.

IR304

The Politics of International Economic Relations I

Teachers Responsible: Dr. S. Economides, Room D709 and Dr. P. Wilson, Room D516

Availability and Restrictions: Course intended primarily for B.Sc. International Relations 3rd year.

Core Syllabus: The economic factor in foreign policy; the development of thought about the relationship between international politics and the international economy.

Course Content: (i) The economic factor in foreign policy: the economic ambitions of states; economic constraints; economic resources for foreign policy; economic instruments. (ii) The development of thought about the relationship between international politics and international economics; mercantilism; economic liberalism; Marxism. (iii) The evolution of the Bretton Woods institutions and ideas about international commercial and monetary management. The challenge from the Third World. Regionalism. Globalization.

Teaching Arrangements and Written Work: 12 Lectures (IR304) and Classes (IR304.A) in the Michaelmas and Lent Terms. Students deliver class papers and write essays for the class teachers on topics notified at the beginning of the Session.

Reading List: The basic books are: D. Baldwin, *Economic Statecraft*; A. Brewer, *Marxist Theories of Imperialism*; S. Gill & D. Law, *The Global Political Economy*; R. Gilpin, *The Political Economy of International Relations*; L. Heilbroner, *The Worldly*

Philosophers; S. Krasner, *Structural Conflict*; W. Scammell, *The International Economy Since 1945*.

Methods of Assessment: Summer Term, formal, three-hour written examination, four questions chosen from twelve. Past examination papers may be seen in the Teaching Library.

IR305

Strategic Aspects of International Relations I

Teacher Responsible: Dr. C. Coker, Room D608

Availability and Restrictions: Course intended primarily for B.Sc. International Relations 3rd Year. 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 international conflict both between and within states. 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 1914.

Course Content: Twentieth Century and War. The French Revolution (1789) and the rise of wars of ideology. Discussions of war by the great 19th century philosophers: Hegel, Marx, Nietzsche. Social Darwinism. The role of modernity in modern warfare. Concepts of War and Peace. Modern Ethics of War. Post 1989 wars – with special reference to the non-western world. Islamic and Chinese methods of warfare. The threat of nuclear proliferation. Implications of military power on the present patterns of order.

Teaching Arrangements: The lecture course (IR305: 12 sessions in the Michaelmas and Lent Terms) is followed by classes (IR305.A: 15 in the Lent and Summer Terms), taught by Dr. Coker and others. The majority of taught topics will be on strategic aspects of postwar international relations and the examination paper will reflect this. The International Institute for Strategic Studies (IISS) and the Royal United Services Institute for Defence Studies (RUSIDS) are both nearby and students in Strategic Studies may be eligible for student membership, which gives access to certain meetings and to excellent specialised libraries.

Written Work: By arrangement with class teachers.

Reading List: The following short list comprises some of the most important and some of the best currently available books.

R. Aron, *Peace and War*; G. Best, *War and Society in Revolutionary Europe*; B. Brodie, *Strategy in the Missile Age*; 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*.

Methods of Assessment: For all students (except General Course students, who may elect) there is a three-hour formal examination held in the Summer Term. Four questions must be answered from twelve or more. Examples of recent past examination papers will be appended to the reading list.

IR399

Essay Option

B.Sc. (Econ.) Part II

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(f). 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 essay.

8. **The essay must not exceed 10,000 words in length.**

It should be typed in double spacing on one side of the paper only and with a wide margin. The pages should be numbered consecutively and adequately secured. The essay must not bear the candidate's name.

Instead, the candidate's number (which will be received in good time from the Examinations Office)

should be inscribed on the title page together with this rubric:

B.Sc. International Relations 1998. Essay submitted in partial fulfilment of the requirements for the degree.

9. The essay must be handed in to the Examinations Office not later than 1 May in the candidate's third year of study for the B.Sc. 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 Administrator as to where they may be contacted during that time if they will not be at the termtime address held in the Registry.

Enquiries to the Chairman of Examiners in International Relations (currently Professor M. Yahuda, Room D408), who is responsible for the administration of this Essay Option on behalf of the Department.

LANGUAGE STUDIES CENTRE

Course Guides

Specialist and Certificate Language Courses

LN100

Russian

Teacher Responsible: Dr. B. S. Johnson, Room C620

Availability and Restrictions: For Bachelor's degree students with specific interests in CIS and/or Eastern Europe where regulations permit. Normally an A-level pass in Russian or its equivalent is required. Applicants with O-level or less may be accepted but more intensive preparation will be required.

Core Syllabus: Practical study of Russian language. **Course Content:** Extension of students' knowledge of Russia and Russian, translation from English into Russian and from Russian into English and oral practice in Russian. Also T.V. material.

Teaching Arrangements: Teaching is made up of the classes (LN100.A). Any interested students should contact Dr. Johnson, Room C620, who will then make appropriate teaching arrangements with them.

Written Work: Weekly language exercises, preparation and practice.

Reading List: Borrás & Christian, *Russian Syntax*, 2nd edn., Oxford University Press; I. Pulkina, *A Shorter Russian Reference Grammar*.

Methods of Assessment: One three-hour written examination comprising translation passages English-Russian and Russian-English, plus an oral examination in Russian.

LN110

German

Teacher Responsible: Mrs. A. Küllmann-Lee, Room C514

Availability and Restrictions: For Bachelor's degree students where regulations permit. 'A' level German or equivalent is required.

Core Syllabus: The aim of the course is to consolidate the student's command of written and spoken German post-'A' level.

Course Content: Translation of topical texts. Discussion and essay work based on newspaper articles, and recorded material. Analysis and discussion of selected writings by modern authors.

Teaching Arrangements: Two hours of class work (LN110.A) per week plus regular listening and oral practice, occasional grammar revision.

Written Work: Weekly translations, occasional essays. Preparation of reading material for discussion.

Reading List: There are 4-5 'set books' which change from year to year to reflect students' interests. The Language Laboratory provides German newspapers, periodicals, dictionaries and other reference books.

Methods of Assessment: A three-hour paper: 1) translation into German, 2) translation into English,

3) an essay in German. Also a 15 minute oral examination of a general, conversational nature.

LN120

Spanish

Availability and Restrictions: For Bachelor's degree students who have a strong, specific interest in Spain or any Spanish-speaking country or countries, where allowed by their degree regulations. Admission to the course will normally be granted only to applicants with a good A-level qualification. However, in exceptional circumstances, others will be considered.

Core Syllabus: The aim of the course is to expand and deepen the student's knowledge of modern Spanish and Spanish affairs.

Course Content: The student will be presented with a wide variety of texts in Spanish and English for discussion, linguistic commentary and translation. The stress will be on material of a political and sociological nature. Specific works will be prescribed for detailed study of both content and language, and the student will be expected to read extensively as an integral part of the course.

It is essential for the student to have as basic tools a good bilingual dictionary such as those published by Larousse, Collins, OUP and Cassell and a substantial reference grammar such as Butt & Benjamin's *A New Reference Grammar of Modern Spanish* or Ramsey & Spaulding's *A Textbook of Modern Spanish*. In addition, the series *Problemas básicos del español*, published by Ediciones Aravaca, is strongly recommended.

Teaching Arrangements and Written Work: Two classes (LN120.A) per week throughout the three terms, together with tutorials for the discussion of written work arranged in accordance with individual requirements. Normally one translation or other piece of work will be set each week for the week following. There is also weekly native oral tuition.

Reading List: The following works are recommended: R. Carr, *Spain 1808-1939*; R. Carr, *Modern Spain 1875-1980*; D. L. Shaw & G. Brown, *A Literary History of Spain -19th and 20th Centuries*; A. Buero Vallejo, *Un soñador para un pueblo*; *Las meninas*; *El sueño de la razón*; S. de Madariaga, *Ingleses, franceses, españoles*; J. Ortega y Gasset, *España invertida*; *Meditaciones del Quijote*; *Meditación de Europa*; B. Pérez Galdós, *Episodios nacionales*; R. Sánchez Ferlosio, *El Jarama*; M. de Unamuno, *Andanzas y visiones españolas*; *En torno al casticismo*.

The student is strongly advised to read regularly a newspaper such as *El País* or *ABC* and/or a magazine such as *Cambio 16*.

Methods of Assessment: There is a three-hour formal examination in the Summer Term which will consist of two passages for translation, one from Spanish into English and one from English into Spanish. At least one of the passages will be of a political or sociological nature. There is also an oral examination.

LN130

French

Teacher Responsible: Mr. H. J. Didiot-Cook, Room C619

Availability and Restrictions: For Bachelor's degree students where regulations permit. A good A-level, or its equivalent, pass in French will normally be required.

Core Syllabus: Introduction to French Contemporary Society with reference to French History, Government, Politics and Economics through selected texts. Seminars/classes conducted in French.

Course Content: Translation from French into English and from English into French; Essay in French; Oral practice and Presentation in French.

Teaching Arrangements: A weekly topical/grammar seminar (sessional), weekly oral tuition in small groups arranged by the teacher (sessional), and weekly translation workshop. Occasional film sessions in the Language Laboratory of the Language Studies Centre. Attendance on a subsidised study trip to Paris is compulsory.

Written Work: Weekly language exercises. Three essays per term.

Reading List: Didier Daeninckx, *Meurtres pour mémoire*; Jean-Claude Moscovici, *Voyage à Pitchipoi*; Marcel Aymé, *Uranus*; Serge Bernstein & Pierre Milza, *Histoire de la France au XXe siècle*; René Rémond, *Notre siècle 1918-1988*. Students are also strongly advised to read the daily newspaper "Le Monde" available from the Language Laboratory and through the LSE CWIS (Netscape) on a regular basis.

Methods of Assessment: One three-hour written examination, which will test the ability to translate from French to English and from English to French and to write an essay in French, plus a 20 minute oral examination in French.

LN200

Russian

Teacher Responsible: Dr. B. S. Johnson, Room C620

Availability and Restrictions: For second and third year Bachelor's degree students and others with specific interests in CIS and/or Eastern Europe where permitted by their degree regulations. Students should normally have an A-level pass in Russian and have completed the first-year Russian course, or equivalent qualifications. Exceptionally, other applicants may be accepted but a more intensive course will be required.

Core Syllabus: Practical study of Russian language with reference to Soviet History, Government, Politics, Economics through selected texts. Also T.V. material. Exceptionally, with the approval of the teacher responsible, students with high qualifications may be allowed to take the exam after one year of the course.

Course Content: Advancement of students' knowledge of Russian; study of texts of general and social science orientated content. Oral practice in Russian.

Teaching Arrangements: Twice weekly language classes (LN200.A) during two sessions and weekly oral practice.

Written Work: Weekly language exercises, preparation and practice.

Reading List: Borras & Christian, *Russian Syntax* (2nd edn.), Oxford University Press; D. Ward, *Russian Today*; H. Billington, *The Icon and the Axe*; Comrie & Stone, *The Russian Language since the Revolution*, Oxford University Press; V. Klepko, *A Practical Guide to Russian Stress*, FLPH, Moscow; A. Vilgelmina, *The Russian Verb*, FLPH, Moscow; Akad., *Naibolee upotrebitel'nyye glagoly sovremennogo russkogo Yazyka*, Nauk, USSR.

Methods of Assessment: One three-hour written examination comprising translation passages English-Russian and Russian-English, plus an oral examination.

LN201

Aspects of Russian Literature and Society

Teacher Responsible: Dr. B. S. Johnson, Room C620

Availability and Restrictions: For B.Sc.(Econ.) Part II Russian Government, History & Language/B.Sc. Russian Joint Studies. Students should normally have completed A level Russian and the first-year Russian course, and should be taking LN200.

Core Syllabus: Themes and problems of Russian and Soviet Society as portrayed in XIXth and XXth century Russian literature. Exceptionally, with the approval of the teacher responsible, students with high qualifications may be allowed to take the exam after one year of the course.

Course Content: Study of two out of four recurrent themes through selected texts:

1. The Peasant Question. From Catherine the Great to the Khrushchev era.
2. Representatives of Their Times. The attitude of the thinking individual to the events and society of his times, 1825-1930.
3. Cataclysm, War and Revolution. The effects of war and violent upheaval on successive generations, 1850-1950.
4. The Tribulations and Exploits of Soviet Man. The evolution of the Soviet 'ideal pattern' individual from 1905 to the post-Stalin era.

Teaching Arrangements: Weekly class (LN201.A) during two sessions, plus tutorials.

Written Work: Fortnightly essay.

Reading List: 1. **The Peasant Question:** W. S. Vucinich, *The Peasant in Nineteenth-Century Russia*; J. Blum, *Lord and Peasant in Russia*; M. Lewin, *Russian Peasants and Soviet Power*; E. Strauss, *Soviet Agriculture in Perspective*; Radishchev, *Puteshestviye iz Peterburga v Moskvu*; Pushkin, *Derevnya*; Turgenev, *Zapiski Okhotnika*; Grigorovich, *Derevnya*; Anton Goremyka; Nekrasov, *Moroz, krasnyy nos*; Hertsen, *Soroka-vorovka*; Reshetnikov, *Polipovtsy*; Bunin, *Derevnya*; Chekhov, *Muzhiki*; Sholokhov, *Podnyataya tselina*; Stadnyuk, *Lyudi ne angely*; Panfyorov, *Otrazheniya*; Ovechkin, *Rayonnyye budni*; *Trudnaya vesna*; Soloukhin, *Vladimirskiye proselki*; Abramov, *Vokrug da okolo*; Putipereput'ya; Praslinsky; G. Uspensky, *Vlast' zemli*; Gorky, *O russkom krest'yanstve*.

2. **Representatives of Their Times:** Pushkin, *Yevgeniy Onegin*; Lermontov, *Geroy nashogo vremeni*; Goncharov, *Oblomov*; Turgenev, *Rudin*; *Otsy i deti*; *Nov'*; Chernyshevsky, *Chto delat'*; Tolstoy, *Anna Karenina*; Dostoyevsky, *Besy*; Zlatovratsky, *Osnovy*; Gorky, *Mat'*; *Ispoved'*; Zamyatin, *My*.

3. **Cataclysm, War and Revolution:** Tolstoy, *Sevastopolskiye rasskazy*; Garshin, *Chetyrye dnya*; Fedin, *Goroda i gody*; Leonov, *Barsuki*; Sholokhov, *Tikhyy Don*; A. Tolstoy, *Khozhdeniye po mukam*; Serafimovich, *Zheleznyy potop*; Babel, *Konarmiya*; Simonov, *Dni i nochi*; V. Nekrasov, *V okopakh Stalingrada*; Leonov, *Vzlyatiye Velikoshumska*; Bek, *Volokolamskoye shosse*; Baklanov, *Yul' 1941*; Balter, *Do svidaniye, malchiki*.

4. **Tribulations of Soviet Man:** Ivanov, *Bronyepoezd 14-39*; Furmanov, *Chapayev*; Fadeev, *Razgrom*; Gladkov, *Tsement*; Leonov, *Sot'*; Ostrovsky, *Kak zakalyalas' stal'*; Platonov, *Kotlovan*; Ilf & Petrov, *Zolotoy telyonok*; Polevoi, *Povest' o nastoyashchem cheloveke*; Granin, *Iskateli*; Nekrasov, *V rodnom gorode*; Dudintsev, *Ne khlebom yedinyim*; Kochetov, *Braty'a Yershovy*; Solzhenytsin, *Odin den' Ivana Demisovicha*.

Methods of Assessment: One three-hour written examination in the final year. Candidates will be required to answer question(s) on both their chosen themes.

(1500-2000 words). There is an oral examination of about 30 minutes when candidates are given an opportunity to talk on their special topic.

LN220

Spanish

Availability and Restrictions: For second and third year Bachelor's degree and other students who have a strong, specific interest in Spain or any Spanish-speaking country or countries, where permitted by their degree regulations. Admission to the course will be granted only to applicants who have successfully completed the first-year Spanish course or who can furnish other evidence of the necessary degree of proficiency. Native speakers of Spanish who wish to take the course must furnish evidence of a satisfactory command of English. Normally, the course is to two years' duration. However, with the approval of the teacher responsible, students with high qualifications may be allowed to take the exam after one year.

Core Syllabus: The aim of the course is to bring the student's knowledge of Spanish to a high degree of refinement, especially in the areas of semantic discrimination and style, and to deepen his or her knowledge of Spanish affairs.

Course Content: The student will be presented with a wide variety of texts in Spanish and English for discussion, linguistic commentary and translation. The stress will be on material of a political nature and on detailed study of selected aspects of the language of politics. The student will be expected to read deeply as an integral part of the course.

It is essential for the student to have as basic tools a good bilingual dictionary such as those published by Larousse, Collins, OUP and Cassell and a substantial reference grammar such as Butt & Benjamin's *A New Reference Grammar of Modern Spanish* or Ramsey & Spaulding's *A Textbook of Modern Spanish*. In addition, the series *Problemas básicos del español*, published by Ediciones Aravaca, is strongly recommended.

The student will also find the following of considerable interest and value: R. Carnicer, *Sobre el lenguaje de hoy; Nuevas reflexiones sobre el lenguaje; Tradición y evolución en el lenguaje actual*; E. Lorenzo, *El español, lengua en ebullición*.

Teaching Arrangements and Written Work: Two classes (LN220.A) per week throughout the three terms, together with tutorials for the discussion of written work arranged in accordance with individual requirements. Normally one translation or other piece of work will be set each week for the week following. There is also weekly native oral tuition.

Reading List: The following works are recommended: J. M. de Areilza, *Diario de un ministro de la Monarquía; Cuadernos de la transición*; R. Carr & J. P. Fusi, *Spain: Dictatorship to Democracy*; D. Gilmour, *The Transformation of Spain*; P. Preston, *The Triumph of Democracy in Spain*; J. L. Gutiérrez & Amado de Miguel, *La ambición del César*; C. T. Powell, *El piloto del cambio*; J. Rupérez & R. López Pintor, *Diez años en la vida de los españoles*; F. Umbral, *El social-felipismo*.

Recommended in general: the series *Espejo de España* and *Textos* (Planeta).

LN210

German

Teacher Responsible: Mrs. A. Küllmann-Lee, Room C514

Availability and Restrictions: For second and third year Bachelor's degree students where permitted by their degree regulations. Students should either have completed the first year course in German or a good 'A' level pass which has been supplemented by an extended stay in a German-speaking country.

Core Syllabus: A two-year course designed for students with a sound grasp of the language who wish to gain proficiency in the skills of writing, speaking and translating at an advanced level. Exceptionally, with the approval of the teacher responsible, students with high qualifications may be allowed to take the exam after one year of the course.

Course Content: Translation of general and specialised modern texts. Analysis and discussion of selected writings by modern authors.

Teaching Arrangements: Two hours of class work (LN210.A) per week plus regular aural and oral practice.

Written Work: Regular weekly translations. Preparation of reading material for discussion and occasional paper or project.

Reading List: There are no 'set books'. Students are encouraged to make full use of the resources of German books in the Library as well as of reference books, newspapers and periodicals in the Language Lab.

Methods of Assessment: A three-hour paper in the Summer Term of the final year (comprising compulsory passages for translation into German and English) together with an extended essay in German

The student is strongly advised to read regularly a newspaper such as *El País* or *ABC* and/or a magazine such as *Cambio 16*.

Methods of Assessment: There is a three-hour formal examination to be taken normally in the Summer Term of the student's final year. Exceptionally, with the approval of the teacher responsible, students with high qualifications may be allowed to take the exam after one year of the course. The examination will consist of two passages for translation, one from Spanish into English and one from English into Spanish. At least one of the passages will be of a political nature. There is also an oral examination.

LN230

French

Teacher Responsible: Mr. H. J. Didiot-Cook, Room C619

Availability and Restrictions: For second and third year Bachelor's degree students where allowed by their degree regulations. Students should have completed the first-year French course, or show other evidence of necessary proficiency.

Core Syllabus: Advanced French Language with reference to French History, Government, Politics, Economics and International Relations through selected texts. Exceptionally, with the approval of the teacher responsible, students with high qualifications may be allowed to take the exam after one year of the course. Seminars/classes conducted in French.

Course Content: Translation from French into English; and from English into French. Extended Essay in French; Presentation in French.

Teaching Arrangements: A weekly two-hour topical seminar/translation workshop (sessional), weekly oral tuition in small groups arranged by the teacher (sessional). Occasional grammar workshops and film sessions in the Language Laboratory of the Language Studies Centre. Attendance on a subsidised study trip to Paris is compulsory.

Written Work: Weekly language exercises. Three essays per term.

Reading List: Daniel Pennac, *La fée carabine*; Serge Bernstein & Pierre Milza, *Histoire de la France au XXe siècle*; René Rémond, *Notre siècle 1918-1988*; Hubert Védrine, *Les mondes de François Mitterrand*. Students are also strongly advised to read the daily newspaper "Le Monde" available from the Language Laboratory and through the LSE CWIS (Netscape) on a regular basis.

Methods of Assessment: One three-hour written examination plus a 30 minute oral examination in French.

LN250

Literature and Society in Britain 1900 - Present Day

Teachers Responsible: Mrs. Sonia Baker, Room C520 and Mr. Angus Wrenn, Room C521

Availability and Restrictions: For Bachelor's degree students where permitted by their degree regulations.

A level or equivalent in English Literature (possibly) useful.

Core Syllabus: Critical appreciation of British Literature considering the elements of style in prose and poetry. A study of twentieth century British Literature in its social and political context. Two course components: study of individual authors; study of themes e.g. War; Empire; etc.

Course Content: Study of authors, themes, texts and stylistic analysis.

Teaching Arrangements: 22 lectures throughout the year given on a range of authors (see below) and also themes (e.g. Poetry of War; Writing and Gender). Classes consist of students' presentations and teachers' input.

Lectures: 22 (LN250)

Classes: 24 (LN250.A)

Written Work: 3 essays on writers and themes.

Reading List: Poetry: Thomas Hardy; Wilfred Owen; W. B. Yeats; T. S. Eliot; W. H. Auden; Philip Larkin; R. S. Thomas, Iain Crichton Smith, Seamus Heaney.

Fiction: D. H. Lawrence, *Sons and Lovers*; *Women in Love*; Katherine Mansfield, *Collective Short Stories*; Virginia Woolf, *Mrs Dalloway*; James Joyce, *Portrait of the Artist as a Young Man*; *Dubliners*; *Ulysses*; E. M. Forster, *Howard's End*; *Passage to India*; George Orwell, *Coming up for Air*; *Animal Farm*; *Nineteen Eighty-Four*; (also *Essays*; either in *Decline of the English Murder* and *Inside the Whale* or in the 4 volumes of collected letters and journalism); Doris Lessing, *The Grass is Singing*; *The Golden Notebook*; Graham Greene, *Brighton Rock*; *Monsieur Quixote*; Iris Murdoch, *The Bell*; William Golding, *Lord of the Flies*; *The Paper Men*; John Fowles, *The French Lieutenant's Woman*; Daniel Martin.

The books are available in the Library.

Drama: Bernard Shaw; Terence Rattigan; Samuel Beckett; John Osborne; Harold Pinter; Peter Shaffer; David Hare.

A full reading list is supplied at the start of the course.
Supplementary Reading List: C. B. Cox & A. E. Dyson (Eds.), *The Twentieth-Century Mind*, 3 Vols; A. J. P. Taylor, *English History 1914-1945*; J. I. M. Stewart, *Oxford History of English Literature*, Vol. 12; W. Robson, *Modern English Literature*.

Aspects of the Novel: E. M. Forster, *A Room of One's Own*; V. Woolf; T. S. Eliot, *Notes Towards the Definition of Culture*; William Empson, *Seven Types of Ambiguity*.

Methods of Assessment: Three-hour paper in the Summer Term; 3 essay-questions.

LN300

Report on a subject within the field of Russian Studies

Availability and Restrictions: For B.Sc. (Econ.) Part II Russian Government, History and Language/B.Sc. Russian Joint Studies.

Core Syllabus: There is no formal syllabus.

Course Content: The Report may be on any topic within the area of Russian Studies covered by the course. The student's choice must be approved by the Tutor responsible for the course, and, where

LN902

Russian Language (Advanced) (Classes)

Teachers Responsible: Dr. B. S. Johnson, Room C620 and Mrs. Chambers, Room C614

Availability and Restrictions: For M.Sc. in Government, International Relations and other graduate students but others welcome.

Core Syllabus: A continuation of (LN901) above. Study and translation of selected nineteenth and twentieth century texts.

Teaching Arrangements: Classes (LN902.A), Sessional. This course includes Language Laboratory work, and T.V. material.

LN910

German Language Level 1 (Intensive)

Teacher Responsible: Mrs. A. Küllmann-Lee, Room C514

Availability and Restrictions: Only for postgraduate students.

Core Syllabus: An intensive course of spoken and written modern German, primarily for post-graduates, but other highly motivated students may be accepted.

Teaching Arrangements: Sessional classes (LN910.A). Four hours per week. Any interested student should contact Frau Küllmann-Lee, Room C514 and consult the adjacent notice-board.

Books: *Themen Neu, Kursbuch 1* and *Arbeitsbuch 1* plus cassettes; Langenscheidt: *Lesekurs Deutsch Textbuch + Grammar Handbook for Reading German Texts* (H. & W. Rogalla).

LN900

Russian Language (Beginners) (Classes)

Teachers Responsible: Dr. B. S. Johnson, Room C620 and Mrs. Chambers, Room C614

Availability and Restrictions: For M.Sc. in Government, International Relations and other graduate students, but Bachelor's degree and General Course students welcome.

Core Syllabus: A basic practical course of Russian grammar and syntax primarily for reading purposes.

Teaching Arrangements: Classes (LN900.A), Sessional. This course includes Language Laboratory work.

Course book: *Penguin Russian Course, et. al.*

LN901

Russian Language

(Intermediate) (Classes)

Teachers Responsible: Dr. B. S. Johnson, Room C620 and Mrs. Chambers, Room C614

Availability and Restrictions: For M.Sc. in Government, International Relations and other graduate students but others welcome including undergraduates and General Course students.

Core Syllabus: A continuation of (LN900) above. Study and translation of selected nineteenth and twentieth century texts, contemporary material, T.V. news and newspaper articles.

Teaching Arrangements: Classes (LN901.A), Sessional. This course includes Language Laboratory work.

LN911

German Language Level 1 (Absolute Beginners)

Teacher Responsible: Mrs. A. Küllmann-Lee, Room C514

Availability and Restrictions: Only for students preparing German for research.

Core Syllabus: A basic practical course of spoken and written modern German, primarily for post-graduates, but other highly motivated students may be accepted.

Teaching Arrangements: Sessional classes (LN911.A). Two hours per week. Any interested student should contact Frau Küllmann-Lee, Room C514 and consult the adjacent notice-board.

Books: *Themen Neu, Kursbuch 1* and *Arbeitsbuch 1* plus cassettes; Langenscheidt: *Lesekurs Deutsch Textbuch + Grammar Handbook for Reading German Texts* (H. & W. Rogalla).

LN912

German Language Level 1 (Absolute Beginners)

Teacher Responsible: Mrs. A. Küllmann-Lee, Room C514

Availability and Restrictions: Only for undergraduates preparing for the Certificate Examination.

Core Syllabus: A basic practical course of spoken and written modern German.

Teaching Arrangements: Sessional classes (LN912.A). Four hours per week. Any interested student should contact **Frau Küllmann-Lee**, Room C514 and consult the adjacent notice-board.

Books: *Themen Neu, Kursbuch 1* and *Arbeitsbuch 1* plus cassettes; Langenscheidt: *Lesekurs Deutsch Textbuch + Grammar Handbook for Reading German Texts* (H. & W. Rogalla).

LN913

German Language Level 1 (Restarters)

Teacher Responsible: Mrs. A. Küllmann-Lee, Room C514

Availability and Restrictions: Primarily for students preparing for research.

Core Syllabus: As LN910, but only for students with basic knowledge of German (i.e. one year at school).

Teaching Arrangements: Sessional classes (LN911.A). Two hours per week. Any interested student should contact **Frau Küllmann-Lee**, Room C514 and consult the adjacent notice-board.

Books: *Themen Neu, Kursbuch 1* and *Arbeitsbuch 1* plus cassettes.

LN914

German Language Level 2 (Advanced Beginners)

Teacher Responsible: Mrs. A. Küllmann-Lee, Room C514

Availability and Restrictions: Primarily for students preparing for Certificate in German.

Core Syllabus: A continuation of **German Language (Beginners)** above. Study of modern German texts.

Teaching Arrangements: Sessional classes (LN912.A). Two hours per week. Any interested student should contact **Frau Küllmann-Lee**, Room C514 and consult the adjacent notice-board.

Books: *Themen Neu, Kursbuch 2* and *Arbeitsbuch 2* plus cassettes.

LN915

German Language Level 3 (Intermediate)

Teacher Responsible: Mrs. A. Küllmann-Lee, Room C514

Availability and Restrictions: Primarily for students preparing for Certificate in German.

Core Syllabus: A continuation of **German Language** above. Study of modern German texts and advanced grammar.

Teaching Arrangements: Sessional classes (LN913.A). Two hours per week. Any interested student should contact **Frau Küllmann-Lee**, Room C514 and consult the adjacent notice-board.

Books: *Themen Neu, Kursbuch 3* and *Arbeitsbuch 3* plus cassettes.

LN916

German Language (Advanced - Post-A-Level/Post-Bac.)

Teacher Responsible: Mrs. A. Küllmann-Lee, Room C514

Availability and Restrictions: Only for students preparing for the Certificate in German.

Core Syllabus: Study of modern German texts, advanced grammar.

Teaching Arrangements: Sessional classes (LN914.A). Two hours per week. One hour for guided conversation, one hour for grammar revision. This course starts in week four and runs for 4 weeks in the Summer Term.

Books: J. Schumann, *Mittelstufe Deutsch in einem Band (Neubearbeitung)* plus cassette.

LN917

German Language for Management and Business Students

Teacher Responsible: Mrs. A. Küllmann-Lee, Room C514

Availability and Restrictions: Only for students from the Institute of Management who wish to take part in the CEMS programme and others who need to specialise in commercial German.

Core Syllabus: A practical course for spoken and written business German, primarily for undergraduates.

Teaching Arrangements: Sessional classes (LN915.A). Two hours per week. Any interested student who has obtained a good pass mark at O-Level or equivalent should contact **Frau Küllmann-Lee**, Room C514 in the third week of term.

Books: *Business auf Deutsch* (Klett); *Talking Business in German* (Barron's Bilingual Business Guides); *Deutsches Business Magazin* (Hodder & Stoughton).

LN918

German Language Level 1 (Intensive Course Summer Term)

Teacher Responsible: Mrs. A. Küllmann-Lee, Room C514

Availability and Restrictions: Only for postgraduate students.

Core Syllabus: An intensive course of spoken and written modern German, primarily for post-graduates, but other highly motivated students may be accepted.

Teaching Arrangements: Five hours per week for four weeks in the Summer Term only.

Books: *Themen Neu, Kursbuch 1* and *Arbeitsbuch 1* plus cassettes; Langenscheidt: *Lesekurs Deutsch Textbuch + Grammar Handbook for Reading German Texts* (H. & W. Rogalla).

LN919

German Reading Course (Summer Term)

Teacher Responsible: Mrs. A. Küllmann-Lee, Room C514

Availability and Restrictions: Only for postgraduate students.

Core Syllabus: An introduction to German texts for students studying German at level 2 or 3; primarily for students preparing for research.

Teaching Arrangements: Two hours per week for four weeks in the Summer Term.

Books: *Themen Neu, Kursbuch 1* and *Arbeitsbuch 1* plus cassettes; Langenscheidt: *Lesekurs Deutsch Textbuch + Grammar Handbook for Reading German Texts* (H. & W. Rogalla).

LN920

Spanish Language

Availability and Restrictions: Only those proposing to carry out research in the Hispanic sphere.

Core Syllabus: This is an *ab initio* course. When a sufficient number of students express an interest, an intermediate course may be available.

Teaching Arrangements: Sessional classes beginning in October (LN920.A).

Books: Jones & Macklin, *An Intensive Course in Spanish for Beginners*, Hull University Press. Strongly recommended, in addition: H. Ramsden, *An Essential Course in Modern Spanish*, Harrap.

LN930

French Language for Social Scientists (Ab initio)

Teacher Responsible: Mr. H. J. Didiot-Cook, Room C619

Availability and Restrictions: Intended for students of European Studies and International Relations. No previous knowledge of French language required.

Core Syllabus: A basic course in general French, with special reference to French contemporary society through selected texts.

Teaching Arrangements: Sessional classes three hours per week. This course may only start in the second semester.

Course Books: *Le Nouvel Espaces 1*, Hachette. Full reading list will be distributed during the first class.

Method of Assessment: Students of the course are expected to take written and oral examinations for the LSE Certificate of Proficiency in French (Elementary Level I) during the fourth week of the Summer Term.

LN931

French Language for Social Scientists (Beginners)

Teacher Responsible: Mr. H. J. Didiot-Cook, Room C619

Availability and Restrictions: Intended for graduate students of European Studies and International Relations. A previous basic knowledge of French is required, (1 or 2 year introductory language course).

Core Syllabus: A continuation of **French Language (Ab initio)** above, with special reference to French contemporary society through selected texts.

Teaching Arrangements: Sessional, two hours weekly language classes.

Course Books: *Le Nouvel Espaces 1*, Hachette. Full reading list will be distributed during the first class.

Method of Assessment: Students of the course are expected to take written and oral examinations for the LSE Certificate of Proficiency in French (Elementary Level II) during the fourth week of the Summer Term.

LN932

French Language for Social Scientists (Lower Intermediate)

Teacher Responsible: Mr. H. J. Didiot-Cook, Room C619

Availability and Restrictions: Intended for graduate students of European Studies and International Relations. O-level/GCSE, or its equivalent in French is required.

Core Syllabus: A continuation of **French Language (Beginners)** above, with special reference to French contemporary society through selected texts.

Teaching Arrangements: Sessional, two hours weekly language classes.

Course Books: *Le Nouvel Espaces 1*, Hachette. Full reading list will be distributed during the first class.

Method of Assessment: Students of the course are expected to take written and oral examinations for the LSE Certificate of Proficiency in French (Lower Elementary Level) during the fourth week of the Summer Term.

LN933

French Language for Social Scientists (Higher Intermediate)

Teacher Responsible: Mr. H. J. Didiot-Cook, Room C619

Availability and Restrictions: Intended for graduate students of European Studies and International Relations. AS-level, or its equivalent in French is required.

Core Syllabus: A continuation of **French Language (Lower Intermediate)** above, with special reference to French contemporary society through selected texts.

Teaching Arrangements: Sessional, two hours weekly language classes.

Course Books: *Le Nouvel Espaces 2*, Hachette. Full reading list will be distributed during the first class.

Method of Assessment: Students of the course are expected to take written and oral examinations for the LSE Certificate of Proficiency in French (Higher Intermediate Level) during the fourth week of the Summer Term.

LN934

French Language for Social Scientists (Advanced)

Teacher Responsible: Mr. H. J. Didiot-Cook, Room C619

Availability and Restrictions: Intended for graduate students. A-level, or its equivalent is required.

Core Syllabus: A continuation of **French Language (Higher Intermediate)** above. Advanced French language course with special reference to French contemporary society (Politics, History, International Relations...) through selected texts.

Teaching Arrangements: One hourly weekly language class. (Sessional)

Course Books: No set text. Full reading list will be distributed during the first class.

Method of Assessment: Students of the course are expected to take written and oral examinations for the LSE Certificate of Proficiency in French (Advanced Level) during the fourth week of the Summer Term.

LN935

French Language for Management and Business (Advanced)

Teacher Responsible: Mr. H. J. Didiot-Cook, Room C619

Availability and Restrictions: Intended for students of Management Studies. Priority given to CEMS students and undergraduates who expect to join the programme.

Core Syllabus: A continuation of **French Language (Higher Intermediate)** above. Advanced French Language with special reference to Management and Business French through selected texts.

Teaching Arrangements: A two hours weekly language seminar (Sessional).

Course Books: No set text. Full reading list will be distributed during the first class.

Method of Assessment: Students of the course are expected to take written and oral examinations for the LSE Certificate of Proficiency in French (Advanced Level) during the fourth week of the Summer Term.

LN936

French Language for Lawyers (Advanced)

Teacher Responsible: Mr. H. J. Didiot-Cook, Room C619

Availability and Restrictions: Intended for students of law (LL.F., LL.B. and LL.M.) and research students/staff. A-level, or its equivalent in French is required.

Core Syllabus: A continuation of **French Language (Higher Intermediate)** above. Advanced French

Language course with reference to the legal environment. Using selected texts.

Teaching Arrangements: One hour weekly language seminar (Sessional).

Course Books: No set text. Full reading list will be distributed during the first class.

Method of Assessment: Students of the course are expected to take written and oral examinations for the LSE Certificate of Proficiency in French (Advanced Level) during the fourth week of the Summer Term.

LN937

French Language for European Studies (Advanced)

Teacher Responsible: Mr. H. J. Didiot-Cook, Room C619

Availability and Restrictions: Intended for students of European Studies, Government and International Relations. Priority given to graduate students. A-level, or its equivalent in French is required.

Core Syllabus: A continuation of **French Language (Higher Intermediate)** above. Advanced French Language course with reference to contemporary issues in Europe. Using selected texts.

Teaching Arrangements: One hour weekly language seminar (Sessional).

Course Books: No set text. Full reading list will be distributed during the first class.

Method of Assessment: Students of the course are expected to take written and oral examinations for the LSE Certificate of Proficiency in French (Advanced Level) during the fourth week of the Summer Term.

LN990

English as a Second Language

Teacher Responsible: Mrs. Sonia Baker, Room C520 and Mr. Angus Wrenn, Room C521

Availability and Restrictions: For students whose first language is not English (not beginners).

Course Content: All aspects of spoken and written English for all accepted levels of ability. Some English for specific purposes: e.g. English for Lawyers, English for Economists.

Teaching Arrangements: 4 lectures (LN990) at start of the Michaelmas Term. Practical classes (LN990.A) in listening, speaking, reading and writing held from Monday to Friday, Michaelmas, Lent and Summer Terms.

Methods of Assessment: LSE Certificate of Proficiency in English: an optional exam in May.

LAW

Course Guides

LL101

English Legal Institutions

Teacher Responsible: Professor Michael Zander, Room A457

Availability and Restrictions: This course is available to students on any Bachelor's degree, where regulations permit and to General Course students.

Core Syllabus: The aim is to introduce students to the basic features of the legal system: the law making system especially through legislation and the common law; and the civil and criminal justice system.

Course Content: Sources of law; case law and the theory of binding precedent; legislation and statutory interpretation; custom. Reform of the law and codification. The organisation of the courts; their jurisdiction and the types of cases with which they deal. Civil and criminal process, including an outline of pre-trial proceedings; police powers, evidence and procedure of trial. The personnel of the law including judges, magistrates, juries, barristers and solicitors. Legal aid and advice. Appeals. Students are not expected to have any knowledge of the substantive rules of law in contract, tort, criminal law or in the other branches of the law.

Teaching Arrangements: There are two lecture courses each accompanied by a class as follows:

Lectures (LL101):

(i) **The Law Making Process** (10M)

(ii) **Courts and the Trial Process** (14LS)

Classes:

LL101.A: Weekly Michaelmas, Lent and Summer.

Written Work: Depends on class teacher, but usually three or four pieces of written work per term.

Reading List: For (i) the basic text (which should be bought) is Michael Zander, *The Law Making Process*. For (ii) the basic text (which should also be bought) is Michael Zander, *Cases and Materials on the English Legal System*.

Methods of Assessment: There is a three-hour formal examination in the Summer Term based on the full syllabus. Students must do four questions out of ten.

LL102

English Legal System

Teachers Responsible: Professor S. A. Roberts, Room A150 and Professor Michael Zander, Room A457

Availability and Restrictions: This is a compulsory course for the Intermediate LL.B. and LL.B. (French). It is optional for B.A. Anthropology and Law. It is also available to General Course students.

Core Syllabus: The aim is to introduce students to the basic features of the legal system together with

some basic concepts as to the nature of law and its connection with social science.

Course Content:

Introduction to Law (LL102.1).

This provides a broad comparative introduction to the study of law and the social sciences. (a) What is Law? (b) What is a legal system? (c) What is a court? (d) What is a judge? (e) What is a judgement? (f) What is interpretation? (g) What is representation? (h) What is the rule of law?

Courts and Litigation (LL102.2):

(a) The courts: their structure, organization, jurisdiction.

(b) Pre-trial: (1) Civil: interlocutory proceedings, pleadings, delay. (2) Criminal: investigation of crime by the police: police powers; arrest; bail; Police and Criminal Evidence Act 1984.

(c) The trial: procedure in civil and criminal trials; rules of evidence. The jury. The appeal process. The costs of litigation; legal aid.

(d) The legal profession; judges, barristers and solicitors.

Teaching Arrangements: There are two lecture courses, each accompanied by a class as follows:

Lectures:

LL102.1 **Introduction to Law** (10 Michaelmas Term).

LL102.2 **Courts and Litigation** (24 Lent and Summer Terms).

Classes:

For LL.B. Intermediate

LL102.1A: 9 classes in the Michaelmas Term.

LL102.2A: 13 classes in the Lent and Summer Terms.

Written Work: This depends on each class teacher.

Reading List: For LL102.1 the reading consists of materials handed out to students at the beginning of the course in mimeograph form.

For LL102.2 the basic text is Michael Zander, *Cases and Materials on the English Legal System*.

Methods of Assessment: There is a three-hour formal examination in the Summer Term based on the full syllabus for both lecture courses.

LL104

Law of Contract and Tort

Teacher Responsible: Dr. J. Fulbrook, Room A368

Availability and Restrictions: This is a compulsory course for Intermediate LL.B. and LL.B. (French) students, and B.A. Anthropology and Law first year students.

Core Syllabus: An introduction to the basic principles of the law of contract as they apply to consumer transactions, and an introduction to the basic principles of the law of tort in the context of claims for compensation for personal injuries.

Course Content: Michaelmas Term: Formation of contracts, express and implied terms; misrepresentation; exemption clauses; unconscionability; regulation of consumer transactions; remedies for breach of contract.

Lent Term: Liability in trespass; liability in negligence for personal injuries, duty of care,

standard of care, causation and remoteness; employer's liability; occupier's liability; medical liability; product liability; alternative compensation systems.

Teaching Arrangements: 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: This will be set, marked and returned by each class teacher. A student will be expected to produce at least four pieces of written work in the course of the year.

Reading List: Students should follow the advice of their class teachers as to the books to be read.

Methods of Assessment: There is a three-hour formal examination in the Summer Term, which requires candidates to answer questions in both Contract and Tort.

There is a resit examination in this paper in September.

LL105

Property I (Half unit course)

Teacher Responsible: Mr. W. T. Murphy, Room A372

Availability and Restrictions: This is a compulsory course for LL.B and LL.B (French) Intermediate students and 2nd year B.A. 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 English law.

Course 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 Arrangements: Two lectures a week (LL105) and one 2-hour seminar (LL105.A).

Reading List: Murphy & Roberts, *Understanding Property Law*; Ryan, *Property and Political Theory*; Ryan, *Property*.

Methods of Assessment: There is a two-hour formal examination in the Summer Term on which the entire assessment for the course is based.

LL106

Public Law: Elements of Government

Teacher Responsible: Professor C. R. Harlow, Room A541

Availability and Restrictions: This is a compulsory course for first year LL.B. and LL.B. (French) students and B.A. Anthropology and Law students. It is also available to those studying Law and Government. All students are advised that they can also attend GV101, *Introduction to the Study of Politics I*.

Core Syllabus: The course covers the institutions of government, Parliament, and the law relating thereto. The course is a general introduction to public law and government in the U.K. It also covers judicial remedies and provides an introduction to administrative law and civil liberties.

Course Content:

(1) The characteristics of the British Constitution in the context of European Union.

(2) The institutions of government: (a) The Crown, The Prime Minister, Cabinet, central government departments, civil service. (b) Devolved functions and independent agencies. (c) Parliament: representation, elections. (d) The judiciary and judicial review; (e) Civil liberties and the European Convention of Human Rights.

Teaching Arrangements: Lectures (LL106); Michaelmas and Lent Terms, two lectures and one class a week (LL106.A).

Written Work: Will be indicated by the class tutor. Three essays will be required.

Reading List: Texts will be recommended by individual class teachers.

Supplementary Reading List: A detailed study guide with a detailed further reading list including periodical literature is available in the Library.

Methods of Assessment: Three-hour written examination.

LL107

Introduction to Law and Institutions of the European Union

Teachers Responsible: Mr. D. Chalmers, Room A361, Mr. R. W. Rawlings, Room A356 and Dr. E. Szyszczak, Room A355

Availability and Restrictions: This is a compulsory course for Intermediate LL.B. and LL.B. (French) students and optional for B.A. Anthropology and Law students. It is also available to General Course students. There are no pre-requisites for it.

Core Syllabus: The aim is to introduce students to the principal features of both the Institutional and substantive law of the European Union.

Course Content:

(1) The Establishment and Evolution of the European Union

(2) The Structure and Competencies of the European Union

(3) The Institutions of the European Union: (a) the Commission; (b) the Council of Ministers; (c) The European Council; (d) The European Parliament; (e) The Court of Justice

(4) The sources of EC law; (a) The Treaties; (b) secondary legislation; (c) general principles of law and fundamental rights; (d) 'soft' law

(5) The normative qualities of EC law; (a) direct effect; (b) supremacy; (c) indirect effect;

(d) State responsibility

(6) The Jurisdiction of the European Court of Justice: (a) Article 177 EC; (b) Article 169 EC; (c) Articles 173 and 175; (d) Article 184 EC; (e) Articles 178 and 215 EC

(7) Introduction to Free Movement of Goods

(8) Introduction to Free Movement of Persons

(a) Union Citizenship; (b) Free Movement of Workers; (c) Freedom of Establishment and Freedom to Provide Services; (d) Third country nationals

Teaching Arrangements: Two lectures a week (LL107) accompanied by a weekly class (LL107.A).

Written Work: This depends on each class teacher, but usually a minimum of three pieces of written work.

Reading List: Weatherill & Beaumont, *EC Law* (2nd edn., 1995); Hartley, *The Foundations of EC Law* (3rd edn., 1994); Shaw, *European Community Law* (2nd edn., 1996); Nugent, *The Government and Politics of the European Community*; Lasok & Bridge, *Law and Institutions of the European Communities* (6th edn., 1994); Wyatt & Dashwood, *European Community Law* (3rd edn., 1994); Craig & De Burca, *EC Law: Text, Cases and Materials* (O.U.P., 1995).

Methods of Assessment: There is a three-hour formal examination in the Summer Term.

LL201

Administrative Law

Teachers Responsible: Professor C. R. Harlow, Room A541 and Mr. R. Rawlings, Room A356

Availability and Restrictions: This course is optional for 2nd or 3rd year LL.B. and LL.B. (French) students and B.A. Anthropology and Law, and compulsory for those studying Law and Government.

Core Syllabus: The course examines the law relating to public administration and, in particular, the possibilities, limitations and desirability of legal intervention.

Course Content: History and theories of Administrative Law; the Administrative Process and its characteristics; Administrative Tribunals; Judicial Review and the Ombudsmen. Special studies will be made of the relationship between Administrative Law and e.g. (i) Welfare Benefits; (ii) Immigration Control; (iii) Regulation; (iv) Citizens' Charter; (v) European Community Law.

Teaching Arrangements: (1) Seminars (LL201) held weekly. These are conducted by Mr. R. Rawlings and Professor Carol Harlow.

(2) Occasional seminars, conducted jointly with visiting speakers in the Lent Term.

Written Work: A minimum of two essays will be required.

Reading List: Harlow and Rawlings, *Law and Administration* (2nd edn. forthcoming). 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* (3rd edn., 1994)*; M. Dimock, *Law and Dynamic Administration* (1980)*; P. Cane, *Introduction to Administrative Law* (3rd edn., 1996); K. C. Davis, *Discretionary Justice* (1969)*; G. Ganz, *Administrative Procedures* (1974)*; D. Foulkes, *Administrative Law* (8th edn., 1995)*; Bailey, Cross & Mowbray, *Cases and Materials in Administrative Law* (2nd edn., 1992); G. Richardson & H. Genn (Eds.), *Administrative Law and Government Action* (1994); C. Harlow, *Compensation and Government Torts* (1982)

Methods of Assessment: One three-hour examination. The paper will contain nine questions of which four are to be answered.

LL203

Law of Business Associations

Teachers Responsible: Vanessa Finch, Room A539, Judith Freedman, Room A540 and Dr. Julia Black, Room A461

Availability and Restrictions: This course is for 2nd and 3rd year LL.B. and LL.B. (French) students and B.A. Anthropology and Law only. (Not available for General Course students). Some background knowledge of contract and agency principles, as well as trust law, is desirable.

The emphasis in this course is on registered companies with reference made to Partnership Law and other forms of business association to the extent necessary to provide background to the study of Company Law. The use of the corporate structure for different types of enterprise is examined and the relationships, rights and duties of the various parties involved in the corporation are explored.

Course Content:

(1) *Partnership:* The nature of partnership; relation of partners externally and *inter se*; partnership property; dissolution of partnership.

(2) *Basic Company Law:* (a) Introduction to history of company law and company law reforms; company administration extra statutory regulation; the role of company law and the nature of the company. (b) Types of companies and their functions; the process of incorporation; preincorporation contracts; corporate personality. (c) Constitution; the doctrine of ultra vires; the contract in the articles; the liability of the company in contract, tort and crime; the distribution of power in a company. (d) Duties of directors, fraud on the minority, class rights. (e) Company finance – classes of securities, floating charges; maintenance of capital; regulation of public offers. (f) Reconstruction, Mergers, Winding Up and Takeovers. (g) Enforcement of Company Law, Investigations, securities regulations.

Teaching Arrangements: There are 40 lectures (LL203), two lectures per week and one two-hour fortnightly seminar.

Main Lecturers: V. Finch, J. Freedman, Dr. J. Black.

Selected essay questions and problems will be discussed in class.

Written Work: There will be at least three written assignments during the course.

Reading List: Recommended: T. Hadden, *Company Law and Capitalism*; Gower's, *Principles of Modern Company Law*; J. H. Farrar, *Company Law*; *The Company Lawyer* (bi-monthly periodical, Oyez Longman); L. S. Sealy, *Cases and Materials on Company Law*; H. R. Hahlo, *Casebook on Company Law*; CCH, *British Companies Legislation* or Butterworths, *Company Law Handbook*. More detailed reading lists will be provided during the course. The latest edition of books should be consulted in each case.

Methods of Assessment: There is a three-hour formal examination in the Summer Term, based on

the full syllabus. Four questions must be answered. The paper counts for 100% of the assessment. Students are permitted to bring into the examination their own copies of the relevant legislation, with non verbal markings only.

LL207

The Law Relating to Civil Liberties in England and Wales

Teacher Responsible: Mr. D. N. Schiff, Room A153
Availability and Restrictions: This is an optional course for LL.B. and LL.B. (French) Part I and Part II and B.A. Anthropology and Law.

Core Syllabus: The aim of this course is to discuss civil liberties in England from a domestic standpoint. It deals with the following: theories of civil liberties; public order; police powers; obscenity; terrorism; contempt of court; freedom of expression; freedom of religion and bills of rights.

Course Content:

- A. Theories of civil liberty.
- B. Public order: (1) General and historical; (2) Breach of the peace; (3) Legislation relating to public order; (4) Picketing.
- C. Police Powers: (1) Approaches to powers; (2) Ancillary powers; (3) Arrest; (4) Stop and search; (5) Powers on arrest; (6) Entry, search and seizure; (7) Disciplining the police; (8) Institutional position of the police.
- D. State Security, including the Official Secrets Act and the legislation concerning the Security Services.
- E. Terrorism.
- F. Obscenity, including obscene literature, films, computer pornography, etc.
- G. Freedom of expression, including contempt of court.
- H. Freedom of religion (various manifestations).
- I. Bills of Rights – should we have them and if so what model?

Teaching Arrangements: This is a seminar course. 21 two-hour seminars (LL207) are held in Michaelmas, Lent and Summer Terms. There are no lectures. Seminars are held on Thursday afternoon between 4–6 p.m., room to be notified.

Written Work: Term essays will be required but these do not count towards the degree.

Reading List: A detailed reading list will be available at the beginning of the course. In general students might use the following: J. S. Mill, *On Liberty*; G. Robertson, *Freedom, The Individual and the Law* (7th edn., 1993); K. Ewing & C. Gearty, *Freedom Under Thatcher* (1990); D. Feldman, *Civil Liberties and Human Rights in England and Wales* (1993); S. H. Bailey, D. J. Harris & B. L. Jones, *Civil Liberties, Cases and Materials* (4th edn., 1995); G. Robertson & A. Nicol, *Media Law* (3rd edn., 1992); A. T. H. Smith, *Public Order* (1987); W. Laqueur & M. Rubin, *The Human Rights Reader* (1979); M. Zander, *The Police and Criminal Evidence Act 1984* (3rd edn., 1994); L. H. Leigh, *Police Powers in England and Wales* (2nd edn., 1985); D. Bonner, *Emergency Powers in Peacetime* (1985).

Methods of Assessment: This course is examined by a three-hour written examination in the Summer

Term. In general ten questions are set of which four are to be answered.

LL209

Commercial Law

Teachers Responsible: Dr. S. Worthington and Mrs. V. Prais, Room A354

Availability and Restrictions: This course is available to Bachelor's degree and Diploma students where regulations permit. There is no pre-requisite law subject for this course.

Core Syllabus: The aim of this course is to introduce non-law students to the fundamental principles and problems of contract law and company law.

Course Content:

- (1) Contract: essentials of a valid contract; capacity; privity; content; factors of invalidation; discharge; remedies.
- (2) Company Law: incorporation; constitutional documents; ultra vires doctrine; liability of the company; directors; majority rule and minority protection; DTI investigations; insider dealing.

Teaching Arrangements: Each week for 20 weeks there are two lectures (LL209) one hour, accompanied by a class (LL209.A).

Reading List: McKendrick, *Contract Law*; Griffin, *Company Law: Fundamental Principles*; Dine, *Company Law*.

Supplementary Reading List: Collins, *The Law of Contract*; Farrar's *Company Law*; Hicks & Goo, *Cases & Materials on Company Law*.

Methods of Assessment: There is a three-hour formal examination in the Summer Term, based on the full syllabus. The paper contains eight questions, of which four are to be answered. The examination counts for 100% of the assessment of the course.

LL210

Computers, Information and Law

(Not available 1997–98)

Teachers Responsible: Mr. J. Jacob, Room A341 and Mr. W. T. Murphy, Room A372

Availability and Restrictions: This course is optional for Parts I and II of LL.B. and LL.B. (French) students and B.A. Anthropology and Law.

Core Syllabus: This course provides an introduction to the use of computers in legal practice and an assessment of the effects of changing technologies on social, in particular legal, cultures.

Course Content: Module 1. *Information Technology and Information Handling by Lawyers* (LL210.1): Computer hardware and software, information systems development and operation and application of information technology. The use of micro computers with personal databases, integrated packages and wordprocessing.

(A) The public databases (including LEXIS): an introduction to their logical structures and search strategies.

Module 2. *Communication, Technology and Legal Systems* (LL210.2). (A) Communication and Law: (i)

Communication and Society: the storage, retrieval, and use of information.

(ii) The 'legal system' as a communication network: historical perspectives.

(B) Information technology and Law.

(iii) What is technology?

(iv) What is information? Expert systems in Law.

Teaching Arrangements:

Module 1 (LL210.1) will be taught by lectures and classes (LL210.1A) in the Michaelmas Term. The classes are used to clarify lecture material. This module will be taught together with relevant parts of *Introduction to Data Management Systems*, IS142. Module 2 (LL210.2) will be taught by ten one-hour seminars in the Lent Term.

Reading List: Reading for each of the modules will be supplied both before and during the course.

Methods of Assessment: There will be two two-hour examinations each carrying equal weight. The first will contain questions from module 1, the second from module 2.

LL212

Conflict of Laws

Teacher Responsible: To be announced

Availability and Restrictions: This course is optional in the LL.B and LL.B. (French) students and B.A. Anthropology and Law. Students are not recommended to take this course before their third year of the LL.B. course. A good knowledge of law is required.

Core Syllabus: This subject concerns the legal problems resulting from a situation which has contacts with more than one country: how does the English legal system deal with international cases of a private (not government-to-government) nature?

Course Content:

General: Introduction; domicile.

Family Law: Formal and essential validity of marriage; polygamy; divorce jurisdiction; recognition of foreign divorces.

Jurisdiction (Traditional Rules): Service of writ on individuals in England; service abroad under R.S.C. Ord. 11; jurisdiction over companies; jurisdiction agreements; forum non conveniens; Mareva injunctions. *Foreign Judgements:* Jurisdiction of foreign courts; defences; procedures.

Brussels Jurisdiction and Judgements Convention: Scope of convention; domicile; special jurisdiction; jurisdiction agreements; lis alibi pendens; recognition of judgements.

Contract: Rome Convention on the Applicable law for Contracts.

Teaching Arrangements:

Seminars: LL212 – Michaelmas, Lent and Summer Terms.

Reading List: Morris, *The Conflict of Laws*.

Reference: J. G. Collier, *Conflict of Laws*; A. J. E. Jaffey, *Introduction to the Conflict of Laws*; A. V. Dicey & J. H. C. Morris, *Conflict of Laws*.

Full reading lists and problem sheets are provided for the seminars and students are expected to work through these in advance. Some topics dealt with in seminars are not covered in the textbooks. For this reason good attendance is important.

Methods of Assessment: Normal three-hour written examination paper.

LL215

Criminal Law

Teacher Responsible: Professor R. Baldwin, Room A158

Availability and Restrictions: The course is compulsory for LL.B. and LL.B. (French) Part I students and B.A. Anthropology and Law 3rd year students. There are no pre-requisites for it.

Core Syllabus: The aim of the course is to provide a grounding in the general principles of criminal law and to examine the application of these principles to certain specific offences. Policy issues surrounding both principles and offences are also discussed.

Course Content: Mens rea; actus reus; defences to crime; strict liability; parties to crime; homicide; defences to murder; infanticide; rape; incest; theft; fraud as dealt with the Theft Acts 1968 and 1978; handling stolen property; robbery (in outline only); commercial offences.

Teaching Arrangements: Teaching is by 20 lectures (LL215) and 23 classes (LL215.A). 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 have read the relevant chapters on the topics set out above in one of the following textbooks, J. C. Smith & B. Hogan, *Criminal Law* (7th edn., 1992); Cross, Jones & Card, *Introduction to Criminal Law* (12th edn., 1992); M. Allen, *Introduction to Criminal Law* (2nd edn., 1993). They will also be expected to read all cases and materials marked as primary on the detailed reading lists provided. Additional reading in the shape of cases and materials designated as secondary is also set out on the reading sheets.

Students may find it advantageous to purchase Elliot & Wood, *Casebook on Criminal Law* (6th edn., 1992) or C. Clarkson & H. Keating, *Criminal Law: Text and Materials* (3rd edn., 1994). They may wish to consult N. Lacey, C. Wells & D. Meure, *Reconstructing Criminal Law* (1990).

Methods of Assessment: One three-hour paper. Four questions to be answered out of nine.

LL221

Law of Domestic Relations

Teacher Responsible: Mr. D. C. Bradley, Room A465

Availability and Restrictions: This is an optional course for LL.B. and LL.B. (French) 2nd or 3rd year and B.A. Anthropology and Law 2nd or 3rd year students.

Core Syllabus: The aims of the course are to examine issues of contemporary importance in the

law of domestic relations and to investigate the development and institutional significance of this branch of the law.

Course Content:

Topics will be selected from the following:

- (i) The evolution of marital capacity law.
- (ii) Transsexualism.
- (iii) The code of sexual morality.
- (iv) Abortion and sexual equality.
- (v) Matrimonial property.
- (vi) Marriage as a source of financial support.
- (vii) Domestic violence.
- (viii) Divorce.
- (ix) Mediation, marriage contracts and private ordering.
- (x) Children and divorce.
- (xi) Child protection and local authority care.
- (xii) Adoption.
- (xiii) Unmarried cohabitation.
- (xiv) Children of unmarried parents.

Teaching Arrangements: There is one lecture and one seminar every week.

Lectures: LL221 Law of Domestic Relations.

Seminar: LL221.A

Students should note that lectures provide the background for seminar work. Students must be prepared to work independently for the seminars.

Reading Lists will be distributed.

Written Work will be required by seminar teachers.

Methods of Assessment: This course will be assessed by examination and an essay written during the course.

Students may use their own copy of Sweet & Maxwell's *Family Law Statutes* or Longmans *Family and Child Law Statutes* in the examination in accordance with School and University Regulations.

LL223

Economic Analysis of Law

(Not available 1997-98)

Teacher Responsible: Dr. B. V. Hindley, Room S583

Availability and Restrictions: This course is optional for LL.B. and LL.B. (French) 2nd and 3rd year students, B.A. 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.

Course 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, workmen's compensation.
 - Crime – optimal criminal sanctions, crime prevention.
- Other topics may be introduced from time to time.

Teaching Arrangements:

- Lectures (LL223): 1 a week.
- Classes (LL223.A): 1 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.

Methods of Assessment: Three-hour formal examination, Summer Term. Four questions to be attempted from about twelve.

LL226

Elements of Labour Law

Teacher Responsible: Ms. A. Edwards

Availability and Restrictions: This course is available to B.Sc. Management Science students and other Bachelor's degree students where regulations permit. While any previous knowledge and/or experience of the law in industrial relations is an advantage it is NOT essential.

Core Syllabus: The aim of the course is to examine the role of the law in British industrial relations. It is divided into two parts. The first covers the collective labour relations between trade unions and employers. The second is concerned with the individual labour relationship between each individual worker and his or her employer.

Course Content: Collective labour law:

Trade unions' organisational rights: legal status of trade unions; the individual right to organise and right to dissociate – the closed shop; time off work for union activities. Internal trade union management; admission and expulsion; members' rights; union democracy; union political activities; mergers, inter-union relations.

Collective bargaining and the law: union recognition; legal status of collective agreements; disclosure of information. Consultation rights. Legal regulation of strikes and other forms of industrial conflict; picketing; individual workers' rights; civil liabilities for organising industrial action; state emergency powers.

Individual labour law:

Legal nature of individual employment relationship; employee status contrasted with self-employment; relationship of individual contract to collective agreements. Individual rights during employment: pay – guarantee pay, sick pay, maternity rights including maternity pay; working time – time off work, holidays.

Discrimination in employment: sex discrimination, including equal pay, discrimination on racial grounds, disability discrimination. Termination of employment: different types of termination; rights of dismissed employees – wrongful dismissal, unfair dismissal, redundancy.

Health and safety at work.

Teaching Arrangements:

The course will be taught by 22 weekly seminars (one and a half hours) (LL226) in the Michaelmas, Lent and Summer Terms unless the numbers taking it are sufficient to justify a weekly lecture plus a weekly class (LL226.A).

Written Work: Students will be required to do two pieces of written work each term.

Reading List: Students are advised to purchase one of the following: Deakin & Morris, *Labour Law*; Smith & Wood, *Industrial Law*.

They should consult the following regularly: Wedderburn, *The Worker and the Law*.

Supplementary Reading List: Hepple & Fredman, *Labour Law and Industrial Relations in Britain*; Anderman, *Labour Law: Management Decisions and Workers' Rights*; Pitt, *Employment Law*; Pitt, *Cases and Materials on Employment Law*.

Methods of Assessment: There is a three-hour formal examination in the Summer Term based on the syllabus above. The paper contains 10 questions of which four have to be attempted.

LL231

The Substantive Law of the European Union

Teachers Responsible: Dr. E. Szyszczak, Room A355 and Mr. D. Chalmers, Room A361

Availability and Restrictions: This is an optional course for LL.B. Parts I and II, LL.B. (French) students and B.A. Anthropology and Law. Students must have completed or be taking LL107 or demonstrate knowledge to an equivalent level. No knowledge of a foreign language is necessary.

Core Syllabus: An introduction to the substantive law of the European Union.

Course Content: *The Constitutional Freedoms of the Single European Market:* Freedom of movement of goods, persons, services and capital.

The Law of Citizenship of the European Union.

The Law of Economic and Monetary Union: The obligation placed on Member States in the run up to Economic and Monetary Union; the Institutional framework governing economic and monetary union.

The Law of External Relations of the European Union: The common commercial policy, common foreign and security policy, common visa policy, cooperation in justice and home affairs.

EC Competition Law: EC cartel, anti-trust and merger law. Enforcement of EC competition law. Issues of harmonisation: legal base of legislation in the European Community, subsidiarity, legislative approaches to harmonisation.

Teaching: One one hour lecture (LL231) a week and one hour seminar a week (LL231.A).

Written Work: In addition to the assessed essay, a minimum of two pieces of written work will be required.

Reading List: Weatherill and Beaumont, *EC Law* (1996, Penguin); Craig and De Burca, *EC Law* (1993, Sweet & Maxwell, 3rd edn.); Whish, *Competition Law* (EC Law Text, Cases and Materials, 1995), Hartley, *The Foundations of European Community Law* (1994, Clarendon, 3rd edn.).

Methods of Assessment: The scheme of examination will be:

- (i) 25% assessed essays of between 3,500–4,000 words. The essay must be selected from an area that falls within one of the Community's flanking or horizontal policies. It must be submitted by the end of the Lent Term.
- (ii) 75% three hour examination. Unmarked copies of

either Rudden & Wyatt, *Basic Community Laws*, Sweet & Maxwell's *European Community Treaties* or Blackstone's *EC Legislation* may be taken into the examination.

LL233

Law of Evidence

Teacher Responsible: Professor B. Brown

Availability and Restrictions: This course is optional for LL.B. and LL.B. (French) Part I and II and B.A. 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 technologies of proof and information processing in law.

Course Content: The use of evidence; evidence as information; adjectival and evidential law; forms of reasoning; techniques of inference and deduction; relevancy and proof; Bayesian and Pascalian probability; legal and scientific proof; relevancy and proof; incidence of proof; direct and circumstantial evidence; writing and documentation; form and substance in the construction of proof; techniques of information gathering.

Teaching Arrangements: A weekly two-hour seminar (LL233).

Reading List: Twining, *Wigmore and Bentham on Evidence*; Zuckerman, *The Principles of Criminal Evidence*.

The full reading list will be available at the beginning of the year.

Methods of Assessment: There will be one three-hour examination.

LL235

Housing Law

(Not available 1997-98)

Teacher Responsible: Mr. R. L. Nobles, Room A328

Availability and Restrictions: This is an optional course for Part I and II – LL.B. and LL.B. (French) degree and B.A. Anthropology and Law.

Core Syllabus: This course will examine the legal framework surrounding the provision of housing.

Course Content:

1. *The History of Housing Policy.*
2. *Housing Finance*
Mortgages and tax reliefs
Local Authority finance and housing subsidies
Housing Benefit
Housing Corporation funding
3. *Housing Standards*
Building Regulations; Repair Law; Public Health; Overcrowding and Multioccupancy; Clearance; Improvements.
4. *Rights of Tenure*
Owner occupation
Private rented sector
Council housing.
5. *Right of Access*
Homelessness, Squatting, Housing (Homeless Persons) Act, Racial Discrimination.

LL265

Legislation

Teacher Responsible: Mr. J. Jacob, Room A341

Availability and Restrictions: This is an optional course for LL.B. and LL.B. (French) Parts I and II and B.A. Anthropology and Law.

Core Syllabus: The examination is by extended essay on a subject of the student's choice and approved by **Joe Jacob** rather than by a written paper.

The essay itself should throw new light on the legislative process. This may be done either by a case study of e.g. the passage of a Bill or by examining the operation of a legislative institution. It is to be noted that some of the most rewarding case studies have been on a basis which includes looking at Departmental files at the Public Record Office.

In approving the subject of an essay, account is taken of whether it is within the syllabus and the proposed methodology including the availability of materials.

Course Content:

1. Sources of Legislation: Pressure Groups; Royal Commission and Committee Reports; The Law Commission; The Civil Service; Cabinet Committees.
2. Parliamentary Procedure and Scrutiny of Legislation: Standing Committees; Delegated Legislation; Private Bills; The Role of the House of Lords.
3. The Role of Private Members: (a) Government Bills and (b) Private Members Bills.
4. Ethics: Lobbying; Conflict of Interest.
5. Draftsmanship and Parliamentary Counsel.
6. Interpretation of Statutes and the Role of the Courts.
7. Statutory Instruments.
8. Access to Legislation.
9. The reform of each of the above matters.

Teaching Arrangements: Seminar (LL265), two hours each week. See *Scope* above.

Reading List: Reading will be suggested during the course.

Methods of Assessment: The essay will be about 10,000-12,000 words in length. It is preferred that it is word processed. It must be submitted by the end of the **Lent Term**. There will be an oral examination soon after the beginning of the Summer Term. This will test further the student's knowledge and understanding of the subject on which he has written his essay and the syllabus in general. In assessing the final result both the essay and an oral examination will be taken into account.

LL269

Civil Litigation - Processes and Functions

Teacher Responsible: Mr. J. Jacob, Room A341

Availability and Restrictions: This course is optional for Parts I and II of the LL.B., LL.B. (French) students and B.A. Anthropology and Law.

Availability and Restrictions: Via the media of what lawyers do and of non-criminal litigation processes, the course provides a fresh perspective on other courses within the LL.B. Although the course avoids teaching the nuts and bolts of civil procedure (that is the concern of post-graduate professional training), it will be of help to those with any intention of a career which might be affected by litigation. This obviously

includes those who want to go to the bar or litigation departments of solicitors. By providing an overview of litigation as a whole, beyond these professional ambitions the course has a utility for all those who want to know how law works.

Core Syllabus: The course offers an overview of the civil litigation processes and their functions. It builds on most of the compulsory courses of the LL.B. The course aims (a) to explain the nature and functions of negotiation within the litigation process; (b) to determine various functions of litigation; (c) to explore what lawyers do in practice; (d) to outline civil litigation; and (e) to focus on current debates and controversies.

Course Content

(A) Lawyers and Lawyering. (i) Litigation: Disputes and their relation to litigation; Litigation as an authoritative resolver of issues. (ii) The symbolism of the forum. (iii) Types of party. (iv) The supporting cast, professional lawyers, non-lawyers, and enforcing officers. (v) Costs. (vi) Types and forms of action. (vii) Openness. (viii) The powers of the Court. **(B) Civil Litigation:** (i) Remedies; (ii) Enforcement; (iii) Commencement; (iv) Limitation of actions. (v) Interlocutory Proceedings. (vi) Trial; role, effects and limits of orality. (vii) Appeals.

Teaching Arrangements: One two hour seminar per week.

Written Work: A minimum of two essays will be required but they will not count towards the examination.

Reading: There is a shortage of accessible material and certainly no fully suitable text. Most of the assigned readings will be in the form of legal material held by the library and photocopies from legal and non-legal journal articles not so easily available. Some will be distributed and some placed on deposit in the off-print collection. There is much useful material in, among other journals, *Civil Justice Quarterly*. Neil Andrews's *Principles of Civil Litigation* (1994) is the further reading.

Method of Assessment: One three-hour examination in the Summer Term.

LL270

Mercantile Law

(Not available 1997-98)

Availability and Restrictions: This is an optional course for LL.B. and LL.B. (French) students - generally in 3rd or 4th year as well as B.A. Anthropology and Law students. Knowledge of Contract essential; Tort and equity very useful.

Core Syllabus: A study of selected commercial law topics presently, sale of goods, finance and security.

Course Content: *Sales:* all aspects of sale of goods, but particularly implied terms, the passing of property in goods and transfer of title by non-owners, remedies, international sales, documentary credits. *Finance and security:* negotiable instruments, letters of credit, receivables financing, security.

Teaching Arrangements: There will be one two-hour seminar a week. Classes meet every three weeks. An outline with main topics, cases and other references is distributed. Work sheets are given out for each class.

Lectures and Classes (LL270.A): Rooms and times to be announced.

Written Work: Generally two pieces (problems and essays) in the course of the year will be set.

Reading List:

Text: L. Sealy & R. Hooley, *Text and Materials in Commercial Law*; R. Goode, *Commercial Law*, 2nd edn., (1995).

Reference: Iwan Davies, *Commercial Law*, Blackstone, 1992; Atiyah, *The Sale of Goods* (8th edn.); Benjamin's, *Sale of Goods* (4th edn.); Markesinis & Munday, *An Outline of the Law of Agency* (3rd edn.); Bowstead on *Agency* (14th edn.); Cranston (Ed.), *Commercial Law* (1992); Cranston, *Principles of Banking Law* (1997).

This will be supplemented by reference to articles and other books in the lecture outline.

Methods of Assessment: The paper is divided into essay and problem questions. Prescribed statutes can be taken into the exam.

LL272

Outlines of Modern Criminology (Half unit course)

Teacher Responsible: Professor R. Reiner, Room A463

Availability and Restrictions: This course is optional for LL.B. and LL.B. (French) Part I and II and B.A. Anthropology and Law. Some familiarity with sociological or psychological literature would be an advantage, but is not a pre-requisite.

Core Syllabus: This half-unit course aims to give an introduction to selected aspects of Modern Criminology, lasting one term. The Course is highly selective and every effort is made to hold the reading requirements within reasonable limits. It is suitable for General Course Students, and a limited number may be admitted on application.

The main theories about crime and its explanation are examined, including biological, psychological and psycho-analytical theories. The emphasis is on sociological theories about crime, including modern critical theories. Also included are an evaluation of: criminal statistics; the role of victims in crime and criminal justice process; policing and crime prevention; women, crime and justice.

Course Content:

1. The history of criminological theory.
2. Individual explanations of crime: biological, psychological, and psycho-analytical theories.
3. Sociological explanations of crime; including recent critical theories.
4. Crime statistics: how can official statistics be interpreted. The role of crime surveys.
5. The role of the victim in regard to (a) the crime, and (b) the criminal justice process.
6. Policing and Crime Prevention.
7. Women, crime and the criminal justice system.

Teaching Arrangements: A weekly two-hour seminar (LL272) and no class, in the Michaelmas Term.

Written Work: Essays or past examination questions will be set from time to time.

Reading List: Useful introductions which can be read in advance are:

F. Heidensohn, *Crime and Society* (1989), and/or K. Williams, *Textbook on Criminology* (1991). A text covering most topics on the course in sufficient depth is M. Maguire, R. Morgan & R. Reiner (Eds.), *The Oxford Handbook of Criminology* (1994).

Other recommended texts:

D. Downes & P. Rock, *Understanding Deviance* (1988); P. Rock (Ed.), *A History of British Criminology* (1988); G. Vold & T. Bernard, *Theoretical Criminology* (1986); I. Taylor, P. Walton & J. Young, *The New Criminology* (1973); J. Shapland, *Victims in the Criminal Justice System* (1985); R. Reiner, *The Politics of the Police* (2nd edn., 1992); A. Bottomley & K. Pease, *Crime and Punishment: Interpreting the Data* (1986); F. Heidensohn, *Women and Crime* (1985).

Methods of Assessment: There will be one two-hour examination.

LL275

Property II

Teacher Responsible: Mr. R. Nobles, Room A328

Availability and Restrictions: This is an optional course for LL.B. and LL.B. (French) Part I and II and compulsory for B.A. 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.

Course 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.

Teaching Arrangements: One course of weekly two-hour seminars (LL275.A).

Reading List: S. Gardner, *An Introduction to the Law of Trusts*; J. Hackney, *Understanding Equity and Trusts*; Maudsley & Burn, *Land Law: Cases and Materials*; Moffat, *Trusts Law: Text and Materials*; Murphy & Roberts, *Understanding Property Law*.

Methods of Assessment: There is a three-hour formal examination in the Summer Term on which the entire assessment for the course is based.

LL278

Public International Law

Teacher Responsible: Professor C. J. Greenwood, Room A387

Availability and Restrictions: This is an optional course for LL.B. and LL.B. (French) Parts I and II, B.A. Anthropology and Law and for other Bachelor's degrees where regulations permit.

Core Syllabus: The aim of the course is to introduce students to the nature, role and content of public international law.

Course Content:

1. **Introduction:** Nature and basis of international law.
2. **Sources of International Law.**
3. **Treaties.**
4. **International Law and National Law:** the relationship between international law and national law.
5. **Participants in the International Legal System - States; Governments; International organizations; Individuals; Other participants:** (e.g. NGO's).
6. **Territory:** The extent of state territory; acquisition and maintenance of title to State territory.
7. **Jurisdiction:** The bases of asserting jurisdiction over persons and events.
8. **Immunities from Jurisdiction:** State immunity; act of State; diplomatic and consular immunity; immunity of international organisations.
9. **State Responsibility:** General principles of responsibility; imputability of acts of individuals to States; circumstances excluding responsibility; procedures.
10. **Treatment of Aliens:** Duties owed to aliens.
11. **International Claims:** The legal basis for international claims.
12. **The Use of Force:** The prohibition of aggression; self-defence; reprisals; humanitarian intervention.
13. **Dispute Settlement:** Methods of settlement: International Court of Justice.

Teaching Arrangements: Lectures: The lecture course (LL278) is given by **Professor Greenwood, Professor Chinkin and Mr. Bethlehem** and consists of two hours for 10 weeks in Michaelmas and Lent Terms and for one week in the Summer Term. Classes: Students receive one hour of classes per week for 10 weeks in Michaelmas and Lent Terms; and one hour for 2 weeks in Summer Term (LL278.A for specialists and LL278.B for non-specialists).

Reading List: D. J. Harris, *International Law: Cases and Materials* (4th edn., 1991); M. Shaw, *International Law* (3rd edn., 1992) and either I. Brownlie, *Basic Documents in International Law* (4th edn., 1995); or M. Evans, *International Law Documents* (1997 edn.).

Public international law involves the application of legal principles and techniques to the most complex and contentious problems of international affairs. It is therefore invaluable for those contemplating an international career, as diplomats, government legal advisers, officials of international organisations or lawyers with an international practice. In addition, points of international law arise with increasing regularity in English courts.

Methods of Assessment: There is a three-hour formal examination in the Summer Term, based on the entire syllabus. There are usually 10 questions, of which 4 are to be answered. The paper comprises both essays and problem questions. Class teachers also require essays in the Michaelmas and Lent Terms.

Law of Restitution

(Not available 1997-98)

Availability and Restrictions: This course is optional for LL.B. and LL.B. (French) Part I and II students and B.A. 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.

Course Content:

1. Historical and analytical introduction to the structure of the law of restitution.
2. 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.
3. 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.
4. Restitution and free acceptance.
5. Restitution and wrong doing.
6. Restitution in the second measure, with particular reference to the rules of tracing.
7. Defences to a restitutionary claim.

Teaching Arrangements: 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 2 pieces of written work will be required, usually 1 essay and 1 problem.

Reading List: P. B. H. Birks, *An Introduction to the Law of Restitution* (Oxford, 1989). Reference should also be made to Goff and Jones, *The Law of Restitution* (3rd edn., 1986).

Methods of Assessment: There is a three-hour formal examination in the Summer Term on which the entire assessment for the course is based.

LL282

LL284

Sentencing and Treatment of Offenders (Half unit course)

Teacher Responsible: Dr. J. Peay, Room A462

Availability and Restrictions: This course is optional for LL.B. and LL.B. (French) Part I or II and B.A. 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. As the course is geared to the English system it is not so suitable for General Course students though some have opted for it in the past.

Core Syllabus: This course, which is a half unit course for the purpose of the LL.B., lasts one term. Criminal justice is now a topic of considerable political debate and change. The syllabus is liable, therefore, to alter year by year. It examines the aims

and justifications of punishment, looking both at its development and areas of current controversy. The question of how courts carry out their sentencing function, both in theory and practice, is supplemented by consideration of proposals for sentencing reform. It goes on to examine the various custodial and non-custodial measures available and their effectiveness, and focuses particularly on recent attempts to promote "punishment in the community". Mentally disordered offenders raise particular problems, as do 'dangerous' and persistent offenders - the course will examine these and the responses they provoke, together with an examination of the reality of treatment within confinement.

Course Content:

Punishment - its history, aims and justifications
Sentencing - theory, practice and possibilities for reform
Custody - containment, treatment, rights and release
Community based penalties - their scope and future
Mentally disordered, dangerous and persistent offenders - the penal response to problematic groups.
Teaching Arrangements: LL284 10L (two hour seminars). Teaching is by a combination of formal student presentations and group discussion.
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 Andrew Ashworth, *Sentencing and Criminal Justice* (Weidenfeld & Nicolson, 1995).
Methods of Assessment: There will be one two-hour examination.

LL287

LL288

Social Security Law I and II (Half unit courses)

Teacher Responsible: Dr. Julian Fulbrook, Room A368

Availability and Restrictions: These courses are optional for LL.B. and LL.B. (French) - Parts I and II, B.A. Anthropology and Law. SS I is a pre-requisite for SS II.

Core Syllabus: SS I aims to survey the basic legal theory of the subject. SS II is an advanced practical course on lawyering technique.

Course Content:

- (1) *Social Security I:* General Introduction to National Insurance and Income Support Law. Terminology and specialist citations. Historical perspectives: the Poor Law, the 1909 Royal Commission, the 1911 Act, the 1934 'double decker' system. The Beveridge structure. Contributions. Types of benefits. Social Security Appeal Tribunals. The Commissioners. Ministers Questions. Job Seeker's Allowance. Sickness and Incapacity Benefits. Income Support. Social Security and strikes.
- (2) *Social Security II:* Interviewing. Audio Visual practice. Negotiating. The administrative process. Tribunal advocacy: opening submission, examination-in-chief, cross-examination and final submissions. Tribunal hearings. Appellate work and counselling.

Teaching Arrangements: The course is taught by seminars (LL287/LL288). 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. The aim is to analyse the technicalities of the law but also to put the issues into context - millions of people who every year rely on social security for their basic income.

Reading List: Ogus, Barendt & 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).

Methods of 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: Mrs. J. Freedman, Room A540 and Dr. I. Roxan, Room A460

Availability and Restrictions: This course is for LL.B. and LL.B. (French) second and third year students and B.A. Anthropology and Law.

Core Syllabus: The aim of the course is to examine the U.K. tax system against a background of tax law principles and to study selected policy problems as they arise during the course of this examination.

Course Content:

1. General principles of taxation, objectives of a tax system, types of taxation, income and expenditure taxes, capital and revenue, local taxation. Structure and administration; powers of the Inland Revenue. Outline of British tax system.
2. Application and interpretation of tax legislation by the Courts; evasion and avoidance and methods of controlling them.
3. *Employment income* (Sch.E) application of income tax and national insurance contributions.
4. *Business income* (Sch.D, Cases I, II & VI) - income taxation of profits of unincorporated business, national insurance contributions and value added tax.
5. *Expenditure* - examination and comparison of deductions available from income in respect of capital and revenue expenditure of different types. (Capital allowances, Sch.D Cases I & II and Sch.E deductions).
6. *Land and other property* - income tax treatment.
7. *Tax treatment of capital accretions.* Annual wealth tax and taxes on the transfer of wealth - objectives and effectiveness. Capital gains tax and inheritance tax.
8. *The individual's tax position.* Personal allowances and assessment of total income, the choice of unit of taxation for income and capital taxes (taxation of the family, married couples or individuals?), relationship between tax and social security system and proposals for integration.

9. *Corporations*. Reasons for taxing corporations, corporation tax, integration with taxation of individuals, distributions to shareholders, comparison between incorporated and unincorporated businesses, close companies and groups.

Teaching Arrangements: One two-hour meeting weekly (seminars) (LL293) plus occasional additional classes as necessary at times arranged with class (up to 6 classes) given by **J. Freedman** and **I. Roxan**. Sessional.

Written Work: Will form an integral part of the course although it will not be assessed for degree mark purposes.

Recommended Reading: Detailed reading lists will be distributed during the course.

Basic Texts: Whitehouse, *Revenue Law*; Butterworths, *UK Tax Guide and Policy Supplement*; Easson, *Cases and Materials*; Kay & King, *The British Tax System*.

Legislation: Butterworths, *Orange Tax Guide*; *Yellow Tax Guide*; or CCH, *British Tax Legislation*.

Detailed reading lists will be provided during the course.

Methods of Assessment: One three-hour paper. Copies of any books listed under "Legislation" above may be taken into the examination room, with non verbal markings only.

LL294

Law, Theory and Policy of Consumer Markets

Teacher Responsible: Colin Scott, Room A327

Availability and Restrictions: This course is optional for LL.B. and LL.B. (French) Part I and II students and B.A. 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.

Course Content: Topics selected from the following:

1. Consumption, Consumerism and Regulation
Theory and Practice of Modern Consumption;
Rationales for Regulating Consumer Transactions;
Institutions of Consumer Regulation
2. Advertising and Marketing
Marketing Technique and Theories of Advertising;
Common Law Approaches; Criminal Law; Self-Regulation; Agency Regulation
3. Financial Services
Marketing of Financial Services; Consumer Credit Regulation; Consumer Insurance; Banking
4. Consumer Safety
Risk and Safety in Consumer Markets; Product and Food Safety in the UK within the EC; Negligence Liability and Product Liability; Class Actions
5. Quality of Goods and Services and Consumer Redress
Contract Regulation; Small Claims; Self-Regulation and Alternative Dispute Resolution
6. Competition Policy and Privatisation
Competition Policy and Consumer Markets;

Restrictive Trade Practices; Control of Monopoly; EC Competition Policy; Regulation of Privatised Industries; The Citizen's Charter Programme

7. International Consumer Protection

Teaching Arrangements: There are 22 weekly two-hour seminars (LL294).

Written Work: Students will be expected to prepare two short essays during the year in addition to the assessed essay.

Selected Reading List:

G. Howells & S. Weatherill *Consumer Protection Law* (1995); I. Ramsay, *Consumer Protection: Text and Materials* (1989); R. Cranston, *Consumers and the Law* (2nd edn., 1984); B. Harvey & D. Parry, *The Law of Consumer Protection and Fair Trading* (5th edn., 1996); L. Kramer, *EEC Consumer Law* (1986); D. Oughton, *Consumer Law: Text, Cases and Materials* (1991); G. Pitt (Ed.), *Butterworths Commercial and Consumer Law Handbook* (1995); *Consumer Law Encyclopedia*.

Methods of Assessment:

1. Assessed essay on a topic to be approved by the responsible teacher (50%). Suggested topics will be handed out in a document giving advice on research and writing. Students will have the opportunity to discuss their research and writing plans with the teacher responsible.
2. Two-hour formal examination in which candidates will be asked to answer 2 questions from a choice of 10-12 (50%). Unmarked statutory material may be taken into the examination.

LL297

Women and the Law

(Not available 1997-98)

Availability and Restrictions: This course is optional for 2nd and 3rd year LL.B. and LL.B. (French) students and B.A. 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.

Course 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 Arrangements: One two-hour seminar (LL297) held weekly. Seminars are conducted by Dr. E. Szyszczak.

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*.

Methods of Assessment: Those taking the course have a choice of being assessed either by a three-hour examination or on the basis of an essay on an approved topic, of about 12,000 words in length in conjunction with the oral examination required by the London University regulations. Students opting for assessment by examination will be required to answer three questions, one at least from each of two sections. Students opting for assessment on the basis of an essay must notify the responsible teachers of their decision by the end of the Michaelmas Term.

LL298

Essay on an Approved Legal Topic

The regulations for the LL.B. degree provide that where a student is taking the equivalent of three-and-a-half subjects he/she may make up the final half-subject by writing an essay on a legal topic approved by the School.

This may be done by either Second or Third Year students (subject only to the rule that no one may do more than 25% of their examination by way of essays). Any student thinking of doing the approved legal topic essay should discuss the matter with his/her tutor.

The selection of an appropriate topic would be for the student in consultation with his or her tutor or, if the tutor is not to be the supervisor for the essay, with the supervisor. Once they have settled on a topic it must be approved by the Chairman of the Part I and Part II LL.B. Board.

There is no rule that the topic cannot be from an area covered by a subject being taken (or having been taken) as an ordinary examination subject. But in that case the supervisor and the Chairman of the Examiners will need to consider to what extent the subject is different from what would be done in the other course. Obviously it is not possible to do an essay on a subject which simply repeats material covered elsewhere.

The length of the essay should be 6,000 to 8,000 words (excluding footnotes). In the interests of the candidate a typescript is preferred. Footnotes may be placed at the end of the text or at the bottom of the page to which they relate. The latter is preferable. The essay should include a bibliography.

The supervisor will be available to provide some guidance but basically it is intended that the student should do his own research.

The essay should be handed in to the Examinations Office not later than 1 May.

LL299

Full unit Essay Option

The current regulations permit a student taking the LL.B. or LL.B. (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 LL.B. Part I and II Examiners for the proposed

essay. The essay must be submitted by the first day of the Summer Term.

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.

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.

LL305

Jurisprudence

Teachers Responsible: Mr. D. N. Schiff, Room A153, Ms. A. Barron, Room A155 Mr. R. Nobles, Room A328, Professor R. Reiner, Room A463 and Professor G. Teubner, Room A342

Availability and Restrictions: This course is compulsory for LL.B. and LL.B. (French) Part II and optional for Anthropology and Law.

Core Syllabus: Introduction to philosophy of law and to topics in moral and political philosophy of special interest to lawyers.

Course Content: Philosophy of Law: Theories of Aquinas, Austin, Bentham, Hart, Fuller, Kelsen, Olivercrona, Dworkin, Weber, Rawls and Unger.

Selected topics: Law and Economics, Feminist Jurisprudence, Autonomy of Law, Disobedience to Law, Marxism and Law, Law and Power.

Teaching Arrangements: Two lectures (LL305) each week, one class (LL305.A) each week.

Written Work: Students will be expected to write essays each term.

Reading List: Michaelmas Term - *Lloyds Introduction to Jurisprudence*; Austin, *Province of Jurisprudence Determined*; Hart, *The Concept of Law*; Kelsen, *The Pure Theory of Law*; Dworkin, *Taking Rights Seriously*, *Laws Empire*; Fuller, *The Morality of Law*; Bentham, *Introduction to the Principles of Morals and Legislation*; Rawls, *A Theory of Justice*.

Lent Term - materials handed out to students in mimeograph form.

Methods of Assessment: Three-hour formal examination in Summer Term.

MANAGEMENT STUDIES COURSES

Course Guides

MN100

Orientation for Management Students

Teacher Responsible: Dr. Celia Phillips, Room G509

Availability and Restrictions: Compulsory course for first year B.Sc. Management students.

Course Content: The course combines informal seminars covering broad management issues with a coordinated approach to career development. Occasional outside speakers are invited to contribute to seminars on specific topics.

Reading List: There is no reading list for the course.

Teaching Arrangements: Seminars (MN100) are held regularly during the Michaelmas, Lent and Summer Terms.

Method of Assessment: The course is not examined.

MN200

The Process of Management

Teacher Responsible: Professor Stephen Hill, Room G512

Availability and Restrictions: This course is compulsory for the B.Sc. Management 2nd year. Students from other departments must have already taken SO105 Industrial Enterprise in Comparative Perspective.

Core Syllabus: The application of social science concepts to the analysis of management and the social organisation contexts in which managers operate. The way management has been conceptualised and key concepts in the understanding of managerial action. The exploration of applied issues in management by means of case studies.

Course Content: The development of management and corporations. Theories of the firm and management. Culture, power and politics in organisations. Corporate strategy. The effects of economic restructuring. Recent management theories. Cross-cultural management. Quality and process management. Human resource management. Aspects of public sector management. Women in management.

Teaching Arrangements: Lectures: (MN200.1) 20 Michaelmas and Lent Terms. Classes (MN200.1A) 22: Michaelmas (10) Lent (10) Summer (2). Case study classes (MN200.2) are organised in the Lent Term (10).

Written Work: Students are expected to produce two pieces of written work per term.

Reading List: There is no suitable textbook. A reading list will be available to students taking the course.

Methods of Assessment:

1. A formal three-hour examination – 80%
2. Case study reports – 20% (10% 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 Lent Term and the first week of the Summer Term.

MN201

Economics for Management

Teacher Responsible: Dr. Diane Reyniers, Room G510

Availability and Restrictions: This course is optional for the B.Sc. Management, 2nd year.

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.

Course Content: Consumer behaviour, demand analysis, labour supply, economics of the firm, costs, government intervention, competitive structure, monopoly, oligopoly, product differentiation, pricing, game theory, decision analysis, moral hazard.

Teaching Arrangements:

Lectures (MN201): 2 hours x 10 Michaelmas and Lent Terms, 2 hours x 2 Summer Term
Classes (MN201.A): 1 hour x 10 Michaelmas: 1 hour x 10 Lent: 1 hour x 2 Summer Term.

Reading List: No textbook covers the whole course but Solberg, *Microeconomics for Business Decisions* (1992) will be used and 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, Organization and Management* (1992) and J. Tirole, *The Theory of Industrial Organization* (1990) will also be referred to.

Methods of Assessment: The course is assessed by two, two-hour, end of term written exams counting for 15% each and a three-hour written final exam counting for the remaining 70%.

MN202

Seminar for 2nd Year Management Students

Teacher Responsible: Dr. Celia Phillips, Room G509

Availability and Restrictions: Compulsory course for second year B.Sc. Management students.

Course Content: The course combines informal seminars covering broad management issues with a co-ordinated approach to career development and general Institute matters.

Teaching Arrangements: Seminars (MN202) are held regularly during the Michaelmas, Lent and Summer Terms.

Reading List: There is no reading list for the course.

Method of Assessment: The course is not examined.

MN301

Management in the International System

Teachers Responsible: Dr. James Montgomery, Room G508 and Dr. A. Fauré-Grimaud, Room G511

Availability and Restrictions: This course is compulsory for the B.Sc. Management 3rd year.

Core Syllabus: It aims to apply social science theory to the analysis of the conduct and management of transnational activities; to contrast international management structures and processes with those found in the purely domestic context; to examine the various forms of organisation that carry out activities internationally; and to delineate the international political, economic, social and legal structures and environments within which management takes place.

Course Content: The course has two main sections, one on the functioning of the international system and the other examining management in the international context.

I The Functioning of the International System (10 Lectures)

The nature of the contemporary global political economy. The changing position of the State in a global economy. The globalization of business, finance and trade in goods and services. Global competition. The transnational corporation in the global economy. The evolution and operation of international organisations and regimes to manage activities across national frontiers. Global interdependence and integration: record and prospects.

II Management in the International Context (10 Lectures)

Organisational structures: patterns of governance, control and the operation of the organisations in an international context. Decision-making, negotiation and cross-cultural communication in international organisations. Strategy and management of international business. Convergence and divergence of national regulations. The new diplomacy of states and firms.

Teaching Arrangements:

Lectures (MN301): Michaelmas Term 10 x one-hour, Lent Term 10 x one-hour.

Classes (MN301.A): Michaelmas Term 8 x one-hour, Lent Term 10 x one-hour, Summer Term 2 x one-hour.

Reading List: Michael R. Czinkota, Ilkka A. Ronkainen & Michael H. Moffett, *International*

Business, 3rd edn. (1994); John D. Daniels & Lee H. Radbaugh, *International Business*, 7th edn. (1995); Stefan H. Robock & Kenneth Simmonds, *International Business and Multinational Enterprises*, 4th edn. (1989); Christopher A. Bartlett & Sumantra Ghoshal, *Transnational Management*, 2nd edn. (1995).

Methods of Assessment:

1. A formal three-hour examination – 60%
2. One 2,500-word written essay – 40%

MN302

International Marketing and Market Research

Teacher Responsible: Dr. Celia Phillips, Room G509

Availability and Restrictions: This course is for the B.Sc. Management 3rd year. Students must have already passed ST104 or MA105 in Quantitative Methods.

Core Syllabus: The course covers the main methods used in Market Research and emphasises applications as part of the Marketing process both in the UK and internationally.

Course Content: The market research industry, data sources, censuses, survey design, sociodemographics, opinion polls, readership and audience research, product research, the measurement of advertising effectiveness. An introduction to attitude and taste measurement, causation, and multivariate analysis.

Teaching Arrangements: Lectures: 20 one-hour lectures (MN302) in the Michaelmas Term. Fifteen one-hour classes (MN302.A) in the Michaelmas and Lent Terms beginning in the fourth week of the Michaelmas Term. 10 two-hour case study meetings in the Lent Term.

Reading List: Main texts are Kinnear & Taylor, *Marketing Research: An Applied Approach* and Peter Chisnall, *Marketing Research*. Further references will be given during the Course. You are also advised to take the Library introduction to PROFILE.

Methods of Assessment:

1. One two-hour examination at the end of the Michaelmas term – 20%
2. One case study report – 20%
3. One formal three-hour examination – 60%

MATHEMATICS

Course Guides

MA100

Mathematical Methods

Teachers Responsible: Dr. J. Davies, Room H642 and Dr. M. Harvey, Room H642

Availability and Restrictions: This course assumes knowledge of the elementary techniques of mathematics including calculus, as evidenced for example by a good grade in British A-level mathematics. Students without such a background should first take the course **Basic Mathematics for Economists** (EC110). It is not available to students who have previously taken EC120 **Quantitative Methods for Economists** or MA105 **Quantitative Methods**. Such students should instead consider taking the two half-units **Further Quantitative Methods (Mathematics)** (MA207) and **Further Quantitative Methods (Statistics)** (ST204).

Core Syllabus: This is an introductory level "how-to-do-it" 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.

Course 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. Vector-valued 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.

Teaching Arrangements: The lecture course MA100 is 2 hours each week (1 hour of linear algebra and 1 hour of calculus) in the Michaelmas, Lent and early Summer Terms (44 lectures in all). In addition weekly classes MA100.A are given (MA100.B for B.Sc. Mathematics and Economics degree students).

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: *Calculus* (C.U.P.) by K. G. Binmore. *Elementary Linear Algebra* by Howard Anton.

Methods of Assessment: The course assessment is based exclusively on a three-hour formal examination in the Summer Term.

MA103

Introduction to Pure Mathematics

Teachers Responsible: Professor N. Biggs, Room H638 and Dr. M. Anthony, Room H632

Availability and Restrictions: This is available to students in any year of study as permitted by the regulations for their degrees. The only pre-requisite is A-Level Mathematics or equivalent.

Core Syllabus: This is an introduction to the use of formal definitions and proofs in mathematics. The basic results of, for instance, number theory and calculus are presented and rigorously proved.

Course Content: Logic, Integers, Sets and Functions, Prime Numbers, Relations, Real and Complex Numbers, \mathbb{R}^n as a Vector Space, Groups, Sequences, Limits, Continuity, Differentiation (if time allows).

Teaching Arrangements: The lecture course MA103 consisting of 2 lectures a week in the Michaelmas, Lent and Summer Terms (approximately 45 lectures in all). In addition weekly classes MA103.A are given (MA103.B for B.Sc. in Mathematics and Economics students) it is very important that students attend these classes.

Written Work: Students are expected to submit written work to the class teacher each week, and this will be discussed in the classes.

Reading List: *Sets, Functions and Logic*, by K. Devlin. *Discrete Mathematics* by N. L. Biggs. *Foundations of Mathematics* by I. Stewart & D. Tall. *Yet another Introduction to Analysis* by Victor Bryant. *Introduction to Real Analysis* by R. G. Bartle & D. R. Sherbert.

Methods of Assessment: There is a three-hour formal examination in the Summer Term.

MA106

Introductory Quantitative Methods (Mathematics)

Teacher Responsible: Dr. J. van den Heuvel, Room H640

Availability and Restrictions: This course is not available to students with A-Level Mathematics, or any courses giving substantial experience of calculus.

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 management.

Course Content: Sets, Mappings and functions. Operations on mappings, Equations, Differentiation of functions of one variable, Maximization and minimization of functions, Integration, Matrix algebra.

Teaching Arrangements:

Lectures MA107: 20 hours Michaelmas Term.

Classes MA107.A: 10 Michaelmas Term.

Written Work: Weekly example sheets will be set and students are expected to submit solutions to the class teacher each week.

MA200

Further Mathematical Methods (Calculus) (Half unit course)

Teacher Responsible: Dr. A. Ostaszewski, Room H635

Availability and Restrictions: Ideally the course **Mathematical Methods** (MA100) or equivalent. This entails knowledge of an intermediate course of calculus, giving proficiency in routine differentiation and integration of say rational functions of trigonometric functions. Students who have taken **Quantitative Methods for Economists** (EC120)/**Mathematics for Management** (MA105.1) are advised to take **Further Quantitative Methods (Mathematics)** (MA207) as preparation for this course, although permission may be granted to take this course directly, provided the student has done some preliminary reading.

Core Syllabus: This is one of two courses which develop the ideas and results first presented in **Mathematical Methods** (MA100). This course studies how integrals may be numerically calculated, or transformed by a variety of manipulations, and how they may be applied systematically to the solution of differential equations.

Course Content: Riemann-Stieltjes integral. Manipulation of integrals. Multiple integrals. Convolutions. Laplace Transforms. Application to Finance.

Teaching Arrangements: 20 lectures (MA200) Michaelmas Term accompanied by weekly MA200.A classes Michaelmas Term (MA200.B for B.Sc. Mathematics and Economics degree students).

Written Work: Written answers to set problems will be expected on a regular basis.

Reading List: *Advanced Mathematical Methods* by A. Ostaszewski. Useful background texts are: *Advanced Calculus* by M. R. Spiegel. *Laplace Transforms* by M. R. Spiegel.

Methods of Assessment: There is a two-hour formal examination in the Summer Term.

MA201

Further Mathematical Methods (Linear Algebra) (Half unit course)

Teacher Responsible: Dr. M. Anthony, Room H632

Availability and Restrictions: Ideally the course **Mathematical Methods** (MA100) or equivalent, entailing familiarity with linear independence, eigenvalues and diagonalisation. Students who have taken **Quantitative Methods for Economists** (EC120)/**Mathematics for Management** (MA105.1) are advised to take **Further Quantitative Methods (Mathematics)** (MA207) as preparation for this course, although permission may be granted to take this course directly, provided the student has done some preliminary reading.

Core Syllabus: This course develops the ideas and results first presented in the algebra part of **Mathematical Methods**.

Course Content: Vector spaces, Wronskian, Inner Products, Orthogonality, Geometry of \mathbb{R}^n , Direct Sums, Projections, Least Squares, Spectral Theory, Upper Triangular Form, Generalized Inverses, and

Reading List: Mike Rosser, *Basic Mathematics for Economists*; I. Jacques, *Mathematics for Economics and Business*, Addison Wesley, 1991; J. M. Pearson, *Mathematics for Economists, a First Course*; E. T. Dowling *Introductory Mathematics for Economists 2nd Edition*; T. H. Wonnacott & R. J. Wonnacott, *Introductory Statistics for Business and Economics*, 4th edn., Wiley, New York, 1990.

Methods of Assessment: There will be a two-hour written examination in the Summer Term.

MA107

Quantitative Methods (Mathematics)

Teacher Responsible: Dr. A. Ostaszewski, Room H635

Availability and Restrictions: 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 and are proficient in basic calculus.

Core Syllabus: The course is intended to give students the minimum additional mathematical tools necessary for further study in economics. While ideas are taught systematically, the emphasis is on the applicability of the methods to economic problems rather than the rigour that would be found in a pure mathematics course, and economic examples will be used liberally throughout the course to motivate and illustrate the subject matter.

Course Content: Each mathematical section of the course will be linked to one or more economic models; these are given in brackets in the following lists: Sets, functions, equations, graphs [supply and demand, equilibrium]. Difference equations, sequences, limits [interest and present value; cobweb model, stability of equilibrium, oscillatory behaviour]. Differentiation, inverse functions, exponential and logarithmic functions, optimization [total, average, marginal cost; profit maximization; continuous compounding]. Partial differentiation, chain rule, homogeneous functions [production functions], Vector notation, geometry of lines and planes, convexity [bundles, preferences, utility functions]. Matrix notation, solution of linear systems, inverse matrices [input-output model]. Optimisation in two variables: unconstrained and constrained. Lagrange multiplier [elementary models of the firm and the household]. Integration. Differential equations.

Teaching Arrangements:

Lectures MA107: 20 Michaelmas Term

Classes MA107A: 8 Michaelmas Term, 2 Lent Term

Reading List: The course follows M. Anthony and N. L. Biggs, *Mathematics for Economics and Finance: Methods and Modelling*, Cambridge University Press, 1996. A useful background text which is the basis of a follow-on course is A. Ostaszewski, *Mathematics for Economists: Models and Methods*, Blackwell, 1993. There are many other books with titles like 'Mathematics for Economists' but none of them are close enough to this course. Further information will be provided in the lectures.

Methods of Assessment: There will be one two-hour examination in the Summer Term.

selected applications of the theory including an introduction to Games and Linear Programming.

Teaching Arrangements: Lecture course consisting of approximately 22 lectures (MA201) Lent Term accompanied by weekly MA201.A class (MA201.B for B.Sc. Mathematics and Economic students) in the Lent Term.

Written Work: Written answers to set problems will be expected on a regular basis.

Reading List: *Advanced Mathematical Methods* by A. Ostaszewski. *Applied Linear Algebra* by B. Noble. *Matrix Analysis* by R. Bellman.

Methods of Assessment: There is a two-hour formal examination in the Summer Term.

MA202

Convexity and Fixed Point Theorems (Half unit course)

Teacher Responsible: Dr. J. van den Heuvel, Room H640

Availability and Restrictions: Pre-requisites are ideally the courses **Real Analysis** (MA203) and **Mathematical Methods** (MA100). The minimal requirement is a basic knowledge of the norm and inner product in \mathbb{R}^n , as covered in the course **Mathematical Methods** (MA100) and a familiarity with techniques for formal proofs.

Core Syllabus: This course is an introduction to the ideas from Linear Programming, Convexity and Fixed Point Theorems that have applications to Economics.

Course Content: Convex Sets, extreme points, separating hyperplanes, supporting hyperplanes in \mathbb{R}^n . Convex and concave functions. Linear programming, Farkas' Lemma, the Duality Theorem and Complementary Slackness. (We do not cover computational methods for solving linear programs in this course). Convex programming. Kuhn-Tucker for convex programs. Brouwer's fixed point theorem. Set valued mappings. Kakutani's fixed point theorem. Banach's fixed point theorem. Applications. There will be additional lectures for graduate students.

Teaching Arrangements: 20 lectures (MA202) and 10 classes (MA202.A) in the Lent Term. There will be four extra lectures in the Summer Term for graduate students.

Written Work: Students are expected to submit written solutions to the weekly problem sheets.

Reading List: *Advanced Mathematical Methods* by Adam Ostaszewski; *Methods of Mathematical Economics, Linear and Nonlinear Programming, Fixed Point Theorems* by Joel Franklin; *Convex Structures and Economic Theory* by Hukukane Nikaido.

Methods of Assessment: There is a two-hour formal examination in the Summer Term.

MA203

Real Analysis (Half unit course)

Teacher Responsible: Professor S. Alpern, Room H630

Availability and Restrictions: Students should previously have attended **Introduction to Pure**

Mathematics (MA103) or the equivalent. (For an American student an equivalent background would involve at least one course in formal real analysis).

Core Syllabus: This is a second level theoretical course in analysis. The aim is to consolidate and extend the students' knowledge of real analysis to the study of functions on \mathbb{R}^n , introducing the basic ideas of topology needed for this purpose.

Course Content: Sequences in \mathbb{R}^n . Bolzano-Weierstrass' Theorem. Cauchy sequences, absolutely convergent series. Completeness. Open and closed sets in \mathbb{R}^n . Properties of continuous functions $f: \mathbb{R}^n \rightarrow \mathbb{R}^m$, pointwise and uniform convergence of sequences of functions. Derivatives of functions $f: \mathbb{R}^n \rightarrow \mathbb{R}^m$. Mean Value inequality. Convex functions. Stationary points and their nature. Introduction to spaces of continuous functions.

Teaching Arrangements: 20 lectures (MA203) and 8 problem classes (MA203.A) in the Michaelmas Term.

Written Work: Written answers to set problems will be expected on a weekly basis.

Reading List: Robert G. Bartle, *The Elements of Real Analysis*; K. G. Binmore, *Mathematical Analysis, a straightforward approach*; J. C. Burkill & H. Burkill, *A Second Course in Mathematical Analysis*; Hugh Thurston, *Intermediate Mathematical Analysis*.

Methods of Assessment: There is a two-hour formal examination in the Summer Term.

MA204

Complex Analysis (Half unit course)

(Not available 1997-98)

Teacher Responsible: Professor S. Alpern, Room H630

Availability and Restrictions: Students should previously have attended **Introduction to Pure Mathematics** (MA103) or the equivalent. (For an American student an equivalent background would involve at least one course in formal real analysis).

Core Syllabus: This is a theoretical course in differentiable complex valued functions of a complex variable.

Course Content: Complex Numbers. Continuity and differentiability of complex functions. Contour integrals and theory leading to Cauchy's Integral Theorem, and theoretical applications. Applications to finding roots of polynomials.

Teaching Arrangements: 20 lectures (MA204) and 10 classes (MA204.A) in the Lent Term.

Written Work: Written answers to set problems will be expected on a weekly basis.

Reading List: H. A. Priestley, *Introduction to Complex Analysis* (required text).

Methods of Assessment: There is a two-hour formal examination in the Summer Term.

MA205

Discrete Mathematics (Half unit course)

Teacher Responsible: Dr. J. van den Heuvel, Room H640

Availability and Restrictions: **Introduction to Pure 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 second and third-year students who have previously taken the **Introduction to Pure Mathematics** (MA103) course.

Course Content: Combinations and selections. Inclusion-exclusion. Recurrence relations and generating functions. Graphs. Trees. Paths and cycles. Algorithms. Running times. Sorting.

Teaching Arrangements: 20 lectures (MA205) and 10 classes (MA205.A) in the Michaelmas Term.

Written Work: Weekly exercises will be set and marked.

Reading List: *Discrete Mathematics* by N. L. Biggs; *An Introduction to Combinatorics* by A. Slomson; *A First Course in Combinatorial Mathematics* by Ian Anderson; *Introductory Combinatorics* by Kenneth P. Bogart; *Discrete Mathematics* by R. Johnsonbaugh.

Methods of Assessment: There is a two-hour formal examination in the Summer Term.

MA207

Further Quantitative Methods (Mathematics)

Teacher Responsible: Professor N. Biggs, Room H638

Availability and Restrictions: This course is intended primarily for students of Management, Management Sciences, Economics and Accounting and Finance who have previously taken **Quantitative Methods for Economists** (EC220) or **Quantitative Methods** (MA105). 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 the mathematics half of **Quantitative Methods** (MA105) or **Quantitative Methods for Economists** (EC220). (Both courses have exactly the same lectures in mathematics.) This course will contain further algebra and calculus. As with the mathematics half of MA105 or EC220, the emphasis will be on applications in economics and finance. It is intended that this course be taken in conjunction with **Further Quantitative Methods - Statistics** (ST204), which will take place in the Michaelmas term.

Course Content: Revision of matrix theory. Linear market equilibrium models. The rank of a matrix, and inverses. Determinants, eigenvalues and eigenvectors. Diagonalisation. Uncoupling connected variables. Markov chain models. Quadratic forms. Quadratic cost for inter-dependent outputs. Taylor's theorem. Numerical approximation and local convexity conditions for optimisation. Unconstrained optimisation in several variables: stationarity and the second order Hessian condition. Gradients and Lagrange multipliers. Edgeworth box and constrained optimisation. Second order difference equations. Economic dynamics. Differential equations, including first-order equations of linear, exact and homogeneous type. Price trend anticipation.

Teaching Arrangements: 24 Lectures (MA207) in

the Lent and Summer terms, and 10 classes (MA207.A).

Reading List: M. Anthony & N. Biggs, *Mathematics for Economics and Finance* (Cambridge, 1996); A. Ostaszewski, *Mathematics in Economics* (Blackwell, 1993).

Methods of Assessment: One two-hour paper in the Summer Term.

MA300

Game Theory

Teacher Responsible: Professor S. Alpern, Room H630

Availability and Restrictions: Students should have a knowledge of mathematics including that covered in **Mathematical Methods** (MA100) possibly including **Further Mathematical Methods** (MA201 and MA202). For the more advanced economics material, knowledge of economics as covered in EC202 **Microeconomic Principles II**. For the more advanced mathematics material, **Introduction to Topology** (MA302) and **Convexity and Fixed Point Theorems** (MA202) will be useful but not essential. More important than a knowledge of specific techniques is the habit of thinking in the careful way required in mathematics and economic theory. Undergraduates are advised to take the course in their third year rather than their second year.

Core Syllabus: The theory of games and its applications in economics.

Course Content: Part I: Von Neumann and Morgenstern utility theory. Formal games and their classification. Extensive and normal forms. The analysis of zero-sum games, Nash equilibrium and refinements. Nash bargaining solution and the Nash threat game. Bargaining models.

Part II: Concepts and methods of cooperative game theory with application to market games. Non cooperative solution concepts. Dynamic games. Economic applications: industrial organization, auctions, implementation, planning.

Teaching Arrangements: The lecture course MA300.1 **Game Theory I** consisting of 2 lectures a week in the Michaelmas Term. The lecture course MA300.2 **Game Theory II** consisting of 2 lectures a week in the Lent Term. Also 20 problem classes MA300.1A and MA300.2A are given throughout the year.

Written Work: Weekly problem sets are given. Written answers will be expected by the class teacher on a regular basis and the problems will be discussed in the class.

Reading List: The required text for the first part of the course is *Fun and Games* by Ken Binmore. The book *Game Theory* by D. Fudenberg & J. Tirole, will be extensively (but not exclusively) used in the second part of the course.

Methods of Assessment: Students are normally examined on the basis of a three-hour formal examination in the Summer Term. The examination consists of a Part A based on the first half of the course and a Part B based on the second. Students are required to answer questions from both parts.

MA301

MA402

Game Theory I (Half unit course)

Teacher Responsible: Professor S. Alpern, Room H630

Availability and Restrictions: Students should have basic knowledge of matrices as covered in *Mathematical Methods* (MA100), and some knowledge of probability.

Core Syllabus: The theory of games and its applications in economics.

Course Content: Von Neumann and Morgenstern utility theory. Formal games and their classification. Strictly competitive (zero-sum) games. Poker and bluffing. Non-cooperative games. Nash equilibrium. Nash bargaining solutions.

Teaching Arrangements: The lecture course MA300.1 *Game Theory I* consisting of 2 lectures a week in the Michaelmas Term. Also about 10 problem classes MA300.1A.

Written Work: Weekly problem sets are given. Written answers will be expected by the class teacher on a regular basis and the problems will be discussed in the class.

Reading List: The text is *Fun and Games* by K. G. Binmore.

Methods of Assessment: Students are normally assessed on the basis of a two-hour formal examination in the Summer Term.

MA302

Topology (Half unit course)

(Not available 1997-98)

Teacher Responsible: Dr. M. Anthony, Room H632

Availability and Restrictions: For students who already have a basic knowledge of analysis, such as that contained in *Introduction to Pure Mathematics* (MA103). Attendance at *Real Analysis* (MA203) is desirable but not essential.

Core Syllabus: An introduction to metric spaces and point-set topology.

Course Content: An introduction to "point-set" topology. Metric spaces and topological spaces are defined and properties such as continuity of mappings, compactness, convergence and connectedness are emphasised.

Teaching Arrangements: 20 lectures (MA302) and 10 classes (MA302.A) in the Michaelmas Term.

Written Work: Students are expected to submit written solutions to the problems assigned for the classes.

Reading List: *Introduction to Metric and Topological Spaces* by W. Sutherland; *The Theory and Problems of General Topology* by S. Lipschutz.

Methods of Assessment: There is a single two-hour formal examination in the Summer Term.

MA303

Chaos in Dynamical Systems (Half unit course)

Teacher Responsible: Professor S. Alpern, Room H630

Availability and Restrictions: Students should have already taken Calculus and Linear Algebra (for example the course *Mathematical Methods* (MA100)). However, mathematical maturity obtained from additional courses would be useful.

Core Syllabus: The aim of the course is to provide an introduction to the theory of chaotic behaviour of discrete dynamical systems.

Course Content: One dimensional dynamics; dynamics of the function $f(x) = ax(1-x)$, symbolic dynamics, topological conjugacy, "period three implies chaos" (Sarkovskii's Theorem), Fractals.

Teaching Arrangements: 10 lectures (MA303) each of two-hours duration and 10 classes (MA303.A) of one-hour in the Lent Term.

Written Work: Weekly exercises will be set and graded.

Reading List: Robert Devaney, *A First Course in Chaotic Dynamical Systems* is the required text. The same author's *Introduction to Chaotic Dynamical Systems* is also useful. Another good book is *Introduction to Dynamical Systems* by Edward Scheinerman.

Methods of Assessment: There is a two-hour formal examination at the end of the Summer Term.

MA305

Control Theory and Calculus of Variations (Half unit course)

Teacher Responsible: Dr. A. Ostashewski, Room H635

Availability and Restrictions: The student 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.

Course Content: Introductory examples including problems in Finance. Calculus of variations, Euler-Lagrange Equations. Necessary conditions. Maximum Principle. Extremal controls. Transversality conditions. Linear time-invariant state equations. Bang-bang control and switching functions. Dynamical programming. Control under uncertainty. Applications to Economics and Finance.

Teaching Arrangements: 20 lectures (MA305) and 10 classes (MA305.A), in the Michaelmas Term.

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; G. Hadley & M. G. Kemp, *Variational Methods in Economics*, North Holland.

Methods of Assessment: There is a two-hour formal examination paper in the Summer Term.

MA307

Measure and Integration (Half unit course)

(Not available 1997-98)

Teacher Responsible: Professor S. Alpern, Room H630

Availability and Restrictions: The course presupposes at least one course in formal real analysis together with the knowledge of some naive set theory and the elementary topological properties of R^n , such as is covered in the course *Real Analysis* (MA203). Students who have not taken *Real Analysis* should consult the teacher responsible about their suitability of their mathematical background.

Core Syllabus: This is a third level course in Mathematics. The aim is to teach Measure Theory and Integration with applications to Probability Theory.

Course Content: Sigma-fields, measurable spaces, measures, probabilities and their properties. Construction and extensions of measures. Lebesgue measure on R^n , probability distributions. Measurable functions, random variables and their properties. Integration, Monotone and Dominated Convergence theorems. Expectation of a random variable. Product measures, Fubini's and Tonelli's theorems. The Radon-Nikodym Theorem. Change of variable in the integral.

Teaching Arrangements: 20 lectures (MA307) and 10 classes (MA307.A) Michaelmas Term extending into Lent Term.

Written Work: Written answers to set problems will be expected on a weekly basis. Written work is of particular importance in this course.

Reading List: G. de Barra, *Introduction to Measure Theory*; H. L. Royden, *Real Analysis*; J. F. C. Kingman & S. J. Taylor, *Introduction to Measure and Probability*; R. B. Ash, *Real Analysis and Probability*; P. Billingsley, *Probability and Measure*.

Methods of Assessment: There is a two-hour formal examination in the Summer Term.

MA308

Theory of Graphs (Half unit course)

Teacher Responsible: Professor N. Biggs, Room H638

Availability and Restrictions: The course is available to students taking degrees with a mathematical component. Students who have not taken *Discrete Mathematics* (MA205) will be expected to familiarise themselves with the basic definitions of path, cycle, tree and so in in advance.

Core Syllabus: An introduction to the theoretical results which form the basis for using graphs and networks in applications.

Course Content: Graph colouring, Brooks' theorem. The five-colour theorem. Chromatic polynomials. Planarity, Connectivity and matchings. Hamiltonian properties. Ramsey Theory.

Teaching Arrangements: A course of 20 lectures (MA308) in the Lent Term.

Written Work: Regular sets of examples will be distributed to students, and students' work will be collected and marked.

Reading List: *Introduction to Graph Theory* by R. J. Wilson; *Graph Theory with Applications* by J. A. Bondy & U. S. R. Murty.

Methods of Assessment: There is a two-hour paper taken in the Summer Term.

MA309

Complexity Theory (Half unit course)

Teacher Responsible: To be announced

Availability and Restrictions: There are no formal pre-requisites, but ideally students should have attended a course such as *Introduction to Pure Mathematics* (MA103) and should be familiar with the fundamental concepts of discrete mathematics (as presented, for instance, in *Discrete Mathematics* (MA205)).

Core Syllabus: The aim of the course is to provide an introduction to the theory of algorithmic complexity for problems arising in mathematics and computer science.

Course Content: Algorithms and running time. The time-complexity of a problem. Turing machines and computability. The complexity classes P and NP. Polynomial reducibility and NP-completeness. Cook's Theorem and other examples of NP-complete problems. Examples and applications.

Teaching Arrangements: 20 lectures (MA309) and 10 classes (MA309.A), in the Lent Term.

Written Work: Weekly exercises will be set and marked.

Reading List: H. S. Wilf, *Algorithms and Complexity* (Prentice-Hall); M. Garey & D. S. Johnson, *Computers and Intractability: A guide to the theory of NP-completeness* (Freeman).

Methods of Assessment: There is a two-hour formal examination in the Summer Term.

MA310

Mathematics of Finance and Valuation (Half unit course)

Teacher Responsible: Dr. A. Ostashewski, Room H635

Availability and Restrictions: Students should have attended a course in *Mathematical Methods* and *Statistics*, for instance the combination *Quantitative Methods* (for Economists) MA105 + *Further Quantitative Methods* (Mathematics) MA207 or *Mathematical Methods* MA100 and *Elementary Statistical Theory* ST102. An intermediate level course in mathematics may prove helpful (e.g. *Further Mathematical Methods*).

Core Syllabus: An introduction to the main mathematical ideas involved in the modelling of asset price evolution and the valuation of contingent claims (e.g. call and put options). Although discrete methods will dominate the course, a brief treatment of continuous modelling will be given.

Course Content: Two-period and Multiperiod modelling of asset price evolution. Risk-neutral valuation of call and put options associated with arbitrage. Replicating portfolios (hedging). Relation to mean-variance portfolio analysis. Arbitrage opportunities and martingale measure. Law of One Price. Binomial modelling and Tree-form representation of price evolution. American options. Path dependent options. Brief and informal treatment of the Black-Scholes equation will be given with simple applications in mind.

Teaching Arrangements: 20 lectures (MA310) and 10 classes (MA310.A), in Lent Term.

Written Work: Written answers to set problems will be expected on a weekly basis.

Reading List: The main text for the course will be: Stanley R. Pliska, *Introduction to Mathematical Finance*, Blackwell 1997. Background texts to which we shall refer will include: J. Hull, *Options, Futures*

and other derivative securities, Prentice-Hall Int., 1989 and P. Wilmott, S. Howison & J. Dewynne, *The Mathematics of Financial Derivatives*, CUP 1995

Methods of Assessment: There is a two-hour formal examination in the Summer Term based on the full syllabus for the lecture course.

OPERATIONAL RESEARCH

Course Guides

OR201

Operational Research for Management

Teacher Responsible: Mr. Gwyn Bevan

Availability and Restrictions: The course is available to second and final year students on the B.Sc. degrees in Accounting and Finance, in Economics, in Management, and in Econometrics and Mathematical Economics; as an outside option to students on other degrees where permitted by the regulations; and for the Diplomas in Accounting and Finance, Business Studies, and Economics. Students will need a basic fluency in mathematical manipulations and statistical concepts such as is provided by **Introduction to Quantitative Methods**. For students who have already taken **Quantitative Methods**, **Operational Research for Management** will be very restrictive mathematically. They should instead take **Operational Research Methods**, where a rather fuller mathematical vocabulary permits the same techniques to be covered in greater depth.

Core Syllabus: The course is intended to give an elementary introduction to the formal techniques of operational research, an approach to the structuring and solution of managerial problems in large or complex organisations in business, industry and government. The techniques themselves are largely mathematical in nature, though only a basic knowledge of mathematics will be assumed; however a number of the techniques use probabilistic concepts, and the course therefore also includes an introduction to probability theory.

Course Content: Elements of Probability: Definitions and rules of probability; Bayes theorem; random variables and expectation; discrete and continuous distributions.

Operational Research for Management: Students will be introduced to methodological aspects of operational research, as well as some case studies of practical applications. Techniques treated include critical path analysis, scheduling, theory of games, linear programming, decision analysis, dynamic programming, replacement, Markov chains, queues, computer simulation, stock control, and problem structuring methods.

Teaching Arrangements: There are two components of the course, each accompanied by a class. They cover the two subdivisions of the syllabus listed above:

Lectures: OR201.1 **Elements of Probability** 6 Michaelmas Term OR201.2 **Operational Research for Management** 25 Michaelmas, Lent and Summer Terms.

Classes: OR201.2A 18 Michaelmas Term, 10 Lent Term, four Summer Term.

Full lecture notes are provided for both components of the course.

Written Work: Exercises are distributed at each lecture, which are discussed in the following weekly class.

Reading List: Recommended books:

For OR201.1 One of: M. Arthurs, *Probability Theory*, Routledge Kegan Paul; L. Lapin, *Statistics for Modern Business Decisions*, Harcourt Brace Jovanovich; T. H. Wonnacott & R. J. Wonnacott, *Introductory Statistics*, Wiley.

For OR201.2 One of: D. R. Anderson, D. J. Sweeney & T. A. Williams, *An Introduction to Management Science*, West; L. Lapin, *Management Science for Business Decisions*, Harcourt Brace Jovanovich; S. French, R. Hartley, L. C. Thomas & D. J. White, *Operational Research Techniques*, Arnold; C. D. J. Waters, *A Practical Introduction to Management Science*, Addison Wesley; J. Rosenhead (Ed.), *Rational Analysis for a Problematic World*, Wiley.

Methods of Assessment: The course is examined by one three-hour formal examination in the Summer Term. The paper is divided into sections; the first (normally containing two questions) covers the material in OR201.2 on methodology and applications, the second section (normally two questions) covers OR201.1, while the third section (normally seven questions) covers the mathematical techniques content of OR201.2. Students are expected to attempt five questions, of which one must be from the first section, and at most one can be from the second section. Copies of previous years' papers are available.

OR202

Operational Research Methods

Teacher Responsible: Dr. David Lane, Room G412

Availability and Restrictions: 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 and manipulation of partitioned vectors and matrices. It is NOT necessary to have any previous experience of computers, and no computer programming will be required, although students must be prepared to use computer packages when required.

Core Syllabus: The course gives an introduction to all the main theoretical techniques of Operational Research. It is possible to take a further course OR301 **Model Building In Operational Research** which extends the Mathematical Programming component of **Operational Research Methods** as well as covering Simulation in some detail.

Course Content: Students will be introduced to some methodological aspects of operational research, as well as gaining a grounding in some of the main O.R. techniques, including: Critical Path Analysis, Production, Scheduling, Markov Chains, Queueing Theory, Replacement, Simulation, Stock Control, Dynamic Programming, Decision Theory, Theory of Games, Mathematical Programming.

Teaching Arrangements:

OR202.1 24 Sessional; OR202.1A 25 Sessional.
OR202.2 10 Michaelmas Term; OR202.2A 12

Michaelmas and Lent Term and three revision classes in the Summer Term.

OR202.1 Operational Research Techniques. This covers the whole foregoing syllabus except Mathematical Programming. Very full lecture notes are provided, and every week a set of problems is given out in the lecture. These are discussed in the following weekly class (OR202.1A). Most class teachers are part-time.

OR202.2 Mathematical Programming. Linear programming: starting from the most basic introduction up to sufficient conditions for optimality; duality; sensitivity of the solution; discovery of the solution to small problems by graphical methods, and proof of optimality by testing the sufficient conditions; solution to larger problems by using a computer package. Unimodular linear programming (transportation); properties of solution, connection with graph theory, an algorithm for hand computation. Very full lecture notes are provided, and every week a set of problems is given out in the lecture. These are discussed in the following weekly class (OR202.2A). Most class teachers are part-time.

Written Work: Students will be expected to prepare written answers to set problems in preparation for the weekly classes.

Reading List: Recommended books are H. G. Daellenbach, J. A. George & D. C. McNickle, *Introduction to Operations Research Techniques*, Allyn & Bacon; A. Ravindran, D. T. Philips & J. J. Solberg, *Operations Research*; H. P. Williams, *Model Building in Mathematical Programming*, Wiley, available in paperback; H. P. Williams, *Model Solving in Mathematical Programming*, Wiley, available in paperback; 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 O.R.*; M. Sasieni, A. Yaspan & L. Friedman, *Operations Research: Methods and Problems*.

Methods of Assessment: The course is examined by one three-hour formal examination in the Summer Term, covering the full syllabus for both lecture courses. The paper usually contains 12 questions, of which five must be attempted. Nine of the questions are on OR202.1 and three on OR202.2; at least one of these last three must be attempted and one question only on Methodology, from OR202.1, must be answered.

OR301

Model Building in Operational Research

Teacher Responsible: Dr. S. Powell, Room G409

Availability and Pre-Requisites: Students must also complete OR202 Operational Research Methods. (For third year students who have not taken O. R. Methods in their second year, O. R. Methods may be a co-requisite, taken in the same year).

Core Syllabus: The aim of the course is to build on the introduction to Operational Research given in the course O. R. Methods, and to give experience in constructing and developing O. R. Models at a level simplified from that encountered in actual operations

in terms of size and the problems of data collection, but similar in terms of complexity and realism.

Course Content: There are two lecture courses.

ST325 (See separate entry in Statistics course guide).
OR301 **Deterministic Model Building in Operational Research:** Mathematical programming: extending the mathematical programming of the course **Operational Research Methods** by developing further integer programming and introducing quadratic programming. The emphasis is on large scale models, necessitating the use of a matrix generator. Spreadsheets, integration and comparison of models and modelling approaches.

Teaching Arrangements:

ST325 (See separate entry in Statistics course guides)
OR301 30 Michaelmas and Lent Terms.

Full lecture notes are provided for OR301.

Written Work: Students will be expected to prepare answers to set problems for discussion.

Reading List: ST325: R. Paul & D. W. Balmer, *Simulation Modelling*; A. M. Law & W. D. Kelton, *Simulation Modelling and Analysis*; M. Pidd, *Computer Simulation in Management Science*; K. D. Tocher, *The Art of Simulation*.

OR301: H. P. Williams, *Model Building and Mathematical Programming*.

Methods of Assessment: The course is examined entirely by course work and projects. The course is assessed as follows: 45% for a report on the simulation project, 40% for the mathematical programming project which is a computer based project, and 15% for a spreadsheet project.

OR302

Applied Management Sciences

Teacher Responsible: Dr. S. Powell, Room G409

Availability and Restrictions: The student must be in his or her final year of B.Sc. (Management Sciences) and must have taken, or be concurrently taking, the course OR301 **Model Building in Operational Research** and/or the course ST236 **Marketing and Market Research**. Any student intending to offer this course unit in the third year should contact Dr. Powell before the beginning of the Summer Term of his or her second year.

Core Syllabus: The student will carry out and report upon a substantial practical piece of operational research or marketing research.

Course Content: As above

Teaching Arrangements: The student will be assigned to Professor M. Shutler (for **Model Building in Operational Research** students) and Dr. C. Phillips (for **Marketing and Market Research** students) who will continuously monitor the progress and give tutorial guidance as required.

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 and Mahon, *Plain Figures*, HMSO, 1986.

Methods of Assessment: Assessment is based entirely on the report which should be submitted to the supervisors by the end of the fourth week of the Summer Term.

OR303

Combinatorial Optimization (Half unit course)

Teacher Responsible: Dr. G. Appa, Room G413

Availability and Restrictions: 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 optimization problems, mainly involving graphs and networks.

Course 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 Arrangements: OR303 18 lectures Lent Term, OR303A 20 classes Lent and Summer Terms.

Written Work: Lecture notes containing problems are supplied. Written answers will be expected by the lecturer on a regular basis, and the problems will be discussed in the problem class.

Reading List: Relevant sections from the following texts will provide useful supplementary reading - *Graph Theory: An Algorithmic Approach* by N. Christofids; *Computers and Intractability* by M. R. Garey & D. S. Johnson; *Combinatorial Optimization* by E. Lawler; *The Travelling Salesman Problem* edited by E. L. Lawler, J. K. Lenstra, Rinnooy Kan & D. H. Shmoys; *Optimization* by Nemhauser, Rinnooy Kan & Todd; *Integer and Combinatorial Optimization* by Nemhauser & Wolsey; *Combinatorial Optimization* by C. H. Papdimitiou & K. Steiglitz. As concise reference material for the graph theoretic part of the course R. Wilson's book *Introduction to Graph Theory* should prove useful.

Methods of Assessment: Students will be assessed on the basis of a two-hour formal examination for undergraduates in the Summer Term.

OR304

Decision Analysis

Teacher Responsible: Dr. J. Howard, Room S209

Availability and Restrictions: Pre-requisites are Mathematics, Probability Theory, and Statistics to the level of the course **Quantitative Methods**.

Core Syllabus: The course covers the fundamentals of the theory of decision analysis, its use in Bayesian

statistics, behavioural decision theory, and the application of decision analysis in practice. The course is intended to be genuinely inter-disciplinary.

Course 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:

ST324.1 **Fundamentals of Decision Theory** (To be announced)

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.

ST324.2 **Bayesian Statistical Methods** (Dr. B. N. J. Blight).

OR304.2 **Decision Analysis in Practice** (Professor L. D. 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 Arrangements: There are four lecture courses, each accompanied by a fortnightly class, as follows:

Lectures: ST324.1 see separate course guide ST324
OR304.1 10 Michaelmas Term; OR304.1A five Michaelmas Term

ST324.2 see separate course guide ST324

OR304.2 10 Lent Term; OR304.2A 5 Lent Term

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.); S. French, *Decision Theory: An Introduction to the Mathematics of Rationality*; S. J. Press, *Bayesian Statistics: Principles, Models, and Applications*.

Methods of Assessment: The course is examined by one three-hour formal examination in the Summer Term, covering the full syllabus for the four lecture courses. The paper will probably contain eight questions of which five must be attempted including at least one on ST324.1. It is important to attempt five questions: only the best five answers will be counted, and one fifth of the marks is available for each of these five attempts. On the other hand, it is not necessary to answer fully all parts of a question to obtain a reasonable mark on it.

PHILOSOPHY, LOGIC AND SCIENTIFIC METHOD

Course Guides

PH100

Problems of Philosophy and Methodology

Teacher Responsible: Dr. C. Callender, Room A209

Availability and Restrictions: This course is available as an outside option.

Core Syllabus: A critical introduction to some of the central problems of modern western philosophy.

Course Content:

1. Introduction to philosophical argumentation. Concepts such as truth, validity/soundness, induction/deduction, possibility/necessity. Some classic philosophical arguments (Zeno's paradox, the ontological arguments for God's existence, identity).

2. Metaphysics (a) The mind-body problem and artificial intelligence. Theories of how the mind is related to the body. Is the mind material? Can machines think?

(b) Time, freedom and personal identity. 'Dynamic' versus 'static' conceptions of time. The possibility of time travel. Newton and Leibniz on the 'stuff' of space and time. Free will and determinism. Can we make sense of the notion of free will in a manner consistent with science? Personal identity. What makes you the same person over time? Persistence versus endurance. The relationship between time, freedom and personal identity.

3. Epistemology (theory of knowledge). Scepticism about the external world. How do you know for sure that there is a world external to your consciousness? The source(s) of knowledge. Is all of our knowledge ultimately based on observation? The problem of induction. How can we justifiably draw general conclusions from a finite amount of evidence?

4. Methodology (a) The problem of causation. What distinguishes causal claims from claims about mere correlation? How can we justifiably draw causal conclusions from statistical data?

(b) Scientific theories and explanation. How are theories tested in science? What makes a scientific explanation a good one? What are probabilistic theories and how are they tested?

Teaching Arrangements: 20 lectures (ML); and 20 associated classes (PH100.A).

Reading and Course Material: A list of required and suggested readings will be distributed at the beginning of each section of the course. These will include about a half dozen books and many journal articles. Lecture notes will also be available for most topics.

Written work: Students will be expected to write at least two essays per term and to give class papers.

Methods of Assessment: A three-hour written examination in the Summer Term.

Logic

Teacher Responsible: Professor C. Howson, Room A201

Availability and Restrictions: This course is available as an outside option.

Core Syllabus: The formalisation of deductive arguments within propositional and predicate languages and the use of the popular tree method to evaluate validity. General considerations on the scope of formal logic.

Course Content: Propositional languages and truth-functions. Propositional trees, and their completeness. First-order logic and full first-order trees, and their completeness. The theory of identity.

Teaching Arrangements: 40 lectures – two each week (ML) combined with one one-hour class weekly (PH101.A)

Written Work: Problem-sheets, requiring written answers, will be distributed on a weekly basis.

Reading List: C. Howson, *Logic with trees*, Routledge, 1997. Auxiliary text: R. C. Jeffrey, *Formal Logic: Its Scope and Limits*.

Methods of Assessment: A three-hour written examination in the Summer Term.

PH101

PH102

Social Philosophy

Teacher Responsible: To be announced

Availability and Restrictions: This course is available as an outside option but cannot be taken with SO104.

Core Syllabus: The main areas of normative philosophy, viz., ethics, moral philosophy and political philosophy.

Course Content: Methodology in moral philosophy. The foundations of ethics: naturalism and non-naturalism. Facts and values. Types of ethical theories: consequentialism and deontology. Act and rule utilitarianism.

Teaching Arrangements: 20 lectures (ML) and a weekly class (PH102.A ML).

Written Work: Students will be expected to write at least two essays per term and to give class papers.

Reading List: Kant, *Grounding for the Metaphysics of Morals*; J. S. Mill, *Utilitarianism*; Philippa Foot (Ed.), *Theories of Ethics*; J. S. Mill, *On Liberty*; J. Rawls, *A Theory of Justice*; Mulhall & Swift, *Liberals and Communitarians*; Jonathan Glover, *Utilitarianism and its Critics*.

Methods of Assessment: A three-hour written examination in the Summer Term.

PH200

Further Logic

Teacher Responsible: Professor John Worrall, Room A286

Availability and Restrictions: 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 prerequisite 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.

Course Content:PH200.1 Set theory.

PH 200.2 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 r.e. relation is diophantine) stated without proof. Formal first-order theories of arithmetic. Non-categoricity of complete first-order arithmetic. Code-numbering. Tarski's theorem.

Teaching Arrangements: The lectures and classes for this course are given over two years – 12 introductory lectures (PH200.1) in set theory, with associated classes (PH200.1A) given in the Lent Term of year 1 (generally the student's second year); and 20 lectures in logic (PH200.2) with associated classes (PH200.2A) in year 2 (the student's third year).

Written Work: Written answers to set problems will be expected on a regular basis.

Recommended Reading: The text for the course is M. Machover, *Set Theory, Logic and their Limitations* (CUP, 1995).

Methods of Assessment: A three-hour written examination in the Summer Term at the end of the course. Students will be expected to answer questions on both Set Theory and Logic.

PH201

Scientific Method

Teacher Responsible: To be announced

Availability and Restrictions: This course is available as an outside option.

Core Syllabus: The nature of scientific theories, and the relation between theory and the world. The principles of evidential-inductive reasoning and scientific method.

Course Content: The topics covered will include some of the following:

Issues in the confirmation of scientific theories by evidence; the personalist Bayesian approach to confirmation and to scientific reasoning in general; the Duhem problem; what is an *ad hoc* theory and what, if anything, is wrong with such a theory?; the nature of scientific theories – paradigms and research programmes; scientific realism: is the aim of science to produce *true* theories or only ones that "save the phenomena"; scientific explanation; the status of methodological principles – can scientific methodology be "naturalised"?; problems in the testing and validation of statistical theories and of

"causal-statistical" theories (such as "smoking causes lung cancer"); particular foundational issues arising from current science – the measurement problem in quantum mechanics; testability and teleology in Darwinian theory.

Teaching Arrangements: 20 lectures ML, and 20 classes, PH201.A, ML.

Written Work: Students will be expected to write at least two essays per term and to give class papers.

Reading List: Detailed reading lists will be distributed during the course as part of handouts; these handouts also give an outline of the material covered in the lecture and set study-questions.

Preliminary reading: T. S. Kuhn: *The Structure of Scientific Revolutions*; K. R. Popper: *Conjectures and Refutations*; early chapters of C. Howson and P. Urbach: *Scientific Reasoning – the Bayesian Approach*.

Methods of Assessment: A three-hour written examination in the Summer Term.

PH203

Philosophy of the Social Sciences

Teacher Responsible: To be announced

Availability and Restrictions: This course is available as an outside option.

Core Syllabus: Some central philosophical questions that arise out of the social sciences.

Course Content: Michaelmas Term: Knowledge of society; methodological individualism; theory of action, action explanation. **Lent Term:** Functional and structural explanations; rationality and relativism; values in social science.

Teaching Arrangements: 20 lectures ML, and 20 associated classes (PH203.A).

Written Work: Students will be expected to write at least two essays per term and give class papers.

Reading List: A. Ryan (Ed.), *Philosophy of Social Explanation*; M. Martin & L. McIntyre (Eds.), *Reading in the Philosophy of Social Science*; M. Hollis & S. Lukes (Eds.), *Rationality and Relativism*; M. Hollis, *The Philosophy of Social Science*.

Methods of Assessment: A three-hour written examination in the Summer Term.

PH204

Greek Philosophy

Teacher Responsible: Professor John Worrall, Room A286

Availability and Restrictions: This course is not available as an outside option. This two-year course is examined in year 3.

Core Syllabus: The central philosophical ideas of the Presocratics, Plato and Aristotle.

Course Content: The lectures will discuss philosophical topics, but to appreciate these you need to read a good proportion of the main texts. Greek ethics, aesthetics and politics are not taught as a part of this course.

Presocratics: Fragments of the Pythagoreans, Heraclitus, Parmenides, Zeno, Melissus, Empedocles,

Anaxagoras, Democritus, the Sophists, as translated in Jonathan Barnes *The Presocratic Philosophers*, or Kirk, Raven & Schofield *The Presocratic Philosophers*.

Plato: *Meno, Phaedo, Symposium, Republic, Phaedrus, Timaeus, Parmenides, Theaetetus, Sophist, Philebus*, in E. Hamilton & H. Cairns, Eds., *Plato: Collected Dialogues*.

Aristotle: *Physics* Books 2, 4, 6, 8; *On the Soul; Metaphysics* Books 7 and 12 (chapters 6 to 10); *Posterior Analytics* Book 1 (chapters 1 to 10) and Book 2, in the Random House, Oxford translation as excerpted by R. McKeon *The Basic Works of Aristotle*, or the abridged J. L. Ackrill, *An Aristotle Reader*, Oxford University Press, or (more expensive) in the revised version of the Oxford translation, ed. J. Barnes, *The Works of Aristotle*, 2 vols, Oxford University Press. *The Categories* and *De Interpretatione* (chapter 9) should be read in the translation of J. L. Ackrill.

Teaching Arrangements: A two-year course; weekly intercollegiate lectures are normally given at Birkbeck College. The details will be confirmed and published before the start of term. There is a weekly class, PH204.A, attached to these lectures, given at King's College.

Reading List: G. E. L. Owen, *Logic, Science and Dialectic*; Richard Sorabji, *Necessity, Cause and Blame; Time, Creation and the Continuum; Matter, Space and Motion*. Separate reading lists are available on the Pre-socratics, Plato and Aristotle.

Methods of Assessment: Three-hour examination in the Summer Term of the third year, answering three questions or, three essays of not more than 2,500 words each, pre-submitted by the prescribed date.

PH205

Advanced Social Philosophy

Teacher Responsible: Professor John Worrall, Room A286

Availability and Restrictions: This course is not available as an outside option. Social Philosophy (PH102) is a pre-requisite.

Core Syllabus: An advanced discussion of selected texts in the history of moral and political philosophy; problems and topics in contemporary normative philosophy, including their relation to central metaphysical and normative disputes.

Course Content: The ethical theories of Plato, Aristotle, Hume, Mill and Kant. Realism and anti-realism in moral philosophy. Theories of virtue and the good life. Autonomy and ethics. Moral psychology. Self-interest and contractarianism. Consequentialism and deontology. The possibility of objectivism in morals; the metaphysics of value. Issues in moral psychology; weakness of the will. The political philosophies of Plato, Aristotle, Hobbes, Rousseau, Locke, Mill and Marx. The State; Power and Authority; the Market and Justice; Liberalism and Communitarian arguments about the Good; Conservatism and Socialism; the Nature of Property Rights.

Teaching Arrangements: The teaching for this course is by intercollegiate philosophy lectures **Ethics** (24 lectures, ML), Thursdays, 10.00 a.m.; and

Political Philosophy (24 lectures, ML, Thursdays, 11.00 a.m.). (These details to be confirmed.) These lecture courses are given for students taking the B.A. London federal philosophy degree over a two-year period; LSE students attend the two sets of lectures for one year only, and are examined by a single LSE paper reflecting their year's work. The specific course content therefore varies in alternate years; the descriptions above reflect the lectures' contents over the two-year cycle.

There is also a series of 20 classes (PH205.A), given at the School, attached to these lectures.

Written Work: Students will be expected to write at least two essays per term and give class papers.

Reading List: Plato, *Gorgias; The Republic*; Aristotle, *The Nichomachean Ethics*; Hobbes, *Leviathan*; Rousseau, *The Social Contract*; Locke, *Two Treatises of Government*; Hume, *Treatise*; Book III, *Essays*; Kant, *Groundwork of the Metaphysics of Morals*; Mill, *Utilitarianism*; Rawls, *A Theory of Justice*; Nozick, *Anarchy, State, and Utopia*; Mill, *On Liberty; Representative Government; Essay on Bentham*. A number of contemporary books and articles will also be recommended.

Methods of Assessment: A three-hour written examination in the Summer Term.

PH206

Nineteenth Century Continental Philosophy

(Not available 1998-99)

Teacher Responsible: Professor John Worrall, Room A286

Availability and Restrictions: This course is not available as an outside option.

Core Syllabus: The philosophies of Hegel, Schopenhauer, and Nietzsche.

Course Content: (a) Hegel (10 lectures). The philosophy of Hegel, with reference to *The Phenomenology of Spirit*.

(b) Schopenhauer (5 lectures). The central doctrines of Schopenhauer's metaphysics, epistemology, aesthetics, and ethics, with particular reference to *The World as Will and Representation*.

(c) Nietzsche (5 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 Arrangements: This is an intercollegiate course and is only offered in alternate years. There are 25 lectures (IC14) (ML) normally given at Birkbeck College at 6.00-7.30 p.m., Thursdays. Details will be published before the start of term. An associated class, PH206.A, is given at the School.

Written Work: Students will be expected to write at least two essays per term and give class papers.

Reading List: G. W. F. Hegel, *The Science of Logic*; M. J. Inwood, *Hegel*; Charles Taylor, *Hegel*; M. Rosen, *Hegel's Dialectic and Its Criticism*; 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 **Course Content**.

Methods of Assessment: A three-hour written examination in the Summer Term.

PH207

Phenomenology

(Not available 1997-98)

Availability and Restrictions: This course is not available as an outside option.

Core Syllabus: The course covers the tradition of Continental phenomenology.

Course Content: (a) Brentano and Husserl. (10 lectures). Brentano's *Psychology from an Empirical Standpoint*. Husserl's foundation of phenomenological philosophy.

(b) Heidegger (5 lectures), with reference to *Being and Time*.

(c) Sartre (5 lectures), with reference to *Being and Nothingness*.

(d) Merleau-Ponty (5 lectures), with reference to *Phenomenology of Perception*.

Teaching Arrangements: This is an intercollegiate course and is only offered in alternate years. There are 25 lectures (PH207, IC14) (MLS) given at Birkbeck College at 6.00-7.30 p.m., Thursdays. An associated class, PH207.A, is offered at the School.

Written Work: Students will be expected to write at least two essays per term and give class papers.

Reading List: Christopher Macann, *Four Phenomenological Philosophers*; Franz Brentano, *Our Knowledge of Right and Wrong*; R. Chisholm, *Brentano and Meinong Studies*; E. Husserl, *Ideas Pertaining to a Pure Phenomenology and to a Phenomenological Philosophy. The Idea of Phenomenology, Cartesian Meditations, The Phenomenology of Internal Time Consciousness*; David Bell, *Husserl*; L. Kolakowski, *Husserl and the Search for Certitude*; P. Caws, *Sartre*; P. A. Schilpp (Ed.), *The Philosophy of Jean-Paul Sartre*; M. Merleau-Ponty, *Eye and Mind*.

Also the works mentioned in the **Course Content**.

Methods of Assessment: A three-hour written exam in the Summer Term.

PH208

History of Modern Philosophy: Bacon to Kant

(Not available 1997-98)

Availability and Restrictions: This course is available as an outside option.

Core Syllabus: A critical historical review and an introduction to some of the main problems of philosophy.

Course Content: The main philosophers of the seventeenth and eighteenth centuries: Bacon, Descartes, Spinoza, Locke, Leibniz, Berkeley, Hume, Kant. The main problems raised by these philosophers concerning, for example: how knowledge is acquired, the extent of our knowledge and its status (is it infallible, certain, probable or

what?); theories about reality (dualism, idealism, monism); 'proofs' of the existence of God; the mind-body problem; free-will and determinism, personal identity.

Teaching Arrangements: Lectures: PH208, **History of Modern Philosophy, Bacon to Kant**; 40 one-hour lectures, ML. Classes: PH208.A.

Written Work: Students will be expected to write at least two essays per term and to give class papers.

Reading List: F. Bacon, *Novum Organum* (P. Urbach & J. Gibson, Eds.); P. Urbach, *Francis Bacon's Philosophy of Science*; E. A. Burtt (Ed.), *The English Philosophers from Bacon to Mill*; Descartes, *Philosophical Writings*, edited by D. Anscombe & P. Geach (or an edition edited by J. Cottingham, R. Stoothoff & D. Murdoch); Spinoza, *Ethics*; Leibniz, *Monadology; Selections*; Berkeley, *Three Dialogues between Hylas and Philonous*; Hume, *Treatise of Human Nature*, Book 1; *Critique of Pure Reason*; I. Kant, *Prolegomena*; S. Körner; *Kant*. A number of relevant contemporary books and articles will also be recommended in the reading lists.

Methods of Assessment: A three-hour written examination in the Summer Term.

PH209

Philosophical Logic & Metaphysics

Teacher Responsible: Professor John Worrall, Room A286

Availability and Restrictions: This course is not available as an outside option.

Core Syllabus: Some of the main contemporary philosophical problems in philosophical logic and in metaphysics.

Course Content: for Philosophical Logic: reference, names and descriptions, validity, truth, logical truth, conditionals, necessity and modality, existence and quantification, vagueness and non-classical logics; for Metaphysics: universals and particulars, materialism and dualism, free-will and determinism, personal identity, substance, events, causation, time, realism and idealism.

Reading for Philosophical Logic: S. Kripke, *Naming and Necessity*; R. M. Sainsbury, *Logical Forms*; P. Geach, *Reference and Generality*; G. Evans, *The Varieties of Reference*; S. Blackburn, *Spreading the Word*; P. Horwich, *Truth*; R. Stalnaker, "Possible Worlds" in Honderich & Burnyeat (Eds.), *Philosophy As It Is*.

Reading for Metaphysics: J. Perry (Ed.), *Personal Identity*; J. L. Mackie, *The Cement of the Universe*; D. Davidson, *Actions and Events*; A. Goldman, *A Theory of Human Action*; P. Churchland, *Matter and Consciousness*; N. Block (Ed.), *Readings in Philosophy of Psychology*; R. Gale (Ed.), *The Philosophy of Time*; H. Mellor, *Real Time*; A. N. Prior, *Papers on Time and Tense*; P. Horwich, *Asymmetries in Time*; S. Shoemaker, *Identity, Cause and Mind*; M. Johnstone & G. Forbes, "Is There a Problem About Persistence?" *Proceedings of the Aristotelian Society*, supp. vol. LXI 1987; D. Lewis, *The Plurality of Worlds*.

Teaching Arrangements: **Philosophical Logic and Metaphysics** is a federal University of London lecture course of 36 intercollegiate lectures, twice

weekly for first term, once weekly for second term. Details will be published before the start of term. The syllabus is designed for a 2 year cycle, permitting, but not requiring, students to attend lectures in adjacent years with no overlap in content. Since LSE students will attend for only one year, the specific course content will therefore vary in alternate years. The descriptions above reflect the lectures' contents over the whole of the two year cycle. There is a class, PH209.A, attached to these lectures and given at the School.

Written Work: Students are expected to write at least two essays per term and give class papers.

Methods of Assessment: A three-hour written examination in the Summer Term.

PH210

Philosophy of Mathematics

Teacher Responsible: Professor John Worrall, Room A286

Availability and Restrictions: This course is not available as an outside option. Knowledge of set theory is very helpful but not essential.

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.

Course Content: Introduction: is mathematical knowledge analytic, empirical or synthetic a priori?: Leibniz, Mill and Kant. Logicism: Frege and Russell. Platonism: philosophical significance of Set Theory. Formalism: philosophical significance of Gödel's completeness and incompleteness theorems. Intuitionism: Brouwer and Dummett. Wittgenstein's philosophy of mathematics. Recent developments.

Teaching Arrangements: A course of 24 intercollegiate lectures (PH210) (Michaelmas and Lent Terms) given by Dr. Keith Hossack and others at Birkbeck College, and an associated series of classes (PH210.A) at King's or LSE.

Written Work: Students will be expected to produce at least two essays per term and to give class papers.

Reading List: The most important single book is P. Benacerraf & H. Putnam (Eds.), *Philosophy of Mathematics—Selected Readings*. Students will also need to consult: A. Fraenkel, Y. Bar-Hillel & A. Levy, *Foundations of Set Theory*. Further readings will be announced during the course.

Methods of Assessment: A three-hour written examination in the Summer Term.

PH211

Philosophy of Economics

Teacher Responsible: Professor Nancy Cartwright, Room T11

Availability and Restrictions: This course is not available as an outside option. Students are expected to have taken or to be taking *Microeconomic Principles I* Ec201 or *Microeconomic Principles II* Ec202 or their equivalent elsewhere.

Core Syllabus: The course examines philosophical issues in economics.

Course Content: Empiricism, hermeneutics and critical theory in social science. The issue of value-freedom. Methodological problems in economics. The status of economic theory. Social judgements, social choice and interpersonal comparisons. Consequentialism, welfarism and utilitarianism. The Liberal Paradox. Distributive justice and the economics of redistribution.

Teaching Arrangements: 20 lectures (ML) by Professor Nancy Cartwright and Dr. Morris Perlman and 20 classes (PH211.A 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*; F. Hahn & M. Hollis (Eds.), *Philosophy and Economic Theory*; D. Little, *Varieties of Social Explanation*; M. Weber, 'The Meaning of Value Freedom in Sociology and Economics' in *The Methodology of the Social Sciences* (Eds. Shils & Finch). L. C. Robbins, *The Nature and Significance of Economic Science*; J. Rawls, *A Theory of Justice*; F. Hahn & M. Hollis (Eds.), *Philosophy and Economic Theory*; J. Elster & J. E. Roemer (Eds.), *Interpersonal Comparisons of Well-Being*; A. K. Sen & B. Williams (Eds.), *Utilitarianism and Beyond*.

Additional reading suggestions, particularly of articles, may be made in the lectures and the classes.

Methods of Assessment: A three-hour written examination at the end of the year.

PH212

Frege and Russell

(Not available 1998–99)

Teacher Responsible: Professor John Worrall, Room A286

Availability and Restrictions: This course is not available as an outside option. An introductory logic course and some knowledge of elementary set theory would be an advantage.

Course Content: The central philosophical and logical concepts of Frege and Russell.

Teaching Arrangements: Students attend the first year (1997–98) of the intercollegiate lectures, Frege, Russell and Wittgenstein, normally given on Wednesdays, 12 noon, 43 Gordon Square, ML. (Details will be confirmed before the start of term.) They should also attend the Philosophy of Mathematics (Frege & Russell) lectures, normally on Mondays, 6.00 p.m., Birkbeck, M. There is also a class (PH212.A).

Written Work: Students will be expected to produce at least two essays per term and to give class papers.

Reading List: Gottlob Frege, *The Foundations of Arithmetic*, translated by J. L. Austin; P. Geach & M. Black (Eds.), *Translations from the Philosophical Writings of Gottlob Frege*; G. Frege 'The Thought' in P. Strawson (Ed.), *Philosophical Logic*; B. Russell & A. N. Whitehead, *Principia Mathematica*; B. Russell *Mysticism and Logic*; B. Russell, E. R. Eames & K. Blackwell (Eds.), *Collected papers of Bertrand Russell, Vol. 7*; R. C. Marsh (Ed.), *Logic and Knowledge*; David Lackey (Ed.), *Essays in Analysis*; Hochberg, *Logic, Ontology and Language*; A. J. Ayer, *Russell*; Pears, *Bertrand Russell and the British*

Empiricist Tradition; M. Sainsbury, *Russell*; Anderson & Savage, *Klemke*.

Methods of Assessment: A three-hour written examination in the Summer Term.

PH213

Scientific Revolutions: Philosophical and Historical Issues

Teacher Responsible: Professor John Worrall, Room A286

Availability and Restrictions: This course is available as an outside option but cannot be taken by students who have completed the Rise of Modern Science course. No prior systematic knowledge of physical and biological science is presupposed.

Core Syllabus: An examination of certain basic methodological and philosophical problems as they arise from detailed historical study of episodes of apparently radical theory-change in science (so-called scientific revolutions).

Course Content for PH213.1:

This part of the course will raise philosophical and foundational issues concerning certain fundamental theory-changes principally in the history of physical science. Topics to be covered may include:

1. The Copernican revolution: falsifiability and the Duhem problem; prediction and accommodation; simplicity; harmony.
2. Galileo: observability, fallibility of observation statements.
3. The Newtonian revolution: issues of reducibility and "explanation through modification"; "deduction from the phenomena".
4. "Revolutions" in optics: "crucial experiments", scientific realism and the so-called pessimistic meta-induction; the Duhem problem (again) and underdetermination; Bayesian confirmation theory; background knowledge and "radical" theory-change; the status of methodological rules – "naturalised philosophy of science"; reference and theoretical terms.
5. Maxwell's electromagnetic theory and the elastic aether: models, unification, explanation and reduction.

Course Content for PH213.2: The Darwinian revolution:

1. The problems of adaptation and diversity, how Darwinism solves them; why rival theories fail.
2. Nineteenth-century Darwinism and the revolution of recent decades.
3. The problem of altruism; modern solutions; and past confusions.
4. Sexual selection – why males are often

ornamental and promiscuous whereas females are drab and discriminating; the century-long neglect of Darwin's solution; current views.

5. Humans as Darwinian animals; what can natural selection explain about us?

Teaching Arrangements: PH202.1, 15 lectures (Professor J. Worrall) ML and PH202.2, five lectures (Dr. H. Cronin) L; and classes PH202.1A, 15 meetings ML and PH202.2A. Five meetings L.

Written Work: Students will be expected to write at least two essays per term and give class papers.

Background Reading List For PH213.1: T. S. Kuhn, *The Structure of Scientific Revolutions*; G. Holton (revised by S. Brush); *Theories and Concepts in Physical Science*.

Reading for particular topics including primary material by Galileo, Newton and others will be specified during the course.

Reading for PH213.2: Jerome Barkow, Leda Cosmides & John Tooby (Eds.), *The Adapted Mind: Evolutionary psychology and the generation of culture*, pp. 3–15; Charles Darwin, *On the Origin of Species*, chapters 3, 4, 6, 7, 13, 14 (or sixth edition, chapters 3, 4, 6, 7, 8, 14, 15); Martin Daly & Margo Wilson, *Homicide*, chapter 1; Richard Dawkins, *The Blind Watchmaker*; John Maynard Smith, *On Evolution*, chapters 1, 2, 6, 7; Michael Ruse, *The Darwinian Revolution*; also Helena Cronin, *The Ant and the Peacock* (background reading; pick out what is relevant to your interests).

Methods of Assessment: A three-hour written examination in the Summer Term.

PH299

Essay on an Approved Subject in Philosophy

Availability and Restrictions: 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.

Methods of Assessment: Essays must be submitted by June 10. They should be 5,000–7,000 words, and should be typewritten.

DEPARTMENT OF SOCIAL POLICY AND ADMINISTRATION

Course Guides

Introduction to Social Policy

Teachers Responsible: Miss S. Sainsbury, Room A250 and Professor R. A. Pinker, Room A271

Availability and Restrictions: This is a compulsory course for Bachelor's degrees in Social Policy, and is available to students on other degrees where the regulations permit.

Core Syllabus: The course aims to provide an introduction to social policy by examining changes in the way in which social provision has been made over time. The course focuses on Britain, but seeks to set the British experience in comparative perspective. It also aims to give students a framework for understanding the policy making process and an introduction to issues of entitlements and welfare outcomes.

Course Content: The course examines the nature of the mixed economy of welfare and the relative importance of the state, the family, the market and the voluntary sector during the 19th and 20th centuries. It considers changes in ideas about social provision in Britain and the range of variables that may explain the development of social policies in both Britain and other European countries. It considers the growing role of the state in social welfare provision and the nature of the challenges to it in the late 20th century. Issues such as how a social problem is defined, how policies are formulated, administered and revised are illustrated by reference to the fields of health social security, education and housing. Students are invited to consider the concept of social rights; lines of conflict over social provision between social classes, races, generations and between the sexes; and issues of redistribution.

Teaching Arrangements: Lectures: 24 x SA100. Classes: 22 x SA100.A for specialists. SA100.B for non-specialists.

Written Work: Students will be expected to write one essay per term for class teachers, and to read for and contribute to class discussion each week.

Reading List: Pat Thane, *The Foundations of the Welfare State*; Anne Digby, *British Welfare Policy. Workhouse to Welfare*; Michael Hill, *The Welfare State in Britain. A Political History since 1945*; Norman Barry, *Welfare*; John Hills (Ed.), *The State of Welfare*; Rodney Lowe, *The Welfare State in Britain since 1945*. These are introductory texts; a full reading list will be provided in the first class of Michaelmas Term.

Methods of Assessment: A three-hour examination in the Summer Term.

SA101

Sociology and Social Policy

Teacher Responsible: Professor D. Downes, Room A237

SA100

Availability and Restrictions: 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 aim of the course is to introduce students to major themes and perspectives in the sociological analysis of social policy issues, putting due weight on a grounding in both social theory and empirical studies.

Course Content: 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. The core of the course consists of the examination in this way 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 is emphasised.

Teaching Arrangements: Lectures: 24 x SA101. Classes: 24 x SA101.A (Dr. K. Rake).

Written Work: One essay per term is required.

Reading List: There is no set text for the course, and a full reading list is provided at the first class.

Basic Reading: D. Lee & H. Newby, *The Problem of Sociology*; A. Giddens, *Sociology*; E. Gellner, *Legitimation of Belief*; 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*; K. Kiernan & M. Wicks, *Family Change and Future Policy*.

Methods of Assessment: Three-hour paper in the Summer Term; four questions to be answered.

SA102

Social Economics

Teachers Responsible: Professor David Piachaud, Room A281 and Dr. Mark Kleinman, Room A259

Availability and Restrictions: This course is intended for Bachelor's degrees in Social Policy.

Course Content: Introduction to economics and its application to social policy. The nature of the economic problem. The role of prices in a market economy. Demand and consumer choice; supply, production costs and market structure. Limitations of markets and government intervention. Taxes and subsidies; tax incidence; social costs and benefits. Public expenditure in the UK; state and market provision of housing, health services and education. Unemployment and government economic management. The determination of wages; the role of

trade unions; minimum wage legislation; the Social Charter. Low pay and poverty; the distribution of incomes; policies of income redistribution. The application of economic analysis to resource allocation in the public sector. Taxation and incentives.

Written Work: Essays, problem sets and presentations will be required.

Teaching Arrangements: Lectures: 20 x SA102. Classes: 24 x SA102.A.

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. Stiglitz, *Economics of the Public Sector*; A. Griffiths & S. Wall, *Applied Economics*; J. Le Grand & W. Bartlett, *Quasi-markets and Social Policy*.

Methods of Assessment: Three-hour paper in the Summer Term; four questions to be answered.

SA103

Population, Economy and Society

Teacher Responsible: Jane Falkingham, Room A268

Availability and Restrictions: This 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 paper deals with the inter-relationship 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 focus of the course is comparative, both across time and between developed and less developed societies.

Course Content: The course covers a range of topics including: the relationship between population size and available resources; social, biological and economic influences on population growth rates, especially the role of famine, plague and war; the demographic and health transitions; AIDS; fertility decline and the role of family planning programmes; the changing characteristics of the family; global trends in population aging and their social and economic consequences in terms of care of the elderly and income support in later life; a brief overview of theories of migration; trends in migration and urbanisation.

The course addresses key questions such as:

- What impact will AIDS have on the population, economy and society of the 21st century?
- Will population aging really be a demographic time bomb?
- Who will care for the elderly? And how will this be affected by the processes of industrialisation and urbanisation in the South?
- Are we seeing the end of marriage and parenthood as social institutions in the West?
- Is famine the inevitable result of population growth?
- What is the relationship between population and violent conflict?
- Is economic development the best contraceptive?

Teaching Arrangements: Lectures: 24 x SA103. Classes: 22 x SA103.A.

Written Work: Students will be expected to prepare two class presentations per term and submit two essays per term.

Reading List: Reading lists are handed out at the beginning of each term along with topics for class presentations. Most of the articles are available in xerox form in the offprint collection. The following are among the more important items on the book reading list:

M. Livi-Bacci, *A concise history of world population*; H. Jones, *Population Geography*; R. Easterlin, *Birth and Fortune*; W. H. McNeill, *Plagues and Peoples*; E. A. Wrigley, *Population and History*; The World Bank, *Population Change and Economic Development*.

Methods of Assessment: There will be a three-hour written examination in the Summer Term in which candidates will be expected to answer four questions. The paper is in two sections and candidates must answer at least one question from Section A. The remaining three questions can be taken from Section A or B.

SA201

Methods of Social Investigation

Teachers Responsible: Dr. Gail Wilson, Room A270 and Ms. Katherine Rake, Room A262

Availability and Restrictions: This is a compulsory course for most Bachelor's degrees in Social Policy.

Core Syllabus: The paper aims to give students a comprehensive introduction to methods of social research in social policy.

Course Content: The design and analysis of social investigations. The nature of social measurement. Problems of collecting, ordering and assessing evidence in social enquiry. Elements of sampling theory and the concept of statistical inference. Data collection by means of social survey, participant observation and documentary methods. The use of official data. Basic descriptive and inferential statistics. Analysis of data particularly from surveys and censuses. The use of computers in data analysis. The role of these statistical methods and multivariate techniques in the interpretation of social data and the formulation of social policy.

Teaching Arrangements: The course combines two elements:

SA201.1 Statistics and Computing in Social Investigation Katherine Rake.

Lectures: 10 x SA201.1 Michaelmas and Lent Terms. Classes: 15 x SA201.1.A Michaelmas and Lent Terms.

SA201.2 Methods of Social Investigation: Gail Wilson.

Lectures: 20 x SA201.2 Michaelmas and Lent Terms. Classes: 15 x SA201.2.A Michaelmas and Lent Terms.

Written Work: Methods of Social Investigation class students are required to write two essays of about 1,500-2,000 words, one each term. In the classes active verbal participation by students is expected throughout.

For the Statistics and Computing 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 (by the end of the Lent Term) is a condition of examination entry.

Reading List: M. Bulmer (Ed.), *Sociological Research Methods*; C. Moser & G. Kalton, *Survey Methods in Social Investigation*; F. Clegg, *Simple Statistics*; D. Rowntree, *Statistics Without Tears*; J. Weizenbaum, *Computer Power and Human Reason*; D. C. Pitt & B. C. Smith, *The Computer Revolution in Public Administration*; A. S. C. Ehrenberg, *Data Reduction*; T. Roszak, *The Cult of Information*; M. J. Norusis, *SPSS/PC+ V2.0 Base Manual*; J. Foster, *SPSS/PC+ Beginners Guide*; N. Frude, *A Guide to SPSS/PC+* (2nd edn.); HMSO, *Social Trends* (annually); SCPR, *British Social Attitudes* (annually); HMSO, *General Household Survey* (annually).

Methods of Assessment: The subject is assessed in the Summer Term by one three-hour written paper (75%) and a project report (25%). The project topic will be given out during the Lent Term, and the project report should be handed in to the Examinations Office (H302) by 20 March 1998.

SA203

Finance and Organisation of Human Services

Teacher Responsible: Professor Howard Glennerster, Room A243

Availability and Restrictions: This is a compulsory course for Bachelor's degrees in Social Policy, and is available to students on other degrees where the regulations permit.

Core Syllabus: The distinctive features of human services organisations, their finance and organisation. Market failure, government failure, the economics of non-profit organisations and quasi-markets, the finance-provision distinction. Alternative means of financing health services, education, housing, social care and social security. The nature of management in human service organisations: governance and ownership, managing professionals, dealing with people, interaction between organisations, accountability and measuring performance.

Course Content: This course will discuss the nature of human services, how they are financed, with particular reference to the United Kingdom: public expenditure control, taxes, changes and charitable giving, local government finance and current debates about paying for each of the major areas of social provision.

Teaching Arrangements: Lectures: 20 x SA203. Classes: 21 x SA203.A – one or more students will be expected to introduce these discussions.

Written Work: Each student will be expected to submit two pieces of written work to the class teacher before the end of Michaelmas and Lent terms.

Reading List: H. Glennerster, *Paying for Welfare: Towards 2000*; C. Thain & M. Wright, *The Treasury and Whitehall: The Planning and Control of Public Expenditure 1976-93*; D. Butler, A. Adonis & T. Travers, *Failure in British Government: The Politics of the Poll Tax*; J. Hills, *The Future of Welfare*; J. Le Grand & W. Bartlett (Eds.), *Quasi Markets and Social*

Policy; A. Power, *Property before People*; P. Taylor-Gooby & R. Lawson (Eds.), *Markets and Managers: New Issues in the Delivery of Welfare*.

Supplementary Reading List: Full bibliographies will be given to students at the start of the session.

Methods of Assessment: One three-hour examination in the Summer Term.

SA204

Educational Policy and Administration

(Not available 1997-8)

Teacher Responsible: Dr. Anne West, Room A231

Availability and Restrictions: This is an optional course for Bachelor's degrees in Social Policy, and for other degrees where the regulations permit.

Core Syllabus: The aim of the course is to introduce students 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.

Course Content: The first part of the course focuses on broad issues of educational policy, starting with the 1944 Education Act, the educational reforms in the 1980s, markets and parental choice, further and higher education and the financing of education. The second part focuses on specific issues that have implications for equality of opportunity, equity and social justice – ethnicity/race and education; social class and education; special educational needs; education and gender; early years education.

Teaching Arrangements: Lectures: 10 x SA204 Michaelmas Term. Classes: 24 x SA204.A.

Written Work: Presentation of 2 or 3 short class papers during the session and two essays per term.

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; National Commission on Education, *Learning to Succeed*, 1993; S. Tomlinson (Ed.), *Educational Reform and its Consequences*. A comprehensive bibliography will be provided.

Methods of Assessment: There is a three-hour formal examination in the Summer Term based on the topics covered in the lectures and classes.

SA205

Social Care Policy and Planning

(Not available 1997-98)

Teacher Responsible: Sally Sainsbury, Room A250

Availability and Restrictions: The course is available in alternative years if there are enough students. No prerequisites.

Core Syllabus: The development and operation of the personal social services in Britain since the Second World War will be discussed in the context of economic, political, social and demographic change.

Course Content: The personal social services, including those for disabled people, child protection, Deaf people, those with mental health problems, and carers, with special reference to Britain: an examination of their goals and functions, the ethical and political issues they raise and the underlying concepts, values and assumptions. An examination of policies and legislation. Different concepts and measures of need; policy choices and their consequences. Patterns and problems of social intervention. The role of social work; professionalisation, domiciliary, day and residential care, community work and development. Inter-organisational and management issues: performance indices and evaluation; the interaction of central and local government; the voluntary and private sectors; pressure groups; the clientele; private and community patterns of service.

Teaching Arrangements: Lectures: 10 x SA205 Michaelmas Term.

Classes: 10 x SA205.A Michaelmas Term, 10 x Lent Term and 5 x Summer Term, of 1½ hours.

Written Work: Students are expected to write one essay per term for the class teacher, and to read for and contribute to class discussion each week.

Reading List: No single book covers the entire syllabus; the following are useful introductory texts. P. Townsend, *The Last Refuge*; RKP, 1962; *Report of the Committee on Local Authority and Allied Personal Social Services* (Seebohm), Cmmd. 3703, 1968; G. Wistow, *Social Care in the Mixed Economy*, Open University Press, 1994; S. Sainsbury, *Regulating Residential Care*, Avebury, 1989; K. Jones, *Asylums and After: A Revised History of the Mental Health Services*, 1993; M. Parry (Ed.), *The Children Act 1989: Conflict and Compromise*, 1992. A full bibliography will be provided with the programme of class topics.

Methods of Assessment: There is a three-hour formal examination in the Summer Term. The paper contains 12 questions, of which four are to be answered. Each question is allocated equal marks.

SA206

Housing and Urban Structure

(Not available 1997-98)

Teacher Responsible: Dr. Peter Levin, Room A39

Availability and Restrictions: This is an optional course for Bachelor's degrees in Social Policy, and for other degrees where regulations permit. Students who have taken introductory courses in social policy and administration, public administration, sociology, economics or geography will have a useful foundation. More important are curiosity about the subject matter and the desire to relate one's personal experience of living in a town or city to a wider context.

Core Syllabus: The aim of the course is to introduce students to the study of housing and urban structure and to equip them with basic questions and techniques for exploring and analysing the processes

at work in cities and the housing system. The course deals mainly with England and Wales, although there is a comparative component.

Course Content: The following topics are representative of those covered:

The housing system: the causes and consequences of the growth of owner-occupation and housing associations, the decline of private renting, the sale of council housing; the roles of local authorities, building societies and other institutions. *Housing policy:* how housing policy is made; central-local relations; why should the State be involved in housing? *Access to housing:* the problems facing newcomers to the housing market; homelessness. *Council housing:* the changing role of council housing; the experience of being a council tenant; tenant participation and decentralized management; the problems of run-down estates. *Social groups:* the concept of housing class; the position vis-a-vis housing of women, the elderly, members of minority ethnic groups. *Urban structure and policy:* who lives where in British cities?; urban deprivation; 'inner city' policy; 'gentrification'; urban development corporations – the London docklands example. *Planning:* the British planning system; public participation; who gains and who loses from urban planning?; how does the built environment affect social behaviour?

Teaching Arrangements: Lectures: 20 x SA206 Michaelmas & Lent Terms.

Classes: 24 x SA206.A.

The range of possible class topics is very wide; the actual programme will be decided in consultation with the members of the class and will take their particular interests into account wherever possible.

Written Work: Each student will be expected to prepare and give a 20-minute oral presentation at two or three classes during the year. It is expected that students will in addition submit a minimum of two essays during the year.

Reading List: The following introductory texts are recommended: K. Bassett & J. Short, *Housing and Residential Structure*; J. R. Short, *Housing in Britain*; P. Malpass & A. Murie, *Housing Policy and Practice* (4th edn.); D. Clapham et al., *Housing and Social Policy*; S. MacGregor & B. Pimlott, *Tackling the Inner Cities*; J. Allen & C. Hamnett, *Housing and Labour Markets*. Specialised lists will be given out for particular classes and lectures.

Methods of Assessment: Students take a three-hour formal examination in the Summer Term. The paper usually contains twelve or so questions, out of which four must be answered. The content of the paper reflects the topics covered in classes and lectures.

SA207

Health Policy and Administration

Teacher Responsible: Dr. John Carrier, Room A238

Availability and Restrictions: This is an optional course for Bachelor's degrees in Social Policy, and other degrees where regulations permit. Students are not expected to have any specialised knowledge of health service provision in general or the NHS in particular, but they should be familiar with the basic

concepts used in social policy, especially those used in the study of either/or public administration, political science, sociology and economics.

Core Syllabus: The aim of the paper is to introduce students to the main issues involved in the administration of health services in modern societies, drawing mainly upon the example of the National Health Service in England and Wales.

Course Content: The determinants of health improvement; the organisation and finance of the National Health Service. The planning of acute services, general practice, and services for particular groups, (eg. the maternity services, services for the mentally ill and mentally handicapped). Prescribing and the pharmaceutical industry; the problem of priorities and planning, medical education and the distribution of medical manpower. Further details will be published at the start of the session.

Teaching Arrangements: Lectures: SA207 + classes SA207.A combined 24 x 1½ hours weekly, MLS.

Students are expected to produce written papers for class discussion (at least one paper per student for the course, depending on the numbers who attend). Several hours of private study are expected in the preparation for classes each week, whether or not the student is presenting a class paper.

Written Work: In addition to the class paper referred to above students are expected to produce at least two essays of between 1,500 and 2,000 words each for the class teacher during the length of the course. Individual teachers will set, read and discuss this work with the individual student.

Reading List: The reading list is the minimum necessary reading for this course. Specialised reading for lecture topics will be given out by lecturers responsible for particular aspects of the course.

Students should attempt to buy some of the following: B. Abel-Smith, *Health Policy, Planning and Financing*, 1994; R. Robinson & J. Le Grand, *Evaluating the NHS Reforms*, 1994; R. Baggott, *Health and Health Care in Britain*, 1994; J. Carrier & I. Kendall, *Health and the National Health Service*, 1997; H. Glennerster, *British Social Policy since 1945*; H. Glennerster, *Paying for Welfare: The 1990s*; J. Hills, *The State of Welfare: The Welfare State in Britain from 1974*, 1997; R. Klein, *The New Politics of the National Health Service*, 3rd edn., 1995.

The above literature is available in the LSE Library but students will be advised which specialised libraries near to the School can also be used.

Supplementary Reading List: This is given out at the beginning of the course, and reflects the special interests of the subject lecturers.

Methods of Assessment: A three-hour written examination. The usual format requires students to answer four questions out of a choice of 14/15; all carry equal marks.

SA208

The Government and Politics of Social Policy

Teacher Responsible: Dr. Peter Levin, Room A39

Availability and Restrictions: This is an optional course for Bachelor's degrees in Social Policy and for

other degrees where regulations permit. The course requires some familiarity with the government and politics of Britain and students who do not have this will find it helpful to have done some reading during the preceding summer vacation.

Core Syllabus: The aim of the course is to equip students with methodologies for investigating the government and politics of social policy and in particular how social policies and measures affecting UK citizens come into existence. Thus emphasis is placed on uncovering the mechanisms of policy making and demonstrating how the 'machinery' works.

Course Content: The course begins with a brief survey of the institutions of UK central government and the European Union, and of the many different forms that social policies and measures take; statements of intention (like election manifestos and White Papers) legislative measures (like Acts of Parliament and European Union Directives), the allocation of public expenditure and organisational structuring and restructuring. A range of theoretical perspectives on policy making are put forward and discussed. These are then applied to a selection of recent case studies of actual policies and measures.

The course has a strong practical emphasis. For example, students will learn how to use official and unofficial sources – such as handbooks and other publications, departmental reports, parliamentary proceedings and materials available via the world-wide web, reports and comment in the media and ministerial autobiographies – to uncover governmental structures and their inhabitants, to recognise 'policy' when you see it, to 'track' the policy-making process, and to read between the lines of white papers, ministerial speeches, etc. As part of the course students are required to undertake a project on a policy or measure of their own choice (subject to approval): this provides an opportunity to develop and apply these skills.

Teaching Arrangements: Lectures: 20 x SA208 Michaelmas & Lent Terms.

Classes: 24 x SA208.A.

Supervision sessions will be available for the early stages of the project.

Written Work: Students are expected to submit a minimum of two essays during the course, and a 4,000-word report on their project.

Reading: Students who have not studied British government and politics at any level should, before starting the course, skim through an elementary text such as Jones *et al.*, *Politics UK*. An enjoyable and instructive read is D. Butler *et al.*, *Failure in British Government: The Politics of the Poll Tax*. It will be helpful to browse through recent ministerial memoirs, looking out for references to housing, education, social security, the poll tax, etc. Try M. Thatcher, *The Downing Street Years*; N. Lawson, *The View from No. 11*; K. Baker, *The Turbulent Years*; N. Ridley, *My Style of Government*. The main text is P. Levin, *Making Social Policy: The Mechanisms of Government and Politics and How to Investigate Them* (Open University Press, 1997). Full reading lists will accompany the lecture course and classes.

Methods of Assessment: Students take a three-hour formal examination in the Summer Term. The paper contains 12 or so questions, out of which four must be answered. This counts for 75% of the mark for the course. The project report, which must be handed in to A253 not later than 1 May, counts for the remaining 25%.

SA209

Psychology and Social Policy

(Not available 1997–98)

Teacher Responsible: Mr. Derek Cornish, Room A118

Availability and Restrictions: This is an optional course for Bachelor's degrees in Social Policy and for other degrees where regulations permit.

Core Syllabus: This course analyses the influence of psychological assumptions and knowledge about human behaviour upon our understanding of social problems, and upon the responses of social policy.

Course Content: The course falls into three broad areas:

(1) Theories and debates: provides preliminary groundwork by examining major psychological explanations of human behaviour and the range of contrasting assumptions underpinning them;

(2) Explanations of social problems: critically evaluates the nature, strengths and limitations of psychological understandings of, and responses to, selected social problems and issues; and

(3) Impact on policy: analyses selected policies from the standpoints of the nature of the psychological assumptions involved and the accuracy of the psychological knowledge that has been, or could be deployed.

Teaching Arrangements: Lectures: 20 x SA209 Michaelmas & Lent Terms.

Classes: 22 x SA209.A.

Written Work: A minimum of two essays will be required. Students will also be asked to present class papers.

Reading: A comprehensive bibliography will be provided.

Methods of Assessment: Three-hour unseen paper in the Summer Term; four questions to be answered.

SA210

Race Relations and Ethnic Minority Groups

(Not available 1997–98)

Teachers Responsible: Dr. J. Carrier, Room A238 and others

Availability and Restrictions: This is an optional course for Bachelor's degrees in Social Policy, and for other degrees where regulations permit. Students taking the course should preferably have completed an introductory course in sociology. Previous work in history or social policy or social anthropology would be an advantage.

Core Syllabus: The paper aims to introduce students to the historical, comparative and contemporary study of the sociology of race relations, and to policy issues involving race in contemporary Britain.

Course Content: A study of social differentiation by race or ethnicity in human societies; the nature, causes and consequences of such differentiation; the social and psychological processes involved; and the structure and dynamics of racially-differentiated and ethnically plural societies. To include: an examination of concepts and theories relating to this field; a comparative analysis of relevant structures and processes in modern industrial and other societies;

study of aspects of race in contemporary Britain; and an examination of group and policy responses in racial or ethnic situations, and their research implications.

Teaching Arrangements: Lectures: 22 x SA210.

Classes: 22 x SA210.A.

Written Work: Work will be set and marked by the lecturers. Each student taking the course will be expected to make one verbal presentation of about 20 minutes at each of two of the 22 classes during the year. In addition, in the Michaelmas and Lent Terms there will be a term essay of 1,500–2,000 words to be handed in by the end of term.

Reading List: The following books are basic texts recommended for student purchase: E. E. Cashmore & B. Troyna, *Introduction to Race Relations* (2nd edn., 1990); J. Solomos, *Race and Racism in Contemporary Britain*; J. Stone, *Racial Conflict in Contemporary Society*; C. Husband (Ed.), "Race" in *Britain: Continuity and Change*; M. Banton, *Racial Theories*; J. Rex, *Theories of Race and Ethnic Relations*; N. Glazer, *Ethnicity Theory Experience*. It is necessary to refer to selected editions of the journal "Ethnic and Racial Studies".

Methods of Assessment: By three-hour formal examination in the Summer Term, based on the full syllabus. A choice of questions is provided. Candidates should answer four questions, out of 14 or 15, and each question carries equal marks.

SA212

Family, Gender and Society

Teacher Responsible: Dr. K. Kiernan, Room A279

Availability and Restrictions: This is an optional course for Bachelor's degrees in Social Policy and other degrees where regulations permit.

Core Syllabus: This course will examine the dimensions of family change over the post-war period and their implications for the private and public domains of life. The approach will be interdisciplinary and although primarily concerned with Britain will have a substantial comparative component.

Course Content: The course will provide an overview of the history of the family and review the theoretical perspectives and current debates on the family. Gender differences will be a focus. The major themes to be covered include: sexuality, 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.

Teaching Arrangements: Lectures 22 x SA212.

Classes 22 x SA212.A.

Written work: Presentation of 2 or 3 short class papers during the session and one essay in each of the first two terms.

Reading List: A detailed reading list will be provided at the beginning of the session. General reading: F. R. Elliott *Gender Family and Society*, Macmillan Press; 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; J. Lewis, *Women in Britain since 1945*, Basil Blackwell.

Methods of Assessment: There will be a three-hour written examination in the Summer Term in which candidates are expected to answer four questions.

SA213

European Social Policy

Teacher Responsible: Dr. S. P. Mangen, Room A261

Availability and Restrictions: This course is available to students on Bachelor's degrees (other than those in Social Policy and Administration) where regulations permit, and to General Course students.

Core Syllabus: The course is concerned with 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 important component.

Course 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 seminars 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; social exclusion; policies for priority groups and 'community care'; women and the welfare state and 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.

Teaching Arrangements: Lectures: 14 x SA213, Michaelmas (weekly) weeks 1 and 6-10 (twice weekly) weeks 2-5 and 6 Lent Term (weekly). Classes: 23 x SA213.A.

Written Work: Students are expected to produce two essays of 2,000 words each during the course.

Reading List: Some introductory texts are:

A. J. Heidenheimer *et. al.*, *Comparative Public Policy* (3rd edn.); L. Hantrais, *Social Policy in the EU* (Macmillan); R. Mishra, *The Welfare State in Capitalist Society*; H. L. Wilensky *et. al.*, *Comparative Social Policy*; M. Gold, *The Social Dimension* (Macmillan); J. Bailey, *Social Europe* (Longman); A. Cochrane & J. Clarke, *Comparing Welfare States* (Sage); Springer, *The Social Dimension of 1992* (Praeger); M. Wise & R. Gibb, *Single Market to Social Europe* (Longman); Esping-Andersen, *The Three Worlds of Welfare Capitalism* (Polity).

Methods of Assessment: There is a three-hour formal examination in June. The examination counts for 100% of the final mark.

SA215

Ageing and Social Policy (Half unit course)

Teacher Responsible: Dr. Gail Wilson, Room A270

Availability and Restrictions: For B.Sc. Social Policy and Administration undergraduates, and others with the agreement of their tutor.

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 demographic, economic, social and political conditions into consideration.

Course 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 Arrangements: 10 sessions of 2½ hours combining lectures and seminars in the Michaelmas Term.

Reading List: S. Arber & J. Ginn, *Gender and Later Life*, Sage, London, 1991; P. Johnson & J. Falkingham, *Ageing and Economic Welfare*, 1992; P. Johnson *et. al.* (Eds.), *Workers versus Pensioners*, 1989; 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.

Examination Arrangements: The course will be examined by a two-hour unseen examination paper in January. Candidates must answer two questions on subjects other than their coursework essays. The examination will count for 60% of the total mark. Undergraduates will present one essay which will account for 40% of the mark.

SA216

Issues in Social Policy (Half unit Course)

Teachers Responsible: Dr. M. Kleinman, Room A259 and Professor D. Piachaud, Room A281

Availability and Restrictions: This is an optional course for Bachelor's Degrees in Social Policy and for other degrees where regulations permit.

Core Syllabus: This course focuses on the related topics of the growth in inequality, the emergence of social exclusion as a key concept in social policy 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.

Course Content:

1. Changes in inequality:

- the history of the debate: long term trends
- measurement issues
- UK evidence
- international trends
- causes of changes: economic activity; earnings inequality; tax and benefit changes

2. The demographic background and social trends

- trends in marriage, family, births
- divorce, single parents and female-headed households
- evidence on effects of family breakdown on health, education, income
- dynamics versus statics: longitudinal and cross-sectional studies

3. The 'underclass' debate

- historical parallels: deserving/undeserving poor; culture of poverty; transmitted deprivation
- is the concept of 'underclass' meaningful?
- evidence from the US and the UK
- social exclusion in Europe
- unemployment and the 'underclass'
- crime and the 'underclass'
- spatial segregation and housing policy

Teaching Arrangements: 10 Lectures (SA429), Lent Term.

10 x 1½ hour Seminars (SA216), Lent Term.

Methods of Assessment: A formal two-hour examination in the Summer Term: two questions from a choice of five (100%).

SA250

Demographic Description and Analysis

Teacher Responsible: Chris Langford, Room A269

Availability and Restrictions: This course is 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 non-mathematical backgrounds should not be at a disadvantage.

Course Syllabus: This paper provides an introduction to the techniques of demographic analysis and the interpretation of demographic data. The main style of presentation is to introduce and discuss techniques of analysis and then examine examples of their use to illustrate demographic concepts and trends.

Course Content: This course provides an introduction to the techniques of demographic analysis and the interpretation of demographic data. Topics covered include sources of information about populations; current and cohort methods of description and analysis; the construction of life tables; measurement of fertility, mortality and nuptiality; the determinants of age structure and the intrinsic growth rate; survey data; the interpretation of demographic statistics; tests of consistency and reliability.

Teaching Arrangements: Lectures: 24 x SA250, Michaelmas, Lent & Summer Terms.

Classes: 24 x SA250.A, Michaelmas, Lent & Summer Terms.

Written Work: A number of practical exercises involving either computations or the interpretation of data will be set during the course and discussed in classes. In addition, a number of brief essays will be required from each student.

Reading List: A general reading list is circulated at the start of the course. In each lecture attention is drawn to the relevant readings. The following, however, are useful introductions: R. Woods,

Population Analysis in Geography and R. Pressat, *The Dictionary of Demography*, edited by C. Wilson.

Methods of Assessment: There will be a three-hour written unseen examination in the Summer Term.

SA251

The Demographic Transition and The Western World Today

(Not available 1997-98)

Teacher Responsible: Professor T. Dyson, Room A224

Availability and Restrictions: This course is an option for Bachelor's degrees in Population Studies, and other degrees where regulation permit. The course assumes a basic familiarity with demographic terminology and measures and thus it may be advantageous for non-specialists to have taken either course SA103, **Population, Economy and Society** or course SA250, **Demographic Description and Analysis**. However, this is not compulsory.

Core Syllabus: This paper deals with the demographic history of Western societies over approximately the last five centuries. This covers the period of change from a situation characterised by high birth and death rates to one where such rates are low, and known as the demographic transition. Post-transitional demographic patterns are also examined. The paper has a principally substantive focus and is organised on a thematic rather than strictly chronological basis.

Course Content: The long-run population history of England; the nature of pre-transitional Western societies; the acceleration of growth in the 18th century; the mechanism of growth and the social and economic changes which accompanied it. The course and characteristics of falling mortality; the control of fertility within marriage; fertility control as innovation or diffusion. The degree of homogeneity with the Western experience; the special case of France. The limits to mortality decline; the consequences of changes for age structure, dependency and social service provision. Post-transitional fertility behaviour; changes in the form and function of marriage; the modern determinants of fertility, mortality and nuptiality; patterns of internal and international migration; changes in household size and composition.

Teaching Arrangements: Lectures: 20 x SA251.

Classes: 24 x SA251.A.

Written Work: Two essays will be required from students and each student will be asked to make a short presentation for discussion in class at least once.

Reading List: A general reading list is circulated at the start of the course. In each lecture attention is drawn to relevant readings. The following are useful introductions: A. J. Coale & S. C. Watkins, *The Decline of Fertility in Europe*; M. Anderson, *Approaches to the History of the Western Family*; E. A. Wrigley, *Population and History*.

Methods of Assessment: There will be one three-hour examination in the Summer Term. This will require the answering of three essay questions.

Third World Demography

Teachers Responsible: Professor J. Hobcraft, Room A251 and Professor T. Dyson, Room A224

Availability and Restrictions: This is an optional course for Bachelor's degrees in Population Studies, and for other degrees where regulations permit.

Core Syllabus: The general aim of the course is to give students an overview of both the causes and consequences of population trends in developing countries.

Course 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; the influence of climate on human populations; patterns and trends in migration and urbanization in developing countries; the populations of India and China; the development of family planning programmes, and an assessment of the efficiency of population programmes. Finally, the course attempts to put Third World experience in perspective: in what way does developing country experience relate to that of the historical demographic development of the West?

Teaching Arrangements: Lectures: 24 x SA252. Classes: 24 x SA252.A.

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. Feachem (Ed.), *The Health of Adults in the Developing World*, Oxford University Press, 1992; T. Dyson (Ed.), *Sexual Behaviour and Networking: The Transition of HIV*, Derouaux, Ordina, 1992; T. Dyson, *Population and Food*, Routledge, 1996; C. P. Green, *The Environment and Population Growth: Decade for Action*, Population Reports, Series M, No. 10, Johns Hopkins, 1992; World Bank, *Population Change and Economic Development*, Oxford University Press, 1985.

Supplementary Reading List: A supplementary reading list is available upon request from the secretary in Room A273.

Methods of Assessment: Examinations will be by a three-hour formal examination in the Summer Term. Students will be expected to undertake four questions.

SA252

and other degrees where regulations permit. The course assumes a basic familiarity with demographic terminology and measures and thus it is advantageous, though not essential, for non-specialists to have taken either course SA103 **Population Economy and Society** or course SA250 **Demographic Description and Analysis**.

Core Syllabus: This course provides an overview of the demography of contemporary developed societies especially Britain. Current and likely future developments are also set in the context of recent historical change. Major determinants and consequences of recent changes in population composition, distribution and size are examined. Patterns of cohabitation, marriage, divorce, and fertility and their implications for the family and for household structure are studied. The main trends over time and patterns of inequality in mortality and morbidity are also evaluated. This course has wide relevance to all those interested in modern developed countries.

Course Content: Trends in marriage and the upsurge in divorce. Patterns of fertility change, and consequences for the family and household structure. The rise of cohabitation and illegitimacy. Economic and social explanations for differentials in fertility and family formation: similarities and differences among developed societies. Population estimates and projections. Ageing in a European context. Family and household structure; the rise of solo living. Existence of wider kin and support networks. The changing population structure of developed societies. Population distribution, migration and the 'flight from cities'. Immigrants, refugees, ethnic minorities and guest-workers; contrasts between European societies in migration policies. Changing patterns of mortality by cause, gender and prospects for mortality and morbidity. Measurement of morbidity and health. Inequalities in health. Contrasts in patterns of disease among developed countries.

Teaching Arrangements: Lectures: 24 x SA253. Classes: 24 x SA253.A.

Work Requirements: Students will be expected to do the reading associated with the classes and also to give presentations in these classes. In addition a number of essays will be set.

Reading List: A main reading list is handed out at the start of each term and additional material is recommended during lectures. The following items are among the more useful general works on the reading list:

D. Coleman (Ed.), *Europe's Population in the 1990s*, Oxford, 1996; *The British Population*, Oxford 1992; H. Joshi (Ed.), *The Changing Population of Britain*, Blackwell, 1989; 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.

Methods of Assessment: The course is examined by a three-hour examination in the Summer Term. Candidates are required to answer four questions.

SA253

The Population of Developed Societies

Teacher Responsible: Professor M. Murphy, Room A234

Availability and Restrictions: This course is an option for Bachelor's degrees in Population Studies,

The Population of the Indian Sub-continent

Teacher Responsible: Professor T. Dyson, Room A224

Availability and Restrictions: This is an optional course for Bachelor's degrees in Population Studies, and other degrees where regulations permit.

Core Syllabus: The course focuses on the past, present and likely future demographic characteristics of the Indian sub-continent. It covers the period from the mid-nineteenth century to the present day. The course deals with both demographic variables in a narrow sense (population size, migration, population growth, fertility, mortality, marriage, etc.), and broader issues concerning links between economic, political, social and demographic variables. The course focuses mainly on India. But the demographic development of Sri Lanka receives particular attention. There is also consideration of the populations of Pakistan, Bangladesh and Nepal.

Course Content: Sources of demographic data; population characteristics during the pre-census period (prior to 1871–2); demographic trends since 1871–2; the effects of famines and epidemics; changes in patterns of disease (malaria, cholera, tuberculosis, plague, influenza, etc.); regional demographic variation in the sub-continent and related explanations (e.g. variations in female status); sex differentials in mortality; household and family structure; changes in patterns of marriage and widowhood; the development and current status of policies on health and family planning; trends in urbanization and urban growth; aspects of both internal and international migration in the region; micro-demographic studies on a variety of topics; the demographic characteristics of overseas Indian populations; the demography of South Asia in the context of experience in other countries (e.g. China); the future population of the sub-continent.

Teaching Arrangements: Lectures: 24 x SA254. Classes: 24 x SA254.A.

Reading List: A reading list is circulated at the start of the course. In each lecture attention is drawn to relevant readings. The following are among the more important items on the reading list:

P. N. Bhat, S. Preston & T. Dyson, *Vital Rates in India, 1961–1981*, National Academy Press, 1984; T. Dyson (Ed.), *India's Historical Demography: Studies in Famine, Disease and Society*, Curzon, 1989; M. Nag, *Sexual Behaviour and AIDS in India*, Vikas Publishing House, 1996; R. Skeldon, *Migration in South Asia: An Overview*, ESCAP, 1983.

Methods of Assessment: For undergraduates, there will be a three-hour written examination in the Summer Term in which candidates will be expected to answer four questions.

SA254

and other degrees where regulations permit. The course requires no formal prior demographic training but it does assume a reasonable degree of mathematical competence covering matrix algebra (including eigenvalue theory) and calculus. The course is likely to be of particular interest to students who wish to adopt a more analytical approach to demography than, for example, SA250, especially those with main interests in actuarial science, statistics and associated subjects.

Core Syllabus: The course covers the use of statistical and mathematical techniques to illuminate demographic processes. Mathematical models are applied to fertility, mortality, nuptiality, migration, reproductive and household change areas, dynamics of population and projection techniques. Statistical estimation of demographic parameters from empirical data is also covered.

Course Content: Simple models of population growth, exponential, logistic etc. Analysis of mortality using life tables: model life tables, continuous and multiple decrement formulations; statistical properties of life table estimators; Proportional hazards and multistate life tables. Stable and stationary populations and their use for estimation of demographic parameters in less developed countries, Continuous (Lotka) formulation of population dynamics equation, why a population converges to a stable form (strong and weak ergodicity); solutions of renewal equation. Discrete (Leslie) formulation of population dynamics and its use in making population projections. Prospects of change in fertility and mortality in developed countries and their implications for population growth. The existence of cycles in population growth: their analysis and interpretation in historical and current populations. Parity progression ratios. Mathematical models for fertility and mortality schedules: relational Gompertz and logit models. Quantitative models of nuptiality. Models of fecundability. Analytic and simulation approaches to reproductivity and household structure. Sources of demographic data.

Teaching Arrangements: Lectures: 24 x SA255. Classes: 24 x SA255.A.

Written Work: Written work consists of weekly set exercises associated with the lectures. These are mainly of a mathematical nature.

Reading List: The first two volumes given here cover a substantial part of the course.

N. Keyfitz, *Introduction to the Mathematics of Population*, Addison Wesley (1977 revised edn.); J. H. Pollard, *Models for Human Populations*, Cambridge (1973); A. J. Coale, *The Growth and Structure of Human Populations: a Mathematical Investigation*, Princeton (1972); R. C. Elandt-Johnson & N. L. Johnson, *Survival Models and Data Analysis*, J. Wiley (1980).

Methods of Assessment: Examination is by a single three-hour examination in the Summer Term in which candidates answer four questions.

SA255

Mathematical and Statistical Demography

(Not available 1997–98)

Teacher Responsible: Mr. M. Murphy, Room A234

Availability and Restrictions: This is an optional course for Bachelor's degrees in Population Studies,

SA301

Social and Political Theory

(Not available 1997–98)

Teacher Responsible: Professor R. A. Pinker, Room A271

Availability and Restrictions: This is an optional course for Bachelor's degrees in Population Studies, and other degrees where regulations permit.

Core Syllabus: The aim of the course is to enable students to examine major issues in social and political theory, and their relation to social policy. Normally, students will have taken **Sociology and Social Policy (SA101)**, but comparable introductory course material would suffice.

Course Content:

(a) Political theory: the role of the state and the nature of political authority, and problems of distributive justice, are examined in relation to major traditions of political thought, from Hobbes to the present.

(b) Social theory: major issues in theory and methodology concerning the bases of social order and social change; social meaning and values; and the grounds for conflict and differentiation. A concern throughout is to discern the implications of these approaches for social policy and political activity. In both sections of the course, the fundamental axioms underlying alternative views of the character of the individual, the community, society and the state are examined in relation to contemporary issues in policy research and policy-making processes.

Teaching Arrangements: Lectures: 24 x SA301.

Classes: 24 x SA301.A of 1½ hour.

Students are also encouraged to attend Lectures: 20 x SO201: **Sociological Theory** Michaelmas and Lent Terms.

Written Work: One essay per term is strongly recommended. One introductory paper per term is expected in class.

Reading List: There is no set text for the course, and a full reading list is provided at the first class. Basic reading:

J. Plamenatz, *Man and Society* (2 vols.); G. Duncan, *Marx and Mill*; G. Sabine, *A History of Political Thought* (3rd edn.); C. B. Macpherson, *The Political Theory of Possessive Individualism*; R. Aron, *Main Currents in Sociological Thought* (2 vols.); G. Hawthorne, *Enlightenment and Despair*; A. Giddens, *Capitalism and Modern Social Theory*; T. Bottomore & R. Nisbet (Eds.), *A History of Sociological Thought*; B. O'Leary & P. Dunleavy, *Theories of the State*; I. Hampsher-Monk, *A History of Modern Political Thought*; R. Porter, *The Enlightenment*.

Methods of Assessment: Students sit one three-hour, four question paper in the Summer Term of their third year.

SA305

Principles of Social Policy

Teachers Responsible: Professor H. Glennerster, Room A243, and Dr. J. Carrier, Room A238

Availability and Restrictions: This is a compulsory course for Bachelor's degrees in Social Policy, and is available to students on other degrees where the regulations permit.

Core Syllabus: The range of theoretical approaches to social policy, and the economic and social impact of such policies.

Course Content: Social policy is concerned with the attempts of government and other collective agencies to affect the welfare of individuals and groups. This

course centres on social policy in Britain and other industrialised countries analysed conceptually, and comparatively from the perspectives of several social science disciplines. It looks at the application of models to the British welfare system and deals with political ideologies and philosophical ideas underlying choices in social policy. It considers the concepts of need, rationing and resource allocation particularly in the field of public expenditure. It looks at the varied forms of State intervention in the mixed economy of welfare, and at the redistributive impact of policies.

Teaching Arrangements: Lectures: SA305. 20 x one-hour Michaelmas and Lent Terms.

Classes: SA305.A. 22 x 1½ hours Michaelmas, Lent and Summer Terms.

Written Work: One or more students will normally be required to make a brief introduction to each class, but it is expected that students will actively participate in discussion in all classes. Each student will be required to submit pieces of written work to the class teacher at the end of the Michaelmas and Lent Terms.

Reading List: H. Glennerster, *British Social Policy since 1945*; V. George & P. Wilding, *Ideologies and Social Welfare*; N. Barry, *Welfare*; P. Baldwin, *The Politics of Social Solidarity: class bases of European Welfare States*; G. Esping-Anderson, *The Three Worlds of Welfare Capitalism*; G. Pascall, *Social Policy: Feminist Analysis*; M. Hill, *The Policy Process: A Reader*; J. Hills (Ed.), *New Inequalities*.

Supplementary Reading List: Full bibliographies will be given to students at the start of the session.

Methods of Assessment: Students sit one three-hour examination in the Summer Term. They are required to answer four questions.

SA308

Sociology of Deviance and Control

Teacher Responsible: Professor D. M. Downes, Room A237

Availability and Restrictions: This is an optional course for Bachelor's degrees in Social Policy, and other degrees where regulations permit.

Core Syllabus: The aim of the course is to introduce students to the major theories of deviance and control, and their relevance for social policy, with special reference to the criminal justice and penal spheres.

Course Content: Detailed consideration is given to the major sociological perspectives on deviance and control, including Ecology and the 'Chicago School', functionalism, Marxism, cultural and sub-cultural theories, symbolic interactionism and allied approaches and 'control' theories. The emphasis throughout is upon the empirical application of these approaches to substantive areas of deviance such as various forms of crime and delinquency, mental illness and drug use. Developments and issues in the criminal justice system in Britain over the past two centuries are examined in the light of these perspectives and comparative material from other societies.

Teaching Arrangements: Lectures: 15 x SO210, Michaelmas & Lent Terms, **Sociology of Deviant Behaviour**.

Classes: 24 x SA308.A. Classes are 1½ hours long.

Written Work: One essay per term is required. One introductory paper per term is expected in class.

Reading List: There is no set text for the course, and a full reading list, covering all classes, is provided at the first class. The following is basic reading:

D. M. Downes & P. E. Rock, *Understanding Deviance* (revised 2nd edn.); M. Cavadino & J. Dignan, *The Penal System* (2nd edn.); E. Currie, *Confronting Crime: An American Challenge*; D. Garland, *Punishment and Modern Society*; I. Taylor, P. Walton & J. Young, *The New Criminology*; S. Cohen, *Folk Devils and Moral Panics* (2nd edn.); R. King & K. McDermott, *The State of our Prisons*; M. Maguire, R. Morgan & R. Reiner (Eds.), *The Oxford Handbook of Criminology*.

Methods of Assessment: Students sit one three-hour examination in the Summer Term of third year. Four questions must be answered from a total of c.14.

SA349

A Long Essay on an Approved Topic

Teacher Responsible: Departmental Tutor, Department of Social Policy and Administration

Availability and Restrictions: This is a compulsory course for the B.Sc. Social Policy and Administration.

Core Syllabus: An essay of not more than 7,000 words on a topic to be approved by the candidate's teachers. It is designed to allow a detailed and thorough exploration of an area of interest to the student. The essay should be on a topic area within the field of the degree course; it may involve original field work, or the analysis and appraisal of existing literature.

Teaching Arrangements: Students will have preliminary discussions about the topic of their essay with their tutor in the Summer Term 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 1 November 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 be handed in before the end of the Lent Term.

Methods of Assessment: The essay must be submitted to the Examinations Office by 1 May in the student's third year. 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.

SA399

Special Essay in Population Studies

Availability and Restrictions: This is an optional course for Bachelor's degrees in Population Studies.

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.

Course 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 Arrangements: 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, double-spaced, using the reference procedures of the journal *Population Studies*. It must be handed in at the Examinations Office by the date announced by the School, which will normally be May 1. The student is advised to retain a copy.

Methods of Assessment: see written work above.

SOCIAL PSYCHOLOGY

Course Guides

PS100 Introduction to Individual and Social Psychology

Teacher Responsible: Dr. J. E. Stockdale, Room S364

Availability and Restrictions: No restrictions or pre-requisites.

Course Content: Origins of behaviour. Mechanisms and theories of learning, perception, memory, reasoning and language. Cognitive development. Issues in gender and health; Social cognition and social behaviour: group dynamics; intergroup behaviour and interpersonal communication.

Teaching Arrangements: Lecture (PS100) (1 hour) x 23; Classes (PS100.A/B) (1 hour) x 23.

Written Work: Students are expected to write 5 essays during the Session. Topics are set by class teachers who assess the essays and discuss students' work.

Reading List: Recommended reading: R. L. Atkinson *et al.*, *Introduction to Psychology*, Harcourt Brace & World (12th edn.), 1996; Brown & Bernstein, *Psychology*, Methuen, 1975; R. Brown, *Social Psychology* (2nd edn.), Macmillan, 1986; H. Gleitman, *Psychology* (3rd edn.), Norton, 1991; Taylor & Sluckin, *Introducing Psychology*, Penguin, 1982; Tajfel & Fraser, *Introducing Social Psychology*, Penguin, 1978; J. Sabini, *Social Psychology* (2nd edn.), Norton, 1995; Additional references and a synopsis of lectures and class topics are distributed in the first lecture of the series and available in S316.

Methods of Assessment: A formal three-hour examination in the Summer Term: 4 questions from a choice of 12.

Social Psychology

Teacher Responsible: Dr. S. Jovchelovitch, Room S307

Availability and Restrictions: Pre-requisite: *Introduction to Individual & Social Psychology*; students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Course Content: Introduction to the field; the mind as a cultural phenomenon: action, symbol, self; the construction of social relations: the making of social ties; self-other relations: attribution, impression, self-categorization and social identity; self-other relations: prejudice, stereotyping, conformity and obedience; language, discourse and communication: discourse and argumentation, the cognitive psychology of discourse understanding and introduction to structuralist approaches to language; the fabrication

of social knowledge: attitudes, social representations and ideology.

Teaching Arrangements: Sessional, weekly lectures (PS200) and classes (PS200.A/B).

Written Work: Students will be required to prepare essays on set topics.

Reading List: J. Israel & H. Tajfel (Eds.), *The Context of Social Psychology: A critical assessment*, Academic Press, 1972; G. H. Mead, *On Social Psychology: Selected papers*, University of Chicago Press, 1934/1972; J. Piaget & B. Inhelder, *The Psychology of the Child*, Routledge & Kegan Paul, 1969; L. S. Vygotsky, *Mind in Society: The development of the higher psychological processes*, Harvard University Press, 1978; G. Ichheiser, 'Misunderstandings in Human Relations: A study in false social perception', *American Journal of Sociology*, LV(Supplement), 1949; S. Milgram, *Obedience to Authority: An experimental view*, Tavistock Publications Ltd, 1974; M. Billig, *Ideological Dilemmas: A social psychology of everyday thinking*, Sage, 1988; C. Fraser & G. Gaskell (Eds.), *The Social Psychology of Widespread Beliefs*, Clarendon Press, 1990;

Methods of Assessment: A three-hour formal examination: 4 questions out of 10. In addition, candidates may submit up to two essays to the examiners. The marks obtained on these will not be used to lower examination marks but may be used to raise the final mark in borderline cases.

Cognitive Psychology

Teacher Responsible: Dr. A. Wells, Room S384

Availability and Restrictions: Pre-requisite: *Introduction to Individual & Social Psychology*; students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Course Content: Historical origins of cognitive science; theories and models of memory and attention; categorisation and concepts; methods of neuropsychology; memory disorders; language and language disorders; perceptual processes; perceptual inferences; ecological theories of perception; computational vision; computers and brains; origins of artificial intelligence; problem-solving.

Teaching Arrangements: Weekly one hour lectures (PS201) and one hour classes (PS201.A), sessional.

Written Work: Students will be required to write at least three essays on set topics and will also be expected to give class papers.

Reading List: There is no set text for the course. Detailed reading lists will be provided for the individual blocks. The following texts will provide good general coverage of some aspects of the course: J. B. Best, *Cognitive Psychology*, West, third edition 1992; N. Stillings *et al.*, *Cognitive Science*, MIT Press, 1987; R. Lachman, J. L. Lachman & E. C. Butterfield, *Cognitive Psychology and Information*

Processing: An introduction, Erlbaum, 1979; M. W. Eysenck & M. T. Keane, *Cognitive Psychology. A Student's Handbook*, 3rd edition, Erlbaum, 1995; U. Neisser, *Cognition and Reality*, W. H. Freeman, 1976; H. Gardner, *The Mind's New Science*, Harper and Row, 1986; T. Shallice, *From Neuropsychology to Mental Structure*, Cambridge University Press, 1988; D. Osherson (Ed.), *An Invitation to Cognitive Science*, 2nd edition, MIT Press, 1995 (4 volumes).

Methods of Assessment: A formal three-hour examination: 4 questions from a choice of 10. In addition, students may submit an essay to the examiners. The marks obtained on this will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

PS300 Methods of Psychological Research III

Teachers Responsible: Dr. C. Campbell, Room S387

(i) **Advanced Data Analysis:** Mr. P. H. Jackson, Room S401

(ii) **Research Project:** All members of the Department may be involved in the supervision of the Research Project.

There is a Departmental Project Officer who is responsible for advising on the data analysis aspects of the work.

Availability and Restrictions: Restricted to B.Sc. Social Psychology 3rd Year students.

Course Content:

The course has two components:

(i) **Advanced Data Analysis:** (PS300) The use of computers for univariate and multivariate statistical analysis of social psychological data. This introduction is linked with the use of an interactive computer package, SPSS for Windows to analyse data and this provides an opportunity to use a variety of statistical techniques to answer a range of research questions. Coursework assignments will be set.

(ii) **Research Project:** The research project comprises an empirical investigation and should aim to raise substantive psychological issues. The project is carried out under the supervision of a member of staff and a project officer is available to advise on the data analysis aspects of the research. The research topic is chosen by the student but it must be approved by the project supervisor.

Teaching Arrangements: Lectures (PS300) (one-hour) x 10 Michaelmas Term and computer class (PS300) (1½ hour) x seven Michaelmas Term.

Methods of Assessment:

1. **Research Project:** The assessment is based on successful completion of a research project. Project reports must be completed by a specified date in May when two copies of the project report must be submitted to the Departmental Office. It is preferable, but not compulsory, that the project report should be typewritten. Project reports should not be less than 10,000 words in length and should not exceed 15,000 words [100%].

PS301

Thought and Language

(Not available 1997-98)

Teachers Responsible: Dr. B. Franks, Room S385 and Dr. A. Wells, Room S384

Availability and Restrictions: Pre-requisite: *Cognitive Psychology* PS201; Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Course Content: The interdisciplinary nature of cognitive science is demonstrated by discussion of the relations between cognitive processes, syntax and semantics. The facts of human learning and processing capacities are seen to place powerful constraints on acceptable theories and models. The crucial issues are exemplified in the debate about appropriate computational architectures for cognitive modelling. Topics covered include parsing and its relations to cognition and computational complexity; finite automata and Turing machines; connectionist, classical and hybrid modelling; knowledge representation; semantics and inference.

Teaching Arrangements: Lecture (PS301) (1.5 hours) x 20 Michaelmas Term; Seminar (PS301) (one-hour) x 10 Lent Term.

Written Work: essays and class presentations will be required.

Reading List: J. Allen, *Natural Language Understanding*, Cummings, 1987; W. Bechtel & A. Abrahamsen, *Connectionism and the Mind: An Introduction to Parallel Processing in Networks*, Blackwell, 1991; L. T. F. Gamut, *Logic, Language and Meaning*, Vols. 1 & 2, University of Chicago Press, 1991; J. Holland *et al.*, *Introduction: Processes of Inference, Learning and Discovery*, MIT Press, 1987; W. G. Lycan (Ed.), *Mind and Cognition. A Reader*, Blackwell, 1990; L. Nadel *et al.*, *Neural Connections, Mental Computation*, MIT Press, 1989; A. Newell, *Unified Theories of Cognition*, Harvard University Press, 1990; D. Osherson *et al.*, *An Invitation to Cognitive Science*, Vols. 1-3, MIT Press, 1990.

Detailed reading lists will be provided during the course.

Methods of Assessment: A formal three-hour examination in the Summer Term: 4 questions out of 10. In addition, students may submit an essay to the examiners. The marks on this will not be used to lower the examination mark, but may be used to raise the final mark on borderline cases.

PS302

Cognition and Social Behaviour

(Not available 1997-98)

Teacher Responsible: Dr. G. Gaskell, Room S307

Availability and Restrictions: Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Course Content:

Social psychology has always recognised the importance of cognitive factors even when the rest of the discipline was behaviouristic in focus. For some

20 years cognitive social psychology has been an important and expanding area of research. Cognitive and motivational factors affect social behaviour while in turn the social context and behaviour influence cognition and motivation. Within this broad orientation this course is in three related sections. The first considers the development of theories and methods of the concept of the attitude, the relations between attitudes and behaviour, how the social context shapes attitudes and the approaches of widespread beliefs and social representations. Social Identity Theory and Relative Deprivation Theory are discussed showing the links between the social group and individual cognition. The second focuses on attribution theories and their applications, for example depression, achievement and personal control. Cognitive heuristics, errors and biases in attributional processes. The third section considers cross-disciplinary applications of social and cognitive psychology in relation to issues in survey methodology and eye witness testimony.

Teaching Arrangements: Lecture/seminars (PS302) (1½ hours) x 20 Michaelmas Term; seminars (PS302) (one-hour) x 10 Lent Term.

Written Work: Students will be required to prepare material for presentation at seminars. Written essays will be required.

Reading List: Reading lists will be distributed during the course. J. R. Eiser, *Cognitive Social Psychology*, McGraw Hill, 1980; J. P. Forgas (Ed.), *Social Cognition*, Academic Press, 1981; M. Hewstone (Ed.), *Attribution Theory*, Blackwell, 1983; S. T. Fiske & S. E. Taylor, *Social Cognition*, Addison Wesley, 1984.

Methods of Assessment: A formal three-hour examination in the Summer Term: 4 questions from a choice of 10. In addition, students 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.

PS303

Social Psychology and Society

Teacher Responsible: Dr. C. Campbell, Room S387
Availability and Restrictions: Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Course Content: Social psychology and social life, addressing the relevance of social psychology to social issues and problems, and practical and theoretical aspects of doing research in society. The usefulness of 'applied' research is examined both to social issues, and to improved theoretical understanding of social processes. The course will focus on various theoretical contributions to our understanding of (i) social change, (ii) the formation of personal and social identities, (iii) racism and social inequalities, (iv) stereotypes and prejudices, and (v) collective behaviour, especially political violence. A range of theoretical perspectives are addressed with particular emphasis on sociological forms of social psychology to contemporary social life. Specific topics may include (i) environmental

issues, (ii) madness, (iii) collective memory, (iv) social and collective identity. The benefits and problems associated with various methodological approaches (including participant observation, ethnomethodology, interviewing, group discussions) will also be discussed.

Teaching Arrangements: Lecture/seminars (PS303) (1.5 hours) x 20 Michaelmas Term; Seminar (PS303) (one-hour) x 10 Lent Term.

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.

J. Duckitt, *The Social Psychology of Prejudice*, Praeger, 1992; J. Turner, *Rediscovering the Social Group: A self-categorisation theory*, Blackwell, 1987; M. Wetherell & J. Potter, *Mapping the Language of Racism: Discourse and the legitimisation of exploitation*, Harvester Wheatsheaf, 1992; R. Farr & S. Moscovici (Eds.), *Social Representations*, Cambridge University Press, 1984; G. Breakwell & D. Canter, *Empirical Approaches to Social Representations*, Clarendon Press, 1993.

Methods of Assessment: A three-hour examination in the Summer Term: 4 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.

PS304

Organisational Social Psychology

Teacher Responsible: Professor P. C. Humphreys, Room S303. Other teachers: Mr. M. Ramella, Dr. D. Berkeley and Dr. M. Bauer

Availability and Restrictions: Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Course Content: 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. Organisational investigation, modelling, decision making and change management techniques are covered with emphasis on their social psychological aspects.

Lectures/seminars in the Michaelmas Term: Introduction: Critique of the tradition and logic underlying organisational psychology (to adapt, predict and control human behaviour); understanding and aiding the creative transformation of organisations; sensitivity to local cultural and social conditions; the language of observation and the language of action. History of organisational analysis: "scientific" management and the development of time and motion. Technology as a political tool. The autonomous working groups and its origins in the human relations movement. The open-systems approach. Motivation and work: ration-

economic, social relations and self actualising models of worker motivation. Job design, work activities and effects. Organisational structure: leadership and the concept of bureaucracy; organisational culture, group processes, decision taking; organisations as self-active systems. Structuring organisational decision problems: representation techniques and techniques to improve communicative competence, frameworks for understanding organisational decision making. Organisations as systems: concepts and methodologies, resistance to change, problems and possibilities of doing research in organisations. Implications for practice.

Seminars in the Lent Term: These will centre around 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 Arrangements: Lecture (PS304) (1½ hour) x 20 Michaelmas Term; (Seminar (PS304) (one-hour) x 10 Lent Term).

Written Work: Students will be required to prepare material for presentation at seminars. Written essays will be required.

Reading List: Reading lists on specific topics will be distributed during the course. Texts which are recommended for general use throughout the course are: M. Jackson, *Systems Methodologies for the Management Sciences*, Plenum, 1991; R. Armon & R. Paton (Eds.), *Organisations: Cases, issues, concepts*, Paul Chapman Publishing, 1994; G. Morgan, *Images of Organisation*, Sage, 1986; C. B. Handy, *Understanding Organisations*, (3rd edn.), Penguin 1985; E. Jaques, *Requisite Organisation*, Casson Hall, 1989; A. Bryman (Ed.), *Doing Research in Organisations*, Routledge, 1988.

Methods of Assessment: A formal three-hour examination in the Summer Term: 4 questions from a choice of 10. In addition, students 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.

PS310

Social Representations (Half unit course)

Teacher Responsible: Professor R. M. Farr, Room S302

Availability and Restrictions: Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible. An advanced knowledge of psychology, sociology, anthropology or philosophy is presumed.

Course 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 and the public understanding of science. 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 e.g. scripts, plans, scenarios, narratives, etc. The role of the mass media of communication in the creation and dissemination of representations. Is this tradition of research an anthropology of modern life or a historical social psychology?

Teaching Arrangements: Lecture/seminar (PS410) (one-hour) x 10 Lent Term; Class (one-hour) x 10 Lent Term.

Written Work: A 2,500 word essay required.

Reading List: Set text: One of: D. Jodelet, *Madness and Social Representations*, Harvester/Wheatsheaf, 1991; I. Marková & R. M. Farr (Eds.), *Representations of Health, Illness and Handicap*, Harwood, 1994.

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 Issues on 'Social Representations' 1987; S. Moscovici, *The Age of the Crowd: A historical treatise on mass psychology*, Cambridge University Press, 1985.

Methods of Assessment: A formal two-hour examination in the Summer Term: 2 questions from a choice of 5. In addition, students may submit an essay to the Examiner. The mark obtained on this will not be used to lower the examination mark, but may be used to raise the final mark in borderline cases.

PS311

Social Psychology of the Media (Half unit course)

Teacher Responsible: Professor Patrick Humphreys, Room S303. Other teacher involved Dr. Dina Berkeley

Availability and Restrictions: Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Course Content: Conceptualisations of the media in terms of a system in context, and in terms of communication; interpretation of contents and effects. Political communication: techniques, analysis, interpretation. The power and social context of the media. Influence of the social context in imposing restrictions on the various forms of the media. Conflicting views on children and the media; children as an active audience. Drama and storytelling in the media, dramatic versus epic forms of theatre. Propaganda through the media; war propaganda, election campaigns, encouragement of stereotypes, mediation of myths. Publicity and advertising: contexts, methods and mechanisms. The media as agents of planned social change: health campaigns. Creating social reality: the process of news selection and construction.

Teaching Arrangements: Lecture/seminar (PS411) (two-hours) x 10 Lent Term.

Written Work: 2,500 word essay required.

Reading List: J. Fiske, *Television Culture*, Routledge, 1987; A. Wernick, *Promotional Culture*, Sage, 1991; J. Hartley, *Understanding News*, Methuen, 1982; M. Blonsky, *On Signs*, Macmillan, 1985; J. Curran, J. Ecclestone, G. Oakley & A. Richardson (Eds.), *Bending Reality: The State of the Media*, Pluto Press, 1986.

Additional reading lists will be given out at the beginning of the Session.

Methods of Assessment: A formal two-hour examination in the Summer Term: 2 questions from a choice of 5. In addition, students may submit an essay to the examiners. The mark obtained on this will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

PS312

The Audience in Mass Communications (Half unit course)

Teacher Responsible: Dr. S. M. Livingstone, Room S366

Availability and Restrictions: Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and only with the permission of the teacher responsible.

Course Content: The psychology of the television audience. The reception of television programmes. The links between theories of interpersonal and mass communications. Approaches to the television audience; the disappearing audience; the active audience; the 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. Developing models of communication and the future of audience research.

Teaching Arrangements: Lecture (PS412) (one-hour) x 10 Lent Term; Class (one-hour) x 10 Lent Term.

Written Work: A 2,500 word essay is required.

Reading List: S. M. Livingstone, *Making Sense of Television*, Butterworth-Heinemann, 1997; J. Fiske, *Television Culture*, Routledge, 1987; T. Liebes & E. Katz, *The Export of Meaning*, Polity, 1995; R. P. Hawkins, Weimann & Pingree, *Advancing Communication Science*, Sage, 1988; European Journal of Communication, *Communication Research in Europe*, Special Issue, Vol. 2-3, 1990; D. Morley, *Television, Audiences and Cultural Studies*, Routledge, 1992. A number of more specialised texts will also be recommended.

Methods of Assessment: A two-hour examination in the Summer Term: 2 questions from a choice of 5. In addition, students may submit an essay to the Examiners. The mark obtained on this will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

PS313

Psychology of Gender (Half unit course)

Teacher Responsible: Dr. J. E. Stockdale, Room S364

Availability and Restrictions: Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Course Content: Psychological gender attributes and their measurement; sex-role stereotyping, sex-typing and gender beliefs; identity and moral development; communication, and emotional expression; stress and mental health; male-female relations in the workplace; crime and violence; and opportunity, achievement and the societal context. The measurement and evaluation of gender differences and social-psychological theories of gender-related behaviour are recurrent themes.

Teaching Arrangements: Lecture/seminar (PS413) (two-hours) x 10 Lent Term; Class (PS413.A) (one-hour) x 10 Lent Term.

Written Work: A 2,500 word essay will be required.

Reading List: S. Oskamp & M. Costanzo (Eds.), *Gender Issues in Contemporary Society*, Sage, 1993; P. Shaver & C. Hendrick (Eds.), *Sex and Gender*, Sage, 1987; M. S. Kimmel, *Changing Men: New Directions in Research on Men and Masculinity*, Sage, 1987; M. R. Walsh (Ed.), *The Psychology of Women: Ongoing Debates*, Yale University Press, 1987.

A full reading list will be available at the beginning of the course.

Methods of Assessment: A two-hour examination in the Summer Term: 2 questions from a choice of 5. In addition students may submit an essay to the Examiners. The mark obtained on this will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

PS315

The Social Psychology of Economic Life (Half unit course)

Teacher Responsible: Dr. G. Gaskell, Room S307

Availability and Restrictions: Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Course Content: Economic socialization and the development and change of economic values. Rationality in individual and collective decision taking. Consumer behaviour, advertising and social marketing. Equity, fairness and taxation. Behavioural economics.

Teaching Arrangements: Lecture (PS415) (one-hour) x 10 Lent Term; Class (PS415.A) (one-hour) x 10 Lent Term.

Written Work: 2,500 word essay required.

Reading List: Reading lists will be provided for each topic, the following are of general use; S. E. G. Lea, R. M. Tardy & 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.

Methods of Assessment: A formal two-hour examination in the Summer Term: 2 questions from a choice of 5. In addition, students may submit an essay to the Examiner. The mark obtained on this will not be used to lower the examination mark, but may be used to raise the final mark in borderline cases.

PS316

Philosophical Psychology (Half unit course)

(Not available 1997-98)

Teacher Responsible: Dr. A. Wells, Room S384

Availability and Restrictions: Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Course Content: Historical approaches to the Mind-Body problem from Descartes to Davidson; dualist, behaviourist, identity and functionalist accounts of the mind-body relation. The requirements on a theory of meaning: Frege, Russell and Strawson. The Realism/Anti-Realism debate: Dummett and psychology. Externalism: a realist riposte.

Teaching Arrangements: Lecture/seminars (PS416) (two hours) x 10 Lent Term.

Written Work: Essays and class presentations will be required.

Reading List: W. Bechtel, *Philosophy of Mind. An Overview for Cognitive Science*, Lawrence Erlbaum Associates, 1988; P. M. Churchland, *Matter and Consciousness*, MIT Press, 1988; M. Dummett, *Truth and Other Enigmas*, 1978; J. A. Fodor, *The Language of Thought*, Harvester Press, 1975; A. Grayling, *An Introduction to Philosophical Logic*, Duckworth, 1990; M. Lockwood, *Mind, Brain and the Quantum: The Compound 'I'*, Blackwell, 1989; W. G. Lycan, *Mind and Cognition: A Reader*, Blackwell, 1990; C. McGinn, *Mental Content*, Blackwell, 1989.

Methods of Assessment: A formal two-hour examination in the Summer Term: 2 questions from a choice of 5. In addition, students may submit an essay to the Examiner. The mark obtained on this will not be used to lower the examination mark, but may be used to raise the final mark in borderline cases.

PS318

Social Psychology of Health (Half unit course)

Teacher Responsible: Dr. C. Campbell, Room S387

Availability and Restrictions: 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 application of social psychology to concepts, systems and problems of health and well-being in their social context.

Course Content: Health and well-being: support, stresses and illness in the social context. Systems approach: 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; tolerance and acceptance of responsibility by the community. Epidemiological patterns and their interpretation: gender, class, age, region, ethnic minorities. Primary preventative health care systems: facilitation vs promotion vs prevention vs cure. Dominant and alternative models of intervention and therapy. Handling health problems; the ICPC episode model; encounters; communication and decision-making in social networks. Levels of health management: self, face to group, community, regional strategies.

Teaching Arrangements: Lecture/Seminar (PS418) (two-hours) x 10 Lent Term.

Written Work: 2,500 word written assignment required.

Reading List: W. Stroebe & M. Stroebe, *Social Psychology and Health*, Open University Press, 1995; A. Beattie, M. Gott, L. Jones & M. Sidell (Eds.), *Health and Wellbeing: A Reader*, Macmillan/Open University, 1993; C. L. Cooper, R. D. Cooper & L. H. Eaker, *Living with Stress*, Penguin, Harmondsworth, 1988; P. Bennett, J. Weinman & P. Spurgeon, *Current Developments in Health Psychology*, Harwood, 1990; V. Coleman, *The Health Scandal*, Sigwick & Jackson, 1988; C. Herzlich, *Health and Illness*, Academic Press, 1973; M. Foucault, *Mental Illness and Psychology*, Harper & Row, New York, 1976; H. J. Bursztajn, R. I. Feinbloom, R. M. Hamm & A. Brodsky, *Medical Choices, Medical Changes*, Routledge, 1990.

Methods of Assessment: A formal two-hour examination in the Summer Term: 2 questions from a choice of 5. In addition, students may submit an essay to the examiners. The mark obtained on this will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

PS319

Political Beliefs and Behaviour (Half unit course)

(Not available 1997-98)

Availability and Restrictions: Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible. Some background knowledge of survey research methodology and attitude research is desirable.

Course Content: The course examines research into the political beliefs and behaviour of citizens in Western democracies. Most attention is given to survey research undertaken in Britain and the United States. The literature on which the course is based is interdisciplinary and includes contributions from political scientists, sociologists and psychologists. Competing models of voting behaviour; Ideology and political attitudes; Authoritarianism; Social structure and political behaviour; Political tolerance; Recent changes in political attitudes, values and behaviour.

Teaching Arrangements: Lecture/seminar (PS419) (two hours) x 10 Lent Term.

Written Work: 2,500 word essay required.

Preliminary Reading List: P. Abramson, *Political Attitudes in America*, W. H. Freeman, San Francisco,

1983; G. Evans, J. Field & S. Witherspoon, *Understanding Political Change*, Pergamon, Oxford, 1991; H. Himmelweit, H. Humphreys & M. Jeager, *How Voters Decide*, OUP, Milton Keynes, 1985; D. R. Kinder & D. O. Sears, 'Public opinion and political protests' in G. Lindzey & E. Aronson (Eds.), *Handbook of Social Psychology*, Vol. 2 (3rd edn.), Random House, New York.

Methods of Assessment: A formal two-hour examination in the Summer Term: 2 questions from a choice of 5. In addition students may submit an essay to the Examiners. The mark obtained on this will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

PS320

Cognitive Science and Natural Language (Half unit course)

(Not available 1997-98)

Teacher Responsible: Dr. Bradley Franks, Room S385

Availability and Restrictions: Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Course Content: Nature and problems of cognitive science. Semantic, syntactic and lexical knowledge. Semantics: compositionality; sense and reference; opacity; proper names and descriptions; possible worlds semantics. Grammar: phrase structure grammars; unification; categorial grammar. Parsing: augmented and recursive transition networks; shift-reduce parsers. Psycholinguistics: models of the human sentence processing mechanism and lexical access. World knowledge and lexical semantics: concepts, typicality and word meaning; intensional and extensional models; sense generation; default inheritance in knowledge representation; nonmonotonic inference.

Teaching Arrangements: Lecture/seminar (PS420) (two-hours) x 10 Lent Term.

Written Work: 2,500 word essay required.

Preliminary Reading List: No single text covers the course. Detailed reading lists will be provided for the individual blocks. Some introductory sources are the relevant chapters in: P. N. Johnson-Laird, *Mental Models*, Cambridge, 1983; N. Stillings et al., *Cognitive Science*, MIT Press, 1987.

Slightly more technical sources are: J. Allen, *Natural Language Understanding*, Benjamin Cummings, 1987; B. Grosz et al. (Eds.), *Readings in Natural Language Processing*, Morgan Kaufman, 1986; G. Chierchia & S. McConnell-Gillett, *Meaning and Grammar*, MIT, 1990.

Methods of Assessment: A formal two-hour examination in the Summer Term: 2 questions from a choice of 5. In addition students may submit an essay to the Examiners. The mark obtained on this will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

PS321

Evolutionary Psychology.

Teacher Responsible: Dr. A. J. Wells, Room S384

Availability and Restrictions: The course is intended primarily for students on the B.Sc. Psychology and Philosophy, but will also be available as an outside option for undergraduate students on other degree programs and for General Course students. Pre-requisite: **Introduction to Individual and Social Psychology**; 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: Evolutionary Psychology is an approach to the study of the mind which draws on the neo-Darwinian synthesis underpinning contemporary evolutionary biology and on the computational ideas of cognitive science. Evolutionary psychology claims that the psychological mechanisms underpinning behaviour are adaptations to an ancestral environment in which social relations were of crucial importance. It is argued that the set of psychological mechanisms is species typical and constitutes a universal human nature. The course explores the consequences of this view for our understanding of both individual and social psychology. It examines the interplay of biological, social and cultural forces in shaping the mind.

Course content: 1) Elements of neo-Darwinism: Topics include Darwin's theory of evolution by natural selection and a brief introduction to the genetic basis of adaptations. 2) The psychological study of adaptations: Topics include the modularity and domain-specificity of adaptations, the distinction between adaptations and adaptive behaviour, the historical character of the evolutionary method in psychology and the scope and limits of evolutionary explanations in individual and social psychology. Examples of adaptations are drawn from a wide range of areas of study including theory of mind, language, reasoning, perception and the emotions. 3) The human mind as a complex adaptive system: To complete the picture of the mind as a set of adaptations the course explores the idea that the aggregate behaviour of a system of interacting components may exhibit dynamic, emergent properties which belong to the system as a whole and to the environment in which it operates rather than to its components.

Teaching Arrangements: Lecture (PS321) (one-hour) x 23 MLS; Class (PS321.A) (one-hour) x 23 MLS

Written Work: essays and class presentations will be required.

Reading List: J. H. Barkow, L. Cosmides & J. Tooby, *The Adapted Mind. Evolutionary Psychology and the Generation of Culture*, OUP, 1992; S. Baron-Cohen, *Mindblindness. An essay on autism and theory of Mind*, MIT Press, 1995; D. M. Buss, *The Evolution of Desire. Strategies of Human Mating*, Basic Books, 1994; H. Cronin, *The Ant and the Peacock*, CUP, 1991; M. Daly & M. Wilson, *Homicide*, Aldine de Gruyter, 1988; M. Daly et al., *Characterizing Human Psychological Adaptations*, Wiley, due August 1997; J. H. Holland, *Hidden Order. How Adaptation Builds Complexity*, Addison-Wesley, 1995; S. A. Kaufmann, *The Origins of Order. Self-Organization and Selection in Evolution*, OUP, 1993; J. Maynard Smith & E. Szathmary, *The Major Transitions in Evolution*,

W. H. Freeman, 1995; S. Pinker, *The Language Instinct*, Penguin, 1994.

Method of Assessment: A formal three-hour unseen examination in the Summer

Term; 4 questions out of 10. In addition, students may submit an essay to the examiners. The marks on this will not be used to lower the examination mark, but may be used to raise the final mark on borderline cases.

PS326

History of Social Psychology (Half unit course)

Teacher Responsible: Professor R. M. Farr, Room S302

Availability and Restrictions: An advanced knowledge of one of the social sciences.

Core Syllabus: The main aim of the course is to acquaint students with the historical development of psychology as both a biological and a social science.

Course Content: The influence of positivism both in and on the history of psychology. The creation of false origin myths and the choice of ancestors. The uses of history for apologetic purposes. The emergence, in Germany, of psychology as an experimental and social science. The influence of Wundt on the development of social sciences other than psychology. Sociological as well as psychological forms of social psychology. F. H. Allport and the establishment, in America, of social psychology as an experimental and social science. Successive *Handbooks of Social Psychology*, 1935-85. Varieties of behaviourism - Watson, Mead and Skinner. The migration of the Gestalt psychologists from Germany and Austria to America. **Teaching Arrangements:** Lecture (PS426) (one-hour) x 10 Lent Term; Class (PS426.A) (one-hour) x 10 Lent Term.

Written Work: 2,500 word essay required.

Reading List: Required text: R. M. Farr, *The Roots of Modern Social Psychology (1872-1954)*, Cambridge University Press, 1996; Other texts include: F. K. Ringer, *The Decline of the German Mandarins: The German academic community, 1890-1933*, Harvard University Press, 1969; K. Danziger, 'The positivist repudiation of Wundt', *Journal of the History of the Behavioural Sciences*, 15, 1979; R. M. Farr, 'The long past and the short history of social psychology', *European Journal of Social Psychology*, Vol. 21, No. 5, 1991; J. M. O'Donnell, *The Origins of Behaviourism: American Psychology 1870-1920*, New York University Press, 1985; K. Danziger, *Constructing the Subject: Historical origins of psychological research* Cambridge University Press, 1990; M. G. Ash, *Gestalt Psychology in German Culture (1890-1967)*, Cambridge University Press, 1995.

Methods of Assessment: A formal two-hour examination in the Summer Term: 2 questions from a choice of 5. In addition, students may submit an essay to the Examiner. The mark obtained on this will not be used to lower the examination mark, but may be used to raise the final mark in borderline cases.

PS940

Psychology (Seminar)

Teacher Responsible: Professor P. C. Humphreys, Room S303

Availability and Restrictions: B.Sc. Social Psychology 3rd Year

Teaching Arrangements: Fortnightly seminars (PS940), Sessional.

Papers will be presented by outside speakers.

Methods of Assessment: Non-examinable.

SOCIOLOGY

Course Guides

Principles of Sociology

Teacher Responsible: Dr. N. Dodd, Room S879

Availability and Restrictions: 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 (three lectures).

Course Content: Sociological theories of modernity, industrialization and capitalism (Marx, Weber, Durkheim) and the relationship between them; sociological theories and explanations of class, gender and deviance; the sociological analysis of power and religion; sociological theories of globalization; 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.

Teaching Arrangements: 20 lectures and 23 discussion classes.

Written Work: Four 2,000 word essays (two in Michaelmas Term; Two in Lent Term), for feedback from class teachers.

Reading List: A detailed reading list will be available at the first lecture, but for preparatory reading, students should consult some of the following textbooks: T. Bilton *et. al.*, *Introductory Sociology*; P. Worsley, *The New Introducing Sociology*; D. Lee & H. Newby, *The Problem of Sociology*; A. Giddens, *Capitalism and Modern Social Theory*; Z. Bauman, *Thinking Sociologically*; A. Giddens, *Sociology: A Brief But Critical Introduction*; R. Burgess (Ed.), *Investigating Society*; N. Gilbert, *Researching Social Life*.

Methods of Assessment: A three-hour unseen examination. The paper will be divided into three sections, corresponding to the three parts of the course (Philosophical and Methodological Issues and Sociology; Classical Sociology and Modern Society; Sociology and Contemporary Society). Three questions must be answered, one from each section.

SO101

Issues and Methods of Social Research

Teacher Responsible: Mr. C. Mills, Room S875, and others

Availability and Restrictions: Compulsory course for Bachelor's degrees in Sociology and the Diploma

SO100

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.

Course 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 (e.g., various types of attitude measurement). The course covers differing approaches to data analysis, in particular various techniques for handling confounding variables and the construction of simple causal models.

Teaching Arrangements: The course comprises a series of 15 lectures, five computer workshops, and 24 weekly classes in small groups.

Lectures: SO101 **Issues and Methods of Social Investigation** Michaelmas Term.

Classes: SO101.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*; A. Orenstein & W. R. F. Phillips, *Understanding Social Research*; M. Shipman, *The Limitations of Social Research*.

Methods of Assessment: There is a conventional three-hour written examination in the Summer Term based on the full syllabus. All questions carry the same marks. Sixty per cent of the total assessment for the course is based on this examination. The remaining 40 per cent is awarded for the student's coursework.

SO103

Aspects of British Society

(Not available 1998-99)

Teacher Responsible: Dr. C. T. Husbands, Room S687

Availability and Restrictions: While constructed primarily for first- and second-year undergraduates reading for the B.Sc. 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 aim of the course is to introduce students to some of the contributions of sociological knowledge to the study of aspects of postwar British society. This will be achieved by considering important social and economic issues relevant to contemporary Britain. The course is strongly empirical and makes much use of quantitative material.

Course 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 Arrangements: A series of 20 lectures (SO103) in the Michaelmas and Lent Terms, with associated weekly classes (SO103.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 (and others) *Contemporary British Society* (2nd 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 Michaelmas Term and one in the Lent Term.

Methods of 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 Examinations Office by 1 May. The second part will be a two-hour unseen examination in which candidates will be required to answer two questions selected from a choice of eight or so.

students may take this course as permitted by the regulations for their degree. Cannot be taken with PH102. No background knowledge is necessary.

Core Syllabus: The course is designed to introduce awareness of philosophical problems, particularly those concerned with knowledge and ethics, which are of relevance to the social scientist.

Course Content: Introduction to concepts concerning the nature of knowledge, reality and ethics. Brief description of the thought of some of the classical philosophers. Elementary principles of logical thought. Discussion of problems in descriptions and explanations of social behaviours. An introduction to moral philosophies, especially those of Kant and the Utilitarians. Discussion of the relationship between science and values.

Teaching Arrangements: Lectures SO104: Sessional. Lectures involve considerable student participation. Classes: SO104.A: 25 weekly MLS.

Written Work: Students are expected to do some simple logical exercises and three essays during the year.

Reading List: J. Hospers, *An Introduction to Philosophical Analysis*; J. Hospers, *Human Conduct*; B. Russell, *Problems of Philosophy*; B. Russell, *A History of Western Philosophy*; A. MacIntyre, *A Short History of Ethics*; K. Popper, *Conjectures and Refutations*, Ch. 1; K. Popper, *The Poverty of Historicism*; A. Ryan, *The Philosophy of the Social Sciences*.

The Hospers books are the nearest approximation to text books for the course.

Supplementary Reading List: This will be given out at the beginning of the course with lecture notes and exercises.

Methods of Assessment: Three-hour formal examination in Summer Term. Also an optional essay which can upgrade borderline examination results, but cannot lower marks.

SO105

Industrial Enterprise in Comparative Perspective

Teacher Responsible: Mr. M. Burrage, Room A375
Availability and Restrictions: Compulsory for first year of B.Sc. Management. Available as an option to other students as permitted by the regulations for their degrees.

Core Syllabus: To identify and, as far as possible, explain the varying ways in which industrial enterprises have been structured in five societies. The course is intended for students interested in the comparative analysis of social institutions, and particularly for those who expect to work in multinational enterprises, or in more than one industrial society.

Course Content: Industrial enterprises require the participation of a number of social actors: entrepreneurs, workers, managers, professionals, and state officials of various kinds. The relationships between these actors and their ability to influence the construction and operation of enterprises show striking historical and cross-cultural variations. The aim of this course is to identify these variations and

SO104

Social and Moral Philosophy

(Not available 1997-98 and 1998-99)

Teacher Responsible: Professor E. V. Barker, Room A454a

Availability and Restrictions: Optional 1st 2nd and 3rd year course for degrees in Sociology, but other

wherever possible explain them. In this syllabus, and in the course guide, five societies are considered: Britain, the United States, France, Imperial and Soviet Russia, and Japan. Examination candidates are expected to show detailed knowledge of at least three of these.

The course is divided into four sections. The first, introductory, section reviews the different approaches to the study of industrial enterprise. The second section draws on comparative literature to identify major variations in the way the major actors have been recruited and trained, their forms of organization, their resources, ideologies and strategies, and considers how such variations may affect their behaviour within industrial enterprises. The third section reviews attempts that have been made to explain cross-cultural variations in the internal structure and functioning of industrial enterprises.

Teaching Arrangements: 20 two hour lectures (SO105) Michaelmas and Lent, and 20 one hour classes (SO105.A) Sessional.

Reading List: Mansel G. Blackford, *The Rise of Modern Business in Great Britain, the United States and Japan*, 1988; J. Charkham, *Keeping Good Company: a study of corporate governance in five countries*, Clarendon Press, 1994; R. Hollingsworth et al. (Eds.), *Governing Capitalist Economies: Performance and Control of Economic Sectors*, Oxford, 1994; R. R. Nelson (Ed.), *National Innovation Systems: A Comparative Analysis*, Oxford, 1993; F. Fukuyama, *Trust: the social virtues and the creation of prosperity*, London, 1995; R. Leidner, *Fast Food and Fast Talk: Service Work and the Routinization of Everyday Life*, University of California, Berkeley, 1993; *New Directions in Work Organization*, OECD, Paris, 1992; P. R. Lawrence and C. V. Vlachoutsicos, *Behind the Factory Walls: Decision-Making in Soviet and American Enterprises*, Harvard, 1990.

Methods of Assessment: Three-hour unseen examination (75%), and one take-home essay (25%).

SO106
SO408

Sociology of Religion

(Undergraduate and Postgraduate)

(Not available 1999–2000)

Teacher Responsible: Professor E. V. Barker, Room A454a

Availability and Restrictions: Optional course for 1st 2nd and 3rd year Bachelor's degree and postgraduate students in Sociology, 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.

Course Content: The course concentrates primarily, but not exclusively, on the role of religion in the West during the last two centuries. The approach of writers

such as Weber, Durkheim and Marx 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 and methodological issues associated with the sociology of religion.

Teaching Arrangements:

Lectures: (SO106). 25 weekly MLS.

Classes: (SO106.A) 25 weekly MLS.

(SO408) 27 weekly seminars for Graduates MLS.

Field Trips: Visits will be arranged to religious services and/or to meet adherents of about 5 different faiths. Students will also be expected to make their own arrangements to visit 3 different services for their examination essay.

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: (SO408).

This course takes the above syllabus as the examinable core of the subject, but the written examination is set in accordance with the interests of the students participating. The seminar meets weekly throughout the session and invites several outside specialists to speak. All students are expected to present a paper.

Reading List: (More detailed reading lists are available for specific topics)

M. McGuire, *Religion: the Social Context* (Wadsworth, 3rd edn., 1991); P. Berger, *The Social Reality of Religion* (Faber, 1967); M. Weber, *The Sociology of Religion* (Methuen, 1965); B. Wilson, *Religion in Sociological Perspective* (O.U.P., 1982); D. Martin, *A General Theory of Secularization* (Blackwell, 1978); G. Davie, *Religion in Britain since 1945*; P. Hammond (Ed.), *The Sacred in a Secular Age* (University of California, 1985); M. Douglas, *Purity and Danger* (Routledge, 1966).

Methods of Assessment: A three-hour formal paper (60% of the marks) and a 4,000 max. word essay, to be handed in to Room A451 on May 1. This is to be a comparison of three (or more) religious services which the student visits during the course. (Details will be given in lectures.)

SO201

Sociological Theory

Teacher Responsible: Dr. A. Swingewood, Room H621

Availability and Restrictions: Compulsory course for Bachelor's degrees in Sociology. Available to other students as permitted by regulations.

Core Syllabus: An examination of classical and post-classical sociological theories emphasising their relevance for the analysis of modern societies.

Course Content: An introduction to the main varieties of sociological theory, concentrating on three tasks: what are the principal arguments of the main approaches, to what problems and changes in the real world were the theories a response, and what relevance do they have in the contemporary world? The principal theorists and schools considered are: Marxism, Durkheim and social solidarity, Weber and rationality, power and knowledge, Parsons and

normative functionalism, symbolic interactionism, phenomenology, ethnomethodology, structuralism, Foucault, Critical Theory, Bourdieu, modernity and post-modernity.

Teaching Arrangements: Lectures: SO201 Twenty lectures, weekly in Michaelmas and Lent Terms.

Classes: SO201.A Twenty classes, weekly in Michaelmas and Lent Terms.

Reading List: J. H. Turner, *The Structure of Sociological Theory*; I. Craib, *Modern Social Theory*; N. Mouzelis, *Back to Sociological Theory*; *Sociological Theory: What Went Wrong*; A. Giddens, *Social Theory and Modern Sociology*; M. Glucksmann, *Structuralist Analysis in Contemporary Social Thought*; Z. Baumann, *Intimations of Post-modernity*; A. Giddens, *Modernity and Self-identity*; D. Layder, *Understanding Social Theory*.

Methods of Assessment: One three-hour formal examination in the Summer Term, based on the whole syllabus of the lecture course and the classes.

SO202

The Social Analysis of Russia and the CIS

(Not available 1997–98)

Teacher Responsible: Dr. E. A. Weinberg, Room S666

Availability and Restrictions: 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.

Course 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 Arrangements: The lectures and classes are given by Dr. Weinberg and as such are entirely integrated.

Lectures: SO202 Sessional

Classes: SO202.A Sessional.

Written Work: Each student is required to produce several papers for class presentation throughout the year.

Reading List: The following should be consulted for relevant topics throughout the course:

C. Black (Ed.), *The Transformation of Russian Society*; E. A. Weinberg, *The Development of Sociology in the Soviet Union*; A. Brown & M. Kaser, *The Soviet Union Since the Fall of Khrushchev*; J. Pankhurst & M. P. Sacks, *Contemporary Soviet Society*; D. Lane, *State and Politics in the USSR*;

Soviet Economy and Society; S. Cohen, *Rethinking the Soviet Experience*; D. Lane, *Soviet Society under Perestroika*; J. Bloomfield, *The Soviet Revolution: Perestroika and the remaking of socialism*.

Methods of Assessment: There is a conventional three-hour formal examination in the Summer Term.

SO203

Political Sociology

(Not available 1997–98)

Teacher Responsible: Mr. A. W. G. Stewart, Room S876

Availability and Restrictions: Optional course for Bachelor's degrees in Sociology.

Core Syllabus: The aim of the course is to discuss relevant theoretical and empirical issues in order to introduce the range of problems that define the field of political sociology.

Course Content: The course presents competing views regarding the nature and scope of political sociology in both liberal democratic capitalist and state-socialist societies. Four major models of power analysis are distinguished and discussed: Marxist elite – institutional, pluralist and feminist. There is a discussion of the analysis of the state in both liberal, democratic capitalist and state-socialist societies. A further major focus is the role of classes and elites in the political process and the role of organisation in political activity, which relates to group theory and the development of pluralism. The distribution of power in capitalist and socialist societies is discussed. Further specific topics discussed include corporatism, parliamentarianism, women and politics, citizenship analysis, relations between political and social change, patterns of electoral behaviour and the analysis of Thatcherism.

Teaching Arrangements: Lectures: SO203 Sessional. Classes: SO203.A 22 Sessional.

Written Work: The students in each class take turns to write essays on themes connected with the lecture course; these essays are presented to the class for criticism and discussion.

Reading List: R. Michels, *Political Parties*.

Supplementary Reading List: N. Abercrombie, S. Hill & B. S. Turner, *The Dominant Ideology Thesis*; P. Bachrach, *The Theory of Democratic Elitism: A Critique*; D. Beetham, *Max Weber and the Theory of Modern Politics*, Chapters 1 to 5, 8, 9; S. Bernstein et al. (Eds.), *The State in Capitalist Europe*; A. Leftwich, *Redefining Politics*; R. T. McKenzie, *British Political Parties* (2nd edn.); R. Miliband, *The State in Capitalist Society*; N. W. Polsby, *Community Power and Political Theory* (2nd edn.); V. Randall, *Women and Politics*; M. Rush & P. Althoff, *An Introduction to Political Sociology*; J. Sayers, *Biological Politics*.

Methods of Assessment: Assessment is entirely by a conventional three-hour written examination in the Summer Term that is based on the full syllabus. All questions carry the same maximum of marks.

N.B. This course will be given in alternate years only.

the fourth week of the third year in order for that title to be approved.

Three meetings will be arranged by the Departmental Tutor to discuss the essay with the students as a whole. The first, held in the Summer Term of the second year will deal with guidelines for the essay, and provide a forum for a general discussion of possible approaches. The second and third meetings will enable progress on the essay to be discussed; these will be held in approximately the fifth week of Michaelmas Term and the fourth week of the Lent Term in the third year.

Arrangements for supervision: The sociological projects gives students the opportunity to work in a more open-ended and individual context than is possible in a course. The role of the third year tutor is not to give detailed instruction, but to offer the kind of advice and help which one scholar would normally

give another. The third year tutor may suggest ways of tackling or limiting a topic, lines of enquiry and preliminary reading, but his or her suggestions are not intended to be seen as exhaustive or definitive. How far the student can use and develop the help that he or she is given is, to a large extent, what the examination of the essay is concerned with. The 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.

Methods of 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 Examinations Office by May 1 in the student's final year. Two 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.

STATISTICS

Course Guides

ST100

Basic Statistics

Teachers Responsible: Dr. I. Moustaki, Room S117e and Dr. F. Steele, Room B808

Availability and Restrictions: This course is primarily for:

1st year B.Sc. (Economics) and Course Unit Students, Diploma in Business Studies, Diploma in Economics. A Pass in GCSE Mathematics is normally required. The course is *not* normally available for those who have taken A-level Mathematics. Such students should take ST102 **Elementary Statistical Theory**.

Core Syllabus: The course is an introduction to statistical methods and their use in the social sciences.

Course Content: Descriptive statistics, elements of probability, special distributions, inference, analysis of variance, correlation and regression, goodness-of-fit.

Teaching Arrangements:

Lectures ST100: 15 Michaelmas Term, 15 Lent Term, three Summer Term.

Classes ST100A: 10 Michaelmas, 10 Lent and two Summer Terms. Students are expected to hand in exercises every week.

Reading List: Students should purchase one of the following books:

R. J. Wonnacott & T. H. Wonnacott, *Introductory Statistics*; F. Daly, D. J. Hand, M. C. Jones & A. D. Lunn, *Elements of Statistics*, Addison Wesley; P. Newbold, *Statistics for Business and Economics*.

Methods of Assessment: There is a three-hour written examination in the Summer Term.

ST102

Elementary Statistical Theory

Teacher Responsible: Mr. D. W. Balmer, Room S208

Availability and Restrictions: This course is primarily for:

B.Sc. course units, B.Sc. Business Mathematics and Statistics, B.Sc. Actuarial Science. No previous knowledge of statistics will be assumed. The course will assume mathematical knowledge equivalent to a mathematical subject at A-level.

Core Syllabus: 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.

Course Content: Descriptive statistics including some exploratory data analysis. Probability and distribution theory. Ideas of statistical inference. Estimation and hypothesis testing. Statistical methods, regression, correlation, analysis of variance.

Teaching Arrangements:

Lectures ST102: 20 Michaelmas Term, 20 Lent Term. Revision lectures may be arranged during Summer Term.

Classes ST102A: 20 Sessional.

Reading List: There are many books with a similar content and level of coverage as the course. For instance, D. A. Berry & B. W. Lindgren, *Statistics: Theory and Methods*, Brooks/Cole; P. Newbold, *Statistics for Business and Economics*, 2nd or 3rd edn., Prentice-Hall; T. H. Wonnacott & R. J. Wonnacott, *Introductory Statistics*, 4th edn., Wiley; A more appropriate level is found in D. C. Montgomery & G. C. Runger, *Applied Statistics and Probability for Engineers*, Wiley, or W. W. Hines & D. C. Montgomery, *Probability and Statistics in Engineering and Management Science*, 3rd edn., Wiley.

Students are advised to delay purchase of a main textbook until after the first lecture when advice on reading will be given.

Supplementary Reading List: R. B. Miller, *Minitab Handbook for Business and Economics* (PWS, Kent).

Methods of Assessment: There is a three-hour written examination in the Summer Term.

ST103

Statistical Methods for Social Research

Teachers Responsible: Colm O'Muircheartaigh, Room S213 and Dr. B. Blight, Room S212

Availability and Restrictions: This course is primarily for:

(a) B.Sc. c.u. Main field Sociology 1st Year
(b) B.Sc. c.u. Main field Social Psychology 1st Year
This course cannot be taken by those who have taken ST100 **Basic Statistics**, ST102 **Elementary Statistical Theory** or ST106 **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.

Course Content: The place of statistics in the social sciences, and the nature and purpose of statistical methods. Descriptive statistics: Levels of measurement. The summarization and presentation of data using graphic methods. Frequency distributions and methods of describing them. Chance, uncertainty and probability. The normal distribution. Basic ideas of sampling and statistical inference. Sampling from finite populations. Normal approximations to the sampling distributions of proportions and means and their use in estimation and hypothesis testing. Testing goodness of fit. The measurement of association and correlation and simple tests of significance. Simple linear regression. Two-sample tests for means for related and unrelated measurements.

Teaching Arrangements:

Lectures ST103: 10 Michaelmas Term, 20 Lent Term. Lectures for the Summer Term will be arranged later. Classes ST103.A: 25 Michaelmas, Lent and Summer Terms. The main purpose of the classes is to provide an opportunity to ask questions about the lecture material and to discuss the exercises. Each week a set of exercises will be distributed at the lecture. The

exercises are an essential part of the course and they must be handed in on time if full benefit is to be derived from the classes. The exercise marks are used for assessment for all students.

Reading List: There are many elementary books on Statistics for social scientists but experience seems to show that none is ideally suited to the needs of students on this course. Consequently, each week a set of notes covering the lecture topics for that week will be distributed. These notes will provide a framework for further reading, and will indicate where further material on the topics may be found.

Methods of Assessment: All examinations for this course will be open-book examinations. For all students 30% of the marks for the course will be based on assessment of the class exercises submitted during the session.

ST105 Quantitative Methods (Statistics for Economists)

(Half unit course)

Teacher Responsible: Dr. B. Blight, Room S212

Availability and Restrictions: This course is permitted for B.Sc. degrees in Economics. This is a basic course in statistics for students of economics 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 and are proficient in basic calculus. Such students should, however, consider taking **Basic Statistics**. Students with A-level Mathematics who expect to pursue the technically demanding economics options in later years should seriously consider taking **Elementary Statistical Theory**.

Core Syllabus: The course is intended to give students the minimum additional statistical tools necessary for further study in economics. While ideas are taught systematically, the emphasis is on the applicability of the methods to economic problems and economic examples will be used liberally throughout the course to motivate and illustrate the subject matter.

Course Content: The course uses examples to introduce statistical concepts. Problems are set every week to help in this endeavour. The course contains the following: The centre and spread of a distribution. Probability, compound events, conditional probability, Baye's theorem. The binomial and normal distributions. Covariance and linear combinations of two random variables. Random sampling, moments of the sample mean, the shape of the sampling distribution. Efficiency, biased and unbiased estimators. Confidence intervals for means and difference in means, the 't' distribution. Hypothesis tests with confidence intervals, classic tests, power.

Teaching Arrangements:

Lectures ST105.1: 16 Lent Term.

Classes ST105.1A: eight Lent Term, two Summer Term.

Reading List: Full lecture notes will be distributed. For additional reading students may like to refer to the text by T. H. Wonnacott & R. J. Wonnacott,

Introductory Statistics for Business and Economics, 4th edn., Wiley, New York, 1990.

Methods of Assessment: There will be a two-hour written examination in the Summer Term.

ST106 Introductory Quantitative Methods (Statistics)

(Half unit course)

Teacher Responsible: Dr. B. Blight, Room S212

Availability and Restrictions: This course is not available to students with A-level Mathematics, or any courses giving substantial experience of calculus.

Core Syllabus: This course is intended to provide elementary quantitative skills in statistics for students without mathematics to A-level standard. Students will be introduced to the basic ideas and formulations of statistics. The presentation will indicate some applications of quantitative methods for management.

Course 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.

Teaching Arrangements:

Lectures ST106: 20 Lent Term, three Summer Term.

Classes ST106: 10 Lent Term, two Summer Term.

Written Work: Weekly example sheets will be set and students are expected to submit solutions to the class teacher each week.

Reading List: T. H. Wonnacott & R. J. Wonnacott, *Introductory Statistics for Business and Economics*, 4th edn., Wiley, New York, 1990.

Methods of Assessment: There will be a two-hour written examination in the Summer Term.

ST107 Quantitative Methods (Statistics)

Teacher Responsible: Dr. B. Blight, Room S212

Availability and Restrictions: This is a basic course in statistics 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 and are proficient in basic calculus.

Core Syllabus: The course is intended to give students the minimum additional statistical tools necessary for further study in economics. While ideas are taught systematically, the emphasis is on the applicability of the methods to economic problems and economic examples will be used liberally throughout the course to motivate and illustrate the subject matter.

Course Content:

(a) ST107.1 Probability and Statistics

This course uses examples to introduce statistical concepts. Problems are set every week to help in this endeavour. The course contains the following: The centre and spread of a distribution. Probability, compound events, conditional probability, Bayes' theorem. The binomial and normal distributions.

Covariance and linear combinations of two random variables. Random sampling, moments of the sample mean, the shape of the sampling distribution. Efficiency, biased and unbiased estimators. Confidence intervals for means and difference in means, the 't' distribution. Hypothesis tests with confidence intervals, classic tests, power.

(b) ST107.2 Regression

Fitting a line, OLS. Sampling variability of the estimates. Confidence intervals and tests. Predicting Y. Multiple regression, dummy variables, ANOVA by regression.

Teaching Arrangements:

Lectures ST107.1: 16 Lent Term

Classes ST107.1A: 16 Lent Term

Lectures ST107.2: Four Lent Term, four Summer Term

Classes ST107.2A: Two Lent Term, two Summer Term

Reading List: T. H. Wonnacott & R. J. Wonnacott, *Introductory Statistics for Business and Economics*, 4th edn., Wiley, New York, 1990.

Methods of Assessment: There will be a two-hour written examination in the Summer Term.

ST202 Probability, Distribution Theory and Inference

Teacher Responsible: Dr. M. Knott, Room S203

Availability and Restrictions: The course is designed to follow on from ST102 **Elementary Statistical Theory**. It is normally attended by second year students who have taken MA100 **Mathematical Methods** as well as ST102 **Elementary Statistical Theory** in the first year. Any student who has not taken these two first year courses is advised to consult one of the teachers of the course.

Core Syllabus: The course is intended to cover the probability, distribution theory and statistical inference needed for the third year courses in statistics and econometrics given at the School.

Course Content:

ST202.1 Probability and Distribution Theory (Dr. A.

Dassios and Dr. M. Knott) Revision of probability theory and of the discrete and continuous one variable distributions. Joint distribution of several variables. Marginal and conditional densities, Multinomial and bivariate normal distributions. Moment generating functions. Mixing Distributions. Functions of random variables. Change of variable. Weak law of large numbers and central limit theorem. Sampling distributions. Introduction to stochastic processes: Poisson processes.

ST202.2 Estimation and Tests of Hypotheses (Dr. M.

Knott) Criteria of estimation: consistency, unbiasedness, efficiency, minimum variance. Sufficiency. Maximum likelihood estimation and its properties. Confidence intervals. Tests of simple hypotheses. Likelihood ratio tests. Wald tests, score tests.

Teaching Arrangements:

Lectures ST202.1: 20 Michaelmas Term, five Lent Term.

Classes ST202.1A: nine Michaelmas Term, five Lent Term.

Lectures ST202.2: 15 Lent Term.

Classes ST202.2A: five Lent Term, one Summer Term.

Reading List: The main references for the course are: H. J. Larson, *Introduction to Probability Theory and Statistical Inference* and G. C. Casella & R. L. Berger, *Statistical Inference*.

Other useful books are:

R. V. Hogg & A. T. Craig, *Introduction to Mathematical Statistics* (3rd edn.); P. L. Meyer, *Introductory Probability with Applications*; M. Woodroffe, *Probability with Applications*; A. M. Mood, F. A. Graybill & D. C. Boes, *Introduction to the Theory of Statistics*; J.E. Freund, *Mathematical Statistics*.

Methods of Assessment: There will be a three-hour written examination in the Summer Term.

ST204 Further Quantitative Methods (Half unit course)

Teacher Responsible: tba

Availability and Restrictions: This course is primarily for: B.Sc. Management, B.Sc. Management Sciences, B.Sc. Accounting and Finance. Statistics and Mathematics to the level of MA105 **Statistics for Management** are pre-requisites. Previous knowledge of computing is not necessary. This half-unit is not available for students taking ST254 **Statistical Methods for Management Sciences**.

Core Syllabus: This is a second course to follow on from MA105 **Statistics for Management**. It furthers the knowledge of statistical methodology in the areas of Regression and Analysis of Variance.

Course Content:

ST254.1: see ST254.

Teaching Arrangements:

Lectures ST254.1: see ST254.

Classes ST254.1A: see ST254.

Reading List: See ST254.

Methods of Assessment: A two-hour formal written examination in the Summer Term forms 90% of the assessment. The remaining 10% is for project work set in the seventh week of the Michaelmas Term and completed by the beginning of the second week of the Lent Term. The projects may be done by teams of up to four students, and will be assessed on presentation as well as content.

ST218 Projects in Applied Statistics

Teacher Responsible: Dr. C. Phillips, Room S214

Availability and Restrictions: This course is primarily for: B.Sc. Business Mathematics and Statistics. Other students are admitted only with the permission of the teacher responsible. ST102 **Elementary Statistical Theory** is pre-requisite.

Core Syllabus: Introduction to practical data analysis using computer statistical packages, primarily MINITAB.

Course Content: Tabulation, Graphical Presentation, Regression, Analysis of Variance. A variety of Statistical Packages will be used.

ST218.1 Regression with MINITAB (Dr. I.

for perception, attitude structure and buying behaviour.

Only available for 3rd year students who have fulfilled the pre-requisites or General Course students.

Course Content:

ST327.1 Marketing and Market Research (Michaelmas Term – Dr. C. Phillips, Lent Term – Ms. J. I. Galbraith): **Research Methods** is the core methods course and is predominantly concerned with the application of survey methods in market and opinion research. Marketing information systems. Problem formulation and research designs for market and opinion research. Random sampling and statistical inference: stratification clustering, multistage, multiphase, and area sampling. Sampling frames and non-response. Quota sampling. Data collection methods; interviews, mail questionnaires, observation, panel studies, retail audits and some more qualitative methods. Attitude measurement. Causal designs. Demand forecasting, test marketing, product tests, advertising and public opinion research.

ST327.2 Case Studies (Professor M. Sommers) Students will build on this information and technique gained from ST327.1 by carrying out a cooperative

Marketing Case Study though individual write up of this is marked separately from the examination.

Teaching Arrangements:

Lectures: ST327.1 26 Michaelmas and Lent Terms.
Lectures: ST327.2 20 Lent Term.

Classes: ST327.1 16 Michaelmas, Lent and Summer Terms.

Written Work: Students will look at about 6 marketing and statistical problems for ST327.1. They will also be asked to prepare a class paper and a report for ST327.2. ST327.2 – As above in course content. Students submit a written project based on their continued case study work.

Reading List: No one book covers the entire syllabus. Students are however advised to purchase:

T. C. Kinnear & J. R. Taylor, *Marketing Research: An Applied Approach* (Available in paperback).

Books which students may wish to consult include: C. A. Moser & G. Kalton, *Survey Methods in Social Investigation*; R. W. Worcester & J. Downham (Eds.), *Consumer Market Research Handbook*.

Methods of Assessment: There is a three-hour written examination in the Summer Term based upon ST327.1. It will be marked out of 80 and there will be a course-work mark out of 20 based upon ST327.2.

The Graduate School and Regulations for Diplomas and Higher Degrees

In its inception the London School of Economics was dedicated to research and advanced studies; and throughout its existence, the Graduate School, which is one of the largest of its kind in the country, has constituted a major division of its activities.

The Statistics of Students elsewhere in the *Calendar* show the numbers of students registered for the different taught postgraduate courses (for the taught Master's degrees of the University of London and for Diplomas) and for research in different subjects, whether for a University of London research degree, or for supervised non-degree research.

The *Graduate School Prospectus*, published annually, gives further details on facilities for postgraduate students at the School, and on how to apply for admission.

Degrees

The degrees of the University of London for which graduate students may register at the School are as follows:

- (a) Doctor of Philosophy (Ph.D.)
- (b) Master of Philosophy (M.Phil.)
- (c) Masters' Degrees:
 - Master of Arts (M.A.)
 - Master of Science (M.Sc.)
 - Master of Laws (LL.M.)

Diplomas

Students are registered in the Graduate School for all diplomas awarded by the School, and for the University of London Diploma in Law.

Visiting Research Student Registration

The School accepts for registration students wishing to visit the School for short periods to undertake research or studies not leading to the award of a School or University qualification. Such students carry out their research under the guidance of a supervisor and may attend relevant lectures and seminars recommended by their supervisor. They may be allowed to take examinations, the results of which may be made available; certificates of attendance are available on request. Admission will depend on the applicant possessing academic qualifications which, in the opinion of the Graduate School Committee, are adequate for the course of study or research proposed; it will also depend upon places being available. Unless some other period is specified in the School's letter of acceptance, registrations under the Visiting Research Student category are valid for one session only and students so registered should apply to the Graduate School Office before the end of the session if they wish to be considered for re-registration for all or part of the following session.

The Higher Doctorates

The School does *not* register candidates for higher doctorates. Only London graduates are eligible to apply for these doctorates and all candidates interested should communicate directly with the Academic Registrar at the University of London, Senate House, London WC1E 7HU.

External Higher Degrees

All arrangements for external degrees are made through the External Department, Senate House, Malet Street, London WC1E 7HU. Occasionally arrangements may be made for External research degree students to register at the School under the Visiting Research Student arrangement (see above) in the same manner as students preparing for research degrees of other universities. Candidates so accepted must conform to the appropriate School

and University Regulations and, while registered at the School must pay the same tuition fees as candidates registered for internal degrees.

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

Registration, Attendance and Course of Study

1. It is essential that all students while pursuing a course of study as internal students should be prepared to attend personally for study at the School at such time or times as their supervising teachers may require. All graduate students are therefore required to be resident within normal daily travelling distance of central London during term time, except where M.Phil./Ph.D. students are given permission to undertake field work away from London.

2. If students do not register at the beginning of the session, serious administrative difficulties may be caused. If a candidate who has been offered admission for October fails to register at the School by 31 October, without adequate reasons and without informing the School in advance of his or her inability to register in time, the offer of admission will be automatically cancelled.

3. **Continuing students must re-register by 31 October each year.** Failure to do so, without adequate reason and without informing the School in advance, of inability to re-register by this date may lead to the termination of the student's record; this does not apply to students who have been given written permission by the Dean of the Graduate School to interrupt their registration.

4. No student may change from one degree or diploma programme to another without the written permission of his or her supervisor and of the department to which the student wishes to transfer. **No student may change degree or diploma programme after 31 October.** In exceptional cases the permission of the Dean of the Graduate School may be sought for changes after this date.

5. Students accepted by the School must be registered with the University as soon as they start their courses at the School. As part of this process, students must complete a registration form and return it to the Graduate Office, where they must also show satisfactory *official* evidence of their qualifications.

6. The School must register students with the University not later than three months after the date on which the course is begun. Retrospective registration may be allowed in some circumstances, particularly where the student has already been registered in the Graduate School. There is no provision for retrospective registration for a taught Master's degree. Only in exceptional circumstances may retrospective registration towards another degree be allowed for any period spent on a taught Master's degree.

7. *Part-time registration* for students following programmes of study leading to the award of M.Phil./Ph.D. or Visiting Research Students, is intended for those who, by reasons of outside employment or other duties, must spread their course over a longer than normal period in order to be able to attend the relevant teaching and to complete the minimum course of study.

Before such students are permitted to register part-time, they must supply adequate evidence as to the nature and hours of their employment or other outside commitments, which should normally amount to at least 15–20 hours per week in the London area, in term-time. Overseas students will usually find that, under the Government's Immigration Rules, they are required to be full-time students; it is the responsibility of individual students to ensure that their status in the School is compatible with their status under the Immigration Rules.

8. *Full-time students* may be permitted by the School, on the recommendation of their supervisors, to undertake a limited amount of *paid employment* relevant to their studies. It must be made clear, however, that continued registration at the School depends on satisfactory attendance and progress, and that full-time students should be primarily committed to their studies. If other commitments seriously affect their studies, their continued registration at the School might be jeopardized.

Grant-awarding bodies may have their own rules as to the amount of paid employment which may be undertaken by students holding their awards; the School will not permit award-holders to undertake paid employment in contravention of such rules.

9. A qualifying or preliminary examination may be imposed after registration, as a condition of being allowed to enter for the degree examination. Students upon whom such a condition has been imposed will normally be required to sit the qualifying examination at least one year before they enter for a degree examination (or submit a thesis). Students failing to pass this qualifying examination will not be permitted to re-enter for it without the permission of the School.

Diploma Courses

The School offers tuition for a number of Diplomas, mostly awarded by the School (except the Diploma in Law, which is awarded by the University of London) for persons holding a university degree or other qualification approved by the School. School Diplomas are normally examined in June by means of formal written examination papers; these may be supplemented by essays, and examiners may test any candidates by means of oral questions. The University Diploma in Law is examined by means of a dissertation. Students will not normally be accepted for a Diploma course which is deemed to be substantially similar in content to one which they have already taken at the School.

Details of the various courses offered at the School for a Diploma are contained below and in the following pages.

Regulations for School Diplomas

1. A School Diploma (other than a Short-Course Diploma as defined in Regulation 4) is intended for award on the satisfactory completion, including formal examination, of a full-time course of study approved by the Academic Board of at least one academic year, or its equivalent in part-time study, by students of graduate standing whose previous qualifications do not (because of their level, or subject content) fully equip them to proceed direct to a Master's degree course.
2. The normal minimum entrance qualification for a School Diploma is a degree, or equivalent qualifications and experience.
3. The course of study for a School Diploma is one full-time year, or the equivalent in part-time study. Examinations shall consist of a number of separate elements, consisting of at least nine hours of unseen written examination papers; other examination techniques may be used in addition.
4. The examinations for Diplomas or Short-course Diplomas will be subject to Examination Instructions approved by the Academic Board.
5. A student who fails the examinations for a Diploma or Short-Course Diploma will normally be entitled to re-sit the examinations on one further occasion. Published regulations for each course may allow alternative re-examination arrangements. Exceptionally the Graduate School Committee, on the recommendation of the examiners, may permit alternative arrangements for particular candidates.

Examination Arrangements

6. Diploma students should first read the regulations for their particular Diploma, governing the choice of examination subjects. Only those subjects or combinations of subjects explicitly permitted by the regulations for each Diploma may be offered for examination. Where special permission is required for a particular subject or combination of subjects, the student concerned must apply for permission, in writing, to the Academic Registrar at the start of the session. Otherwise, they may have to change at a later date to subjects which are permitted by the regulations.

Entry for Examination

7. The confirmation of examination entry is normally sent to the Diploma Tutor in the Lent Term. This entry is based on the options chosen by the student, in consultation with the Diploma Tutor, at the beginning of the session. The student and the Diploma Tutor must check, sign the entry form and return it to the Graduate School Office.

Deferral Procedures

8. A student wishing to defer any part of his or her examination should:
 - (a) put his/her case to his/her supervisor;
 - (b) if the supervisor is willing to support the request for deferral he/she puts the case to the Chairman of the Board of Examiners;
 - (c) if the Chairman supports the request he/she puts the case to the Examinations and progress Monitoring Sub-Committee.

Re-entry to Examinations

9. If a student is required to re-enter one or more examinations he or she will be informed, after the meeting of the Board of Examiners, which papers must be re-entered. It is the responsibility of the student to make sure that the Graduate School Office is informed of his or her intention to re-enter for the failed paper(s).

All students are bound by the regulations in force at the time of their registration at the School.

Withdrawal from Examinations

10. Students will not normally be permitted to withdraw from their examinations. Students wishing to withdraw from the examinations should in the first instance discuss their wish with the Diploma Tutor. If the Diploma Tutor supports the request it is then forwarded to the Graduate School Committee for approval. Any such withdrawal must be notified to the Examinations Office no later than the third week of the Summer Term.

Illness

11. A candidate who, owing to illness or the death of a near relative, or other cause judged sufficient by the Graduate School Committee, on the recommendation of the Board of Examiners, is prevented from completing at the normal time the examination or part of the examination in those elements of the Diploma for which he or she has entered may, with the permission of the Graduate School Committee:
 - (a) 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

- (b) at the discretion of the Examiners 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 (e.g. report) at a date specified by the Board of Examiners concerned. The special examination shall be in the same format as specified in the Diploma regulations for the element(s) missed.
12. Where a candidate has failed to complete the examination for one of the reasons specified in paragraph 12 above, the candidate shall submit the application with medical or other supporting evidence to the Examinations Office within seven days of the last day of the written examinations or for the submission of the essay/report/dissertation.

Notification of Results

After the examiners have reached a decision, every candidate for a School Diploma will be notified of the result. For some Diplomas, grades of Distinction, Merit and Credit are awarded. In others, the only grade awarded is a mark of Distinction to candidates showing exceptional merit in the examination. A Diploma bearing the seal of the School and indicating any grade awarded is sent to every candidate awarded a School Diploma.

N.B. The School reserves the right to withhold, or to ask the University to withhold the award of a Diploma to a candidate owing fees to the School.

Regulations and Course Guides for Diplomas

The regulations for Diplomas are listed in departmental sections in the following pages. In the regulations, a Course Guide number is printed opposite each examination paper. Information on how to find the relevant Course Guides is printed immediately after the Regulations for Diplomas.

Diploma students should first read the Regulations for their particular Diploma, governing the choice of examination subjects. Only those subjects or combinations of subjects explicitly permitted by the regulations for each Diploma may be offered for

examination. Where special permission is required for a particular subject or combination of subjects, the student concerned must apply for permission, in writing, to the Academic Registrar at the start of the session. Otherwise, they may have to change at a later date to subjects which are permitted by the regulations.

Department of Accounting and Finance

Diploma in Accounting and Finance

The examination shall comprise four papers selected with the approval of the Department of Accounting and Finance from the list below:

Paper Number	Paper Title	Course Guide Number
1.	Principles of Finance	AC212
2.	(a) Managerial Accounting or (b) Financial Accounting	AC211 AC330
3. & 4.	Two of the following:	
	(a) The paper not selected under 2 above	
	(b) Auditing and Accountability	AC340
	(c) One of the following:	
	(i) Microeconomic Principles I	EC201
	(ii) Microeconomic Principles II	EC202
	(iii) Industrial Economics	EC313
	(iv) Macroeconomic Principles	EC210
	(d) Introduction to Econometrics and Economic Statistics	EC220
	(e) (i) Quantitative Methods (Mathematics)	MA107
	AND	
	Quantitative Methods (Statistics for Economists)	ST105
or	(ii) Operational Research for Management	OR201
	(f) Commercial Law	LL209
	(g) Organisational Theory and Behaviour	ID200
	(h) British Business and Contemporary Economic Performance	EH240
	(i) Any other paper approved by the Convener of the Department of Accounting and Finance	

The choice of options is subject to the approval of the Convener, who may also permit alternative papers to be offered where the candidate is already proficient in one or more of the above subjects.

Part-time students may take one or two papers at the end of the first year of their course and the remainder at the end of the second year of their course.

Department of Economics

Diploma in Econometrics

The examination shall comprise four papers selected with the approval of the candidate's teachers from the list opposite.

Note: Candidates who wish subsequently to be considered for admission to the M.Sc. in Econometrics and Mathematical Economics will normally be expected to choose the

following options: 1(b) and under 2, 3 and 4 the option (c)(ii). This requirement may be waived where candidates can satisfy their teachers that they have already reached the required standard in a particular paper or papers.

Paper Number	Paper Title	Course Guide Number
1.	(a) Principles of Econometrics	EC221
	or (b) Econometric Theory	EC309
2, 3, & 4.	Three of the following:	
	(a) Problems in Applied Econometrics	EC333
	(b) Mathematical Economics	EC319
	(c) Microeconomic Principles II	EC202
	(d) (i) Mathematical Methods	MA100
	(ii) Further Mathematical Methods (Calculus)	MA200
or	and	
	Further Mathematical Methods (Linear Algebra)	MA201
	(e) Probability, Distribution Theory and Inference	ST202
	(f) A paper approved by the candidate's teachers	
	(g) With the approval of the candidate's teachers, a course of study examinable by means of a project	

Part-time students may take one or two papers at the end of the first year of their course and the remainder at the end of their second year.

Diploma in Economics

The examinations shall comprise four papers selected with the approval of the candidate's supervisor from the list below.

Paper Number	Paper Title	Course Guide Number
1.	(a) Microeconomic Principles I	EC201
	or (b) Microeconomic Principles II	EC202
2.	Macroeconomic Principles	EC210
3. & 4.	Any two from:	
	(a) (i) Basic Mathematics for Economists	EC110
	(ii) Quantitative Methods (Mathematics)	MA107
or	AND	
	Quantitative Methods (Statistics for Economists)	ST105
or	(iii) Mathematical Methods	MA100
or	(iv) Operational Research for Management	OR201
	(b) (i) Basic Statistics	ST100
or	(ii) Elementary Statistical Theory	ST102
or	(iii) Introduction to Econometrics and Economic Statistics	EC220
or	(iv) Principles of Econometrics	EC221
	(c) Advanced Economic Analysis	EC301
	(d) Comparative Economic Systems	EC305
	(e) Development Economics	EC307
	(f) Elements of Accounting and Finance	AC100
	(g) History of Economic Thought	EC311

Paper Number	Paper Title	Course Guide Number
(h)	Industrial Economics	EC313
(i)	International Economics	EC315
(j)	Labour Economics	EC317
(k)	Mathematical Economics	EC319
(l)	Monetary Economics	EC321
(m)	Public Economics	EC325
(n)	An approved paper in Economic History	—
(o)	Any other paper approved by the candidate's supervisors	—

Note: Incoming students who can demonstrate proficiency in Microeconomic and/or Macroeconomic Principles to the appropriate standard may be allowed to substitute papers listed under 3 and 4 for papers 1 and/or 2. Candidates who wish to be considered for the M.Sc. in Economics at the School must normally choose one paper listed under (a) of 3 and 4, and one paper listed under (b). All entrants to the M.Sc. in Economics must demonstrate competence in mathematics and statistics.

Department of Industrial Relations

Diploma in Business Studies

Examination

The examination shall consist of the following:

Paper Number	Paper Title	Course Guide Number
1.	Business Policy (examined through continuous assessment, which may take the form of a project/essay of not more than 7,500 words)	ID490
2, 3, 4.&5.	Any <i>three</i> of the following:	
(a)	Elements of Accounting and Finance	AC100
(b)	Managerial Accounting	AC211
(c)	Principles of Finance	AC212
(d)	(i) Economics A	EC100
or	(ii) Industrial Economics	EC313
or	(iii) Business Economics	ID491
(e)	Organisational Theory and Behaviour	ID200
(f)	Human Resource Management	ID290
(g)	Industrial Relations	ID100
(h)	Commercial Law	LL209
(i)	Marketing and Market Research	ST327
(j)	International Business in the International System	IR456
(k)	Introduction to Information Technology	IS140
(l)	Information Systems in Business	IS340
(m)	Basic Statistics	ST100
(n)	Operational Research for Management	OR201
(o)	Any other paper approved by the candidate's teachers	

The choice of options is subject to the approval of the Convener, who may also permit alternative papers to be offered where the candidate is already proficient in one or more of the above subjects.

Part-time students may take one or two papers at the end of the first year of their course and the remainder at the end of the second year of their course.

Department of International Relations

Diploma in World Politics

The examination consists of five elements as follows:

Paper Number	Paper Title	Course Guide Number
I	Four written papers	
1.	World Politics	IR400
2. & 3.	Two of the following:	
(a)	Foreign Policy Analysis II	IR401
(b)	International Institutions II	IR402
(c)	The Politics of International Economic Relations II	IR403
(d)	Strategic Aspects of International Relations II	IR404
4.	Any other approved subject	
	<i>and</i>	
II	An assessment of four essays written during the course of study	IR409

Part-time students normally take two papers in completion of their first year and the remainder on completion of their final year.

Department of Law

Diploma in Law

The University of London awards a Diploma in Law.

- The course of study is open to:
 - graduates of this or another university whose undergraduate courses or previous experience have included substantial preliminary training in Law
 - those who, although not graduates, have satisfied the School that their previous education in Law qualifies them to rank on the same level as graduates admissible under the preceding paragraph.

Students are required to attend a course of study for the purpose by the University extending over not less than three terms.

- 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 ability to discuss a difficult problem critically.

The subject of the dissertation must be submitted for the approval of the University no later than eight months after the course of study is started.

If the examiners consider that the dissertation submitted by the candidate, though inadequate is of sufficient merit to justify such action, they may, after examining the candidate as prescribed above, determine that he be permitted to re-present this dissertation in a revised form within one calendar year.

Candidates must forward two copies of the dissertation typewritten or printed and bound in the prescribed fashion and a short abstract (2 copies) of the dissertation comprising not

more than 300 words. Candidates must submit their dissertations within one year of the approval of the subject, together with an entry-form which must be duly filled in with the certificate of course of study thereon attested in accordance with the certificate of course of study thereon attested in accordance with the General Regulations for Approved Courses of Study.

A list of candidates who have satisfied the examiners, arranged in alphabetical order, will be published by the Academic Registrar. A mark of Distinction will be placed against the names of those candidates who show exceptional merit.

A certificate to be called the 'Diploma in Law', under the seal of the University, will be delivered to each successful candidate.

Department of Sociology

Diploma in Sociology

The examination shall consist of four papers, as follows:

Paper Number	Paper Title	Course Guide Number
1.	Sociological Theory	SO201
2.	Issues and Methods of Social Research	SO101
3.&4.	Two of the following	
	(a) Statistical Methods for Social Research	ST103
	(b) Basic Issues in Comparative Sociology (<i>not available 1997-98</i>)	SO301
	(c) Social and Moral Philosophy (<i>not available 1997-98 and 1998-99</i>)	SO104
	(d) Aspects of British Society (<i>not available 1998-99</i>)	SO103
	(e) The Social Analysis of Russia and the C.I.S. (<i>not available 1997-98</i>)	SO202
	(f) Political Sociology (<i>not available 1997-98</i>)	SO203
	(g) Political Processes and Social Change (<i>not available 1997-98</i>)	SO204
	(h) Sociology of Work, Management and Employment	SO212
	(i) Sociology of Religion (<i>not available 1999-2000</i>)	SO106
	(j) Sociology of Medicine	SO211
	(k) Sociology of Development	SO205
	(l) Crime, Deviance and Control	SO210
	(m) Society and Literature	SO213
	(n) Gender and Society	SO208
	(o) Theories and Problems of Nationalism	EU201
	(p) The Psychoanalytic Study of Society	SO214
	(q) Evolution and Social Behaviour	SO215
	(r) Cults, Sects and New Religions (<i>not available 1999-2000</i>)	SO216

A candidate wishing to proceed to the M.Sc. in Sociology will normally be expected to pass at a standard satisfactory to the Department.

Department of Statistics

Diploma in Statistics

Papers for the examination (normally four three-hour papers, except as otherwise indicated) shall be selected from the following list, with the approval of the candidate's supervisor:

Paper Number	Paper Title	Course Guide Number
(a)	Probability, Distribution Theory and Inference	ST202
(b)	Either (i) Statistical Techniques	ST428
	or (ii) Two two-hour papers from: Regression and Analysis of Variance	ST300
	Time Series and Forecasting	ST304
	Stochastic Processes	ST302
(c)	(i) Mathematical Methods	MA100
or	(ii) Further Mathematical Methods (Calculus)	MA200
(d)	Mathematical and Statistical Demography (<i>not available 1997-98</i>)	SA255
(e)	Operational Research Methods	OR202
(f)	(i) Econometric Theory	EC309
or	(ii) Principles of Econometrics	EC221
(g)	(i) Advanced Information Technology for the Social Scientist	IS240
or	(ii) Information Systems in Business	IS340
(h)	Any other paper approved by the candidate's teachers	

Candidates may not offer a paper in which they have been examined at first degree level or its equivalent.

Candidates will normally be expected to include papers (a) and (c) in their selection, and if they wish subsequently to be considered for the M.Sc. in Statistics at the School, they will normally include paper (b) also. These restrictions may be waived where candidates can satisfy their supervisors that they have already reached the required standard in a particular paper or papers.

Part-time students may take one or two papers at the end of the first year of their course and the remainder at the end of the second year of their course.

Course Guides for Diplomas

Course Guides for most Diploma examinations (those shown in the Diploma regulations with a Course Guide number beginning with 1, 2 or 3) are listed in the section on undergraduate courses (pp. 371–540). Course Guides for all other Diploma examinations with Course Guide number beginning with 4 is listed below, in order of the Diploma concerned, and prefaced by introductory courses of general interest.

Diploma students should first read the regulations for their particular Diploma, governing the choice of examination subjects. Only those subjects or combinations of subjects explicitly permitted by the regulations for each Diploma may be offered for examination. Where special permission is required for a particular subject or combination of subjects, the student concerned must apply for permission, in writing, to the Academic Registrar at the start of the session. Otherwise, they may have to change at a later date to subjects which are permitted by the regulations.

The Course Guides are in numeric sequence, with a departmental prefix (e.g. AC for Accounting; EC for Economics). Course Guides mostly relate to examinable courses identified in the regulations for degrees and/or diplomas, and they set out all the information required to help students prepare for the examination: the Core Syllabus, which defines the broad parameters and objectives of each course, the Course Content, which gives details of the teaching to be given in the current session within the boundaries of the Core Syllabus, the preliminary reading list, the relevant lectures, seminars and classes (as listed both here and in the Sessional Timetable) and the details of the examination arrangements and methods of assessment.

The lectures and seminars for each course will have a number related to the course for which they are primarily taught; some series of lectures and seminars may be offered for several different courses. Against each lecture/seminar is indicated the number of meetings and the term(s) in which they take place (M=Michaelmas, L=Lent, S=Summer). The numbers used for the lectures, seminars and classes are used in the *Sessional Timetable*, which is published in August, and sets out the times, places and beginning dates of the lectures and seminars in the coming session.

Students (other than Occasional Students) may attend any course of lectures, except where the Course Guide indicates otherwise.

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

Course Guides

Introductory Courses

GC551

Study Skills in the Social Sciences

Teacher Responsible: Mr. R. Alford, Room B411 for LSE Study Counselling Centre.

Course Recommended for all new undergraduate students, plus any students on M.Sc. or Diploma courses who are new to the UK's educational system.

Teaching Arrangements: Two sessions Michaelmas Term, weeks 1 and 2.

Course Content: The course provides an introduction to study skills useful for social science students at first degree level and above. It aims to get those attending to review their own study patterns in the light of a menu of possible improvements.

Reading List: P. J. Dunleavy, *Studying for a Degree in the Humanities and Social Sciences*; D. Rowntree, *Learn how to Study* (1988 edition only).

GC552

Revising for Exams

Teacher Responsible: Mr. R. Alford, Room B411 for LSE Study Counselling Centre.

Course Recommended for any students taking exams.

Teaching Arrangements: Two sessions Lent Term, weeks 9 and 10.

Course Content: The course provides advice notes which are distributed at each session.

Reading List: P. J. Dunleavy, *Studying for a Degree in the Humanities and Social Sciences*.

Diploma in Business Studies

ID490

Business Policy

Teacher Responsible: Dr. R. Peccei, Room H710

Availability and Restrictions: For students taking the Diploma in Business Studies.

Core Syllabus: The aim of the course is to define and examine some of the key external and internal policy decisions that must be taken to ensure the effective operation of an organisation. In choosing among a range of policy decisions, particular attention is given to the critical analysis of a number of ideas and approaches that are currently fashionable in the business literature.

Course Content: The organisation and its environment; the concept of strategy and of strategic management; the strategy formulation and implementation process; the analysis of corporate and business strategy in different contexts, including emerging and mature industries; the management of strategic change in business firms and in not-for-profit organisations.

Internal structure, systems and processes; approaches to the design of organisation structure, leadership and organisational culture; critical evaluation of Human Resource Management; approaches to organisational effectiveness.

Teaching Arrangements: There will be 20 two-hour sessions of lectures and case studies (ID490).

Reading List: The following list includes some introductory reading and some central texts. A full reading list will be provided at the start of the course. J. B. Quinn, *The Strategy Process Concepts and Cases*; G. Johnson & K. Scholes, *Exploring Corporate Strategy*; A. Pettigrew, *Managing Strategic Change*; H. Mintzberg, *Structures in Fives*; T. Peters & R. Waterman, *In Search of Excellence*; E. Schein, *Organizational Culture and Leadership*; M. Beer, et al., *Human Resource Management: A General Manager's Guide*; K. S. Cameron & D. A. Whetten, *Organizational Effectiveness*.

Methods of Assessment: The course will be examined through continuous assessment which may take the form of a project/essay of not more than 7,500 words.

ID491

Business Economics

Teacher Responsible: Dr. Ray Richardson, Room H711

Availability and Restrictions: For students taking the Diploma in Business Studies.

Core Syllabus: This course seeks to provide an introduction to how economics affects and can be applied to business enterprises.

Course Content: The objectives of firms. Consumer demand; basic analysis and applications, including forecasting. Costs and production decisions, including investment appraisal and decision making under risk and uncertainty. Pricing practices and marketing. Market structures and business policy.

Teaching Arrangements: There will be 25 one-hour lectures (ID491), and 25 one-hour accompanying classes (ID491.A).

Reading List: A detailed reading list will be provided at the first lecture.

The recommended text is J. Malligan, *Managerial Economics*, Albyn & Bacon, 1989.

Methods of Assessment: Students are required to write two essays during the year and to take a two-hour unseen examination the Summer Term.

Diploma in World Politics

IR300.1 Foreign Policies of the Powers

IR300.3 Decisions in Foreign Policy

IR413.1 The External Relations of the European Community

IR900 Current Issues in International Relations

IR901 The International Legal Order

IR902 New States in World Politics

IR903 Disarmament and Arms Limitation

IR904 International Verification

These courses are not for examination, but are offered to interested postgraduates as well as undergraduates.

or, in some cases, as a supporting course for one which is examinable. Details are to be found with the Master's degree Course Guides (see page 694-707).

IR400

World Politics (Seminar)

Teacher Responsible: Mr. G. Stern, Room D509
Availability and Restrictions: Course intended primarily for Diploma in World Politics. Students admitted to the Diploma in World Politics are expected to have a Second Class degree not necessarily in International Relations, from a reputable university, or equivalent professional qualifications or experience. Though no previous knowledge of world politics is required a general interest in current affairs is expected.

Core Syllabus: The aim of the course is to give students a broad understanding of issues and theories in world politics.

Course Content:

(1) The nature of world politics. Theories of international relations. Elements of the world system. The main actors in world politics. The ends and the means of foreign policy as conducted by states in international relations; intervention, alliances, economic integration and interdependence, neutrality, isolation and non-alignment.

(2) War and the search for peace; the nature of conflicts in the international system; local wars and proxy wars; peace and conflict resolution; disarmament and arms control.

(3) Poverty and the search of wealth and justice: rich nations and poor nations, and financing of world development; industry and commodity trade; energy, technology and resources. Some major global issues – population, pollution, conservation, nuclear catastrophe.

Teaching Arrangements: Three lecture courses on International Politics are available, and students with little or no background in international relations studies are recommended to attend at least one of them. Professor M. Leifer and Mr. Stern give a 20 lecture series for first year students on **The Structure of International Society** (IR100), Mr. Hoffman and Mr. Windsor give a 20 lecture series for B.Sc. students on **International Political Theory** (IR200) and Professor Halliday a 10 lecture series for M.Sc. students on **International Politics** (IR410.1). Those interested in more advanced discussion of International Relations theory should attend Dr. Benner and Mr. Hoffman's **Concepts and Methods of International Relations** lectures (IR421.1). The main teaching for the **World Politics** course will be done in small seminar groups (IR400.A), taken by two or three responsible teachers beginning in the Michaelmas Term and continuing throughout the Session.

Reading List: K. Holsti, *International Politics*; M. Light & A. J. R. Groom, *International Relations: A Handbook of Current Theory*; P. Calvocoressi, *World Politics Since 1945*; H. Bull, *The Anarchical Society*; R. Little & M. Smith (Eds.), *Perspectives on World Politics*; C. Kegley & E. Wittkopf, *World Politics*; G. Stern, *The Structure of International Society*. A detailed course outline will be provided.

Methods of Assessment: Students are required to write four essays during the session. Marks for these will account for 20% of the final result. The remainder will be for a three-hour examination in the Summer Term based on the full syllabus for the **World Politics** course. Students will be asked to answer three out of twelve questions.

IR401

Foreign Policy Analysis II

Teacher Responsible: Dr. M. Light, Room D411
Availability and Restrictions: Course intended primarily for Diploma in World Politics. Diploma students do not need any special advance knowledge to choose this as an optional course.

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.

Course Content: The various influences, external and internal on decision-making in foreign policy; the importance of bureaucracy, of domestic political systems, of economic development, and the groups affected by foreign policy; the problems arising from the formulation of goals and the choice of policy instruments; psychological elements in policy-making; the effect of transnationalism on foreign policy. A detailed programme of lectures will be distributed at the start of the course.

Teaching Arrangements: Lectures **Foreign Policy Analysis** (IR300.2) x 12 Michaelmas and Lent Terms and **Decisions in Foreign Policy** (IR300.3) (Dr. Coker) x 6 Lent Term. Diploma students should attend as many of the (IR300.1) **The Foreign Policies of the Powers** (various lecturers) as possible. They will also find IR903, **New States in World Politics** (Dr. Lyon) useful. In addition, students will be assigned to small classes (IR401.A) which meet for 15 sessions, beginning in week 6 of the Michaelmas Term.

Written Work: Students are expected to write at least three essays directly on questions arising out of the course. They should choose their questions from one of the past examination papers provided. Students should hand in their essays to their class teacher on the indicated dates. They will be returned and commented on individually except where some general comment will also be provided.

Reading List: No single book is exactly coterminous with the syllabus. Students should try to buy (all are paperbacks): Roy Macridis (Ed.), *Foreign Policy in World Politics*, Prentice Hall (8th edn.) 1991; Philip Reynolds, *An Introduction to International Relations* (3rd edn.), Longmans, 1994; Lloyd Jensen, *Explaining Foreign Policy*, Prentice Hall, 1982; Michael Clarke & Brian White (Eds.), *Understanding Foreign Policy*, Edward Elgar, 1989.

Also highly recommended are Stephen Ambrose, *Rise to Globalism*, Penguin (4th edn.), 1985; Frederic J. Fluron, R. F. Laird & E. P. Hoffman (Eds.), *Classic and Contemporary Issues in Soviet Foreign Policy*, Aldine de Gruyter, 1991; Kal Holsti, *International Politics: A Framework for Analysis*, Prentice Hall (6th edn.), 1992; Michael Smith, Steve Smith & Brian

White (Eds.), *British Foreign Policy*, Unwin Hyman, 1988.

Methods of Assessment: A three-hour examination will be set in the Summer Term. It will be divided into equal halves: Section A (comparative and theoretical questions) and Section B (questions on the foreign policies of the UK, USA and USSR). One question must be answered from each section. All students have to answer three questions in all. Copies of previous years' papers, together with lecture and class topics, deadlines, and further references will be provided at the beginning of the course.

IR402

International Institutions II

Teachers Responsible: Mr. N. Sims, Room D609 and Professor P. Taylor, Room D610

Availability and Restrictions: Diploma in World Politics students only.

Core Syllabus: Elements of international organisation: its theory and practice studied through the experience of selected international institutions.

Course Content: Major theoretical and empirical aspects of the work of international institutions and the role of international organisation. Integration and interdependence; 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, such as the methods of work of international secretariats and intergovernmental assemblies and councils.

The course is mainly concerned with international organisation at the global level, but some attention will also be paid to regional and trans-regional arrangements. (Note: **European Institutions** are studied as a separate course, IR303.)

Teaching Arrangements: Lecture series (IR301). Classes (IR402.A). There will be 20 lectures, throughout the Michaelmas and Lent Terms, and 17 one-and-a-half hour seminars, starting in week 6 of the Michaelmas Term and continuing into the Summer Term.

Reading List: David Armstrong, Lorna Lloyd & John Redmond, *From Versailles to Maastricht: International Organisation in the Twentieth Century*, Macmillan, 1996; Sydney D. Bailey & Sam Daws, *The United Nations: A Concise Political Guide* (3rd edn.), Macmillan, 1995; A. LeRoy Bennett, *International Organizations: Principles and Issues* (6th edn.), Prentice-Hall, 1995; Inis L. Claude, *Swords into Plowshares: The Problems and Progress of International Organization* (4th edn.), Random House, 1971; F. S. Northledge, *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 seminars.

Methods of Assessment: One three-hour written examination in the Summer Term.

IR403

The Politics of International Economic Relations II

Teachers Responsible: Dr. S. Economides, Room D709 and Dr. P. Wilson, Room D516

Availability and Restrictions: Course intended primarily for Diploma in World Politics.

Course Content: (i) The economic factor in foreign policy; the economic ambitions of states; economic constraints; economic resources for foreign policy; economic instruments. (ii) The development of thought about the relationship between international politics and international economics: mercantilism; laissez-faire; Marxism. (iii) The evolution of the Bretton Woods institutions and ideas about international commercial and monetary management. The challenge from the Third World.

Teaching Arrangements and Written Work: (12 Lectures IR304 and 17 Classes IR403.A). Students deliver class papers and write essays for the class teachers on topics notified at the beginning of the Session.

Reading List: The basic books are: W. Barber, *A History of Economic Thought*; D. K. Fieldhouse, *The Theory of Capitalist Imperialism*; R. Gilpin, *The Political Economy of International Relations*; R. L. Heilbroner, *The Worldly Philosophers*; J. Spero, *The Politics of International Economic Relations*; S. Strange, *States and Markets*.

A detailed reading list is distributed at the beginning of the session.

Methods of Assessment: Summer Term, formal, three hours, three questions chosen from twelve. Past examination papers may be seen in the Teaching Library.

IR404

Strategic Aspects of International Relations II

Teacher Responsible: Dr. C. Coker, Room D608

Availability and Restrictions: Course intended primarily for Diploma in World Politics. 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 international conflict both between and within states. The place of war in international relations, and the social, political, and economic consequences of the use of force. The greater part of the course is concerned with force in international relations since 1945.

Course Content: Twentieth Century and War. The French Revolution (1789) and the rise of wars of ideology. Discussions of war by the great 19th

century philosophers: Hegel, Marx, Nietzsche, Social Darwinism. The role of modernity in modern warfare. Concepts of War and Peace. Modern Ethics of War. Post 1989 wars – with special reference to the non-western world. Islamic and Chinese methods of warfare. The threat of nuclear proliferation. Implications of military power on the present patterns of order.

Teaching Arrangements: The lecture course (IR305) (12 Michaelmas and Lent Terms) is followed by classes (IR404.A) (17 Lent and Summer Terms). The majority of class topics will be on strategic aspects of postwar international relations and the examination paper will reflect this. The International Institute for Strategic Studies (IISS) and the Royal United Services Institute for Defence Studies (RUSIDS) are both nearby and students in Strategic Studies may be eligible for student membership, which gives access to certain meetings and to excellent specialised libraries.

Written Work: By arrangement with seminar teachers.

Reading List: The following short list comprises some of the most important and some of the best currently available books.

R. Aron, *Peace and War*; G. Best, *War and Society in Revolutionary Europe*; B. Brodie, *Strategy in the Missile Age*; H. Bull, *The Control of the Arms Race*; 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*.

Methods of Assessment: There is a three-hour formal examination held in the Summer Term. Three questions must be answered from twelve or more. Examples of recent past examination papers will be appended to the reading list.

Diploma in Statistics

ST414

Social Statistics and Survey Methodology

Teacher Responsible: Dr. C. Phillips, Room S266

Availability and Restrictions. This course is intended primarily for Diploma in Statistics. ST102 **Elementary Statistical Theory** is a pre-requisite of this course.

Core Syllabus: The aim of the course is to introduce students to all aspects of the design and execution of social investigations, to problems of measurement and forecasting and to the use of multivariate methods in the analysis of social data.

Course Content:

ST316: **Sample Survey Theory and Methods** (Ms. I. Moustaki) see ST316.

ST401.1: **Introduction to Statistical Simulation Techniques.** (Mr. D. W. Balmer) see ST401.

ST401.2: **Statistical Sources** (Dr. C. Phillips) see ST401.

ST412.2: **Multivariate Methods** (Professor D. J. Bartholomew) see ST412.

Teaching Arrangements:

Lectures ST316

ST401.1

ST401.2

ST412.2

Reading List:

See reading lists for ST316, ST401, ST412.

Methods of Assessment: 90% of marks from a three-hour written examination, 10% of marks from project work in connection with ST401.1.

ST428

Statistical Techniques

Teacher Responsible: Dr. M. Knott, Room S203

Availability and Restrictions: This course is intended primarily for the Diploma in Statistics.

Course Content: This course is substantially the same as for ST254 **Statistical Techniques for Management Sciences**, except that a higher standard will be expected for the course-work and project.

GENERAL REGULATIONS FOR POSTGRADUATE STUDENTS PROCEEDING TO THE DEGREES OF M.A. AND M.SC.

[These Regulations are to be read in conjunction with the individual programme Regulations.]

1. Definition

The Master's degree is intended for award on the satisfactory completion, including formal examination, of a prescribed course of full-time study beyond the bachelor's degree level of at least one calendar year or its equivalent in part-time study, unless the individual programme regulations indicate otherwise.

2. Programmes of Study and Methods of Examination

2.1 Programmes of study and their regulations are described in detail in the following pages.

2.2 Programmes and the examinations associated with them shall be so organised as to fall into one or both of the following categories:

- (i) a period of full-time study, the length of which shall be prescribed in the individual course regulations but which shall normally be not less than one calendar year, the examinations being completed by the end of that period;
- (ii) 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.

2.3 The minimum length of the period of study is prescribed in the individual programme regulations, but at the start of the programme or at 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.

2.4 Where a candidate is pursuing a programme extending over not less than one calendar year he/she may be allowed, at the discretion of 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. Normally candidates pursuing a programme extending over a minimum of one academic year will not be permitted to undertake the project work outside the School. Exceptionally, however, the individual programme regulations may permit this and specify the conditions in which it may be undertaken.

2.5 Schemes of examination shall be prescribed in the individual programme regulations and 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, unless the individual programme regulations indicate otherwise.

2.6 The examination for each written paper shall take place on one occasion each year and the time will be specified in the individual programme regulations, except as provided in paragraph 6.11.

2.7 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.

3. Entrance Qualifications

3.1 The normal minimum entrance qualification for registration for a Master's degree is:

- (a) a Second Class Honours degree of a UK university or of the CNAA, or an overseas

qualification of an equivalent standard obtained after a course of study extending over not less than three years in a university (or educational institution of university rank), in a subject appropriate to that of the course to be followed; or

- (b) a Master's degree of the Royal College of Art;
 - (c) a registrable qualification appropriate to the course to be followed awarded by a UK university in Medicine, Dentistry or Veterinary Studies, or a qualification of an equivalent standard appropriate to the course to be followed by a university outside the UK; or
 - (d) a professional or other qualification obtained by written examinations and approved by the School.
- 3.2 Candidates possessing alternative qualifications obtained by written examination may also be considered by the School for registration for a Master's degree. The School may require such a candidate to pursue the programme for the period of at least one year longer than the minimum period prescribed in the individual programme regulations and/or may prescribe a qualifying examination for such a candidate.
- 3.3 An applicant for registration will also be required to meet any additional entrance requirements specified in the relevant programme regulations.
- 3.4 English language and other tests may be prescribed by the School.

4. Registration

- 4.1 Application for admission to a programme and registration for that programme shall be undertaken in accordance with procedures specified by the School.

5. Entry to Degree Examinations

- 5.1 Entries to the examination and any examination fee payable must be received by the dates specified by the School in detailed instructions given to all candidates at registration.
- 5.2 Candidates are bound by the regulations in force at the time of their entry to the examination.

6. Examinations

- 6.1 To be eligible for the award of a degree a candidate must satisfy the examiners in the examination 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.
- 6.2 The pass-mark for each component of the degree is 50 per cent, or a grade C.
- 6.3 Examiners shall have the discretion to award a mark of distinction to a candidate who has shown exceptional merit in the examination.
- 6.4 A candidate shall enter the examination in accordance with the provisions of the individual programme regulations. A candidate wishing to defer one or more examinations should put his or her case to his or her supervisor; if the supervisor is willing to support the request for deferral he or she should put the case to the Chairman of the Board of Examiners; in cases where the supervisor is not willing to support the request the student may appeal to the course director or departmental convener as appropriate; if the Chairman supports the request he or she should put the case to the Examinations and Regulations Sub-Committee for approval. Subject to such exemption being granted, candidates will be informed of the marks they obtained in those elements in which they have been examined.
- 6.5 If the essay, report or dissertation is otherwise adequate but requires minor amendments, the examiners may require the candidate to make within one month amendments specified by them and approved by them or one of their number nominated by them.
- 6.6 If a candidate who has been examined in all elements of the examination or of

Part of the examination for which he/she has entered fails to satisfy the examiners, the examiners may determine that he/she may on re-entry be exempt from one or more of the following:

- (a) one or more of the written papers;
 - (b) essay/report/dissertation;
 - (c) assessment of coursework;
 - (d) practical examinations;
 - (e) clinical examinations;
 - (f) oral examination.
- 6.7 Examiners shall have discretion, in exceptional circumstances, to require a student to be examined orally in one or more components of his or her examination. The Examiners will report on all oral examinations conducted to the Graduate School Committee.

Re-entry

- 6.8 A candidate who does not at his/her first entry successfully complete the examination or Part of the examination for which he/she has entered may, subject to the agreement of the School when such re-entry would involve further attendance at the School, re-enter that examination on one occasion. Such re-entry will be at the next following examination except where a School has granted permission for a candidate to defer re-entry until the examination in a subsequent year. The dates of the written examination and for the submission of an essay/report/dissertation (where required) shall be as specified in the individual programme regulations.

Examination Arrangements

Entry for Examination

- 6.9 Students will be given full instructions on examination entry at the time of registration. Entry forms for *re-entry* to examinations will not be issued to candidates no longer registered at the School unless they ask for them at the appropriate time (mid-December for June examinations, February for September examinations). Candidates are bound by the regulations in force at the time of their re-entry to the examination. Candidates re-entering for examinations will be required to enter for the same examinations as they entered previously, unless they have satisfactorily completed courses for different examinations.

Withdrawal from Examinations

- 6.10 A student who wishes to withdraw completely from his or her examinations should inform the Graduate School Office as soon as possible and no later than seven days before the date of the first examination for his or her degree programme. Notification after this date will result in the examination entry being counted as the first entry unless the delay in notification is covered by circumstances referred to in regulation 6.11. A student may not withdraw from single papers but may, if circumstances are appropriate, seek to defer one or more papers (see regulation 6.4).

Illness

- 6.11 A candidate who, owing to illness, or the death of a near relative, or other cause judged sufficient by the Graduate School Committee, on the recommendation of the Board of Examiners, is prevented from completing at the normal time the examination or part of the examination in those elements in which he/she has entered may with the permission of the Graduate School Committee:
- (a) 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 [See paragraph 6.4];

- or (b) at the discretion of the examiners, 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 (e.g. report) at a date specified by the Board of Examiners concerned. The special examination shall be in the same format as specified in the programme regulations for the element(s) missed.

6.12 Where a candidate has failed to complete the examination for one of the reasons specified in paragraph 6.11 above the candidate shall submit the application with medical certification or other supporting evidence to the Graduate School Office within seven days of the last day of the written examinations or for the submission of the essay/report/dissertation.

7. Notification of Results

- 7.1 After the examiners have reached a decision, every candidate will be notified by the School of the result of his/her examination.
- 7.2 Certification of the award of a degree under the Seal of the University shall be subsequently delivered to each candidate who has been awarded a degree. The date of the award of the degree will be the first of the following dates to fall after the last element of the examination has been completed: 1 March, 1 August, 1 November or 31 December.

8. Representations about Assessment

- 8.1 There is no appeals procedure for the results of Master's examinations. Any student wishing to question his or her results should write in the first instance to the Academic Registrar.

Regulations and Course Guides for Master's Degrees

The regulations and Course Guides for Master's degrees are listed by department in the following pages, in separate sections for each department/institute, with a separate section on interdepartmental programmes at the end. Each section contains

- (a) the regulations for Master's degrees taught in the department
(b) Course Guides, setting out details of teaching, reading lists, and other essential information about teaching and examinations for each examinable course.

Master's degree students should first read the Regulations for their particular degree; these govern the choice of examination subjects. They should then refer to the Course Guides, which in turn refer to the lecture and seminar series published in the Sessional Timetable (published separately). Only those subjects or combinations of subjects explicitly permitted by the regulations for each Degree or Diploma may be offered for examination. Where special permission is required for a particular subject or combination of subjects, such permission must be sought at the beginning of the course of study, and the Graduate School Office must be informed if permission is given. If notification is not received in the first few weeks of the Michaelmas Term, permission may be refused. Master's students are required to confirm their choice of courses by week 3 of the Michaelmas Term (and week 3 of the Lent Term in the case of half-unit courses starting in the Lent Term).

Course Equivalences

Master's students should note that programmes of study are examined in June (or August in the case of the LL.M.). Full details are given in the regulations for each Master's programme.

A Master's degree programme is defined as consisting of four teaching credits or three teaching credits and a dissertation of 10,000 words. To enable option choice across departments with different teaching arrangements the following equivalences have been calculated for a teaching credit. These equivalences do not substitute for existing

programme regulations which define what combination of courses a student must follow in order to be eligible to complete a programme of study leading to the award of a Master's degree.

A teaching credit can be defined as one of the following:

- a full course unit of at least 40 formal contact hours (i.e. lecture and/or seminar/tutorial)
- two half course units which together make up 40 formal contact hours each (i.e. lecture and/or seminar/tutorial)

The dissertation has no formal contact hours attached to it. The Code of Practice for Master's Programmes indicates what students should expect by way of supervision as follows:

"it is normal School practice to regard 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 work"

Options taught outside the School

The Academic Board has decided (1 February 1995) that options taught outside the School which incur a charge for the School, other than those taught as part of a formal intercollegiate arrangement on which prior agreement on charging had been reached, should not be available to LSE students.

Introductory courses of general interest are described before the departmental sections. Some Course Guides are published for courses of interest to broad groups of students, but which are not designed as preparation for any specific examination. Students should carefully consider these courses and attend any which they feel will give them valuable background, even if they do not focus on elements of the syllabus for a specific examination.

The Course Guides are in numeric sequence, with a departmental prefix (e.g. AC for Accounting; EC for Economics). The numbers indicate the level at which the course is taught (1nn = first-year undergraduate, 2nn = second-year undergraduate, 3nn = third-year undergraduate, 4nn = postgraduate, 5nn = for research students).

The lectures and seminars for each course will have a number related to the course for which they are primarily taught; some series of lectures and seminars may be offered for several different courses. Against each lecture/seminar is indicated the number of meetings and the term(s) in which they take place (M=Michaelmas, L=Lent, S=Summer). The numbers used for the lectures, seminars and classes are used in the *Sessional Timetable*, which is published in August, and sets out the times, places and beginning dates of the lectures and seminars in the coming session.

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

Department	Prefix	Page
Accounting and Finance	AC	566
Anthropology (Social)	AN	574
Development Studies Courses	DV	581
Economics	EC	591
Economic History	EH	603
European Institute	EU	614
Gender	GI	618
Geography	GY	623
Government	GV	639

Department	Prefix	Page
Industrial Relations	ID	661
Information Systems	IS	670
International History	HY	682
International Relations	IR	694
Law	LL	714
Management	MN	741
Mathematics	MA	748
Operational Research	OR	754
Philosophy	PH	767
Social Policy and Administration	SA	784
Psychology (Social)	PS	814
Social Research Methods	MI	829
Sociology	SO	837
Statistics	ST	845
Interdepartmental Programmes		

INTRODUCTORY COURSES

Study Skills in the Social Sciences

GC551

Teacher Responsible: Mr. R. Alford, Room B411 for LSE Study Counselling Centre.

Course Recommended for all new undergraduate students, plus any students on M.Sc. or Diploma courses who are new to the UK's educational system.

Teaching Arrangements: Two sessions Michaelmas Term, weeks 1 and 2.

Course Content: The course provides an introduction to study skills useful for social science students at first degree level and above. It aims to get those attending to review their own study patterns in the light of a menu of possible improvements.

Reading List: P. J. Dunleavy, *Studying for a Degree in the Humanities and Social Sciences*; D. Rowntree, *Learn how to Study* (1988 edition only).

Revising for Exams

GC552

Teacher Responsible: Mr. R. Alford, Room B411 for LSE Study Counselling Centre.

Course Recommended for any students taking exams.

Teaching Arrangements: Two sessions Lent Term, weeks 9 and 10.

Course Content: The course provides advice notes which are distributed at each session.

Reading List: P. J. Dunleavy, *Studying for a Degree in the Humanities and Social Sciences*.

Department of Accounting and Finance

M.Sc. Accounting and Finance

Duration of Course of Studies

Full-time: One academic year (or one calendar year if an option examined in September is chosen).

Part-time: At least two academic years (or two calendar years if an option examined in September is chosen).

Examination

Students will be examined on four courses or three courses and an essay or report as listed below.

Paper Number	Paper Title	Course Guide Number
1.	(a) Corporate Finance and Asset Markets	AC430
	or (b) Topics in the Theory of Finance (by special permission only)	AC431
2.	(a) Corporate Financial Reporting	AC420
	or (b) Management Accounting	AC410
3. & 4.	Two of the following selected with the approval of the candidate's teachers:	
	(a) (i) Topics in the Theory of Finance (if not already selected under 1 above)	AC431
	or (ii) Topics in the Theory of Finance II	AC435
	(b) Empirical Topics in Finance	AC432
	(c) International Accounting and Finance	AC450
	(d) History of Accounting (not available 1997-98)	AC460
	(e) (i) Securities and Investment Analysis	AC433
	or (ii) Securities Markets and Investment Analysis II	AC434
	(f) The paper not selected under 2 above	
	(g) Organisational Theory and Behaviour	ID403
	(h) A relevant paper from another course for the M.Sc. in the Faculty of Economics	
	(i) An essay or report of not more than 10,000 words	

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Dates of Examination

Written papers	May/June (except that a paper taken under 4(h) above will be examined at the time that course is examined).
Essay/report	1 June

M.Sc. International Accounting and Finance**Duration of Course of Study**

Full-time: One academic year (or one calendar year if an option examined in September is chosen).

Part-time: At least two academic years (or two calendar years if an option examined in September is chosen).

Examination

Students will be examined on four courses or three courses and an essay or report as listed below.

Paper Number	Paper Title	Course Guide Number
1.	International Accounting and Finance	AC450
2.	(a) Corporate Finance and Asset Markets or (b) Topics in the Theory of Finance (by special permission only)	AC430 AC431
3.	(a) Corporate Financial Reporting or (b) Management Accounting	AC420 AC410
4.	One of the following selected with the approval of the candidate's teachers:	
	(a) (i) Topics in the Theory of Finance (if not already selected under 1 above)	AC431
	or (ii) Topics in the Theory of Finance II	AC435
	(b) Empirical Topics in Finance	AC432
	(c) History of Accounting (not available 1997-98)	AC460
	(d) (i) Securities and Investment Analysis	AC433
	or (ii) Securities Markets and Investment Analysis II	AC434
	(e) The paper not selected under 3 (above)	
	(f) Politics of Money in the World Economy	IR451
	(g) A relevant paper from another course for the M.Sc. in the Faculty of Economics	
	(h) An essay or report of not more than 10,000 words	

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Dates of Examination

Written Papers	May/June (except that a paper taken under 4(b) above will be examined at the time that the course is examined).
Essay/Report	1 June

M.Sc. Finance and Economics**Duration of Course of Study**

Full-time: One academic year with the pre-requisite of a September course on Mathematics and Statistics in the Economics Department

Examination

Students will be examined on the three compulsory courses, the optional course plus a dissertation in the optional course, to be completed by July.

Paper Number	Paper Title	Course Guide Number
1.	Microeconomics I	EC411
2.	Financial Economics	AC436
3.	Financial Econometrics	AC437
4.	One from the following optional courses:	
	(a) Topics in the Theory of Finance II	AC435
	(b) Securities and Investment Analysis	AC433
	(c) Securities Markets and Investment Analysis II	AC434

Plus

A dissertation within the optional course

A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Dates of Examination

Written Papers	May/June
Dissertation	1 July

Course Guides**AC410****Management Accounting**

Teachers Responsible: Professor M. Bromwich, Room A382, Professor P. B. Miller, Room E311 and Mr J. Dent, Room E307.

Availability and Restrictions: This course is intended for students on the M.Sc. Accounting and Finance and M.Sc. International Accounting and Finance. Anyone admitted to the M.Sc. programmes in Accounting and Finance has been judged to have the necessary background. Other students may be admitted by Professor Miller if they have sufficient background knowledge acquired at the undergraduate or equivalent level.

Core Syllabus: The course aims to provide an advanced overview of current research and practice in the area of management accounting. Particular emphasis is given to the economic, organisational, and institutional analysis of management accounting.

Course Content:**Organisational and Institutional Perspective:**

The historical development of management accounting. The roles of management accounting in strategy, organisational control and decision making. The relationship between organisational design and management accounting systems. Management accounting in functional, divisional and matrix organisations. The politics of the budgetary and planning processes. Contingency theories of management accounting. Management accounting and the governance of advanced manufacturing systems. Management accounting and the 'politics of the product'. Organisational aspects of investment decision making. Management accounting and its cultural context. International differences in management accounting and control. Current developments in management accounting research from organisational and institutional perspectives.

Economic Perspective:

Current developments in management accounting from an economic perspective. Strategic Management Accounting. Monopoly Costing for multi-products – natural and sustainability, the economics of activity-based approaches. New economic approaches to overheads including Ramsey prices, Organisational viability, the theory of Games and Agency relationships. The theory of agency and its role in risk sharing and inducing goal congruence. The role of information in agency theory. Divisional performance measurement including the use of residual income. Current developments in management accounting research from an economic perspective.

Teaching Arrangements: 23 meetings (AC410) of three hours sessional. A total of 22 weekly classes commencing in the second week of the Michaelmas Term (AC410.A).

Written Work: A variety of types of assignments will be given for class discussion including exercises and case studies. Two pieces of written work, or equivalent, per term will be 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* (2nd edn., Prentice-Hall, 1989); R. Cooper & R. S. Kaplan, *The Design of Cost Management Systems* (Prentice-Hall, 1991); D. Ashton, T. Hopper & R. W. Scapens (Eds.), *Issues in Management Accounting* (Prentice-Hall, 1995); M. Bromwich & A. G. Hopwood (Eds.), *Research and Current Issues in Management Accounting* (Pitman, 1986); M. Bromwich & A. Bhimani, *Management Accounting: Pathways to Progress* (CIMA, 1994); J. Horowitz, *Top Management Control in Europe* (Macmillan, 1980); A.G. Hopwood & P. Miller, *Accounting as Social and Institutional Practice* (Cambridge 1994).

Assessment Methods: The entire course assessment will be based on one three-hour formal examination paper in the Summer Term.

AC420**Corporate Financial Reporting**

Teachers Responsible: Professor R. Macve, Room A339 and others

Availability and Restrictions: Anyone admitted to the M.Sc. programmes in Accounting and Finance has been judged to have the necessary background, subject to satisfactory completion of any required preliminary reading. Other students may be admitted to the course by Professor Macve if they have a substantial knowledge of financial accounting acquired at undergraduate or equivalent level.

Course Content: The course will examine the current approach to corporate financial reporting to investors and other groups in countries with active capital markets (such as the United Kingdom and the USA). The course will study 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, rather than on the technicalities of preparing financial statements. The main theoretical perspectives examined will be: 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, 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.

Teaching Arrangements: 23 lectures of two hours each, Sessional (AC420), and 20 classes (AC420.A) of one hour.

Written Work: The lecturers will set essays or case studies for class discussion each week. Many of these will involve reading key papers and other writings in the financial accounting literature. At least four pieces of work, based on these assignments, will be collected for assessment.

AC431**Topics in the Theory of Finance**

Teachers Responsible: Dr. P. Mella-Barral, Room A315 and others

Availability and Restrictions: This course is intended for students on the M.Sc. in Accounting and Finance and M.Sc. in International Accounting and Finance. This is an advanced course. Students will be expected to have a strong background in micro-economics, mathematics and statistics. The course entitled **Corporate Finance and Asset Markets** is a required pre-requisite. However, students who can satisfy the Department's Convener and the course teacher that they have covered the **Corporate Finance and Asset Markets** material to a satisfactory standard may be granted exemption from this requirement and allowed direct entry into **Topics in the Theory of Finance**.

Core Syllabus: **Topics in the Theory of Finance** provides a thorough grounding in recent developments in modern financial thinking.

Course Content: The course develops the theories of arbitrage and equilibrium asset pricing. In both cases particular emphasis is placed on pricing within a multi-period framework. A special feature of the course is its coverage of the modern theory of contingent claims valuation and its application to the pricing of options and corporate liabilities, as well as the term-structure of interest rates. The course also analyses the structure of corporate financing takeovers and insolvency.

Teaching Arrangements: Sixty hours of lectures, seminars and classes (AC431.A).

Written Work: Every student will be expected to submit six pieces of written work on topics which may be of their own choosing, but in general are expected to be a significant critique of a major paper or area.

Reading List: No one book covers the entire course. Books recommended include: Sudipto Bhattacharya & George M. Constantinides, *Theory of Valuation*, Volumes 1 and 2 (Rowan and Littlefield, 1989); D. Duffie, *Dynamic Asset Pricing Theory* (Princeton University Press, 1992); John Hull, *Options, Futures and Other Derivative Securities* (Prentice-Hall, 1989); J. E. Ingersoll, *Theory of Financial Decision Making* (Roman and Littlefield, 1987); R. A. Jarrow & A. Rudd, *Option Pricing* (Richard D. Irwin, 1983); R. C. Merton, *Continuous-Time Finance* (Basil Blackwell, 1990); C. W. Smith, *The Modern Theory of Corporate Finance* (McGraw Hill, 1989).

In addition a list of supplementary journal articles and case work will be covered.

Assessment Methods: The entire course assessment will be based on a three-hour formal examination in the Summer Term.

AC432**Empirical Topics in Finance**

Teacher Responsible: To be advised.

Availability and Restrictions: This course is intended for students on the M.Sc. in Accounting and Finance and M.Sc. in International Accounting and Finance. A knowledge of statistics and mathematics is required.

Reading List: Detailed reading lists will be 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* (2nd edn., Prentice-Hall, 1989); M. Bromwich, *Financial Reporting, Information and Capital Markets* (Pitman, 1992); G. Whittington, *Inflation Accounting: An Introduction to the Debate* (Cambridge University Press, 1983); R. L. Watts & J. L. Zimmerman, *Positive Accounting Theory* (Prentice-Hall, 1986).

Assessment Methods: A three-hour written examination in the Summer Term (100%).

AC430**Corporate Finance and Asset Markets**

Teachers Responsible: Dr. J. L. G. Board, Room E309 and others.

Availability and Restrictions: This course is intended for students on the M.Sc. in Accounting and Finance and M.Sc. in International Accounting and Finance. M.Sc. students in the Department of Accounting and Finance have been judged to have the necessary background, subject to satisfactory completion of any required preliminary reading. Other students may be admitted to the course if they can demonstrate substantial knowledge of finance acquired at undergraduate or equivalent level.

Core Syllabus: This course 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 **Topics in the Theory of Finance** and **Empirical Topics in Finance**.

Course Content: Topics covered include: capital budgeting techniques; the effects of tax and inflation on investment appraisal; the use of portfolio theory and the capital asset pricing model in capital budgeting; 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 Arrangements: The course will consist of 40 hours of lectures (AC430) in the Michaelmas and Lent Terms plus 20 classes (AC430.A) in which case studies and journal articles will be discussed. Students will be expected to make presentations at these classes.

Reading List: Students are advised to purchase the following book: Copeland & Weston, *Financial Theory and Corporate Policy* (Addison Wesley, 1979). Full details of reading will be specified in the Course Programme and Reading List which will be distributed at the first lecture.

Assessment Methods: There will be a three-hour formal examination in the Summer Term.

Core Syllabus: This course is designed for students who wish to investigate the applied and empirical aspects of modern financial economics. It is concerned with the application of financial models to the real world, and testing the validity of these models in financial markets.

Course Content: The precise content of this course changes from year to year. Among the topics considered are some of the following: Rational expectations and its implications for market efficiency; volatility, fads and speculations in stock prices; market micro-structure and the functioning of securities markets; topics in market efficiency and information processing, including the new issue market, small firm effects and seasonality; testing capital asset and arbitrage pricing models.

The course is complementary to both **Corporate Finance and Asset Markets** and **Topics in the Theory of Finance**.

Teaching Arrangements: 60 hours of lectures and seminars (AC432).

Reading List: A reading list will be available at the beginning of the session.

Assessment Methods: The entire course assessment will be based on a three-hour formal examination in the Summer Term.

AC433

Securities and Investment Analysis

Teachers Responsible: Dr. P. Frantz, Room E310 and others

Availability and Restrictions: This course is intended for students on the M.Sc. in Accounting and Finance; M.Sc. in International Accounting and Finance and M.Sc. Finance and Economics. Anyone admitted to the M.Sc. programmes in Accounting and Finance and M.Sc. Finance and Economics has been judged to have the necessary background, subject to satisfactory completion of any required preliminary reading. Other students may be admitted to the course if they have reasonable knowledge of accounting and finance acquired at undergraduate or equivalent level. Students attending this course should have already completed introductory courses in corporate finance or stock market investment.

Core Syllabus: The aim of this course is to introduce students to securities and investment analysis from both theoretical and practical perspectives. This is a dynamic sector of research in finance, covering the usage of information in security analysis, technical and fundamental analysis, efficient markets research, and portfolio analysis. The comprehensive nature and unique approach of the course should appeal to students interested in investment analysis, fund management, and corporate finance.

Course Content: The topics covered in lectures include: financial statements analysis, fundamental analysis, technical analysis, dividend and free cash-flow based valuation models, alternative valuation models for financial securities, transaction costs and trading strategies, static asset allocation, and measures of portfolios risk and performance.

Reading List: No one book covers the entire course. Books recommended include: Ball and Kothari, *Financial Statement Analysis*, Haugen, *Modern*

Investment Theory, and Copeland, Koller, and Murrin, *Valuation: Measuring and Managing the Value of Companies*. The course will also make extensive use of the major journal articles on the topics covered. A detailed reading list will be given to students taking the course.

Teaching Arrangements: (AC433) Lectures consist of eight meetings of two hours duration during the Michaelmas Term and ten meetings of three hours duration during Lent Term. During the Michaelmas Term, lectures will be supplemented by teaching in smaller groups.

Written Work: During the Michaelmas Term, every student will be expected to contribute to group valuation projects. During the Lent Term, every student will be expected to submit two pieces of written work.

Assessment Methods: M.Sc. Accounting and Finance and M.Sc. International Accounting and Finance. A three-hour formal examination in the Summer Term.

M.Sc. Finance and Economics. Two-hour formal examination in the Summer Term (weight 50%) and extended essay of about 6000 words due in July (50%).

AC434

Securities Markets and Investment Analysis II

Teachers Responsible: Dr. P. Vitale, Room A314 and others

Availability and Restrictions: This course is for the M.Sc.'s in Finance and Economics, and in Accounting and Finance. Other graduate students should be admitted with the permission of the course co-ordinator, Dr P. Vitale.

Core Syllabus: A topics course on market microstructure, regulation, and applied portfolio theory including international finance.

Course Content: This course will cover topics in market microstructure and organisation, implications for allocational and informational efficiency, financial innovation and security design, financial market regulation, international aspects of financial theory and practice, risk immunisation, and applied portfolio optimisation techniques.

Teaching Arrangements: 44 hours of lectures, 20 hours of classes.

Written Work: One or more written assignments, involving problems and critical reviews of papers.

Reading List: Drawn from M. O'Hara, *Market Microstructure Theory* (Blackwell, 1995); G. Bentston et al, *Perspectives on Safe and Sound Banking* (M.I.T. Press, 1986); A. Shapiro, *Multinational Financial Management* (Allyn & Bacon, 1991); P. Sercu & R. Uppal, *International Financial Markets and the Firm* (Chapman Hall, 1995); R. Herring & R. Litan, *Financial Regulation in the Global Economy* (Brookings Institution, 1995); B. Steil, *The European Equity Markets* (Royal Institute of International Affairs, 1996) plus journal articles to be detailed in course.

Assessment Method: Three-hour formal examination in the Summer Term (weight 50%), and extended essay of about 6000 words due in June (50%).

AC435

Topics in the Theory of Finance II

Teacher Responsible: Professor S. Bhattacharya, Room E308

Availability and Restrictions: This course is for the M.Sc.'s in Finance and Economics, and Accounting and Finance; other graduate students to be admitted only with the permission of the course lecturer. Mathematical background to the level of the course taught in September, in the Economics Department, is assumed.

Core Syllabus: A graduate course on the theory of the firm and its financial policies, and on financial intermediation.

Course Content: This course will introduce and apply the analytical methods of information economics, contract theory, and the Property Rights framework to problems in insurance, securities and credit markets; macroeconomic credit rationing and dynamics; the theory and regulation of financial intermediaries; and corporate financial structure and governance, including the design of optimal financial contracts and bankruptcy resolution procedures with asymmetric information.

Teaching Arrangements: 40 hours of lectures, 20 hours of classes.

Written Work: At least three critical reviews of papers covered.

Reading List: Readings from S. Bhattacharya & G. M. Constantinides (Eds.), *Financial Markets and Incomplete Information* (Rowman and Littlefield, 1989); C. W. Smith (Ed.), *The Modern Theory of Corporate Finance* (McGraw Hill, 1989); O. Hart, *Firms, Contracts, and Financial Structure* (Clarendon Press, 1995); G. R. Hubbard (Ed.), *Financial Markets and Financial Crises* (University of Chicago Press, 1991); and journal articles to be described in detailed reading list.

Assessment Method: Two-hour formal examination in the Summer Term (weight 50%), and extended essay of about 6000 words due in July (weight 50%).

AC436

Financial Economics

Teacher Responsible: Professor S Bhattacharya, Room E308

Availability and Restrictions: Exclusively for the M.Sc. (Finance and Economics) programme students. Mathematical background to the level of the course taught in September, in the Economics Department, is assumed.

Core Syllabus: A required graduate course for the M.Sc. (Finance and Economics), on investors' behaviour, market equilibrium, and securities pricing in intertemporal settings.

Course 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, differential information in markets and Rational Expectations, 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 Arrangements: 40 hours of lectures, 20 hours of classes.

Written Work: Fortnightly problem sets (ten) in classes.

Reading List: Will be based on: Chi-fu Huang & Robert Litzenberger, *Foundations for Financial Economics*, North-Holland, 1988; D. Duffie, *Security Markets: Stochastic Models*, Prentice-Hall, 1988; D. Duffie, *Dynamic Asset Pricing*, Princeton University Press, 1992; R. C. Merton, *Continuous-Time Finance*, Blackwell, 1990; M. V. Dothan, *Prices in Financial Markets*, Oxford University Press, 1990; J. C. Cox & M. Rubinstein, *Options Markets*, Prentice-Hall, 1985 and some journal articles and handouts.

Assessment Methods: Based on a three-hour written examination in the Summer Term.

AC437

Financial Econometrics

This course is taught jointly by the Accounting and Finance and Economics Departments.

Teachers Responsible: Dr. E. Luttmner, Dr. V. Hajivassiliou, Room S584 and Mr. P. Zaffaroni, Room A313 and others

Availability and Restrictions: Exclusively for the M.Sc. (Finance and Economics) programme students. Mathematical background to the level of the course taught in September in the Economics Department, is assumed.

Core Syllabus: The course aims to present the techniques of empirical investigation in economics.

Course Content: The course will include a selection of the following topics:

I. Cross-section techniques

1. Overview of the Multivariate Regression Model. Constrained Estimation.
2. Maximum Likelihood Estimation. Wald, Likelihood Ratio, and Lagrange Multiplier tests. Hausman tests. Application of the LM and Hausman approaches to the linear regression model.
3. Systems of Simultaneous Equations. Identification, Recursive systems. Estimation, SURE, 2SLS, 3SLS, FIML.
4. Models of discrete dependent variables, logit, probit, the random utility model. Sample selection bias. Truncated and censored dependent variables. Duration-hazard models.

II. Time Series

1. An overview of multivariate regression theory for stationary variables. Maximum Likelihood. Martingale differences, ARCH and GARCH.
2. Simultaneous equations for stationary dynamic systems. VARs.
3. Single Equation Theory for non-stationary variables. Cointegration.
4. Simultaneous equation theory and cointegration for non-stationary systems.

III. Panel Data

1. One-way structured datasets. Fixed and Random effects models.
2. Panel data.
3. Dynamic models.

Teaching Arrangements:

Lectures AC437: 40 (twice weekly) Michaelmas and Lent Terms.

Classes AC437A.: 20 Sessional.

Written Work: Exercises are provided each week and they are discussed in class. In order to have any chance of completing the course successfully, these exercises must be attempted.

Reading List: W. H. Green, *Econometric Analysis* and A. Harvey, *The Economic Analysis of Time Series*.

Assessment Methods: A three-hour written examination in the Summer Term.

AC450

International Accounting and Finance

Teachers Responsible: Dr. E. Bertero, Room A308 and Mr. D. Cairns, Room A263

Availability and Restrictions: This is a compulsory course for the M.Sc. in International Accounting and Finance and an optional course for the M.Sc. in Accounting and Finance. Anyone admitted to those programmes has been judged to have the necessary background, subject to satisfactory completion of any required preliminary reading. Other students may be admitted to the course if they have a substantial knowledge of accounting and finance acquired at undergraduate or equivalent level.

Core Syllabus: The course aims to provide a review of the international dimensions of accounting and finance. Comparative aspects are also emphasised.

Course Content: The impact of social and cultural variables on accounting. Comparative aspects of accounting. Accounting in Europe, Russia, Japan and the Third World. Comparative strategies for accounting policy making and regulation. The international standardization of accounting.

Fundamental equilibrium relationships in international finance and empirical evidence. The balance of payments. Exchange rates models and empirical evidence. The European monetary system and the international monetary system. Foreign exchange risk: exposure, management and hedging. International portfolio investment and diversification. Interdependence of equity markets. Multinational firms and foreign investment analysis. The regulatory framework for EC financial institutions and markets. Comparative financial systems.

Teaching Arrangements: 20 meetings (AC450) of two and a half hours in the Michaelmas and Lent Terms.

Written Work: In the international accounting section of the course students are required to undertake an investigation of accounting in a particular country. In the international finance part students are required to undertake a group project on some aspects of the financial system of a particular country.

Reading List: H. P. Holzer (Ed.), *International Accounting* (Harper and Row, 1984); A. G. Hopwood, *International Pressure for Accounting Change* (Prentice-Hall, 1989); M. Levi, *International Finance* (2nd edn., McGraw-Hill, 1990); C. W. Nobes & R. H. Parker, *Comparative International Accounting* (4th edn., Prentice-Hall, 1995); J. Samuels & A. Piper, *International Accounting: A Survey* (Croom-Helm, 1985); A. Shapiro, *Multinational Financial*

Management (5th edn., Allyn & Bacon, 1991).

Assessment Methods: There will be a three-hour formal examination in the Summer Term.

AC460

History of Accounting

(Not available 1997-98)

Teacher Responsible: Professor R. Macve, Room A339

Availability and Restrictions: Students wishing to take this course should have a basic knowledge of the mechanics of bookkeeping and accounting.

Core Syllabus: The aim of the course is to provide a critical introduction to the historical development of accounting theory and practice, with particular reference to the United Kingdom.

Course Content: The sources and historiography of accounting history. Theories of accounting history. The relationship between accounting changes and social and economic trends. Accounting in the ancient and medieval worlds. The origins and development of double-entry bookkeeping. Accounting literature and practice in the seventeenth and eighteenth centuries. The formalisation of the historical cost convention. The development of corporate financial reporting. Accounting within the enterprise, and its relationship with the development of management theories and practices.

Teaching Arrangements: There will be approximately 20 weekly two-hour seminars (AC460) commencing in the fifth week of the Michaelmas Term and continuing into the Lent and Summer Terms. The seminars will be led by Professor Macve and Mr. Noke, but the normal form of each seminar will be for one of the students to read a paper on a pre-arranged topic and for the other students to discuss it.

Written Work: Every student will be expected to prepare a written presentation for at least two seminars each term.

Reading List: Most of the reading will consist of journal articles, and detailed reading lists will be handed out during the course. In addition, students will be directed to study certain original accounting records.

A substantial part of the essential reading for the course is contained in: J. R. Edwards, *A History of Financial Accounting* (Routledge, 1989); M. Chatfield, *A History of Accounting Thought* (Krieger, 1977); A. C. Littleton & B. S. Yamey, *Studies in the History of Accounting* (Arno Press, 1978); T. A. Lee & R. H. Parker, *The Evolution of Corporate Financial Reporting* (Nelson, 1979); and the collected essays of B. S. Yamey (published in two volumes by Garland Publishing).

Assessment Methods: A three-hour written examination in the Summer Term (100%).

AC470

International Accounting

(Half unit course)

Please refer to Management Course Guides

AC490

Financial Reporting and Management

Teachers Responsible: Dr T. Ahrens, Room Y209 and Dr. P. Mella-Barral, Room A315

Availability and Restrictions: This course is intended for M.Sc. students who are not specialising in Accounting and Finance and who have not previously studied these subjects to a significant extent, including those students on the M.Sc. Marine Policy, M.Sc. Regulation, M.Sc. Management and M.Sc. Analysis, Design and Management of Information Systems. Students who have previously studied Accounting and Finance are asked to seek advice before selecting this course.

Core Syllabus: The course provides an introduction to management accounting, corporate financial reporting and capital investment appraisal. Emphasis will be put on both the technical aspects of these subjects and their use in a managerial context.

Course Content: Basic accounting concepts; the use of accounting in management; financial planning and control; company accounts; the use and interpretation of financial reports; current issues in financial reporting and pressures for change; the international dimensions of accounting; discounted cash flow analysis; investment appraisal under uncertainty; risk analysis in investment appraisal.

Teaching Arrangements: (AC490) The course will comprise 22 meetings of two hours each to be held in the Michaelmas, Lent and Summer Terms.

Written Work: Students are required to attempt several exercises and assignments during the year involving management accounting problems, the preparation of accounts and discounted cash flow case studies.

Reading List: A detailed reading list will be handed out at the beginning of the course. The following texts are illustrative: C. T. Horngren & G. L. Sundem, *Introduction to Management Accounting* (Prentice-Hall, 10th edn., 1996); T. Smith, *Accounting for Growth* (Century Business, 2nd edn., 1996); J. Watts, *Accounting in the Business Environment* (Pitman, 2nd edn., 1996); S. Zeff and G. Dharan, *Readings and Notes on Financial Accounting* (McGraw Hill, 4th edn., 1994) and R. A. Brealey & S. C. Myers, *Principles of Corporate Finance* (McGraw Hill, 4th edn., 1991).

Assessment Methods: A three-hour formal examination will take place in the Summer Term.

AC491

Financial Reporting

(Half unit course)

Teachers Responsible: Dr T. Ahrens, Room Y209 and Dr. P. Mella-Barral, Room A315

Availability and Restrictions: This course is intended for M.Sc. students who are not specialising in Accounting and Finance and who have not previously studied the subjects to a significant extent, including students on the M.Sc. Operational Research and M.Sc. Management.

Core Syllabus: The aim of the course is to provide an introduction to financial accounting and corporate reporting. Emphasis will be put on both the basic

technical aspects of the subject and its use in a managerial context.

Course Content: The aims of financial accounting and reporting; basic accounting concepts; company accounts; accounting for inflation; the use and interpretation of financial reports; current issues and pressures for change; the international dimensions of accounting.

Teaching Arrangements: (AC491) The course will comprise 10 meetings of two hours each, commencing in the sixth week of the Michaelmas Term and continuing until the end of the fifth week in the Lent Term. It is identical with the Financial Reporting module of AC490.

Written Work: Students are required to attempt several exercises and assignments during the course.

Reading List: A detailed course programme and reading list will be given out at the beginning of the course. Illustrative text include: T. Smith, *Accounting for Growth* (Century Business, 2nd edn., 1996); J. Watts, *Accounting in the Business Environment* (Pitman, 2nd edn., 1996); S. Zeff and G. Dharan, *Readings and Notes on Financial Accounting* (McGraw Hill, 4th edn., 1994)

Assessment Methods: A two-hour formal examination will take place in the Summer Term.

AC900

Issues in Accounting and Finance

Teachers Responsible: Mr. J. Dent, Room E307 and Dr. M. Gietzmann, Room Y220

Availability and Restrictions: This course is intended for students on the M.Sc. Accounting and Finance and M.Sc. International Accounting and Finance.

Core Syllabus: The principal aim of this course is to examine selected contemporary issues in economics and management research relevant to the study of finance, accounting and control. The actual composition of the course will vary from year to year. Currently, it comprises three parts:

- quantitative methods in accounting and finance research,
- the economics of information and agency relationships, and
- strategy, organization and control.

Course Content:

(i) Quantitative methods:
Quantitative methods in accounting and finance; applications of differential calculus, stochastic processes and statistical techniques.

(ii) The economics of information and agency relationships:

The information perspective on accounting and finance, Bayesian revision, public information, differential information, information and markets, relationship with finance; selected aspects of agency models, including information and communication in agencies.

(iii) Strategy, organization and control:

Historical antecedents and the emergence of strategic discourse; contemporary strategy analysis – economic, organizational and political perspectives; strategy as a positional construct; resource-based and competence perspectives; strategy formation as a

longitudinal process; global strategies and multinational corporations.

Teaching Arrangements: Up to 20 meetings of three hours duration to be held in the Michaelmas and Lent Terms.

Reading List: Detailed reading lists will be given out at the start of the course. Illustrative references include: M. Bromwich, *Financial Information and Capital Markets* (Pitman, 1992); W. H. Beaver,

Financial Reporting: An Accounting Revolution (2nd edn., Prentice Hall, 1989); R. Grant, *Contemporary Strategy Analysis* (Blackwell, 1991); M. E. Porter, *Competitive Advantage* (Free Press, 1985); J. W. Fredrickson (Ed.), *Perspectives on Strategic Management* (Harper Business, 1990); C. A. Bartlett & S. Ghoshal, *Managing Across Borders: The Transnational Solution* (Harvard, 1989).

Assessment Methods: No examination.

Department of Anthropology

M.Sc. Social Anthropology

Duration of Course of Study

Full-time: One calendar year. *Part-time:* At least two calendar years.

Examination

Paper Number	Paper Title	Course Guide Number
I	Three written papers as follows:	
1.	Anthropology: Theory and Ethnography	AN404
2.	One of the following:	
	Political and Legal Institutions	AN406
	Economic Institutions and Social Transformation	AN407
	Anthropology of Religion	AN402
	Kinship, Sex and Gender	AN405
3.	One or two of the following to the value of one full unit:	
	A paper from 2 not already taken	
	Advanced Ethnography: Australian Aborigines (half unit)	AN408
	Advanced Ethnography: Mediterranean, with special reference to Greece and Cyprus (half unit) (<i>not available 1997-98</i>)	AN409
	Advanced Ethnography: Madagascar (half unit) (<i>not available 1997-98</i>)	AN410
	Research Methods in Social Anthropology (half unit) (<i>not available 1997-98</i>)	AN411
	The Anthropology of Death (half unit) (<i>not available 1997-98</i>)	AN412
	Conflict, Violence and War (half unit) (<i>not available 1997-98</i>)	AN413
	The Anthropology of Art and Communication (half unit) (<i>not available 1997-98</i>)	AN414
	The Anthropology of Hinduism and Indian Society (full unit)	AN415
	Advanced Ethnography: Hunters and Gatherers of Sub-Saharan Africa (half unit) (<i>not available 1997-98</i>)	AN416
	Advanced Ethnography: Hunters and Gatherers of South and South-East Asia (half unit)	AN417
	Selected Topics in Cognition and Anthropology (half unit)	AN418
	The Anthropology of Christianity (half unit) (<i>not available 1997-98</i>)	AN419
	Selected Topics in the Anthropology of South-East Asia (half unit)	AN420
	The Anthropology of Industrialisation and Industrial Life (half unit) (<i>not available 1997-98</i>)	AN421
	The Anthropology of Religious Nationalism and Fundamentalism (half unit) (<i>not available 1997-98</i>)	AN422
	Advanced Ethnography: Latin American Societies (half unit) (<i>not available 1997-98</i>)	AN423
	Advanced Ethnography of Melanesia (half unit) (<i>not available 1997-98</i>)	AN424
	The Anthropology of China (half unit)	AN425
	Film and Photography in Anthropological Practice and Theory (half unit)	AN426

Paper Number	Paper Title	Course Guide Number
	The Anthropology of South-West Asian and North African Societies (half unit)	AN427
	The Anthropology of Eastern Europe (half unit)	AN428
II	An essay of not more than 10,000 words on an approved topic	

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers; one of these papers will normally be 'Anthropology : Theory and Ethnography'. The second part will consist of the remaining paper(s) and the essay, and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Dates of Examination

Written papers	June
Essay	15 September

Course Guides

Anthropology of Religion

Teachers Responsible: Dr. C Stafford, Room A615
Availability and Restrictions: For M.Sc. in Social Anthropology.

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.

Course Content: Various anthropological approaches to the study of religion, ritual and symbolism will be covered. Key topics will be: the religious representation of life, death, sex, morality and gender; the relation between cosmology and magical practice; typologies of thought; the religious, the aesthetic, the scientific; religion and the social construction of the emotions; the work of the symbol; myth and history; theodicy and world religions.

Teaching Arrangements: 20 weekly one-hour lectures plus 20 weekly one-hour seminars.

Reading List: E. Ahern, *The Cult of the Dead in a Chinese Village*; 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*; A. Gell, *Metamorphosis of the Cassowaries*; D. Lan, *Guns and Rain*; G. Lewis, *Day of Shining Red*; C. Lévi-Strauss, *The Savage Mind*; J. Middleton, *Lugbara Religion*.

Methods of Assessment: There is a three-hour examination in the Summer Term.

AN402

Anthropology: Theory and Ethnography

Teachers Responsible: Professor M. Bloch, Room A608, Professor C. Fuller, Room A505, Professor H. Moore, Room A611, Professor P. Loizos, Room A612 and Dr. F. Cannell, Room A616

Availability and Restrictions: This course is compulsory for the M.Sc. in Social Anthropology.

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.

Course 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 Arrangements: 24 weekly one-hour lectures plus 12 fortnightly two-hour seminars.

Reading List: M. Douglas, *Purity and Danger*; A. Gell, *Wrapping in Images*; D. Lan, *Guns and Rain*; E.

AN404

Evans-Pritchard, *Witchcraft, Oracles and Magic among the Azande*; J. Parry, *Death in Banaras*; E. R. Leach, *Political Systems of Highland Burma*; M. Bloch, *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*.

Methods of Assessment: There is a three-hour examination in the Summer Term.

AN405

Kinship, Sex and Gender

Teachers Responsible: Dr. F. Cannell, A616

Availability and Restrictions: For the M.Sc. in Social Anthropology.

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.

Course Content: The analysis of the content of kinship relationships. Critique of the notion of 'kinship'. Non-biologically based idioms of kinship. Concepts of substance and the body. Kinship and morality. Kinship and locality. House-based societies. Descent theory. Lévi-Strauss and alliance theory. Gender roles. Recent perspectives on gender theory. Kinship, hierarchy and egalitarian societies. Kinship and the state. Kinship and economic organisation.

Teaching Arrangements: 20 weekly one-hour lectures plus 20 weekly one-hour seminars.

Reading List: Readings required will include: C. Lévi-Strauss, *The Elementary Structures of Kinship*; T. Laquer, *Making Sex*; Janice Boddy, *Wombs and Alien Spirits*; E. Leach, *The Political Systems of Highland Burma*; Laurel Kendall, *Getting Married in Korea*. Further details will be provided on lecture lists.

Methods of Assessment: There is a three-hour examination in the Summer Term.

AN406

Political and Legal Institutions

Teachers Responsible: Professor S. Roberts, Room A150 and Dr. M. Mundy, Room A507

Availability and Restrictions: For M.Sc. in Social Anthropology.

Core Syllabus: The anthropological analysis of political and economic institutions as revealed in relevant theoretical debates, and with reference to selected ethnography.

Course Content: The development of political and legal anthropology and their key concepts; centralised and non-centralised polities; chieftainship, kingship and other forms of authority; the bases for equality and inequality; freedom and democracy in non-Western polities; 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; reciprocity as an instrument of social control; legal pluralism, Indian, Islamic and other non-Western legal systems.

Teaching Arrangements: 20 weekly one-hour lectures plus 20 weekly one-hour seminars.

Reading List: T. C. Llewellyn, *Political Anthropology* (1992); 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 (Ed.), *Law and Warfare* (1967); P. Bohannan, *Justice and Judgement among the Tiv* (1957); B. Malinowski, *Crime and Custom in Savage Society* (1916); A. L. Epstein (Ed.), *Contention and Dispute* (1974); 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).

Additional reading will be suggested during the course.

Methods of Assessment: There is a three-hour examination in the Summer Term.

AN407

Economic Institutions and Social Transformation

Teachers Responsible: Dr. J. Harriss, Room T301c and other members of the Department

Availability and Restrictions: For M.Sc. in Social Anthropology.

Core Syllabus: The anthropological analysis of the economic institutions of pre-market societies 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.

Course 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; slavery and other forms of unfree labour; 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 irrigation schemes and other 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.

Teaching Arrangements: 20 weekly one-hour lectures plus 20 weekly one-hour seminars.

Reading List: S. Plattner (Ed.), *Economic Anthropology* (1989); E. LeClair & H. Schneider (Eds.), *Economic Anthropology* (1968); M. Sahlins, *Stone Age Economics* (1974); M. Taussig, *The Devil and Commodity Fetishism in South America* (1980); C. Gregory, *Gifts and Commodities* (1982); C. Humphrey & S. Hugh-Jones (Eds.), *Barter, Exchange and Value: an Anthropological Approach* (1992); J. Goody, *Production and Reproduction* (1976); J. L. Watson (Ed.), *Asian and African Systems of Slavery* (1980); S. Wallman (Ed.), *The Anthropology of Work* (1979); J. Parry & M. Bloch (Eds.), *Money and the Morality of Exchange* (1989); P. Bourdieu, *Distinction* (1984); D. Miller, *Material Culture and Mass Consumption* (1987); S. Berry, *No Condition is Permanent* (1993); J. Ferguson, *The 'Anti-Politics' Machine*; R. Wade, *Village Republics: Economic Conditions for Collective Action in South India* (1988); M. Leach, *Rainforest Relations* (1994); J. C. Scott, *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia* (1976); J. C. Scott, *Weapons of the Weak* (1985); P. Greenough, *Property and Misery in Modern Bengal: the Famine of 1943-4* (1982).

Methods of Assessment: There is a three-hour examination in the Summer Term.

AN408

Advanced Ethnography: Australian Aborigines (Half unit course)

See AN204

AN409

Advanced Ethnography: Mediterranean with special reference to Greece and Cyprus (Half unit course)

(Not available 1997-98)

See AN206

AN410

Advanced Ethnography: Madagascar (Half unit course)

(Not available 1997-98)

See AN207

AN411

Research Methods in Social Anthropology (Half unit course)

(Not available 1997-98)

See AN209

AN412

The Anthropology of Death (Half unit course)

(Not available 1997-98)

See AN211

AN413

Conflict, Violence and War (Half unit course)

(Not available 1997-98)

See AN210

AN414

The Anthropology of Art and Communication (Half unit course)

(Not available 1997-98)

See AN212

AN415

The Anthropology of Hinduism and Indian Society (Full unit course)

See AN214

AN416

Advanced Ethnography: Hunters and Gatherers of Sub-Saharan Africa (Half unit course)

(Not available 1997-98)

See AN215

AN417

Advanced Ethnography: Hunters and Gatherers of South and South-East Asia (Half unit course)

See AN220

AN418

Selected Topics in Cognition and Anthropology (Half unit course)

See AN216

AN419

The Anthropology of Christianity (Half unit course)

See AN221

AN420

Selected Topics in the Anthropology of South-East Asia (Half unit course)

See AN223

AN421

The Anthropology of Industrialisation and Industrial Life (Half unit course)

(Not available 1997-98)

See AN230

AN422

The Anthropology of Religious Nationalism and Fundamentalism (Half unit course)

(Not available 1997-98)

See AN229

AN423

Advanced Ethnography: Latin American Societies (Half unit course)

(Not available 1997-98)

See AN228

AN424

Advanced Ethnography of Melanesia (Half unit course)

(Not available 1997-98)

See AN205

AN425

The Anthropology of China (Half unit course)

See AN231

AN426

Film and Photography in Anthropological Practice and Theory (Half unit course)

See AN232

AN427

The Anthropology of South-West Asian and North African Societies (Half unit course)

See AN233

AN428

The Anthropology of Eastern Europe (Half unit course)

See AN222

(ALL HALF UNIT COURSES CONSIST OF 10 WEEKLY LECTURES PLUS 10 WEEKLY SEMINARS)

Method of Assessment: For full unit courses there is a three-hour examination in the Summer Term and for half unit courses there is a two-hour examination in the Summer Term.

An essay of not more than 10,000 words on an approved topic.

AN505

Part-time MSc Seminar

When students are admitted to the part-time M.Sc. programme, the course is spread over two years and in the first year there are examinations in AN401 and AN402. In the second year there is an examination in AN400 and in September of that academic year students will normally produce their dissertation.

AN900

A Programme of Ethnographic Films

Teachers Responsible: Dr. J. Woodburn and Professor P. Loizos

10 Michaelmas Term, 10 Lent Term.

M.Sc. Development Studies**Duration of course of Study**

Full-time: One academic year. *Part-time:* At least two calendar years.

Examination

<i>Paper Number</i>	<i>Paper Title</i>	<i>Course Guide Number</i>
I	Development: Theory, History and Policy (Examined by a written paper) (This forms the compulsory core course for students taking the M.Sc. Development Studies)	DV400
	Social Research Methods in Developing Countries (Examined by essay at the end of the Michaelmas Term) (This course is an additional component of DV400 and is compulsory for students taking the M.Sc. in Development Studies; however students reading for other M.Sc. degrees may take DV400 as an option without DV400.1) Research Design and Dissertation in Development Studies of not more than 10,000 words (This is the compulsory research component for students taking the M.Sc. in Development Studies) In addition, students are required to take two written papers chosen from those listed below in sections II and III with the approval of the supervisor and the Programme Director	DV400.1
II	Courses taught at the Development Studies Institute	
	International Politics: Environment and Development	DV401
	The Politics of Southeast Asian Development	DV402
	Development Management	DV406
	Poverty	DV407
	Rural Institutions: Gender and Development	DV408
III	Courses taught elsewhere at the School	
(i)	Anthropology: <i>Either</i> Political and Legal Institutions <i>or</i> The Anthropology of Economic Institutions and their Social Transformation	AN406 AN407
(ii)	Demography: Social and Economic Demography Population Trends and Processes in the Developing World Basic Population Analysis The Demographic and Population History of the Indian Sub-Continent	SA494 SA493 SA481 SA254
(iii)	Economic History Growth, Poverty and Policy in the Third World since 1850 Latin America: Welfare, Equity and Development in Historical Perspective African Economic Development in Historical Perspective Japanese Economic Development since the Late Nineteenth Century: National and International Perspectives	EH415 EH460 EH440 EH445

<i>Paper Number</i>	<i>Paper Title</i>	<i>Course Guide Number</i>
(iv)	Economics Students who do not have a first degree may take the undergraduate course in Economic Development (EC307) and must have taken undergraduate courses in Micro and Macro Economics. The Economics Department now requires that any Masters student wishing to take more than one option in their Department must ensure that at least one of them is selected from among the Economics core theory courses: Macro-Economics, Micro-Economics and Research Methods in Economics. The Economics of Less Developed Countries Development Economics The Economics of Regional and Urban Planning	EC428 EC307 EC436
(v)	Geography Environmental Planning: National and Local Level Policy Implementation Third World Urbanisation Gender, Space and Society	GY240 GY411 GY414
(vi)	Information Systems Information Technology and Socio-Economic Development <i>and</i> Information Systems in Developing Countries	IS446 IS450
(vii)	International Relations International Political Economy Politics of Money in the World Economy International Political Economy of Energy International Politics: Asia and the Pacific International Relations of the Middle East International Politics of Africa International Business in the International System Politics of International Trade Revolutions and the International System	IR450 IR451 IR458 IR418 IR419 IR427 IR456 IR457 IR420
(viii)	Government Government and Administration in New and Emergent States States, Democracy and Democratisation Nations and Nationalism Politics and Policy in Developing Countries Comparative Local Government and Urban Politics Politics and Economic Policy in Spanish America Introduction to Comparative Public Administration The Politics of Regulation and Public Enterprise Public Management Theory and Doctrine	GV496 GV430 GV431 GV435 GV493 GV437 GV480 GV486 GV483
(ix)	Social Policy and Administration Pre-Requisites: All courses in Social Policy and Planning are designed for people with practical working experience in developing countries, and seminars draw extensively on students' own experience. Students wishing to take these courses generally should have a minimum of a year's working experience in the developing world. There may be space limitations in accepting students onto these courses. Elective courses start with four weekly lectures open	

Paper Number	Paper Title	Course Guide Number
	to all. Anyone interested in joining should first attend the lectures and see the lecturer as soon as possible to check availability of places. Students wishing to take any of these courses are recommended to attend course DV400.1 on Social Research Methods.	
	Social Policy, Planning and Participation in Developing Countries	SA452
	Social Planning for Rural Development	SA445
	Gender, Development and Social Planning	SA412
	Urbanisation and Social Planning	SA460
	Education and Social Planning	SA404
	Foundations of Health Policy	SA411
	Health Economics	SA414
	Planning Welfare Services and Social Security	SA442
(x)	Sociology	
	Sociology of Development	S0404
(xi)	Law	
	Urban and Environmental Law in Developing Countries	LL498
	The International Law of Natural Resources	LL450
	International Economic Law	LL447
	International Protection of Human Rights	LL453
	Environmental Law and Policy	LL426
	International Environmental Law	LL448
	United Nations Law (<i>subject to approval</i>)	LL461
(xii)	Management	
	European Economic Development Management	MN406
(xiii)	Gender	
	Gender Theories in the Modern World: An Interdisciplinary Approach	GI400
(xiv)	Voluntary Organisations	
	NGO Management, Policy and Administration	SA435
(xv)	European Studies	
	Nationalism	EU405
(xvi)	Candidates may, in exceptional cases and subject to the approval of the Programme Director in Development Studies, substitute for the options listed above, other papers offered for the M.Sc., LL.M., or M.A.	

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Dates of Examination

Written papers	June
Dissertation	1 September

M.Sc. Development Management

Duration of course of Study

Full-time: One academic year. *Part-time:* At least two calendar years.

Paper Number	Paper Title	Course Guide Number
I	Three written papers as follows:	
1.	Development Management	DV406
2.	Development: Theory, History and Policy and Social Research Methods in Developing Countries (Examined by a 3,000 word extended essay)	DV400 DV400.1
3.	One of the following:	
(a)	Environment and Development	DV401
(b)	Gender, Institutions and Development	DV408
(c)	Poverty	DV407
(d)	Complex Emergencies: Analysis and Management	
(e)	The Economics of Regional and Urban Planning	EC436
(f)	Reform of Economic Systems	EC429
(g)	Public Management Theory and Doctrine	GV483
(h)	Contested Issues in Public Sector Management	GV494
(i)	Information Technology and Socio-Economic Development	IS446
(j)	Information Systems in Developing Countries	IS450
(k)	International Business in the International System	IR456
(l)	Design and Management of Organizations (A & B)	MN403/4
(m)	Operational Research in Less Developed Countries	OR413
(n)	Urbanisation and Social Planning	SA460
(o)	Education and Social Planning	SA404
(p)	Foundations of Health Policy	SA411
(q)	Planning Welfare Services and Social Security	SA442
(r)	NGO Management, Policy and Administration	SA435
(s)	Another M.Sc. paper selected in consultation with the student's supervisor, approved by the Programme Director	

Access to courses in Economics and Social Policy and Planning will be subject to the same conditions as those which apply to Development Studies students.

II A 10,000 word dissertation on a topic in Development Management

Dates of Examination

Written papers	June
Dissertation	1 September

Course Guides

Development: Theory, History and Policy

Teachers Responsible: Dr. J. Harriss, Room T301c, Professor Ashwani Saith, Room T301b, Dr. Elizabeth Francis, Room T401b and Dr. James Putzel, Room T402

Availability and Restrictions: For M.Sc. in Development Studies; M.Sc. Development Management; M.Sc. Gender Studies.

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; criticism of

current development policy and an approach to human development.

Course Contents: Concepts of 'development'. Paradigms of development and social change – liberalism, structuralism, capitalism, socialism. The international system. Institutional approaches to development – states, markets and voluntary sector agencies as mechanisms for development administration. Change processes in major regions – from amongst East Asia, Africa, former socialist countries, Latin America, South Asia. Special topics in development theory – poverty, gender, population, agrarian change, the environment, governance and human rights.

Teaching Arrangements: 20 lectures (DV400) (each of two hours duration) + 20 seminar classes (DV400.A) (each of one and a half hours duration) will be given in the Michaelmas and Lent Terms. In addition there will be a weekly Visiting Lecture in **Development Theory, Policy, and Practice** (DV400.2).

Reading List: There is no textbook for the course but the following will be particularly helpful: R. Bates (Ed.), *Towards a Political Economy of Development*, 1988; D. Booth (Ed.), *Rethinking Social Development: Theory, Research and Practice*, 1994; J. Drèze & A. Sen, *Hunger and Public Action*, 1990; P. Evans & others, *Bringing the State Back In*, 1985; K. Griffin, *Alternative Strategies for Economic Development*, 1989; G. M. Meier, *Leading Issues in Development Economics*, 1989; D. North, *Structure and Change in Economic History*, 1981; A. Sen, *Resources, Values and Development*, 1984; M. Staniland, *What is Political Economy?*; UNDP, *Human Development Reports*, 1990–1996; R. Wade, *Governing the Market*, 1990; World Bank, *World Development Reports*, 1990–1996; M. Wuyts & others, *Development Policy and Public Action*, 1992. A detailed reading list will be presented at the beginning of term.

Written Work and Methods of Assessment: Students will write at least two essays for presentation in class and an extended essay over the Christmas vacation. The course will be assessed through a three-hour examination taken in June. Students will submit a research proposal of not more than 2,000 words before the start of Summer Term, which will be evaluated, commented upon and must be approved before proceeding to write the dissertation.

DV400.1

Social Research Methods in Developing Countries

Teachers Responsible: Dr. J. Harriss, Room T301c, Dr. J. Putzel, Room T402, Dr. E. Francis, Room T401b and Dr. P. Loizos, Room A614

Availability and Restrictions: For M.Sc. Development Studies.

Course Content: This course is intended to give students an introduction to data sources for social research in developing countries and some acquaintance with the problems associated with adapting standard social research methods for use in

those countries. The coverage will include topics such as:

(1) Core issues in the philosophy of the social sciences. (2) Epistemological and Ethical Issues. (3) Data analysis for development. (4) Gender focused research. (5) Questionnaire Design, Sampling & Survey Methodology. (6) Interviewing and Participant Observation. (7) Development and Policy Oriented Research (including participatory research methods). (8) LSE sources of information and ways of accessing them. (9) Writing papers and proposals.

Teaching Arrangements: 10 lectures Michaelmas Term and two workshops Michaelmas Term.

Reading List: D. Casley & D. J. Lury, *Data Collection in Developing Countries*; M. Bulmer & D. P. Warwick (Eds.), *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*; P. Bardhan (Ed.), *Conversations between Economists and Anthropologists*; V. Verma, 'World Fertility Survey Methods' and J. C. Caldwell, 'Strengths and limitations of the survey approach' in J. Cleland & J. Hoberaft (Eds.), *Reproductive Change in Developing Countries*; C. Bell, P. Hazell & R. Slade, *Project Evaluation in Regional Perspectives: A study of an irrigation project in northwest Malaysia*; OXFAM, *Evaluating Social Development*.

Written Work and Method of Assessment: One short essay (3000 words) to be submitted before the start of the Lent Term.

DV401

International Politics: Environment and Development

Teacher Responsible: Dr. Ian Rowlands, Room T501b

Availability and Restrictions: For students taking the M.Sc. in Development Studies, the M.Sc. in International Relations and the M.Sc. in Politics of the World Economy. Other suitably qualified and interested graduate students may take this course as permitted by the regulations for their degrees and with the permission of the teacher responsible.

Core Syllabus: An examination of the ways in which the international system imposes constraints upon, and present opportunities for, advancement of sustainable development.

Course Content: A review of various definitions, paradigms and critiques of 'sustainable development'. A review of international efforts to balance environment and development, including the 1972 United Nations Conference on the Human Environment and the 1992 United Nations Conference on Environment and Development.

Theories of co-operation within international society, and the consequences of international action. The major players in the debate – intergovernmental organisations (particularly the United Nations Environment Programme, the Commission on Sustainable Development and the World Bank), nongovernmental organisations, scientists, transnational corporations and the great powers.

Using the theoretical framework developed, a study of both various issues and different countries to determine how international politics affects efforts to advance sustainable development – from amongst: financing, aid, tourism, trade, and energy; and countries of the less developed world, the Newly-Industrialising world, Eastern Europe and the Organisation for Economic Cooperation and Development.

The future prospects.

Teaching Arrangements: There will be 14 lectures (DV401) of one hour each. They will take place in the Michaelmas Term (weeks 1–10) and the Lent Term (weeks 1–4). There will be 20 seminars of 1.5 hours each. They will take place in Michaelmas Term (weeks 3–10) the Lent Term (weeks 1–10); and the Summer Term (weeks 1–2).

Reading List: Specific reading lists will be given for each topic covered. Meanwhile, the following basic reading material will help to provide a broader overview: W. M. Adams, *Green Development: Environment and Sustainability in the Third World* (Routledge, 1990); Michael Grubb et al (Eds.), *The 'Earth Summit' Agreements: A Guide and Assessment* (RIIA, 1993); Johan Holmberg (Ed.), *Policies for a Small Planet* (Earthscan, 1992); Andrew Hurrell & Benedict Kingsbury (Eds.), *The International Politics of the Environment* (Clarendon Press, 1992); Robert O. Keohane & Marc A. Levy (Eds.), *Institutions for Environmental Aid* (The MIT Press, London, 1996); Ronnie D. Lipschutz & Ken Conca (Eds.), *The State and Social Power in Global Environmental Politics* (Columbia University Press, New York, 1993); Jim MacNeill et al, *Beyond Interdependence: The Meshing of the World's Economy and the Earth's Ecology* (Oxford University Press, 1991); David Pearce et al, *Sustainable Development: Economics and Environment in the Third World* (Earthscan, 1990); Gareth Porter & Janet Welsh Brown, *Global Environmental Politics* (Westview Press, 1991); Caroline Thomas, *The Environment in International Relations* (RIIA, 1992); World Bank, *World Development Report 1992, Development and the Environment* (The World Bank, 1992); World Commission on Environment and Development, *Our Common Future* (Oxford University Press, 1987); Jacob Werksman (Ed.), *Greening International Institutions* (Earthscan, 1996).

Methods of Assessment: One three-hour unseen examination held in June.

DV402

The Politics of Southeast Asian Development

Teacher Responsible: Dr. James Putzel, Room Y301

Availability and Restrictions: For M.Sc. in Development Studies and M.Sc. in Comparative Politics. Other qualified and interested graduate students may take this course as permitted by the regulations for their degrees and with the permission of the teacher responsible.

Core Syllabus: A review of contemporary problems of development in Southeast Asia employing an

historical and thematic approach to comparative political analysis.

Course Content: The course will cover literature concerning five of the ten countries in Southeast Asia: Thailand, Philippines, Vietnam, Indonesia and Malaysia. The first part of the course will concentrate on comparative political history and the institutional foundations of development in each of the five countries: contrasting experiences of colonialism; differing impact of nationalism, religion and ethnicity on state formation; divergent incentive patterns for agricultural and industrial development. The second part will be devoted to contemporary political problems, issues and debates in the development process: the demise of communist movements, the state's role in the market, the role of overseas Chinese business networks, economic liberalisation, impact of social and economic change on women and on the environment, and the pressures for democratisation. We will explore some of the major debates about the nature of the political systems in the region and demonstrate the value of studying the politics of the development process. Attention will be paid to the classic works on Southeast Asian politics and discussions of different methodological and theoretical approaches to the study of politics.

Teaching Arrangements: The course will consist of 12 one and a half-hour lectures in the Michaelmas Term and first two weeks of the Lent Term and 17 one and a half hour seminars held in the Michaelmas Term and the first two weeks and the last five weeks of the Lent Term. The seminars will be based on a discussion of student presentations of the readings, with the last five weeks devoted to student research projects.

Written Work: Students will be expected to present at least two short written essays as well as a draft of their research papers for discussion in seminars.

Background Reading List:

A detailed weekly reading list will be provided at the first course meeting. Meanwhile, the following basic reading material will provide a broad overview: R. Higgott & R. Robison (Eds.), *Southeast Asia: Essays in the Political Economy of Structural Change* (Routledge & Kegan Paul, 1985); K. Hewison, G. Rodan & R. Robison (Eds.), *Southeast Asia in the 1990s: Authoritarianism, Democracy and Capitalism* (Allen and Unwin, 1993); J. G. Taylor & A. Turton, *Sociology of "Developing Societies": Southeast Asia* (Macmillan, 1988); D. G. E. Hall, *A History of South-East Asia*, 4th edn. (Macmillan, 1981); J. Rigg, *Southeast Asia: A Region in Transition: A thematic human geography of the ASEAN region* (Unwin Hyman, 1991); R. McVey (Ed.), *Southeast Asian Capitalists* (Cornell University Press, 1992); G. P. Means, *Malaysian Politics: The Second Generation* (Oxford University Press, 1991); P. Pasuk & C. Baker, *Thailand: Economy and Politics* (OUP, 1995); R. Robinson, *Indonesia: The Rise of Capital* (Unwin Hyman, 1986); J. Winters, *Power in Motion: Capital Mobility and the Indonesian State* (Cornell University Press, 1996); G. Porter, *Vietnam: The Politics of Bureaucratic Socialism* (Cornell University Press, 1993); D. G. Timberman, *A Changeless Land: Continuity and Change in Philippine Politics* (Institute of Southeast Asian Studies, 1991); J. Putzel, *A Captive Land: The Politics of Agrarian Reform in the Philippines* (Catholic Institute for International Relations and Monthly Review Press, 1992).

Methods of Assessment: The course will be assessed by a two-hour unseen examination in June and a 5,000 word essay due before the last day of Summer Term that will count for 50% of the final grade. Students who wish to take this course as a half unit i.e. Lectures and Seminars 1-12 only, taking the examination but not writing the research paper, should note this on their examination option choice form at the beginning of the session.

DV406

Development Management

Teachers Responsible: Dr. E. A. Brett, Room T401a, Dr. J. Harriss, T302 and Dr. J. Putzel, T402
Availability and Restrictions: For M.Sc. in Development Management. Other qualified graduate students may take this course as permitted by the regulations for their degrees and with permission of the teacher responsible.

Core Syllabus: An examination of the literature exploring the reasons for success and failure in differing kinds of institutional arrangements – whether in the state, market or civil society.

Course Content: The course will review literature dealing with the principles governing institutional arrangements; 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 will consider recent theoretical changes in the way these problems are understood in the mainstream disciplines, looking at recent developments in New Institutional Economics and in Development Administration. It will conclude by reviewing current processes of institutional reform by showing how different kinds of institution/organisation – centralised bureaucracies, markets, participatory and solidaristic agencies – operate to provide services in practice by using comparative case study material.

Teaching Arrangements: There will be 18 one and a half hour lectures and 18 one and a half hour seminars over the Michaelmas and Lent Terms. During the Lent Term the group will form project teams who will present reports to the class at workshops in the Summer Term.

Background Readings: R. Bates, *Toward a political economy of development: a rational choice perspective*, University of California Press, Berkeley, 1988; J. Bendor, 'Formal models of bureaucracy: a review' in N. Lynn & A. Wildavsky, *Public administration: the state of the discipline*, Chatham House, 1990; E. A. Brett (Ed.), 'Adjustment and The State: The Problem of Administrative Reform', *IDS Bulletin*, Vol. 19, No. 4, 1988; E. A. Brett, 'Voluntary agencies as development organizations: theorizing the problem of efficiency and accountability', *Development and Change*, 24, April 1993; M. Edwards & D. Hulm, *Non-governmental organisations – performance and accountability*, Earthscan, 1995; A. O. Hirschman, *Exit, Voice and Loyalty*, Harvard, 1970; D. Korten, 'Third generation NGOs: a key to people centred development', *World Development*, 15, 1987 Supplement; T. Mars, 'Public sector organization: where next?', *IDS Bulletin*, Vol. 23, No. 4, 1992; T. Moe, 'The new economics of

organisation', *American Journal of Political Science*, 28, 1984; R. Murray, 'Ownership, control and the market', *New Left Review*, July/August 1987; D. C. North, 'Institutions and economic growth: a historical introduction', *World Development*, Vol. 17, No. 9, 1989; D. North, *Institutions, institutional change and economic performance*, CUP, 1990; E. Ostrom & others, *Institutional incentives and sustainable development: infrastructure policies in perspective*, Westview, Boulder, 1993; V. Ostrom, *Rethinking institutional analysis and development: issues and alternatives*, International Center for Economic Growth, San Francisco, 1988; W. G. Ouchi, 'Markets, bureaucracies and clans', *Administration Science Quarterly*, Vol. 25, No. 1, 1980; S. Paul, *Accountability in public services: exit, voice and capture*, World Bank Discussion Paper, Washington, 1990; A. Sen, 'The concept of efficiency', in N. Parkin & A. Nobay, *Contemporary issues in economics*, Manchester UP, 1975; G. Thompson & others, *Markets, hierarchies and networks*, Open University, 1990; M. Weber, 'Bureaucracy' in *Economy and Society*, Vol. 2, University Press of America, New York, 1977; O. E. Williamson, 'The economics of organisation: the transaction cost approach', *American Journal of Sociology*, Vol. 87, No. 3, 1981.

Methods of Assessment: There will be a three-hour examination taken in June, and a 10,000 word dissertation submitted on the 1st September.

DV407

Poverty

Teacher Responsible: Professor Ashwani Saith, Room C803

Availability and Restrictions: For students taking the M.Sc. in Development Studies. Other suitably qualified and interested graduate students may take this course as permitted by the regulations for their degrees and with the permission of the teacher responsible.

Core Syllabus: A policy-oriented multi-disciplinary analysis of issues concerning poverty and human development; it is structured in three parts, dealing sequentially with concepts and measurement, processes and causalities, and with interventions and responses.

Course Content: The course discusses conceptual dimensions of poverty, deprivation and human development, covering alternative approaches, measures and methods of quantification, including absolute and relative poverty measures, functioning and capability, various social indicators and human development indices, and contrasting methods based on the self-perception of the poor; these are used to identify the overlapping constituencies of the poor. Patterns and trends in the incidence of poverty and levels of human development are reviewed against regional differences in structural conditions and development strategies. Socialist and other 'non-capitalist' development projects, trickle-down debates with reference to both industrialisation-led and agriculture-led growth strategies, and the relationship between globalisation, structural adjustment programmes and poverty/human development are

analysed. Four topics receive special attention: agricultural intensification strategies and their outcomes in terms of rural socio-economic differentiation and exclusion; gender dimensions of growth, dealing with the topic both at global/macro, as well as at household/micro levels; population—food-poverty nexus, and the growth-environment-poverty chain, where also the multiple linkages are dealt with separately at global/macro and local/micro levels.

The rationale and experience of alternative targeting strategies are investigated. Subsequently, various categories of interventions are considered (against the default option of leaving it to the market); those aimed at enhancing the poverty-alleviating capacity of the macro-economic growth process by emphasising specific sectors which could provide (self-) employment possibilities for the poor; various schemes of resource injection intended to directly augment the economic entitlements of the poor; income subsidisation and transfer measures; structural interventions involving a redistribution of material assets; finally, institutional interventions (from above) and responses, initiatives and movements (from below).

The course will incorporate case materials drawn from the experience of African, Asian and Latin American economies; special attention is paid to the position of structurally disadvantaged groups within the poor, especially rural women and marginalised communities.

Teaching Arrangements: The course will be taught during Michaelmas and Lent Terms and will consist of 20 one-hour lectures and 20 seminars/workshops each of one and a half hours.

Reading List: Detailed reading lists for different sections will be provided at the start of the course. The following list is only indicative. B. Agarwal, *A Field of One's Own: Gender and Land Rights in South Asia*, Cambridge University Press, 1994; E. Ahmed, J. Dreze, J. Hills & A. Sen (Eds.), *Social Security in Developing Countries*, Clarendon Press, 1991; B. Baulch (Ed.), *Poverty, Policy and Aid, IDS Bulletin*, Vol. 27, No.1; R. Chambers, *Rural Development: Putting the Last First*; S. Chant & C. McIlwaine, *Women of a Lesser Cost: Female Labour, Foreign Exchange and Philippine Development*, Pluto, 1995; M. Desai, *Poverty, Famine and Economic Development: The Selected Essays of Meghnad Desai, Volume 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; M. Hossain, *Credit for Alleviation of Rural Poverty: The Grameen Bank in Bangladesh*, IFPRI, Washington DC, 1988; V. Jamal & J. Weeks, *Africa Misunderstood: Or Whatever Happened to the Rural-Urban Wage Gap?*, Macmillan, London and I.L.O., Geneva, 1993; I. Jazairy, M. Alamgir & T. Pannucio, *The State of World Rural Poverty*, 1992; M. Lipton & J. van der Gaag (Eds.), *Including the Poor*, Proceedings of a Symposium Organized by the World Bank and the International Food Policy Research Institute, The World Bank, Washington, 1993; C. Lis & H. Soly, *Poverty and Capitalism in Pre-Industrial*

Europe, The Harvester Press, 1979; M. Nussbaum & A. Sen (Eds.), *The Quality of Life*, Oxford University Press, 1993; S. R. Osmani (Ed.), *Nutrition and Poverty*, Clarendon Press, 1992; P. Pinstrip-Andersen, *Consumer-Oriented Food Subsidies: Costs, Benefits and Policy Options*, Johns Hopkins Press, 1991; G. Rodgers et al. (Eds.), *New Approaches to Poverty: Analysis and Policy*, 3 Volumes, International Institute of Labour Studies, I.L.O., Geneva, 1995; 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; A. Sen, *Famines*, Oxford University Press, 1981; A. Sen, *Commodities and Capabilities*, OUP, Delhi, 1987; F. Stewart, *Adjustment and Poverty: Options and Choices*, Routledge, 1995; P. Streeten, 'The Political Economy of Fighting Poverty', *Issues in Development*, Discussion Paper No.1, Development and Technical Cooperation Department, I.L.O., Geneva, 1995; UNDP, *Human Development Report* (since 1990); D. Van de Walle & K. Nead (Eds.), *Public Spending and the Poor: Theory and Evidence*, The World Bank, Johns Hopkins University Press, Baltimore, 1995.

Methods of Assessment: Three-hour unseen examination held in June.

DV408

Gender, Institutions and Development

Teacher Responsible: Dr. Elizabeth Francis, Room T401b

Availability and Restrictions: For students taking the M.Sc. in Development Studies and the M.Sc. in Gender. Other interested and qualified graduate students may take this course as permitted by the regulations of their degrees and with the permission of the teacher responsible.

Core Syllabus: This course is concerned with the significance of gender relations in processes of social change and development.

Course Content: The course has three major components. (i) It reviews theoretical approaches to analysis of gender relations, social change and development in Africa and Asia. (ii) It considers the historical and contemporary significance of gender relations in people's changing forms of involvement in key institutions (chiefly markets, states, communities and households). (iii) It provides a comparative study of the impact on gender relations of development policy making by states and other institutions.

Teaching Arrangements: Teaching will consist of twenty one hour lectures and twenty one hour seminars during Michaelmas and Lent Terms.

Reading List: H. Afshar & C. Dennis, *Women and Adjustment Policies in the Third World*, 1992; B. Agarwal, *Structures of Patriarchy: State, Community and Household in Modernising India*, 1988; L. Brydon & S. Chant, *Women in the Third World: Gender Issues in Rural and Urban Areas*, 1989; J.

Davison, *Agriculture, Women and Land*, 1988; D. Elson, *Male Bias in the Development Process*, 1991; N. Folbre, *Who Pays for the Kids? Gender and Structures of Constraint*, 1994; N. Kabeer, *Reversed Realities: Gender Hierarchies in Development Thought*, 1994; M. Mackintosh, *Gender Class and Rural Transition*, 1989; M. Marchand & J. Parpart, *Feminism/Postmodernism/Development*, 1995; J. Momsen & V. Kinnaird, *Different Places, Different Voices*, 1993; H. Moore, *Feminism and Anthropology*, 1988; C. Moser, *Gender Planning and Development*, 1993; J. Parpart & K. Stuaudt, *Women and the State in Africa*, 1989; S. Rowbotham & S. Mitter, *Dignity and Daily Bread*, 1993; E. Schmidt, *Peasants, Traders and Wives*, 1992; T. Wallace & C. March, *Changing Perceptions: Writings on Gender and Development*, 1991.

Methods of Assessment: The course will be assessed through a three-hour examination taken in June.

DV410

Research Design and Dissertation in Development Studies

Teachers Responsible: Dr. J. Harriss, Room T301c, Professor Ashwani Saith, Room T301b, Dr. Elizabeth Francis, Room T401b and Dr. James Putzel, Room T402

Availability and Restrictions: Compulsory and exclusively for M.Sc. in Development Studies

Core Syllabus: Students will design a detailed research proposal on a topic within Development Studies under the supervision of a member of the DESTIN staff, through individual tutorials. The student research projects and proposals will form the basis for discussion in research seminars held during the Summer Term.

Course Content: The research proposal will identify a key question for investigation, the theoretical and methodological framework to be employed in the work, a justification for why the topic is theoretically and empirically important in reference to the literature in Development Studies, and a tentative outline and preliminary bibliography. Student projects will be presented to research seminars for debate and discussion.

Teaching Arrangements: Students will attend individual tutorial sessions with their supervisors during Michaelmas and Lent Term 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 projects during 10 Research Seminar Classes to be held in the Summer Term.

Written Work and Methods of Assessment: Students will submit a research proposal of not more than 2,000 words before the start of Summer Term, which will be evaluated, commented upon and must be approved before proceeding to write the dissertation. Students will submit a dissertation, not more than 10,000 words by 1 September.

DV412

Complex Emergencies: Analysis and Management

Teacher Responsible: Dr. John Harriss, Room T301c

Availability and Restrictions: For students taking the M.Sc. in Development Management. Other suitably qualified and interested graduate students may take this course as permitted by the regulations for their degrees and with the permission of the teacher responsible.

Core Syllabus: The course will deal with a wide range of interdisciplinary issues so as to enable students to understand the causes and immediate consequences of the kinds of social, economic and political breakdown which are involved in complex emergencies (and the 'quiet crises' of transition or population displacement); the political, legal and practical aspects of crisis intervention (and relief) at different levels; and of the processes involved in pacification, rehabilitation and reconstruction.

Course Content: The course will attempt to identify the underlying economic, social and political causes of societal conflict and of the breakdown of ways of life. It will include a focus on processes of social, political and economic exclusion and of their relationships to patterns of ethnic, regional and sectarian identity which become the basis for the mobilisation of political resistance. It will consider the processes which turn political opposition into outright resistance; and it will include a treatment of famine and displacement of people, as well as of disputed sovereignty and the breakdown of national government, for these so often accompany complex emergencies. It will also examine how analysis can be used to anticipate the development of emergencies (as in the case of 'early warning systems' which have been established to monitor the development of food crises). It will then examine the ways in which both the 'man made disasters' of transition or of population displacement as well as complex emergencies develop, and how they generate new interests and processes which intensify hostility and frequently lock contending parties into long-term wars. It will also examine the processes which have led to successful reconciliation and pacification.

It will include components concerned with both the political and the practical aspects of humanitarian intervention and relief (e.g. international law regarding refugees; health; nutrition; treatment of the psycho-social consequences of the breakdown of ways of life), including consideration of how relief can best be managed so as to be conducive to development in the longer term.

It will examine the major international institutional structures which are relevant to mediation and management processes, and consider the legal, financial and organisational arrangements which determine their operational efficacy.

Using successful and unsuccessful cases, it will look at the demands for institutional and organisational reform required for the management of post-war reconstruction processes, seeing these as the outcomes of interaction between the international agencies and local social, economic and political forces. The course will combine a case study approach, drawing on research and on the practical

experience of those who have been involved in work in the field, with different disciplinary perspectives, to explain both conflict and the logic of successful reconciliation and reconstruction processes.

Teaching Arrangements: The course will be taught during Michaelmas and Lent Terms and will consist of 20 one-hour lectures and 20 seminars/workshops each of two hours.

Reading List: T. Allen (Ed.), *In Search of Cool Ground: war, flight and homecoming in northeast Africa*, James Currey, 1996; T. Allen & H. Morsink, *When refugees go home*, UNRISD, 1994; J. Bennett with M. Duffield, *Meeting Needs: NGO Coordination in Practice*, Earthscan, 1995; P. Blaikie et al, *At Risk: natural hazards, people's vulnerability and disasters*, Routledge, 1994; S. Davies, *Adaptable Livelihoods: coping with food insecurity in Maliam Sahel*, Macmillan, 1996; M. Duffield, *War and Famines in Africa*, Oxfam, 1992; M. Duffield & J. Prendergast, *Without troops and tanks: the emergency relief desk and cross border operations*

into Eritrea and Tigray, Red Sea Press, 1994; B. Harrell-Bond, *Imposing Aid: emergency aid to refugees*, OUP, 1986; J. Harriss (Ed.), *The Politics of Humanitarian Intervention*, Pinter, 1995; International Committee of the Red Cross, *World Disaster Report*, 1994, onwards; J. Macrae & A. Zwi (Eds.), *War and Hunger: rethinking international responses to complex emergencies*, Zed, 1994; J. Mayall (Ed.), *The New Interventionism 1991-94: UN experiences in Cambodia, former Yugoslavia and Somalia*, CUP, 1996; L. Minear & P. Guillot, *Soldiers to the rescue: humanitarian lessons from Rwanda*, OECD, 1996; J. Seaman, *The Epidemiology of Disasters: A. de Waal, Famine That Kills: Darfur, Sudan 1984-85*, OUP, 1989; T. G. Weiss & L. Minear (Eds.), *Humanitarianism across borders: sustaining civilians in times of war*, Lynce Reiner, 1993.

Methods of Assessment: One unseen two-hour examination (50%) in June and one essay of 5,000 words to be submitted by the end of Summer Term.

Department of Economics

M.Sc. Economics

Duration of Course of Study

Full-time: One academic year. *Part-time:* At least two academic years.

Examination

Paper Number	Paper Title	Course Guide Number
Three written papers as follows:		
1.	(a) Macro-Economics I	EC413
	or (b) Macro-Economics II	EC414
2.	(a) Micro-Economics I	EC411
	or (b) Micro-Economics II	EC412
3.	(a) Methods of Economic Investigation I	EC402
	or (b) Methods of Economic Investigation II	EC403
AND		
4.	One of the following options:	
	(a) History of Economic Thought	EC420
	(b) International Economics	EC421
	(c) Public Financial Policy	EC438
	(d) Labour Economics	EC423
	(e) Monetary Economics	EC424
	(f) Public Economics	EC426
	(g) Economics of Industry	EC427
	(h) The Economics of Less Developed Countries	EC428
	(i) Reform of Economic Systems	EC429
	(j) Capital Markets	EC430
	(k) Any other field of Economics approved by the candidate's teachers	

In addition, all candidates for the M.Sc. in Economics are required to submit an extended essay, of maximum length 6,000 words. The extended essay will, save in exceptional circumstances, be linked to the option paper selected under paper 4 above. The extended essay will count for one-half of the marks for the student's paper.

In exceptional circumstances, a candidate may, subject to the approval of the Department, substitute for one of the papers under 1, 2 or 3 a paper in a second subject under 4.

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Regulations for students not registered for the M.Sc. in Economics

Students not registered for the M.Sc. in Economics (or for another graduate degree in the Economics Department), may take one or more papers from the M.Sc. in Economics subject to the regulations of the degree for which they are registered, and:

- For papers 1, 2 and 3 (Macro, Micro, MEI), with the agreement of the appropriate course lecturer and the confirmation in writing of the M.Sc. in Economics course tutor.
- For any of the options under paper 4, with the agreement of the course lecturer. Students from outside the Department should note that they may take only one paper under option 4, and that they will not normally be required to write an extended essay.

Dates of Examination

Written papers	June
Extended essay	At the beginning of the Summer Term.

M.Sc. Econometrics and Mathematical Economics

Duration of Course of Study

Full-time: One academic year, unless Preliminary Year is taken.

Part-time: At least two academic years.

Examination

Candidates will be examined on courses to the value of four whole units. The examination for each whole unit will be by means of a three-hour written examination (except for 4(d)). For each half-unit the examination will be by means of a two-hour written examination. In addition course work may also be assessed.

Paper Number	Paper Title	Course Guide Number
1.	Two half-units consisting of: Quantitative Techniques and either	EC480
	(a) Advanced Econometric Theory	EC481
	or (b) Advanced Mathematical Economics	EC470
2.	Two half-units from the following:	
	(a) Quantitative Microeconomics	EC472
	(b) Quantitative Macroeconomics	EC473
	(c) Topics in Advanced Econometrics	EC482
	(d) Topics in Advanced Mathematical Economics	EC471
	(e) Basic Time Series and Stochastic Processes	ST407
3.	One of the following:	
	(a) Two half-units from 1(a)-(b), 2(a)-(e)	
	(b) Microeconomics II (<i>not if Microeconomics I was taken in the preliminary Year</i>)	EC412
	(c) Macroeconomics I (<i>not if Macroeconomics II was taken in the preliminary Year</i>)	EC413
	(d) Macroeconomics II	EC414
	(e) A paper in Economics to the value of one unit, approved by the candidate's teacher	
4.	One of the following:	
	(a) Two papers from the following list:	
	(i) One further paper from 1 or 2	
	(ii) One further paper from 2	
	(iii) Further Time Series and Stochastic Processes	ST408
	(iv) Regression Diagnostics and Robustness	ST406
	(v) One half-unit in Statistics approved by the candidate's teachers	
	(b) Game Theory for Economists	EC483

Paper Number	Paper Title	Course Guide Number
(c)	A unit or two half-units in Statistics or Mathematics approved by the candidate's teachers and the Programme Director	
(d)	An essay or project of not more than 10,000 words	

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Dates of Examination

Written Papers	June
Essay/Report	1 June

Preliminary Year

This is intended for students without a satisfactory background in both economics and mathematics. Before being allowed to proceed to the final year of the M.Sc. as described above, students must pass **at a sufficiently high standard** in three examinations, selected from the following list with a view to filling in their gaps in economics, mathematics or statistics. However, students will normally be expected to attend four courses during the preliminary year.

Paper Number	Paper Title	Course Guide Number
1.	Econometric Theory	EC309
2. & 3.	Two papers from the following list:	
(a)	Further Mathematical Methods (Calculus) and Further Mathematical Methods (Linear Algebra)	MA200
(b)	Probability, Distribution Theory and Inference	MA201
(c)	Mathematical Economics	ST202
(d)	(i) Microeconomics I	EC319
or	(ii) Microeconomics II	EC411
(e)	A paper approved by the candidate's teachers and the Programme Director	EC412

In addition, preliminary year students are required to attend two seminars:

Preliminary Year Seminar in Economics	EC460
Preliminary Year Seminar in Econometrics	EC461

Course Guides

EC400

Mathematics for MSc Economics (September Course)

Teacher Responsible: Mr. U. Haegler, Room S680
Availability and Restrictions: This course is for the M.Sc. in Economics, and for other graduate students only with the permission of Mr. U. Haegler. Students should have completed introductory courses in the elements of matrix algebra and one-variable calculus.
Course Syllabus: The aim of this course is to provide students with the essential mathematical background for the core courses of the M.Sc. Economics programme.

Course Content: The course begins with a concise review of the elements of matrix algebra and one-variable differential calculus. It continues with a treatment of multivariate differential calculus, classical optimisation techniques, convexity and concavity, and then covers comparative statics analysis. It concludes with treatments of linear differential equations, stability, and phase diagrams.

Teaching Arrangements:

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 class.

Reading List: Lecture handouts are made available to students taking the course. The main textbook is A. Chiang, *Fundamental Methods of Mathematical Economics*, McGraw-Hill, 1984. Other useful books are: C. P. Simon & L. Blume, *Mathematics for Economists*, W. W. Norton, 1994; S. Glaister, *Mathematical Methods for Economists*, Basil Blackwell, 1984; P. Lambert, *Advanced Mathematics for Economists*, Basil Blackwell, 1985; C. Birchenhall & P. Grout, *Mathematics for Modern Economics*, Philip Allan, 1984; B. Beavis & I. Dobbs, *Optimization and Stability Theory for Economic Analysis*, Cambridge, 1990. The relevant chapters of Edward T. Dowling, *Schaum's Outline of Theory and Problems of Mathematics for Economists*, McGraw Hill, 1992 may also be useful.

Assessment Methods: A three-hour written examination at the end of September.

EC401

Statistics for MSc Economics (September Course)

Teacher Responsible: Dr. B. Blight, Room S212
Availability and Restrictions: This course is for the M.Sc. in Economics, M.Sc. in Economics and Philosophy, M.Sc. Economics and Finance, and for other graduate students only with the permission of Dr. E. Kuska.

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 M.Sc. Economics programme.

Course Content: Descriptive measures, probability, random variables, point and interval estimation, hypothesis testing, correlation and regression, introduction to time series.

Teaching Arrangements:

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 Methods: A three-hour written examination at the end of September.

EC402

Methods of Economic Investigation I

Teachers Responsible: Dr. H. Wills, Room S682, Dr. V. Hajivassiliou, Room S564 and Mr. J. J. Thomas, Room S677

Availability and Restrictions: The course is for the M.Sc. in Economics, M.Sc. in Economics and Philosophy, and for other graduate students only with the agreement and confirmation, in writing, of the M.Sc. (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.

Course Content: Main Course Outline:

1. Regression models with fixed regressors (simple and multiple). Least squares. Goodness of fit and hypothesis testing.
2. Regression models with stochastic regressors.
3. An example of regression using experimental data estimating labour supply, the Seattle-Denver Income Maintenance Experiment.
4. The partitioned regression model, multicollinearity, misspecification, omitted and added variables.
5. An example of the omitted variable problem. The omission of ability in the determination of the rate of return of schooling.
6. Asymptotic Theory and its application to the regression model.
7. Heteroskedasticity and Generalized Least Squares.
8. Measurement Errors and Instrumental Variables.
9. The method of maximum likelihood.
10. Sample Selection Bias, an application of maximum likelihood.
11. The analysis of time series. Basic concepts; the autoregressive process; asymptotic theory.
12. Regression models in time series. Distributed lags; autocorrelated disturbances; estimation methods.
13. Diagnostic tests, model selection.
14. Simultaneous equations. Structural and reduced forms; identification, two stage least squares. Dynamic simultaneous equation systems.

15. Co-integration and error correction models.
16. Rational expectations - theory and econometric practice.

Supplementary Course Outline: Mr. J. Thomas

The lectures are concerned with practical econometrics and cover the use of the standard computer packages in econometrics including practical exercises.

Teaching Arrangements:

Lectures EC402.: Main course 40 (twice weekly) Michaelmas and Lent Terms.

Supplementary course eight (once fortnightly) Michaelmas and Lent Terms.

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: The text will be either J. Johnston, *Econometric Methods* or W. H. Greene, *Econometric Analysis* (3rd edn.). The second part of the course will use A. Harvey, *The Economic Analysis of Time Series* (2nd edn.) Harvester Wheatsheaf.

Assessment Methods: A three-hour written examination in the Summer Term. There will be approximately ten questions. The first question (which will be compulsory and account for 60 per cent of the marks) will contain short problems.

EC403**Methods of Economic Investigation II**

Teachers Responsible: Dr. M. Schafgans, Room S584 and Dr. V. Hajivassiliou, Room S564

Availability and Restrictions: This course is for the M.Sc. in Economics, as an advanced alternative to **Methods of Economic Investigation I** and for the M.Sc. in Economics and Finance and for other graduate students only with the agreement and confirmation, in writing, of the M.Sc. (Economics) course tutor. Such permission will be granted only in exceptional circumstances. Students should normally have completed an undergraduate course in econometrics and statistical theory. Knowledge of linear algebra, calculus and statistical theory is essential.

Core Syllabus: The course aims to present the techniques of empirical investigation in economics. This is a successor course to **Methods of Economic Investigation I** or an equivalent undergraduate course and is concerned with more advanced techniques.

Course Content: The course will include a selection of the following topics:

I. Cross-section techniques

1. Overview of the Multivariate Regression Model. Constrained Estimation.
2. Maximum Likelihood Estimation. Wald, Likelihood Ratio, and Lagrange Multiplier tests. Hausman tests. Application of the LM and Hausman approaches to the linear regression model.
3. Systems of Simultaneous Equations. Identification, Recursive systems. Estimation, SURE, 2SLS, 3SLS, FIML.
4. Models of discrete dependent variables, logit, probit, the random utility model. Sample selection

bias. Truncated and censored dependent variables. Duration-hazard models.

II. Time Series

1. An overview of multivariate regression theory for stationary variables. Maximum Likelihood. Martingale differences, ARCH and GARCH.

2. Simultaneous equations for stationary dynamic systems. VARs.

3. Single Equation Theory for non-stationary variables. Cointegration.

4. Simultaneous equation theory and cointegration for non-stationary systems.

III. Panel Data

1. One-way structured datasets. Fixed and Random effects models.

2. Panel data.

3. Dynamic models.

Teaching Arrangements:

Lectures EC403.: 40 (twice weekly) Michaelmas and Lent Terms

Classes EC403.A.: 20 Sessional

Written Work: Exercises are provided each week and they are discussed in class. In order to have any chance of completing the course successfully, these exercises must be attempted.

Reading List: W. H. Greene, *Econometric Analysis* (3rd edn.) and A. Harvey, *The Economic Analysis of Time Series*.

Assessment Methods: A three-hour written examination in the Summer Term.

EC411**Microeconomics I**

Teachers Responsible: Professor J. Sutton, Room R424A, Professor K. Roberts, Room S477 and

Professor T. Besley, Room R428

Availability and Restrictions: This course is for the M.Sc. in Economics, M.Sc. Economics and Finance, M.Sc. in Economics and Philosophy and for other graduate students only with the agreement and confirmation, in writing, of the M.Sc. (Economics) course tutor. Such permission will be granted only in exceptional circumstances. Students should have completed an undergraduate economics degree or equivalent. A 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. The coverage of this course is not as wide as **Microeconomics II** and the technical requirements are lower. The depth of the analysis is, however, at an equivalent level.

Course Content: There are four broad headings. **Consumer Theory:** including such topics as labour supply and incentives, first and second best, efficient pricing policy, intertemporal allocation, uncertainty. **The Competitive Firm:** including the objectives of the firm, cost and profit functions, uncertainty, investment. **Imperfect Competition:** this will

include monopoly, oligopoly, product differentiation, imperfect information, and a range of applications. **General Equilibrium, Trade and Welfare:** the two sector model of general equilibrium, the Heckscher-Ohlin paradigm, monopolistic competition and international trade.

Teaching Arrangements:

Lectures EC411.: 20 x two-hours Michaelmas and Lent Terms.

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 Summer Term.

Reading List: The course will draw on a variety of texts, the main ones being: H. R. Varian, *Microeconomic Analysis* (2nd edn.), Norton; J. R. Green, A. Mas-Colell & M. D. Whinston, *Microeconomic Theory*, Oxford; P. R. G. Layard & A. A. Walters, *Microeconomic Theory*, McGraw-Hill; H. Gravelle & R. Rees, *Microeconomics*, Longman; A. B. Atkinson & J. E. Stiglitz, *Lectures in Public Economics*, McGraw-Hill; A. Deaton & J. Muellbauer, *Economics and Consumer Behaviour*, Cambridge University Press; N. Ireland, *Product Differentiation and Non-Price Competition*.

More detailed readings will be given at the beginning of the course and some notes will be provided where textbook coverage is inadequate.

Assessment Methods: A three-hour written examination in the Summer Term. Half the marks given for about 8 short compulsory questions, and half for two other questions (chosen from about six).

EC412**Microeconomics II**

Teachers Responsible: Professor J. Hardman Moore, Room S478 and Mr. G. Keller

Availability and Restrictions: This course is for the M.Sc. in Economics, and for other graduate students only with the agreement and confirmation, in writing, of the M.Sc. (Economics) course tutor. Such permission will be granted only in exceptional circumstances. A good undergraduate knowledge of economic theory and calculus is required.

Core Syllabus: The aim of the course is to provide a firm grounding in microeconomic theory. It will seek to identify areas where the present theoretical treatment is unsatisfactory and new approaches are needed.

Course Content: Microeconomics of the household (including consumption and labour supply) and of the firm. General equilibrium theory. Welfare economics. Theory of information and uncertainty. Contract theory.

Teaching Arrangements:

Lectures EC412.: 20 x two hours Michaelmas and Lent Terms.

Classes EC412.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 Summer Term.

Reading List: General. The course will draw on a variety of sources, including the following texts: D. M. Kreps, *A Course in Microeconomic Theory*,

Harvester Wheatsheaf; H. R. Varian, *Microeconomic Analysis* (3rd edn.), Norton; A. B. Atkinson & J. E. Stiglitz, *Lectures on Public Economics*, McGraw-Hill; A. Deaton & J. Muellbauer, *Economics and Consumer Behaviour*, Cambridge University Press. **Assessment Methods:** A three-hour written examination in the Summer Term.

EC413**Macroeconomics I**

Teacher Responsible: Professor C. R. Bean, Room R423A

Availability and Restrictions: This course is for the M.Sc. in Economics, M.Sc. in Economics and Finance and M.Sc. in Economics and Philosophy. Other graduate students may attend only with the agreement and confirmation, in writing, of the M.Sc. (Economics) course tutor. Such permission will be granted only in exceptional circumstances. Students should have completed an economics degree or equivalent. A knowledge of differential calculus will also be assumed.

Core Syllabus: The aim of the course is to give a wide-ranging survey of modern macroeconomics. While the course will require the use of mathematical methods, the overall presentation will be less rigorous than **Macroeconomics II**. The course will cover many of the same topics as **Macroeconomics II** but in less depth and less prior knowledge will be assumed.

Course Content:

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 thereof; 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; the consumption-based capital asset pricing model.

Investment: neo-classical and 'q' models.

Classical Growth: the Solow model; the Ramsey-Cass-Koopmans model; overlapping generations and Ricardian equivalence.

Endogenous Growth: the role of human capital formation and technical change in the growth process and the impact of government policy on growth.

Real Business Cycles: Equilibrium models of business cycles driven by supply shocks.

Teaching Arrangements:

Lectures EC413.: 40 Michaelmas and Lent Terms.

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 Summer Term.

Reading List: There are no texts which correspond exactly to the material of the course. D. Romer, *Advanced Macroeconomics*, is the most useful. D. K. H. Begg, *The Rational Expectations Revolution in Macroeconomics*, O. Blanchard & S. Fischer, *Lectures in Macroeconomics* W. H. Branson, *Macroeconomic Theory and Policy* and S. M. Sheffrin, *Rational Expectations* are also relevant. The primary source of reading is published articles, however, and a full list will be available at the start of the course.

Assessment Methods: A three-hour written examination in the Summer Term. Fifty per cent of the marks are given for seven short questions, and the remainder for two (out of four) long questions.

EC414

Macroeconomics II

Teachers Responsible: Professor C. Pissarides, Room S678 and Professor N. Kiyotaki, Room S675

Availability and Restrictions: This course is for the M.Sc. in Economics, for those who already have a good background in macroeconomics and plan to do post-M.Sc. research in the subject, and for other graduate students only with the agreement and confirmation, in writing, of the M.Sc. (Economics) course tutor. Such permission will be granted only in exceptional circumstances. The course assumes a working knowledge of the mathematical techniques commonly used in macroeconomics.

Core Syllabus: The course does not aim to be as comprehensive in its coverage as **Macroeconomics I**. Instead fewer topics will be covered in greater depth.

Course Content: The course begins with a brief treatment of balanced growth models. It then considers endogenous growth; fluctuations around the balanced growth path, including monetary fluctuations; real business cycles; employment fluctuations and persistence; monopolistic competition and new Keynesian economics. Models used include infinite-horizon perfect foresight models, stochastic equilibrium models, adjustment costs, and equilibrium search. Techniques include classical optimisation, stochastic control, stochastic dynamic programming, and stability of differential and difference equations. Lectures and classes are devoted to techniques when appropriate.

Teaching Arrangements:

Lectures EC414.: 40 Michaelmas and Lent Terms.

Classes EC414.A: 20 Sessional.

Written Work: Two pieces of written work are set each term, at least one of which is in the form of a mock examination.

Reading List: Original journal articles are the best source of material but some textbooks are recommended: D. Romer, *Advanced Macroeconomics*, McGraw Hill, 1996; O. J. Blanchard & S. Fischer, *Lectures in Macroeconomics*, MIT Press, Cambridge MA, 1989; T. J. Sargent, *Macroeconomic Theory* (2nd edn.), Academic Press, New York, 1987; T. J. Sargent, *Dynamic*

Macroeconomic Theory, Harvard University Press, Cambridge MA, 1987; and N. L. Stokey & R. E. Lucas, Jr. with E. C. Prescott, *Recursive Methods in Economic Dynamics*, Harvard University Press, Cambridge MA, 1989.

Assessment Methods: A three-hour written examination in the Summer Term. A quarter of the marks are given for five (out of six) short questions, and the remainder for three (out of six) long questions.

EC420

History of Economic Thought

Teacher Responsible: Dr. M. Perlman, Room S378
Availability and Restrictions: This course is for the M.Sc. in Economics and the M.Sc. in Economic History. Other graduate students may take this course only with the permission of the course lecturer.

Core Syllabus: The course traces the development of monetary and macroeconomic theory from about the beginning of the eighteenth until the beginning of the twentieth century. It examines the recurring theoretical debates in the light of modern economic analysis and the very similar modern controversies.

Course Content: The major authors studied are Hume, Cantillon, Thornton, Ricardo, Fullarton, J. S. Mill, Wicksell and Marshall. Two important monetary controversies, the Bullionist and Currency Banking School controversies, will be examined in detail.

Teaching Arrangements:

Lectures EC420.: 20 Michaelmas and Lent Terms.

Seminars: 25 Sessional devoted to the analytical reading of texts.

For relevant background students will be asked to attend the 10 lectures in the Michaelmas Term for EC311.

Written Work: Students will be expected to produce seminar papers.

Reading List: Apart from the original texts, the following general histories may be consulted: J. Viner, *Studies in the Theory of International Trade*, L. Robbins, *Robert Torrens and the Evolution of Classical Economics*; J. R. Hicks, *Critical Essays in Monetary Theory*.

Assessment Methods: A three-hour written examination in the Summer Term. Additionally, students taking the M.Sc. in Economics will be required to submit an extended essay at the beginning of the Summer Term; for such students the written examination and the extended essay will each count for half of the marks.

EC421

International Economics

Teachers Responsible: Professor A. Venables, Room S277 and Dr. F. Ortalo-Magné, Room S475

Availability and Restrictions: This course is for the M.Sc. in Economics, and for other graduate students only with the permission of the course lecturer. Students should have completed a course in intermediate level microeconomics, including calculus.

Core Syllabus: A graduate course in international economics developing trade theory and its application to policy.

Course Content: Comparative advantage and the gains from trade. Theories of comparative advantage. The theory of trade policy. International institutions and trade policy. Intra-industry trade and market structure. Trade and economic development. Empirical implementation of trade models. Economic integration, theories and evidence (especially EC and the North American free trade area).

International trade and economic geography. Trade, technology and growth.

Teaching Arrangements: Lectures and classes EC421.: 44 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; P. Krugman & E. Helpman, *Trade Policy and Market Structure*, MIT, 1989; R. Jones & P. Kenen (Eds.), *Handbook of International Economics*, North Holland, 1984; E. Leamer, *Sources of Comparative Advantage: Theories and Evidence*, MIT, 1984; P. Krugman, *Economic Geography*, MIT, 1991.

Assessment Methods: A three-hour written examination in the Summer Term. Additionally, students taking the M.Sc. in Economics will be required to submit an extended essay at the beginning of the Summer Term; for such students the written examination and the extended essay will each count for half of the marks.

EC423

Labour Economics

Teacher Responsible: Professor R. Layard, Room R463

Availability and Restrictions: This course is for the M.Sc. in Economics and other graduate students only with the permission of the course lecturer. Students should have completed an intermediate level microeconomics and macroeconomics course.

Core Syllabus:

The course deals with two main issues:

(i) Unemployment and inflation

(ii) Labour supply and wage structure.

Each part draws on up-to-date theory to confront the empirical evidence.

Course Content:

(i) Unemployment and inflation.

We develop theories and evidence which will explain the post-War experience of OECD countries. The theories allow for non-market-clearing, and examine the role of unions, efficiency wages, unemployment benefits and structural mismatch. They show how demand and supply shocks can drive unemployment from its equilibrium level and how such deviations can persist. They also provide a framework for examining how unemployment can be reduced.

(ii) Labour supply and wage structure.

A central problem in economic policy is how far reducing income inequality will blunt incentives to work and to acquire skills. The course examines the extent to which labour supply is affected by financial

incentives. It then shows how the interaction of supply and demand determines the structure of wages. Special attention is also given to theories of screening and firm-specific training.

Teaching Arrangements: EC423.: A weekly 2 1/2 hour session, consisting of 25 lectures and 10 classes (EC423.1A), Michaelmas and Lent Terms. 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 essay.

Reading List: Mainly articles. The first part of the course draws heavily on R. Layard, S. Nickell & R. Jackman, *Unemployment: Macroeconomic Performance and the Labour Market*, OUP, 1991.

The following book will also be useful: O. Ashenfelter & R. Layard (Eds.), *Handbook of Labour Economics*.

A detailed reading list will be provided at the beginning of the course.

Assessment Methods: A three-hour written examination in the Summer Term. Additionally, students taking the M.Sc. in Economics will be required to submit an extended essay at the beginning of the Summer Term; for such students the written examination and the extended essay will each count for half of the marks.

EC424

Monetary Economics

Teachers Responsible: Professor C. A. E. Goodhart, Room G405 and Professor N. Kiyotaki, Room S675

Availability and Restrictions: This course is for the M.Sc. in 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.

Course Content: (Professor C. A. E. Goodhart) The role of money in the exchange process. Money as an asset. Demand for, and supply of, money. Banking treated as an industry. The theory of financial intermediation and credit rationing. Determination of interest rates. The theory of monetary policy. Rules versus discretion. Monetary targets. International monetary issues. Exchange rate determination. ERM and EMU.

Course Content: (Professor N. Kiyotaki) The interaction of money, credit and financial intermediaries with aggregate economic activities. The topics include theoretical foundations of money and intermediation, interaction of credit, asset prices and output over the business cycle and in economic growth, and the role of monetary policy.

Teaching Arrangements:

Lectures/classes EC424.: 43 hours Sessional

There will be both some essays and, probably, a mock examination at the end of the Michaelmas Term. 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 Methods: A three-hour written examination in the Summer Term. Additionally, students taking the M.Sc. in Economics will be required to submit an extended essay at the beginning of the Summer Term; for such students the written examination and the extended essay will each count for half of the marks.

EC425

The Economics of Regional and Urban Planning Studies

See entry in the M.Sc. Regional and Urban Planning Studies section under Interdepartmental Degrees.

(This course is not available to M.Sc. in Economics students.)

EC426

Public Economics

Teachers Responsible: Professor F. Cowell, Room R416B and Dr. J. Leape, Room R502

Availability and Restrictions: This course is for the M.Sc. in Economics, and for other graduate students only with the permission of the course lecturer. Students should have completed an intermediate level course in microeconomics.

Core Syllabus: A course in the principles of public economics, covering both normative and positive aspects of the subject. The material covered will include theoretical and empirical studies of taxation and government spending.

Course Content: Theories of the state. Measurement of inequality and poverty. Theory of public goods. Public provision of private goods: health and education. Models of voting, pressure groups and bureaucracies. Division of taxing and spending responsibilities between tiers of government. Tax evasion. Impact of taxes on household decisions with respect to labour supply, savings and risk taking. Optimum taxation and the design of fiscal policy. Corporate taxation and corporate financial policy. Taxes and investment. General equilibrium models of corporate finance. Taxes and asset markets.

Teaching Arrangements:

Lectures EC426.: 20 x two hours Michaelmas and Lent Terms.

Students may also be required to attend specified lectures for course EC438.

Classes EC426.A: 8 Lent Term.

Attention is also drawn to **Issues in Taxation Seminar (Dr. Leape and Professor Avery Jones) LL900.**: 8 Monthly, Sessional.

Reading List: A. B. Atkinson & J. E. Stiglitz, *Lectures on Public Economics*, McGraw-Hill, 1980; F. Cowell, *Measuring Inequality* (2nd edn.), Harvester Wheatsheaf, 1994; G. Myles, *Public Economics*, Cambridge University Press, 1994; A. Auerbach & M. S. Feldstein (Eds.), *Handbook of*

Public Economics, Vols. I and II, North-Holland; M. A. King, *Public Policy and the Corporation*, Chapman and Hall, 1977; D. Bös, *Privatisation: A Theoretical Treatment*, Oxford University Press, 1991.

Assessment Methods: A three-hour written examination in the Summer Term. Additionally, students taking the M.Sc. in Economics will be required to submit an extended essay at the beginning of the Summer Term; for such students the written examination and the extended essay will each count for half of the marks.

EC427

The Economics of Industry

Teacher Responsible: Professor J. Sutton, Room R424a

Availability and Restrictions: This course is for the M.Sc. in Economics, M.Sc. in Accounting and Finance, and for other graduate students only with the permission of the course lecturer.

Core Syllabus: A graduate course in Industrial Organization, which aims to provide students with a working knowledge of current theory, and to develop the applications of that theory in the area of Competition Policy (Anti-trust).

Course Content: Prerequisites in Game Theory, An introduction to current developments in Oligopoly Theory. A formal analysis of conduct in concentrated industries (cartel stability, limit pricing, predatory pricing, etc.), empirical implementation of oligopoly models. Explaining industrial structure: some theoretical and empirical perspectives. Economics of scale, etc. R. & D. advertising. Vertical restraints. The theoretical foundations of competition policy (anti-trust). A detailed study of selected cases, drawn from the U.K., the EEC and the U.S. (Class assignments will be based on an analysis of these cases). A strong background in intermediate level microeconomic theory.

Teaching Arrangements: 20 lectures EC427 and 20 classes in the Michaelmas and Lent Terms.

Reading List: Two books which provide a basic framework are J. Tirole, *Theory of Industrial Organization*, MIT Press, 1989 and J. Sutton, *Sunk Costs and Market Structure*, MIT Press, 1991. A full reading list will be supplied at the beginning of the course.

Assessment Methods: A three-hour written examination in the Summer Term. Additionally, students taking the M.Sc. in Economics will be required to submit an extended essay at the beginning of the Summer Term; for such students the written examination and the extended essay will each count for half of the marks.

EC428

The Economics of Less Developed Countries

Teacher Responsible: Professor T. Besley, Room R428

Availability and Restrictions: This course is for the M.Sc. in 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.

Course Content: The aim of the course is to develop students' research abilities in development economics by examining a large number of current topics both theoretical and applied. The topics covered include: (i) neoclassical models of capital accumulation, endogenous growth, industrialization and the big push, income distribution and growth, risk-sharing and government policy, commodity price stabilization, formal and informal risk-sharing institutions, savings. Credit markets and economic performance. Poverty alienation policy. (ii) Resource allocation within households. Behaviour of cooperatives. Incentives and Common Property. Land reform processes. Organisation and importance of non-governmental organisations. (iii) models of rural-urban migration and urban labour markets. Extent and nature of the urban informal sector. Policy initiatives in informal urban credit markets.

Teaching Arrangements:

Lectures EC428.1: 18 x two hours Michaelmas and Lent Terms.

Classes EC428.1A: 10 Michaelmas and Lent Terms.

Attendance at the Seminar EC428.2: 20 Michaelmas and Lent Terms is expected.

Written Work: Occasional written assignments will be expected throughout the Michaelmas and Lent Terms.

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; J. Thomas, *Informal Economic Activity* chapters 4 and 5.

Assessment Methods: A three-hour written examination in the Summer Term. Additionally, students taking the M.Sc. in Economics will be required to submit an extended essay at the beginning of the Summer Term; 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, Room S576, Professor R. Layard, Room R462 and Dr. C. Xu, Room S375

Availability and Restrictions: This course is for the M.Sc. in 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.

Core Syllabus: Theory of economic systems and transition economics.

Course Content:

Part A, 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, and responses of enterprises and whole economies to reforms.

Part B, given by Dr. Xu, discusses theoretical models of the information, incentive and co-ordination problems in economic institutions in general, and during major systematic reforms in particular. The applied section provides a comparative analysis of China and Eastern Europe.

Part C, given by (to be arranged), examines the causes of hyperinflations and the design of stabilization programmes; corruption and political economy issues in reform. Case studies from Latin America and transition economies are presented.

Part D, given by Professor Layard, considers the Russian economic reform as a case study, and covers in turn: the initial conditions and the pros and cons of 'shock' therapy; liberalisation of the product and foreign exchange markets; macroeconomic and credit policy; restructuring and unemployment; and privatisation.

Teaching Arrangements:

Lectures EC429.1.:

Part A: 15 Michaelmas and Lent Terms.

Part B: 10 Michaelmas Term.

Part C: Five Lent Term.

Part D: Five Lent Term

Seminar in Economic Reform EC429.2: 13 fortnightly Sessional.

The seminar discusses topics related to the course and students are advised to attend.

Written Work: There are no classes, but students may prepare essays for their supervisors.

Reading List: Reading lists will be distributed by the four lecturers at the start of the course.

Assessment Methods: A three-hour written examination in the Summer Term. Additionally, students taking the M.Sc. in Economics will be required to submit an extended essay at the beginning of the Summer Term; for such students the written examination and the extended essay will each count for half of the marks.

EC430

Capital Markets

Teacher Responsible: Dr. M. Bray, Room S476

Availability and Restrictions: This course is for the M.Sc. in Economics, M.Sc. 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 a knowledge of basic empirical techniques used in economics. A prior knowledge of R. A. Brealey & S. Myers, *Introduction to Corporate Finance* is desirable but not essential.

Core Syllabus: The course analyses the behaviour of households and companies in the capital markets, and the role of these markets in providing incentives and control mechanisms for corporations.

Course Content: Portfolio choice and asset pricing under certainty and uncertainty; options; the behaviour of asset markets with and without asymmetric information; rational expectations models, market efficiency and inefficiency, volatility; market microstructure; the Modigliani-Miller theorem; taxation, capital structure and dividend policy; agency and asymmetric information models of finance; investment; mergers and acquisitions.

Teaching Arrangements:

Lectures EC430.1: 20 x 1.5 hours Sessional.
Classes EC430.1A: 20 Sessional.

Assessment Methods: A three-hour written examination in the Summer Term. Additionally, students taking the M.Sc. in Economics will be required to submit an extended essay at the beginning of the Summer Term; for such students the written examination and the extended essay will each count for half of the marks.

EC433

The Economic Organisation of the European Union

Teacher Responsible: Mr. A. Marin, Room S566

Availability and Restrictions: This course is for the M.Sc. in European Studies and the M.Sc. in Politics of the World Economy. It is also available for other graduate students with the consent of the course lecturer. Students who have not previously studied economics should also take **Basic Economic Concepts** (EC433.1) during the Michaelmas Term to acquire the necessary background. **(This course is not available to M.Sc. in Economics students.)**

Core Syllabus: The course covers various economic aspects of the EC. These include the gains/losses from formation of a common market, the European Monetary System, the Common Agricultural Policy, regional policy, relations with non-members.

Course Content: The course covers various economic aspects of the EC. It examines some areas of current policy concern from the economic viewpoint and also provides an economic analysis of the process of integration of the member states.

Teaching Arrangements:

Lectures EC433.2: 20 Michaelmas and Lent Terms.
Seminars EC433.3: 15 per group Sessional.
Seminars are given by students. A mid-year examination is given to help assess students progress (see M.Sc. European Studies description).

Written Work: As well as a seminar presentation, students are expected to do two written essays for the seminar teacher.

Reading List: A detailed reading list will be given out at the beginning of term. Many of the topics are partially covered in D. Swann, *The Economics of the Common Market*; T. Hitiris, *European Community Economics*; A. El Agra (Ed.), *The Economics of the European Community*.

Assessment Methods: A three-hour written examination in the Summer Term, with three questions to be answered out of about nine.

EC438

Public Financial Policy

Teachers Responsible: Professor T. Besley, Room R428, Professor C. A. E. Goodhart, Room G405 and Dr. C. D. Scott, Room S375

Availability and Restrictions: This course is for the M.Sc. in 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. This course may not be taken by students also taking **Public Economics**.

Core Syllabus: The aim of this course is to give students a rigorous introduction to the analysis of public policy issues. The course includes an analysis of the role of government, macroeconomic policy issues and issues in international finance.

Course Content:

Part A: Microeconomic Policy Analysis (Professor Besley). The role of government, alternative models of government decision-making. Revenue-raising: design of tax systems, public debt. Government production: public goods provision, cost benefit analysis. Market failure and regulation of economic activity.

Part B: Macroeconomic Policy Analysis (Dr. C. D. Scott and Professor C. A. E. Goodhart). The role of the central bank: money supply and demand, the transmission mechanism, issues in commercial bank regulation/financial sector reform, stabilisation from high inflation. Determinants of the balance of payments; external debt crises in less developed countries, issues/current procedures resolving debt crises. Macroeconomic forecasting and programming. What determines growth: theory and empirical evidence.

Teaching Arrangements:

Lectures EC438: 10 Lent Term
Students may also be required to attend specific lectures for the course EC426.

Classes EC438.A: 20 Sessional

Written Work: As required in classes.

Reading List: A List of journals and papers will be distributed at the start of each term.

Assessment Methods: A three-hour written examination in the Summer Term. Additionally, students taking the M.Sc. in Economics will be required to submit an extended essay at the beginning of the Summer Term; for such students the written examination and the extended essay will each count for half of the marks.

EC470

Advanced Mathematical Economics

(Half unit course)

Teachers Responsible: Mr. U. Haegler, Room S680 and Mr. G. Keller

Availability and Restrictions: This course is for the M.Sc. in Econometrics and Mathematical Economics and for other graduate students with the permission of the course lecturer. Students should have completed **Quantitative Techniques**.

Core Syllabus: (i) Recursive economic analysis (ii) Contracts: real and financial.

Course Content: (i) Applications of dynamic programming techniques in discrete-time deterministic frameworks; extensions to stochastic shocks will also be considered; topics will include growth, investment, human capital accumulation, learning by doing, learning by experimentation, asset pricing and search theory. Details on (ii) will be provided at the start of the session.

Teaching Arrangements: Lectures EC470: 19 x two hours Michaelmas and Lent Terms.

Reading List: The main text for (i) is N. L. Stockey and R. E. Lucas, *Recursive Methods in Economic Dynamics*. Further reading will be indicated at the start of the session.

Assessment Methods: A two-hour written examination in the Summer Term.

EC471

Topics in Advanced Mathematical Economics

Teacher Responsible: Professor J. Hardman Moore, Room S478

Availability and Restrictions: This course is for the M.Sc. in Econometrics and Mathematical Economics and for other graduate students with the permission of the course lecturer. **Advanced Mathematical Economics** should be taken concurrently.

Course Content: Three series of 10 lectures on specialised topics in mathematical economics are provided. Recent topics include: intertemporal economics; the theory of finance; bargaining theory; and search and the foundation of a theory of markets.

Teaching Arrangements: Lectures EC471: 15 x two hours Michaelmas and Lent Terms

Assessment Methods: A two-hour written examination in the Summer Term.

EC472

Quantitative Microeconomics (Half unit course)

Teachers Responsible: Dr. H. Wills, Room S682 and Dr. M. Schafgans, Room S584

Availability and Restrictions: This course is for the M.Sc. 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 I**. Students must be prepared to read journal articles with a difficult mathematical and statistical content.

Core Syllabus: This course is concerned with the application of econometric techniques to modelling the behaviour of individual economic agents (households and firms).

Course Content: The lecture course covers a wide range of topics in applied microeconomics with a view to illustrating the interplay between models, data and methods.

Teaching Arrangements: Lectures EC472: 10 x two hours Lent Term.

EC473

Quantitative Macroeconomics

Teacher Responsible: Professor M. Desai, Room Y314

Availability and Restrictions: This course is for the M.Sc. in Econometrics and Mathematical Economics and for other graduate students with the permission of the course lecturer.

Core Syllabus: The course highlights the interface between modern macroeconomic theory and empirical work, focussing on a range of methodologies. Three topics in particular will be discussed: panel data dynamics; VAR models; dynamically evolving distributions.

Course Content: The emphasis will be on the connection between economic theory and empirical evaluation.

Teaching Arrangements:

Lectures EC473: 10 x 2 hours Michaelmas Term.
Seminars: 10 x 2 hours Lent Term.

Written Work: Students will make seminar presentations in Lent Term. Participation and contribution will be noted.

Reading List: Articles will be assigned at the start of the course.

Assessment Methods: A two-hour written examination in the Summer Term; three-page seminar handout in Lent Term.

EC480

Quantitative Techniques (Half unit course)

Teachers Responsible: Mr. G. Keller and Mr. C. Michelacci

Availability and Restrictions: This course is for the M.Sc. in Econometrics and Mathematical Economics and for other graduate students with the permission of the course lecturer.

Core Syllabus: Asymptotic statistical theory, matrix calculus, numerical methods.

Teaching Arrangements: Lectures EC480: 10 x two hours Michaelmas Term.

Classes: 10 Michaelmas Term.

Reading List: No one book covers the entire syllabus; a list of references will be provided at the start of the course, and lecture notes will be circulated.

Assessment Methods: A two-hour written examination in the Summer Term.

EC481

Advanced Econometric Theory (Half unit course)

Teacher Responsible: Mr. D. Marinucci, Room S379

Availability and Restrictions: This course is for the M.Sc. in Econometrics and Mathematical Economics and M.Sc. in Statistics and for other graduate students with the permission of the course lecturer. Students should have completed **Quantitative Techniques**.

Core Syllabus: Simultaneous equations systems, identification, estimation, asymptotic behaviour of estimators and hypothesis testing.

Course Content: Multiple equation systems, identities and dynamics. Identification: observational equivalence, global and local identifiability. Linear-in-variables systems: identification, pseudo-maximum likelihood estimation, three-stage least squares estimation, minimum distance estimation. Consistency and asymptotic normality of general extremum estimates, and of simultaneous equations estimates. Nonlinear-in variables systems: maximum likelihood and instrumental variables estimates, optimal instrumental variables estimates for static and dynamic models, and models with autocorrelated disturbances. Hypothesis tests: Wald, generalized likelihood ratio and Lagrange multiplier tests, asymptotic null and local behaviour and consistency.

Teaching Arrangements:

Lectures/Classes EC481.: 10 x three-hours Lent Term.

Reading List: No book covers the syllabus, but a list of references will be provided at the start of the course, and lecture notes and relevant articles will be circulated.

Assessment Methods: A two-hour written examination in the Summer Term.

EC482

Topics in Advanced Econometrics

Teachers Responsible: Dr. V. Hajivassiliou, Room S564 and Dr. J. McCrorie

Availability and Restrictions: This course is for the M.Sc. in Econometrics and Mathematical Economics and for other graduate students with the permission of the course lecturer. **Advanced Econometric Theory** should be taken concurrently.

Course Content: The course consists of three series of ten lectures on specialized topics in econometrics. These lectures change from year to year. Presently they include: econometrics of structural change; non-parametric and semi-parametric estimation; simulation-based estimation; unit roots and cointegration.

Teaching Arrangements: Lectures EC482.: 30 Michaelmas and Lent Terms.

Reading List: No one book covers the entire syllabus; lists of references will be provided and lecture notes circulated.

Assessment Methods: A two-hour written examination in the Summer Term.

EC483

Game Theory for Economists

Teacher Responsible: Mr. U. Haegler, Room S680

Availability and Restrictions: This course is for the M.Sc. 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. The course covers strategic-form games of perfect information (Nash and correlated equilibria and rationalizability), dynamic games of perfect information (subgame perfection, bargaining and repeated games, complexity) static games with imperfect 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 Arrangements: Lectures/classes EC483.: 40 Michaelmas and Lent Terms.

Assessment Methods: A three-hour written examination in the Summer Term.

Department of Economic History

M.Sc. Economic History: (A) Europe, America and Japan

Duration of Course of Study

Full-time: One calendar year. *Part-time:* Two calendar years.

Examination

I Three written papers selected with the approval of the candidate's teachers as follows:

Paper Number	Paper Title	Course Guide Number
1.	Historical Analysis of Economic Change	EH400
2. & 3.	Two of the following:	
	The Origins of the World Economy, 1450–1750 - (not available 1997–98)	EH471
	Perspectives on the Industrial Revolution: A Study in Sources and Historiography (not available 1997–98)	EH410
	Capital Markets and Economic Development in Britain, Germany and the United States since 1870	EH470
	The World Economic Crisis, 1919–1945	EH430
	Interpreting Modern Business: The USA, Europe and Japan	EH455
	British Labour History, 1815–1939	EH425
	Latin American Development in the Twentieth Century: from liberalism to neo-liberalism	EH462
	Japanese Economic Development since the Late Nineteenth Century: National and International Perspectives	EH445
	The Economic Analysis of North American History (not available 1997–98)	EH435
	The Economic History of the European Community	EH450
	Topics in Quantitative Economic History	EH422
Either (a)	History of Economic Thought	EC420
or (b)	History of Accounting (not available 1997–98)	AC460
or (c)	Cobden, Free Trade and Europe, 1846–1882	HY403

and

II A dissertation of about 15,000 words on a topic approved by the candidate's teachers relating to one of the candidate's written papers.

Papers 1, 2 and 3 each account for 20% of total examination marks; the dissertation accounts for 40%.

When one of the listed courses is not taught, and in other exceptional circumstances, candidates may substitute for one of Papers 2 and 3 another course approved by their teachers. Students may take only one course taught outside the department.

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. One of the papers must be **Historical Analysis of Economic Change**. The second part will consist of the remaining paper and the dissertation, and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Dates of Examination

Written papers	May
Dissertation	mid-September

Candidates are required to submit a draft dissertation for supervisor's comments by the end of the Summer Term. This is a prerequisite for examination in September.

M.Sc. Economic History: (B) Patterns of Development, Africa, Asia and Latin America

Duration of Course of Study

Full-time: One calendar year. *Part-time:* Two calendar years.

Examination

I Three written papers selected with the approval of the candidate's teachers as follows:

Paper Number	Paper Title	Course Guide Number
1.	Historical Analysis of Economic Change	EH400
2 & 3.	Two of the following:	
	Markets and States in Developing Economies since c.1880	EH416
	The Origins of the World Economy, 1450-1750 (<i>not available 1997-98</i>)	EH471
	Latin American Development in the Twentieth Century: from liberalism to neo-liberalism	EH462
	African Economic Development in Historical Perspective	EH440
	Japanese Economic Development since the Late Nineteenth Century: National and International Perspectives	EH445
	Economic Development of East and Southeast Asia	EH446
	Topics in Quantitative Economic History	EH422
Either (a)	The Economics of Less Developed Countries	EC428
or (b)	Sociology of Development	SO404

and

II A dissertation of about 15,000 words on a topic approved by the candidate's teachers relating to one of the candidate's written papers.

Papers 1, 2 and 3 each account for 20% of total examination marks. The dissertation accounts for 40%.

When one of the listed courses is not taught, and in other exceptional circumstances, candidates may substitute for one of Papers 2 and 3 another course approved by their teachers. Students may take only one course taught outside the department.

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. One of the papers must be **Historical Analysis of Economic Change**. The second part will consist of the remaining paper and the dissertation, and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Dates of Examination

Written papers	May
Dissertation	mid-September

Candidates are required to submit a draft dissertation for supervisor's comments by the end of the Summer Term. This is a prerequisite for examination in September.

Course Guides**EH400****Historical Analysis of Economic Change**

Teachers Responsible: Professor Nick Crafts, Room C420 and Dr. Peter Howlett, Room S466

Availability and Restrictions: Compulsory course for M.Sc. (Economic History) Option A and Option B and Economic History M.Phil. students. (Other students may not attend without consent of course tutor.) The course assumes no previous knowledge of statistics or econometrics.

(a) **Methodological Issues** – Professor Nick Crafts and Dr. Gareth Austin, Room C319

Core Syllabus: The course will provide basic awareness of central themes in economic history, introduce students to important analytic tools used by economic historians, and consider how these have been and can be applied in economic history research.

Course Content: The course will cover a range of topics compiled so as to introduce the student to important methodological issues in the field of economic history. The student will be expected to develop conceptual awareness and to consider the practical application of analytical techniques to historical problems. The training so-obtained is expected to inform dissertation work. Topics will vary but an illustrative list might include: the history of economic history; processes of economic growth; economic development; surveys and censuses; welfare outcomes; non-market activity; modern macro-economic ideas; imperfect information and incentive structures; comparative analysis; post-modernism and economic history.

Teaching Arrangements: Weekly one-hour lectures throughout Michaelmas term and in the early part of Lent term will provide conceptual background. Each lecture will be followed by a 2-hour class in which students will present papers on assigned topics from a wide array of optional readings relating to different countries and time periods. The course includes visiting several London archives: the Public Record Office, the House of Lords Record Office, the Midland Bank Archives, the British Library, and the National Registry of Archives.

Preliminary Reading List:

James E. Alt & Kenneth A. Shepse (Eds.), *Perspectives on Positive Political Economy* (1990); Partha Dasgupta, *An Inquiry into Well-Being and Destitution* (1993); Barry Eichengreen, *Golden Fetters* (1992); Claudia Goldin & Gary Libecap (Eds.), *The Regulated Economy* (1994); Eric Monkkonen (Ed.), *Engaging the Past* (1994); Thomas G. Rawski (Ed.), *Economics and the Historian* (1996); G. Nick von Tunzelmann, *Technology and Industrial Progress: The Foundations of Economic Growth* (1995).

(b) **Quantitative Issues** – Dr. Peter Howlett, Dr. Max Schulze, Room S468 and Dr. Stephen Rosevear

Core Syllabus: The course will examine the ways in which economic and social historians collect, analyse and interpret data.

Course Content: Students will be introduced to the problems of analysing and interpreting historical

evidence. The course will cover a range of measurement problems typical of the practice of economic history. Students will be expected to become conversant with both selected historiographical literature and some simple statistical techniques and inference procedures and will be introduced to the use of computers in historical studies.

Teaching Arrangements: In the Lent Term there will be weekly seminars of one and a half hours, plus a two-hour computer workshop each week.

Written Work: Students will be expected to complete weekly assignments: these may be technical, interpretative, data collection or computing.

Reading List: The following books will provide a useful introduction:

Roderick Floud, *Essays in Quantitative Economic History* (1974); Roderick Floud, *An Introduction to Quantitative Methods for Historians* (1979); R. W. Fogel & G. R. Elton, *Which Road to the Past? Two Views of History* (1983); C. H. Lee, *The Quantitative Approach to Economic History* (1977); W. N. Parker, *Economic History and the Modern Economist* (1986).

Methods of Assessment: Parts (a) and (b) each carry 50% of the total marks.

Part (a): Assessment will be by means of a term paper of not more than 3,000 words on an approved methodological topic linked to the student's proposed M.Sc. dissertation.

Part (b): Will be assessed on the basis of coursework and written examination, each carrying equal marks.

EH410

Perspectives on the Industrial Revolution: A Study in Sources and Historiography

(Not available 1997-98)

Teacher Responsible: Dr. W. Kennedy, Room C413

Availability and Restriction: M.Sc. in Economic History, Option A. A knowledge of British economic history at the level of an introductory university course is an advantage. Those taking this course without this background must be prepared to do additional reading.

Core Syllabus: The course concentrates primarily upon the Industrial Revolution in Britain in the period 1750 to 1850 in the light of subsequent observers' interpretations of it and the growing availability of archive and other historical sources. The course includes a consideration of the general problems encountered in historical research and writing and the ways in which the particular writers whose works are examined in detail have approached these problems. Students are also introduced to the source materials available in London for the writing of British economic history.

Course Content: Among the writers considered are Adam Smith, Malthus, Engels, Toynbee, Cunningham, Marshall and Clapham as well as a number of historians still active. Each writer is assessed with regard to the preoccupations of the time in which he was writing and the historical sources available to him.

Teaching Arrangements: The course is taught in a sequence of twenty two-hour seminars meeting once

a week. During the sequence each student will be responsible for at least one seminar presentation per term.

Reading List: The following books provide some indication of the material used during the course:

Adam Smith, *An Inquiry into the Wealth of Nations*; T. R. Malthus, *First Essay on Population*; Friedrich Engels, *The Condition of the Working Class in England*; Arnold Toynbee, *The Industrial Revolution in England*; J. H. Clapham, *The Economic History of Modern Britain*; L. S. Pressnell, *Country Banking in the Industrial Revolution*; N. F. R. Crafts, *British Economic Growth During the Industrial Revolution*; E. A. Wrigley, *Continuity, Chance and Change*.

Method of Assessment: Three-hour written examination.

EH416

Markets and States in Developing Economies since c1880

Teachers Responsible: Dr. Gareth Austin, Room C319, Dr. Colin Lewis, Room C320 and Dr. Kent Deng, Room C413.

Availability and Restrictions: optional course for students taking M.Sc. Economic History Option B and Development Studies.

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.

Course 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 export-oriented 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 Arrangements: Eight twice-weekly two-hour lecture/seminars in the first four weeks of the Michaelmas Term; then 16 weekly two-hour seminars, for the remainder of the Michaelmas and Lent Terms.

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); 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); C. Abel & C. Lewis (Eds.), *Latin America, Economic Imperialism and the State* (1985); S. Haber (Ed.), *How Latin America Fell Behind* (1997).

Methods of Assessment: The best two of the three course papers count for 30% of the marks. The remaining 70% are determined by a three-hour paper in the Summer Term, in which candidates answer three questions.

EH422

Topics in Quantitative Economic History

Teachers Responsible: Professor Nick Crafts, Room C420 and Dr. Peter Howlett, Room S466.

Availability and Restrictions: For M.Sc. Economic History and M.Phil. Economic History; other graduate students may attend by permission. The course is particularly appropriate for those students who are considering following a quantitative economic history Ph.D. 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.

Course Content: The course will be 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 interwar years; industrial economic history; technological change; quantitative approaches to the evolution of markets; the new economic history of institutional change; analysing historical welfare issues. The aims will be 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 will be able to investigate in detail the analysis contained in important journal articles using appropriate computer packages.

Teaching Arrangements: There will be a weekly two-hour seminar in the Michaelmas and Lent Terms.

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 Fluctuations 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).

Method of Assessment: The final examination mark will be made up of two components: a 3,000 word assessed piece of work worth 30% and a three-hour written examination worth 70%.

EH425

British Labour History, 1815-1939

Teacher Responsible: Dr. E. H. Hunt, Room C315

Availability and Restrictions: For M.Sc. Economic History; M.Sc. Industrial Relations; M.A. in Later Modern British History. Other graduate students may attend by permission. Most students enrolled for this course will have taken at least one paper in British 19th and 20th century history in their first degree and will have studied economics at some stage.

Core Syllabus: The course covers the main aspects of British labour history between 1815 and 1939.

Course Content: Rather than attempting a chronological survey of labour history as a whole in these years, the emphasis is upon particular issues and debates in labour history. The approach permits fairly detailed exploration of the historiography and methodology of historical analysis. The course content, therefore, is determined mainly by the participants who select particular topics for seminar presentation and discussion. The examination, however, may include questions on any aspect of British labour history between 1815 and 1939.

Teaching Arrangements: Students taking the course attend the seminar *British Labour History, 1815-1939* (EH425). Additionally, details of recommended undergraduate lectures will be made available at the seminar. The seminar meets weekly for two hours, in the Michaelmas and Lent Terms. The usual procedure is a paper by a student or teacher followed by a general discussion. Seminar programmes are available from Dr. Hunt. For times and location of seminar see the posted time-tables.

Written Work: A minimum of 3 papers.

Reading List: The course reading list is in two parts (1815-1914 and 1914-1939) and is deposited in the Library. Copies are available from Dr. Hunt. As in most history courses, students are not expected to read deeply on every part of the syllabus, but to read selectively, concentrating upon topics appropriate to their academic and vocational interests. Thus there is no 'minimal reading list' although items that are likely to be found especially useful are indicated on the course reading list. These indicated items should be found in the Teaching Library as well as in the Main Library. Recommended general and introductory books, of interest to students who want to anticipate the course or to sample its content, include the following. There are also the books that students are most likely to want to buy, although not all are in print. E. H. Phelps Brown, *The Growth of British Industrial Relations* (1959); A. Bullock, *Life and Times of Ernest Bevin*, Vol. 1 (1960); H. A. Clegg, A. Fox & A. F. Thompson, *British Trade Unions since 1889* (1964); E. J. Hobsbawm, *Labouring Men* (1964); *Worlds of Labour* (1984); E. H. Hunt, *British*

Labour History, 1815-1914 (1981); F. C. Mather, *Chartism* (1965); A. E. Musson, *British Trade Unions, 1824-75* (1972); H. M. Pelling, *A History of British Trade Unionism* (1987); *A Short History of the Labour Party* (1990); B. C. Roberts, *The Trade Union Congress, 1868-1921* (1958); E. P. Thompson, *The Making of the English Working Class* (1963); K. D. Brown, *The English Labour Movement, 1700-1951* (1982); R. Gray, *The Aristocracy of Labour in Nineteenth Century Britain* (1981).

Methods of Assessment: A formal, three-hour, written paper.

EH430

The World Economic Crisis, 1919-1945

Teacher Responsible: Mr. D. E. Baines, Room C414

Availability and Restrictions: For M.Sc. students in Economic History (Option A). Some knowledge of the political history of the period would also be desirable.

Core Syllabus: The course will examine the growth and breakdown of the international economy in the period. It will compare the incidence of the depression of the early 1930s, and the recovery from it, in about ten countries (to include both industrial and non-industrial economies). The course will also examine the effects of the Second World War and the development of war economies.

Course Content: The effects of the First World War and the world economy in the 1920s. The return 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, Hungary, U.S.A., Argentina, Canada, Australia and Japan. The Second World War and the economies of Britain, U.S.A., Germany and the U.S.S.R. Economic warfare and its effectiveness.

Teaching Arrangements: 20 seminars of two hours each in the Michaelmas and Lent Terms. Written essays will be circulated in advance.

Written Work: All students will be expected to produce at least THREE presentations or essays.

Reading List: A detailed reading list and list of seminars will be handed out at the beginning of the course. Some important books are:

League of Nations (R. Nurkse & W. A. Brown), *International Currency Experience* (1944); C. P. Kindleberger, *A Financial History of Western Europe* (1984); C. P. Kindleberger, *The World in Depression* (1973); P. Fearon, *War, Prosperity & Depression, the US Economy, 1917-1945* (1986); A. Milward, *War, Economy and Society, 1939-45* (1977); I. Svennilson, *Growth and Stagnation in the European Economy* (1954); 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 Keynesian Revolution in the Making* (1988).

Methods of Assessment: A three-hour written examination.

EH435

The Economic Analysis of North American History

(Not available 1997-98)

Teacher Responsible: Dr Mary Morgan, Room C321**Availability and Restrictions:** For M.Sc. Economic History - Option A students and interested M.Phil. and Ph.D. students. Other students may take this course as permitted by the regulations for their degrees and with the consent of Dr. Morgan. Students should have a first degree with some economics content. No previous study of economic history is assumed.**Core Syllabus:** The course explores the ways in which economic ideas and methods have been used to help understand the history of North America.**Course Content:** The course is organised on a topic basis, with subjects chosen from within the overall theme of the growth, development and institutions of the North American economy over the last 200 years. Apart from the usual economic questions of land, labour and capital, the course may also consider economic analysis of more general social and political questions: for example, slavery, and economic Darwinism.

Students will study a variety of approaches, ranging from those of economists contemporary with the events of the nineteenth century (mainly in the first term), to those of the institutionalist school of American economic thought and the modern cliometricians of the 20th century (mainly in the second term).

Teaching Arrangements: 20 Weekly seminars (EH435) of two hours.**Reading List:** Recommended introductory surveys of the development of economic thought, and the economic history of the U.S. and Canada respectively, include: D. R. Fusfield, *The Age of the Economist* (1982); students who would like to sample the cliometrics literature prior to the course are directed to *A New Economic View of American History* by S. P. Lee and P. Passell (c1979); R. Pomfret, *Economic Development of Canada* (1981).

Detailed reading lists will be provided for each seminar.

Methods of Assessment: One three-hour formal examination.

EH440

African Economic Development in Historical Perspective**Teacher Responsible:** Dr. Gareth Austin, Room C319**Availability and Restrictions:** For M.Sc. Economic History (Option B); M.Sc. Development Studies. 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 the substantive themes of the course and to introduce students to methodological and source problems.

Course Content: The coverage relates largely, but not exclusively, to twentieth-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.**Twentieth-century topics:** Modes of agricultural production: the economics and politics of 'peasant' and settler farming. The changing composition of rural labour forces, including from slavery to wage-labour and share-cropping. The formation and development of mines labour forces, and the nature of industrial conflict in the mines. Manufacturing in Africa, constraints and opportunities. 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, c.1950-c.1990 (occupying about four weeks), based on (mostly) published primary sources.

Overview: theories and evidence of historical patterns of development and underdevelopment in Africa.

Teaching Arrangements: Weekly seminars (EH440) with papers distributed in advance.**Written Work:** All students will be required to produce at least three papers. Two of these will be circulated to the seminar; at third will be submitted for formal assessment (see below).**Reading List:** The following provide an introduction: J. Iliffe, *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); G. Arrighi, 'Labour Supplies in Historical Perspective: A Study of the Proletarianization of the African Peasantry in Rhodesia' in G. Arrighi & J. Saul, *Essays on the Political Economy of Africa* (1973); R. Bates, *Essays on the Political Economy of Rural Africa* (1983), chs. 3 & 5; P. Nyong'o, 'Import-substitution industrialization in Kenya' in P. Coughlin & G. Ikiara, *Industrialization in Kenya* (1988); P. Richards, *Indigenous Agricultural Revolution* (1985); and thenovel by Ngugi Wa Thiong'o, *Petals of Blood* (1977). **Methods of Assessment:** An assessed essay counts for 30% of the marks. It must be not more than 3,000 words (excluding references) and has to be submitted to room C422 by a date to be specified. The remaining 70% of the marks are accounted for by a three-hour paper, in which candidates answer three questions.

EH445

Japanese Economic Development since the Late 19th Century: National and International Perspectives**Teacher Responsible:** Dr. Janet Hunter, Room C313**Availability and Restrictions:** For M.Sc. in Economic History. Other students may be allowed to take the course with special permission from the teacher concerned.**Core Syllabus:** The course is concerned with analyzing major features of the economic history of Japan over the last century, paying particular attention to the political and social context of economic development and Japan's position in the international economy. The approach will be thematic rather than chronological.**Course Content:** Themes explored in the course will include Japan's international economic involvement and commodity trading patterns, including the economic importance of the Japanese empire; the development of the agricultural sector, its contribution to industrial development and the importance of the agricultural population; government involvement in economic activity; the impact of war and military spending; developments in the labour market and the labour movement, and the evolution of labour relations; the evolution of the industrial structure and the role of enterprise groupings; gender issues as a factor in economic growth; debates and theories relevant to Japan's growth, and Japan as a 'model' of economic development.**Teaching Arrangements:** Approximately 20 weekly seminars (EH445) of two hours during the Michaelmas and Lent Terms.**Written Work:** Three written assignments are to be submitted during the course of the Michaelmas and Lent Terms, the third of which will be assessed. Students will also be expected to complete reading assignments and other preparation for the weekly seminars.**Preliminary Reading List:** No single work covers the course adequately, but students will find the following provide a general introduction to all or part of the subject matter of the course; G. C. Allen, *The Japanese Economy* (London, 1981); P. Francks, *Japanese Economic Development in Theory and Practice* (London, 1991); J. E. Hunter, *The Emergence of Modern Japan, an Introductory History Since 1853* (London, 1989); T. Ito, *The Japanese Economy* (London, 1992); E. J. Lincoln, *Japan, Facing Economic Maturity* (Washington D.C., 1988); T. Nakamura, *The Postwar Japanese Economy* (Tokyo, 1981); T. Nakamura, *Economic Growth in Prewar Japan* (New Haven, 1971).

A more detailed bibliography will be provided at the commencement of the course.

Methods of Assessment: One 2-3,000 word assignment to be handed in by the end of the Lent Term will count for 30% of the final marks. A three-hour unseen examination will count for the remaining 70%.

EH446

Economic Development of East and Southeast Asia**Teacher Responsible:** Dr. Kent G. Deng, Room C413**Availability and Restrictions:** For M.Sc. in Economic History (Option B). There are no pre-requisites; knowledge of Asian history of the relevant period and region would be an advantage.**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 postwar 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 Arrangements:** 20 seminars of two hours each in the Michaelmas and Lent Terms. Written essays will be circulated in advance.**Written Assignments:** Students will be expected to produce at least three essays with oral presentations.**Reading List:** A detailed reading list and topics for seminars will be distributed at the beginning of the course. Preliminary readings include: 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); Mark Elvin, *Pattern of the Chinese Past* (1973); T. G. Rawski & Lillian M. Li, *Chinese History in Economic Perspective* (1990).**Methods of Assessment:** A three-hour written examination.

EH450

The Economic History of The European Community**Teacher Responsible:** Dr. Max Schulze, Room S468**Availability and Restrictions:** For M.Sc. Economic History (Option A) and M.Sc. European Studies. Students taking other taught master's programmes may take the paper where appropriate. A basic

knowledge of economics is needed and the ability to read in a West European language other than English, preferably French, German or Italian, would be an advantage.

Core Syllabus: The course examines the economic development of Western Europe and the process of European integration since 1945. One of its purposes is to test the extensive range of economic and political theory of integration by contrasting it with the historical evidence.

Course Content: A survey of the economic and political theory of integration. The effects of World War II on the European economy. The process of reconstruction in Western Europe and the origins and impact of the Marshall Plan. The Great Boom, 1945–1970. The search for economic stability since 1970. The origins and history of the European Coal, Iron and Steel Community. The history of agricultural protection, the origins and development of the Common Agricultural Policy. The history of international commerce and of national commercial policies after 1945. The origins and effects of the Treaty of Rome. International payments systems in Western Europe, the European Payments Union, the restoration of general currency convertibility. Britain's economic and political relationships with the emerging Community. Attempts at a common monetary policy. The extension of the Community and its implications.

Teaching Arrangements: Weekly seminars (EH450) with pre-circulated papers.

Written Work: Students will be expected to produce at least three essays.

Reading List: Complete reading guides and a list of seminars will be issued at the beginning of the course. A. Graham & A. Seldon (Eds.), *Government and Economics in the Postwar World* (1991); A. Bolitho (Ed.), *The European Economy, Growth and Crisis* (1982); B. Eichengreen (Ed.), *Europe's Post-War Recovery* (1995); A. S. Milward, *The Reconstruction of Western Europe, 1945–52* (2nd edn., 1987); A. S. Milward, *The European Rescue of the Nation State* (1992); N. Crafts & G. Toniolo (Eds.), *Economic Growth in Europe since 1945* (1966); H. van der Wee, *Prosperity and Upheaval: The World Economy, 1945–1980* (1986); A. M. El-Agraa (Ed.), *Economics of the European Community* (1994); S. Lieberman, *The Growth of European Mixed Economies* (1977).

Methods of Assessment: Three-hour written examination in the Summer Term.

EH455

Interpreting Modern Business: The USA, Europe and Japan

Teacher Responsible: Dr. Helen Mercer, Room C322

Availability and Restrictions: For M.Sc. students in Economic History (Option A). Other graduate students are welcome. A previous acquaintance with any of industrial economics, management, accountancy, industrial sociology, industrial relations, business history or related subjects will be an advantage.

Core Syllabus: The course analyses explanations and interpretations of the rise of the corporate economy

since the late 19th century and developments in the business environment since 1945.

Course Content: Five introductory lectures explore the rise of the corporate economy since the late 19th century, introducing students to underlying analytical approaches. Five key themes will be explored: the role of technology in corporate strategies; relations between government and business, including regulation, planning and nationalisation and privatisation; the role of the financial sector in the development of the modern corporation; 'separation of ownership and control' the survival of entrepreneurship and management hierarchies; strategies for labour management and the significance of corporate structures for modern personnel management. An international comparative approach is adopted throughout.

Teaching Arrangements: Weekly seminars (EH455) of two hours each. Students are required to write three substantial papers and prepare class discussions after the first five weeks of lecture-style presentations.

Reading List: A. D. Chandler, *Scale and Scope*; T. McCraw, *Prophets of Regulation*; A. Shonfield, *Modern Capitalism*; C. Sabel & M. Piore, *The Second Industrial Divide*; M. Porter, *Competitive Advantage of Nations*; C. Johnson, *MITI and the Japanese Miracle*; C. Schmitz, *The Growth of Big Business in the United States and Western Europe*; J. A. Kay, *Foundations of Corporate Success*; M. Kirby & M. Rose, *Business Enterprise in Modern Britain*; M. Chick (Ed.), *Governments, Industries and Markets*; H. Gospel & C. Littler (Eds.), *Managerial Strategies and Industrial Relations*.

Methods of Assessment: Three-hour written examination.

EH462

Latin American Development in the Twentieth Century: from liberalism to neo-liberalism

Teacher Responsible: Dr. Colin Lewis, Room C320

Availability and Restrictions: For M.Sc. Economic History and related disciplines and M.A. Area Studies (Latin America).

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 current neo-liberal reform projects.

Course 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 social 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, Cuba and Mexico.

Teaching Arrangements: Two-hour weekly seminars in the Michaelmas and Lent Terms.

Written Work: Three papers during the session.

Reading List: C. Abel & C. M. Lewis (Eds.), *Welfare, Poverty and Development in Latin America* (1993); V. Bulmer-Thomas, *Economic History of Latin America* (1994); 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); J. M. Malloy & M. Seligson (Eds.), *Authoritarians and Democrats: regime transitions in Latin America* (1987); C. Mesa-Lago, *Social Security and Prospects for Equity in Latin America* (1991); K. Sikkink, *Ideas and Institutions: Developmentalism in Brazil and Argentina* (1991).

Method of Assessment: A three-hour written examination. Coursework will account for 30% of the marks (25% for MA students), the balance being allocated to the written examination.

EH470

Capital Markets and Economic Development in Britain, Germany and the United States since 1870

Teacher Responsible: Dr. W. P. Kennedy, Room C314

Availability and Restrictions: For M.Sc. in Economic History, Option A; interested M.Phil. and Ph.D. students are welcome. There are no formal pre-requisites but some knowledge of and interest in economic and financial analysis will be an advantage, as will, to a lesser degree, some familiarity with the German language.

Core Syllabus: The course will consider the ways in which publicly available financial data can be used to explore in historical perspective the evolving relationships among long-term economic performance, capital formation (broadly defined to include human capital), and the nature of financial intermediation in Britain, Germany and the United States from the later nineteenth century to the present.

Course Content: The course will examine the volume, structure and financing of capital formation, and its profitability, in each of the three countries from around 1870 to the late 1930s, with some reference to post-1945 developments. Particular attention will be focussed on shifts in the structure of investment among industries and between domestic and foreign activities and on the causes and consequences of particularly sharp fluctuations in investment and financial activities. Trends in physical capital formation will be linked to trends in human capital formation. The evolving means by which real capital formation has been financed will be considered and an attempt made to account for and evaluate the consequences of differences in the capital market structure observed among the three countries over time. Wherever possible, publicly available financial data will be employed to provide evidence and advance analysis.

Teaching Arrangements: Weekly seminars in the Michaelmas and Lent Terms. Each student will be responsible for at least one seminar presentation per term.

Written Work: Three essays, 10–12 pages in length, will be required in the Michaelmas and Lent Terms. Additionally, a fourth, assessed, essay of 5,000–8,000 words will be due at a date to be specified.

Reading List: A full reading list/course outline will be distributed at the beginning of the course. The following readings provide some indication of the scope and nature of the materials that will be used. Michael Edelstein, *Overseas Investment in the Age of High Imperialism: The United Kingdom, 1850–1913* (1982); William P. Kennedy, 'Portfolio Behavior and Economic Development in Late Nineteenth Century Great Britain and Germany', *Research In Economic History* (1991); Eugene N. White, 'Before the Glass-Steagall Act: An Analysis of the Investment Banking Activities of National Banks', *Explorations in Economic Activity*, Vol. 23, (January, 1986); Barry Eichengreen, *Golden Fetters: The Gold Standard and the Great Depression, 1919–1939* (1992); Theodore Balderston, 'The Beginning of the Depression in Germany, 1927–1930: Investment and the Capital Market', *Economic History Review*, Vol. 36, (August, 1983); Benjamin S. Bernanke, 'Nonmonetary Effects of the Financial Crisis in the Propagation of the Great Depression', *American Economic Review*, Vol. 73, (June, 1983); J. Peter Ferderer & David A. Zalewski, 'Uncertainty as a Propagating Force in the Great Depression', *Journal of Economic History*, Vol. 54, (December, 1994); William C. Brainard *et al.*, 'The Financial Valuation of the Return to Capital', *Brookings Papers on Economic Activity* (1980:2).

Methods of Assessment: One essay of 5,000–8,000 words, to be submitted to the Departmental Office at a date to be specified, will count for 40% of the final assessment. The subject of this assessed essay will be chosen from a list of possible topics given to students in the Lent Term. A three-hour unseen examination will count for the remaining 60%.

EH471

The Origins of the World Economy, 1450–1750

(Not available 1997–98)

Teacher Responsible: Dr. S. R. Epstein, Room S467

Availability and Restrictions: Optional course for students taking the M.Sc. in Economic History.

Core Syllabus: The course examines comparative economic and social development in Britain and Western Europe, Asia and Africa from the late Middle Ages to the mid-eighteenth 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. The course is therefore of interest to students taking both Option A and Option B in the M.Sc. Syllabus.

Course 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 Arrangements: Two-hour lectures and seminars in the Michaelmas and Lent Terms.

Written Work: Students will be expected to write a number of essays based on background reading. A full list of lectures and seminar papers will be distributed at the beginning of the course.

Reading List: Detailed reading lists will be 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).

Methods of Assessment: There will be a 3,000 word assessed essay (counting as 30% of the final mark), and a three-hour written examination (counting as 70% of the final mark).

EH490

MSc Workshop in Economic History

Teachers Responsible: Dr. W. P. Kennedy, Room C314, Dr. G. Austin, Room C319 and Dr. C. Lewis, Room C320.

Availability and Restrictions: For M.Sc. Economic History (Options A and B).

Teaching Arrangements: Organisational details will be announced in the Michaelmas Term. The principal objective of the course is to assist students in the preparation of their dissertations, supplementing work in EH400 **Historical Analysis of Economic Change**. There will be one or two preliminary meetings in the Lent Term, and in the Summer Term (after written examinations) separate workshops for the Option A and B programmes, at which students will present and defend an outline of their 15,000 word MSc dissertation. Attendance is compulsory.

M.Sc. European Studies

Additional Entry Qualifications

Knowledge of at least one European language other than English is an advantage.

Duration of Course of Study

Full-time: One calendar year. *Part-time:* Two calendar years.

Examination

Paper Number	Paper Title	Course Guide Number
1	Three written papers as follows:	
1 & 2.	Two of the following:	
(a)	The Economic Organisation of the European Union	EC433
(b)	Europe since 1945	EU418
(c)		
Either	European Union: Government, Law and Policy	EU401
or	European Institutions III	IR413
3.	One of the following:	
(a)	A Paper from 1 & 2 not already taken	
(b)	In the 1st term	
Either	Government and Politics in Eastern Europe	GV439
or	Government and Politics in France	GV455
or	Government and Politics in Germany	GV458
or	Government and Politics in Italy	GV457
or	Government and Politics in Spain	GV429
	and	
	In the 2nd term	
Either	Government and Politics in Scandinavia	GV463
or	Government and Politics in Ireland	GV464
	(not available 1997-98)	
or	Public Policy in France	GV456
or	Public Policy in Germany	GV459
or	European Multi-Party Systems	GV454
or	National and Ethnic Conflict Regulation	GV436
or	Spain and Europe	EU403
or	Government and Business in Germany	EU402
(c)	European Social Policy	SA405
(d)	The Economic History of the European Community	EH450
(e)	The International Politics of Western Europe	IR416
(f)	Constitutional and Institutional Law of European Union	LL459
(g)	European Community Competition Law	LL430
	(options (f) and (g) may only be taken by students with a Law degree and with permission of the course teacher)	
(h)	Europe: Unity and Disunity since the Renaissance	HY401
(i)	The Jean Monnet Module in European and Comparative Health Policy	SA406
(j)	European Economic Development Management (with permission of the course teacher)	MN406
(k)	European Integration in the Twentieth Century	HY411
(l)	Nationalism	EU405
(m)	Any other relevant graduate level paper (with permission of the M.Sc. Coordinator and the teacher of the paper)	

*Paper Paper Title
Number*

*Course Guide
Number*

and

II An essay of not more than 10,000 words on an approved topic. In preparation for this, all students on this course will be required to follow Europe: Contemporary Issues, EU450.

Dates of Examination

Written papers June
Essay 1 September

Notes:

Availability of course options under 3 is subject to timetabling constraints.

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

M.Sc. The Political Economy of Transition in Europe

Entry qualifications

Knowledge of at least one European language other than English would be an advantage.

Duration of Course of Study

Full-time: One calendar year. *Part-time:* Two calendar years.

Examination

<i>Paper Number</i>	<i>Paper Title</i>	<i>Course Guide Number</i>
I	Three papers as follows:	
1	The Political Economy of Transition	EU400
2.	One of the following:	
(a)	Reform of Economic Systems (with permission of course teacher)	EC429
(b)	Labour Market Analysis	ID408
(c)	Health Economics	SA414
(d)	In the 1st term	
<i>Either</i>	Government and Politics in Eastern Europe	GV439
<i>or</i>	Introduction to Comparative Public Administration	GV480
	and	
	In the 2nd term	
<i>Either</i>	Comparative Local Government	GV493
<i>or</i>	National and Ethnic Conflict Regulation	GV436
<i>or</i>	Government and Business in Germany	EU402
(e)	The EU: Government, Law and Policy	EU401
(f)	The Law and Politics of Utilities Regulation	GV489
(g)	Nationalism	EU405

*Paper
Number*

Paper Title

*Course Guide
Number*

3.

One of the following:

- | | | |
|-----|---|-------|
| (a) | A paper from 2 not already taken | |
| (b) | The Economic Organisation of the European Union | EC433 |
| (c) | European Social Policy | SA405 |
| (d) | The Anti-Communist Revolution in Poland | HY420 |
| (e) | Comparative Industrial Relations | ID401 |
| (f) | Soviet and Post-Soviet Foreign Policy | IR425 |
| (g) | European Economic Development Management
(with the permission of the M.Sc. Coordinator) | MN406 |
| (h) | Any other relevant graduate level paper (with the permission of the M.Sc. Coordinator and the teacher of the paper) | |

and

II An Essay of not more than 10,000 words on an approved topic. In preparation for this, all students on this course will be required to follow: Post-Communist Politics and Policies EU451.

Dates of Examination

Written papers June
Essay 1 September.

Notes:

Availability of course options under 2 and 3 is subject to timetabling constraints.

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

M.Sc. Russian and Post-Soviet Studies

Additional Entry qualifications

Knowledge of Russian is an advantage.

Duration of Course of Study

Full-time: One calendar year. *Part-time:* Two calendar years.

Examination

<i>Paper Number</i>	<i>Paper Title</i>	<i>Course Guide Number</i>
I	Three papers as follows:	
1.	Government and Politics in Russia	GV433
2. & 3.	Two of the following:	
(a)	Soviet and Post-Soviet Foreign Policy	IR425

Paper Number	Paper Title	Course Guide Number
(b)	The Political Economy of Transition	EU400
(c)	Contemporary Russian Society: Key Issues and Developmental Trends (<i>not available 1997-98</i>)	SO417
(d)	The Establishment of Communism in Central Europe	HY416
(e)	The Anti-Communist Revolution in Poland	HY420
(f)	The Russian Revolution 1914-1921	HY419
(g)	In the 1st term Government and Politics in Eastern Europe <i>and</i> In the 2nd term Contemporary Russia: The Politics of Transition	GV439
(h)	Any other relevant graduate level paper (with the permission of the M.Sc. Coordinator and the teacher of the paper)	GV428

and

II An Essay of not more than 10,000 words on an approved topic. In preparation for this, all students on this course will be required to follow: Post-Communist Politics and Policies EU451.

Dates of Examination

Written papers:	June
Essay	1 September

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Course Guides

EU400 The Political Economy of Transition

Teachers Responsible: Dr. N. Barr, Room S578, Dr. J. Bastian, Room H686 and others

Availability and Restrictions: ONLY for M.Sc. in The Political Economy of Transition in Europe and M.Sc. 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: An intensive, high-level, 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. It draws widely on relevant theoretical debates and the experiences of Western and Northern Europe.

Course 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 of arguments in favour of a market system (how markets bring about efficiency; the nature of economic efficiency; theories of market failure, and implications for state intervention); and theories of fiscal collapse (macroeconomic implications of declining output and the fiscal crisis, and the incentive effects of taxation). 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. 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 Arrangements: Lectures: **Basic Economic Concepts (EC433.1)** (first five weeks Michaelmas Term). **The Political Economy of Transition (EU400.1)** 37 (one or two per week, MLS); Seminars: **The Political Economy of Transition (EU400.2)** 18 (MLS);

All students are expected to follow European Institute Public Lectures.

Essential Preliminary Reading: Julian Le Grand, Carol Propper & Ray Robinson, *The Economics of Social Problems*, 3rd edn., Macmillan, 1992; *World Development Report 1996: From Plan to Market*, New York and Oxford University Press, Oxford; B. Barry, *Sociologists, Economists, and Democracy*; C. Harlow, in McAuslan and McEldowney (Ed.), *Law, Legitimacy, and the Constitution*.

Methods of Assessment: One three-hour written examination in June.

EU401

The EU: Government, Law and Policy

Teachers Responsible: Mr. D. Chalmers, Room A361, Dr. S. Hix, Room L305, Dr. R. Leonard, Room H660, Dr. H. Machin, Room H670.

Availability and Restrictions: For Master's degree students. A background knowledge of the history of the European Union is desirable. An ability to read another European language besides English is an advantage.

Core Syllabus: A study of governmental and legal aspects of policy making in the EU, the impact of EU membership on politics, law and policy-making in member states.

Course Content:

Law: the Treaties and the normative structure of the EU; the role of the Court in the integration and policy processes.

Government and Policy making: theories of policy making applied to the EU; policy institutions; policy processes; case studies; policy standardisation across member states; political representation and electoral competition in the EU.

Teaching Arrangements:

Lectures: **The EU: Government, Law and Policy (EU401.1)** 22 (weekly)

Seminars: **The EU: Government, Law and Policy (EU401.2)** 22 (weekly)

All students also take **European Union: Contemporary Issues (EU450)**, and follow European Institute Public Lectures.

Essential Preliminary Reading: S. George, *Politics and Policy in the European Community* (2nd edn.), Macmillan, 1990; A. S. Milward, *The European Rescue of the Nation-State*, Routledge, 1992; A. Sbragia (Ed.), *Euro-Politics*, Brookings Inst., 1992; J. Shaw, *European Community Law*, Macmillan (2nd

edn.), 1996; EU Treaties (1994 edn., including Maastricht).

Methods of Assessment: One three-hour, written examination in June. One question must be answered from the Law section and one from the Policy section.

EU402

Government and Business in Germany

Teacher Responsible: Dr. J. Bastian, Room H686

Availability and Restrictions: Recommended for M.Sc. European Studies, M.Sc. The Political Economy of Transition in Europe and M.Sc. European Politics and Policy. Open to all other Masters' degrees. An ability to read German is an advantage.

Core Syllabus: A study of the development of economic policy making in Germany, including its wider European context. The course emphasises post-unification changes in German political economy.

Course Content: The course brings together a variety of approaches and disciplines in the study of government and business in Germany. The new political economy emerging in postunification Germany is analysed through approaches in institutional economics, transition theory and new public choice rather than the traditional dichotomy between agency and structure.

Teaching Arrangements:

Lectures: **Government and Business in Germany (EU402.1)** 12 (weekly, LS);

Seminars: **Government and Business in Germany (EU402.2)** 12 (weekly, LS);

All students also take **European Union: Contemporary Issues (EU450)**, and follow European Institute Public Lectures.

Essential Preliminary Reading: V. Berghahn, *German Big Business and Europe, 1918-1992*, Berg, 1994; J. Edwards & K. Fischer, *Banks, Finance and Investment in Germany*, CUP, 1994; D. Goodhart, *The Reshaping of the German Social Market*, London 1994; G. Herrigel, *Industrial Constructions: The Sources of German Industrial Power*; CUP, 1995; D. Marsh, *Germany and Europe. The Crisis of Unity*, Heinemann, 1994; M. Nolan, *Visions of Modernity. American Business and the Modernization of Germany*, OUP, 1994; E. Smith, *The German Economy*, Routledge, 1994.

Methods of Assessment: One two-hour, written examination in June.

EU403

Spain and Europe

Teachers Responsible: Dr. S. Balfour, Room H677, and Dr. A. Rodríguez Posé, Room S487

Availability and Restrictions: For Master's degree students. An ability to read Spanish is an advantage.

Core Syllabus: The course examines the relations between Spain and Europe focusing in particular on 20th century history and the structural effects of Spain's integration into the EU and the issues of convergence and coherence. A detailed syllabus is fixed at the start of each term.

Course Content: The idea of Europe in Spain from the early nineteenth-century to the Second Republic; the Spanish Civil War and the European Powers; Spain and Europe between 1940 and 1976; the process of Spain's accession to the EC and Spanish foreign policy; the economic and sectoral impact of Spanish integration into the EU; Spain and the Europe of the regions; social change, education and the labour market in Spain and the EU; convergence and cohesion.

Teaching Arrangements:

Lectures: **Spain and Europe (EU403.1)** 12 (weekly, LS);

Seminars: **Spain and Europe (EU403.2)** 12 (weekly, LS);

All students also take **European Union: Contemporary Issues (EU450)**, and follow European Institute Public Lectures.

Methods of Assessment: One two-hour, written examination in June.

Nationalism

Teachers Responsible: Professor A. D. Smith, Room H661, Professor J. Mayall, Room D410 and Mr. G. Schopflin

Availability and Restrictions: For M.Sc. The Political Economy of Transition in Europe, M.Sc. Sociology, M.Sc. International Relations.

Core Syllabus: An examination of the causes and role of ethnic identity and nationalist movements in the modern world, and of the relations between nations and states.

Course Content: Definitions of ethnicity and nationalism; theories of nations and nationalism; national and other identities; nationalism and international society; multinational states; separatism and irredentism; supranationalism and globalism.

Teaching Arrangements: 24 Seminars: **EU405** Sessional. (Students must also attend course **EU201** or, when **EU201** is not given, additional lectures in Michaelmas Term. Revision classes in Summer Term.

Reading List: A. Cobban, *National Self-Determination*, Oxford University Press, 1945; 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*, Verso Books, 1983; J. Mayall, *Nationalism and International Society*, Cambridge University Press, 1990.

Supplementary Reading List: A more detailed reading list is available from Professor Smith and secretary and at the first two seminars.

Methods of Assessment: A three-hour examination in June with three questions to be answered.

Europe since 1945

Teacher Responsible: Teacher to be announced

Availability and Restrictions: For M.Sc. European Studies, M.A./M.Sc. History of International Relations. An interest and some background in contemporary European history is a pre-requisite.

Core Syllabus: The domestic and foreign policies of the major European countries; the Cold War in Europe; decolonization and its impact; European integration; detente and the end of the Cold War. Further details will be provided at the start of the session.

Teaching Arrangements: 22 seminars throughout the session.

Written Work: Students are required to write four essays.

Reading List: J. W. Young, *Cold War Europe, 1945-1989*; D. Reynolds (Ed.), *The Origins of the Cold War in Europe: International Perspectives*; D. Urwin, *Western Europe since 1945*; G. Swain & N. Swain, *Eastern Europe since 1945*; D. Urwin, *The Community of Europe*; John van Oudenaren, *Detente in Europe*; M. Larkin, *France since the Popular Front*; P. Preston, *The Triumph of Democracy in Spain*; A. Sked & C. Cook, *Post-War Britain: A Political History*; N. Kogan, *A Political History of Postwar Italy*; T. G. Ash, *In Europe's Name: Germany and the Divided Continent*. A full bibliography will be available at the beginning of the course.

Methods of Assessment: One three-hour examination in the Summer Term.

EU405

EU450

Europe: Contemporary Issues

Teachers Responsible: Dr. H. Machin, Room H670 and others

Availability and Restrictions: Part 1 for students of M.Sc. European Studies. Part 2 is open to all students on European M.Sc. courses.

Course Content: Major issues of politics, economics and public policy in the EU and its member states. Visiting speakers from all parts of the EU.

Core Syllabus: A detailed syllabus is fixed at the start of each term.

Teaching Arrangements: 22 seminars, **EU450** (weekly, M, L, S).

Methods of Assessment: There is no examination for this course.

EU451

Post Communist Politics and Policies

Teachers Responsible: Professor D. Lieven, Room K208 (on leave 1997-98), Dr. J. Hughes, Room K310, Dr. J. Bastian, Room H686, Dr. M. Light, Room D411 and others.

Availability and Restrictions: Recommended to Master's degree students in the European Institute and students taking the M.Sc. option in Soviet and Post-Soviet Foreign Policy, IR425.

Course Content: The course, open to all graduates and staff interested in contemporary problems of the former Soviet bloc, draws on visiting speakers from Britain, Russia and elsewhere.

Core Syllabus: A detailed syllabus is fixed at the start of each term.

Teaching Arrangements: 20 seminars, **EU451** (weekly, M, L).

Methods of Assessment: There is no examination for this course.

M.Sc. Gender

Duration of Course of Study

Full-time: Twelve months. *Part-time:* Twenty-four months.

Examination

The degree has two branches, (i) Gender Relations and (ii) Development Studies. All students follow the core course *Gender Theories and the Modern World: an interdisciplinary approach*. Students are required to be examined as follows:

Paper Number	Paper Title	Course Guide Number
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M.Sc. in Gender (Gender Relations)

I Three written papers as follows:

One or two of the following:

(a) Gender Theories in the Modern World GI400

plus

Options to the value of two full units from the list below

or

M.Sc. in Gender (Development Studies)

Three written papers as follows:

(a) Gender Theories in the Modern World GI400

(b) Development: Theory, History and Policy DV400

plus

Options to the value of one full unit from the list below

There is a relatively wide choice of options which reflect the varied backgrounds and career paths of the entrants of the course. Options include:

Gender: Epistemology and Research Methodology (half unit)	GI402
Psychology of Gender (half unit)	PS413
The Sociology of Gender	SO411
Feminist Political Theory: Approaches and Concepts (half unit)	GV410
Feminist Political Theory: Issues (half unit)	GV411
(not available 1997-98)	
Social Policies for Ageing Populations (half unit)	SA402
Gender, Development and Social Planning	SA412
Gender, Space and Society	GY414
Women and International Relations (not available 1997-98)	IR414
Population Policies: Evolution and Impact (half unit)	SA491
Population Programmes: Design, Implementation and Evaluation (half unit)	SA492
Population Trends and Processes in the Developing World (half unit)	SA493

(With the consent of the candidate's teachers, the agreement of the Department concerned and subject to timetabling constraints, any other papers offered at M.Sc. or M.A. level)

and

II A Dissertation of not more than 10,000 words on a topic approved by the candidate's supervisor

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two

whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Dates of Examinations

Written papers	June, except for the paper <i>Social Policies for Ageing Populations</i> , which will be examined in January, and with the proviso that papers substituted from other courses will be taken at the same time as they are taken by other candidates
Dissertation	12 September

Course Guides

GI400

Gender Theories in the Modern World: An Interdisciplinary Approach

Teacher Responsible: Ms. C. Martin, Room C807 and others

Availability and Restrictions: This is a compulsory course for students on the M.Sc. Gender.

Course 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.

Course Content: Topics covered will include: history of feminist thought; explanatory frameworks of gender analysis; models of gender and their contextual adequacy; gender roles, stereotyping and psychological constructions of gender; gender and the body; gender and health; gender and poststructuralist theory; citizenship; gender, violence and the law; gender and the media/popular culture; gender and work (domestic labour, economics, labour market); gender and race; methodology; postcolonial theory.

Teaching Arrangements: The course will be taught in 25 two-hour sessions (GI400). It will be divided into blocks of discipline-oriented lectures and linked seminars. Each block will be followed by a student-led integrative seminar. The integrative seminars will build on the material presented in the previous block and also relate any new material to earlier integrative seminars. These will be complemented by a 10 week gender epistemology and research methodology course in the Michaelmas Term.

Reading List: No single book covers the whole course. The following are useful basic reading: M. Barrett & A. Phillips, *Destabilising Theory*, Polity (1992); L. Brydon & S. H. Chant, *Women in the Third*

World: Gender Issues in Rural and Urban Areas (1988 reprinted 1993); J. Evans, *Feminist Theory Today*, Routledge (1995); M. Evans, *The Woman Question*, 2nd edn., Sage (1994); N. Folbre, *Who Pays for the Kids? Gender and the Structures of Constraint*, Routledge (1994); E. Fox Keller & H. E. Longino, *Feminism and Science*, OUP, (1996); S. Jackson (Ed.), *Woman's Studies: A Reader*, Harvester Wheatsheaf (1993); N. Kabeer, *Reversed Realities: Gender Hierarchies in Development Thought*, Verso (1994); M. Marchand & J. Parpart (Eds.), *Feminism/Postmodernism/Development*, Routledge (1995); H. L. Moore, *Feminism and Anthropology*, Polity (1988).

Methods of Assessment: One three-hour written examination (60%) and two essays, each of not more than 3,000 words (40%).

GI402

Gender: Epistemology and Research Methodology (Half unit course)

Teacher Responsible: Ms. C. Martin, Room C807

Availability and Restrictions: For M.Sc. Gender, Gender M.Phil./Ph.D. students in the first year of registration but also available to other suitably qualified students.

Course 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.

Course Content: The course will be in three sections: Epistemological Issues; Philosophical

debates about knowledge and truth; Ethics and the validity of feminist knowledge; Political action and the Academe Methodology; Methodological Debates and Methods; Action oriented research; Participatory research (PAR): An analysis of research and Approaches to Sociology, Psychology and Anthropology: issues and experiences.

Teaching Arrangements: 10 x two-hour introductory lectures and student-led seminars in Michaelmas Term. Students are expected to carry out directed readings for seminars and to make a seminar presentation.

Reading List: L. Alcoff & E. Potter (Eds.), *Feminist Epistemologies*, Routledge (1993);

S. Burt & L. Code (Eds.), *Changing Methods. Feminists transforming practice*, Broadview Press (1995); M. Fonow & J. Cook (Eds.), *Beyond Methodology. Feminist scholarship as lived research*, Indiana University Press (1991); E. Fox Keller & H. Longino, *Feminism and Science*, Open University Press (1996); R. Frankenburg, *White Woman: Race Matters*, Routledge (1993); H. Gottfried (Ed.), *Feminism and Social Change. Bridging Theory and Practice*, University Illinois Press (1996); M. Hammersley, *Social Research. Philosophy, Politics and Practice*, Open University Press (1986); S. Harding, *The Science Question in Feminism*, Open University Press (1986); S. Harding (Ed.), *Feminism and Methodology*, Open University Press (1987); H. Hinds, A. Phoenix & J. Stacey (Eds.), *Working Out.*

New directions for women's studies, Falmer Press; K. de Koning & M. Martin (Eds.), *Participatory Research in Health. Issues and Experience*, Zed Press; K. Lennon & M. Whitford (Eds.), *Knowing the Difference. Feminist perspectives in epistemology*, Routledge (1994); M.

Maynard & J. Purvis (Eds.), *Researching Women's Lives from a Feminist Perspective*, Taylor and Francis (1994); J. M. Nielsen (Ed.), *Feminist Research Methods. exemplary readings in the social sciences*, Westview (1990); A. Oakley, *Social Support and Motherhood. The Natural History of a Research Project*, Blackwell (1992); *Psychology of Women Quarterly*, Special Issue 13 (1989); S. Reinharz, *Feminist Methods in Social Research*, OUP (1992); H. Roberts (Ed.), *Doing Feminist Research*, Routledge and Kegan Paul (1981); D. Smith, *The Everyday World as Problematic, a feminist sociology*, Open University Press (1987); L. Stanley (Ed.), *Feminist Praxis. Research, theory and epistemology in feminist sociology*, Routledge (1990); L. Stanley & S. Wise, *Breaking Out Again. Feminist ontology and epistemology*, 2nd edn., Routledge (1993); S. Wilkinson & C. Kitzinger, *Representing the Other. A Feminism and Psychology Reader*, Sage (1996); D. Wolf (Ed.), *Feminist Dilemmas in Fieldwork*, Westview (1996).

Methods of Assessment One assessed essay to be submitted at the end of the Michaelmas Term, and one three-hour unseen examination in June.

Department of Geography

M.Sc. Geography

Duration of Course of Study

Full-time: One calendar year. *Part-time:* Two calendar years.

Examination

Students are required to be examined on elements from the four sections to the value of four units as detailed below. Precise examination arrangements are listed under each course guide.

Paper Number	Paper Title	Course Guide Number
1	Elements to the value of two and a half units (including one full unit course) from the following list. Courses must be chosen in consultation with the course tutor.	
	(a) Gender and Development: Geographical Perspectives (half unit)	GY421
	(b) European Gender Systems (half unit)	GY422
	(c) Managing Economic Development	MN405
	(d) European Economic Development Management	MN406
	(e) Hazard and Risk Management (<i>not available 1997-98</i>)	GY416
	(f) Environmental Regulation: Implementing Policy	GY420
	(g) Third World Urbanisation	GY411
	(h) Aspects of Managing Economic Development (half unit) (<i>not to be taken in conjunction with (c)</i>)	MN407
	(i) Aspects of European Economic Development Management (half unit) (<i>not to be taken in conjunction with (d)</i>)	MN408
	(j) A subject offered for an M.Sc. in a related discipline to the value of 1 course unit with the approval of the course tutor and the teachers concerned	
2	(a) Research Methods in Human Geography (half unit)	GY402
and	(b) A Report of not more than 10,000 words on a topic approved by the course tutor	GY496

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (GY496), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Dates of Examination

Written papers	June
Report	September

M.Sc. Environmental Assessment and Evaluation

Duration of Course of Study

Full-time: One calendar year. *Part-time:* Two calendar years.

Examination

Paper Number	Paper Title	Course Guide Number
I	Three written papers as follows:	
1.	Environmental Regulation: Implementing Policy	GY420
2.	Environmental Impact and Risk Assessment	GY424
3.	Environmental Evaluation of Economic Development	GY423
II	An essay or applied project of not more than 10,000 words arising from:	
	Environmental Project: Synthesis and Application	GY429

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (GY429), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Dates of Examination

Written papers	June
Essay	September

M.Sc. Local Economic Development

Duration of Course of Study

Full-time: One calendar year. *Part-time:* Two calendar years.

Examination

Students are required to be examined on elements from the five sections to the value of four units as detailed below. Precise examination arrangements are listed under each course guide.

Paper Number	Paper Title	Course Guide Number
1.	Seminar in Local Economic Development (half unit)	GY404
2.	(a) Managing Economic Development MN405	
	or (b) European Economic Development Management	MN406
3.	Elements to the value of 1 unit from the following list subject to the approval of the course tutor	
	(a) All students will normally choose a further course from those listed under Paper 2 or any of the related half unit courses (MN407, MN408, MN417, MN418)	
	(b) Geographical Aspects of Regional and Urban Planning (half unit)	GY453
	(c) European Gender Systems (half unit)	GY422
	(d) Environmental Regulation: Implementing Policy	GY420
	(e) A subject(s) to the value of one full or one half unit – as appropriate – offered for an M.Sc. in a topic approved by the Course Tutor and the teachers concerned	

Paper Number	Paper Title	Course Guide Number
4.	One of the following half-unit Research Methods courses:	
	(a) Quantitative Analysis in Social Research I (half unit)	MI411
	or (b) Quantitative Analysis in Social Research II (half unit)	MI412
	or (c) Any other M.Sc. level research methods course with the approval of the course tutor and the teacher concerned	
5.	A Report of not more than 10,000 words on a topic approved by the course tutor	GY498

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses from Papers 2 and 3. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Dates of Examination

Written papers	June
Report	7 September

M.Sc. Human Geography Research

Duration of Course of Study

Full-time: One calendar year. *Part-time:* Two calendar years.

Examination

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 Number	Paper Title	Course Guide Number
Part I: Research Core		
1.	Research Methods for Human Geography (half unit)	GY402
2.	Contemporary Debates in Human Geography Seminar (half unit)	GY403
3.	<i>Either</i>	
	Quantitative Analysis in Social Research I (half unit) <i>or</i>	MI411
	Concepts and Methods of Social Inquiry (half unit)	MI420
Part II: Substantive Specialism		
<i>Either</i>		
4.	Local Economic Development Specialism:	
	(a) Managing Economic Development	MN405
	<i>and</i>	
	(b) Economic Development: Institutions, Networks and Evaluation (half unit)	MN417
<i>or</i>		

Paper Number	Paper Title	Course Guide Number
5.	Gender and Development Specialism:	
	(a) Third World Urbanisation	GY411
	<i>and</i>	
	(b) Gender and Development: Geographical Perspectives (half unit)	GY421
<i>or</i>		
6.	Environmental Regulation Specialism:	
	(a) Environmental Regulation: Implementing Policy	GY420
	<i>and</i>	
	(b) Economic Aspects of Project Appraisal (half unit)	GY455
Part III		
7.	A Report of not more than 10,000 words on a topic approved by the course tutor	GY497

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses from Paper 3. The second part will consist of the remaining paper(s) and the dissertation (GY497), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Dates of Examination

Written papers	June
Report	7 September

Course Guides

M.SC. GEOGRAPHY
M.SC. ENVIRONMENTAL
ASSESSMENT & EVALUATION
M.SC. HUMAN GEOGRAPHY
RESEARCH
M.SC. LOCAL ECONOMIC
DEVELOPMENT

GY401

Geographical Research Seminar

Teacher Responsible: Director of Graduate Studies, Geography

Availability and Restrictions: For all M.Sc. and M.Phil./Ph.D. students registered in the Department of Geography.

Core Syllabus: Presentations by speakers normally from outside the Department on aspects of their own research in the fields of Geography, Local Economic Development, Urban and Regional Planning and Environmental Issues.

Teaching Arrangements: 10 two-hour seminars (GY401) in the Michaelmas and Lent Terms.

Methods of 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.

GY402

Research Methods in Human Geography (Half unit course)

Teacher Responsible: Dr. J. Robinson, Room S515

Availability and Restrictions: For M.Sc. Human Geography Research, M.Sc. Geography and M.Sc. Regional and Urban Planning. Geography M.Phil./Ph.D. students in the first year of registration.

Course Syllabus: An introduction to, and exploration of, alternative perspectives and their implications for human geography research practice. It comprises of 3 strands: philosophy of human geography, research design and practice; geographical information management.

Course Content: The nature of social scientific research; geographical research. Choosing a topic, writing and keeping track of sources, time management. Objectivity in social scientific research: the case of positivism and critical realism in geography. Theory building and use: the example of micro-macro questions in geographical research.

Spatial data handling: tools and research areas. Spatial data: issues and problems. Information collection: techniques and ethical considerations. Quantitative and qualitative information: the (mis)use and (il-)legitimacy of samples and case studies. Evaluation and geographical research: the policy question.

Teaching Arrangements: (GY402) 10 two-hour sessions comprising of lectures, seminars and workshops in Michaelmas and Lent Terms (alternate weeks). Students are expected to carry out directed reading in preparation for seminars.

Reading List:

P. Cloke, C. Philo & D. Sadler, *Approaching Human Geography*. PCP, 1991; J. Eyles (Ed.), *Research in Human Geography: Introductions and Investigations*, Blackwell, 1988; J. Eyles & D. Smith (Eds.), *Qualitative Methods in Geography*, Polity; R. Johnson, *Philosophy and Human Geography* (2nd edn.), Edward Arnold, 1986; R. Johnston, D. Gregory & D. Smith (Eds.), *Dictionary of Human Geography* (3rd edn.), Blackwell, 1993; Massey & Meegan (Eds.), *Politics and Method*, Unwin Hyman, 1985; A. Sayer, *Method in Social Science: A Realist Approach* (2nd edn.), Routledge, 1993.

Methods of Assessment: An unseen examination of two-hours (2 from 5) 75%, and one essay of 3,000 words (25%). Examinations take place in June.

GY403

Contemporary Debates in Human Geography

(Half unit course)

Teachers Responsible: Dr. J. Robinson, Room S515 and Dr. Y. Rydin, Room S413

Availability and Restrictions: M.Sc. Human Geography Research and nominated M.Phil./Ph.D. 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.

Course Content: This is a course based upon intensive reading of key and canonical texts within the discipline. As such the content will be flexible. Topics will be based upon the following: Positivism and space. Social justice and the city. Spatial divisions of labour. Realism and geography. Humanistic geography. Gender and geography. Space and time. Flexible accumulation. Post-structuralism and the turn to language. Geography, values and post-colonialism.

Teaching Arrangements: (GY403) 10 x two-hour introductory lectures and student-led seminars in Michaelmas and Lent Terms. Students are expected to carry out directed readings for seminars, and to produce a summary 2 page essay.

Reading List: U. Beck, *Risk Society: Toward a New Modernity*, Page, 1992; R. Chorley & P. Haggett (Eds.), *Models in Geography*, Methuen, 1967; P. Cloke, C. Philo & D. Sadler, *Approaching Human Geography*, PLP, 1991; D. Gregory, *Geographical*

Imaginations, Blackwell, 1994; D. Gregory & T. Urry, *Social Relations and Spatial Structures*, Macmillan, 1985; D. Harvey, *Explanation in Geography*, Edward Arnold, 1969; D. Harvey, *The Condition of Postmodernity*, Blackwell, 1989; R. Johnston, D. Gregory & D. Smith, *The Dictionary of Human Geography* (3rd edn.), Blackwell, 1994; B. Macmillan (Ed.), *Remodelling Geography*, Blackwell, 1989; D. Massey, *Spatial Divisions of Labour* (2nd edn.), Macmillan, 1994; R. Peet & N. Thrift (Eds.), *New Models in Geography, Vols I and II*, Unwin Hyman, 1989; *Progress in Human Geography*; G. Rose, *Feminism and Geography*, Polity, 1993; D. Sayer, *Method in Social Science* (2nd edn.), Routledge, 1992; T. Unwin, *The Place of Geography*, Blackwell, 1994.

Methods of Assessment: An unseen exam of two-hours (2 from 5) (75%) and an essay of 3,000 words (25%). Examination takes place in June.

GY404

Seminar in Local Economic Development (Half unit course)

Teacher Responsible: Dr. A. Rodríguez-Pose, Room S408

Availability and Restrictions: For M.Sc. Local Economic Development, 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.

Course Content:

Orientation and overview. Vertical disintegration, new industrial spaces and global change. 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. The impact of democratic choice on territorial organisation.

Teaching Arrangements: (GY404) 10 x two-hour lecture/seminar in alternate weeks of Michaelmas and Lent Terms. Students will be expected to make presentations and prepare 2 page summaries for each seminar.

Reading List: *Local Economy; Regional Studies; Audit Commission, Urban Regeneration and Economic Development*, HMSO, 1989; 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; T. Bovaird, *Review Essays on Local Economic Development in Urban Studies*, 1992, 1993, 1994; R. Camagni (Ed.), *Innovation Networks: Spatial Perspectives*, Belhaven, 1991; M. Geddes & J. Benington (Eds.), *Restructuring the Local Economy*, Longman, 1993; G. Kearns & C. Philo (Eds.), *Selling Places*, Pergamon, 1993; A. Lipietz, *Mirages and Miracles: The Crisis of Global Fordism*, Venu, 1987; R. Murray, *Local Space: Europe and the New*

Regionalism, CLES/SEEDS, 1991; M. Piore & C. Sabel, *The Second Industrial Divide: Possibilities for Prosperity*, Basic Books, 1994; F. Pyke, G. Becattini & W. Sengenberger (Eds.), *Industrial Districts and Inter-Firm Cooperation in Italy*, ILO, 1990; F. Pyke & W. Sengenberger (Eds.), *Industrial Districts and Local Economic Regeneration*, ILO, 1992; W. Stöhr (Ed.), *Global Challenge and Local Response*, Mansell, 1990; M. Storper & A. Scott (Eds.), *Pathways to Industrialisation*, Routledge, 1993; O. Williamson, *The Economic Institutions of Capitalism*, FRG Press, 1985.

Methods of Assessment: Unseen examination (75%) and one extended essay of 2,500 words to be handed in at a specified date in the Summer Term (25%).

GY411

Third World Urbanisation

Teachers Responsible: Dr. S. H. Chant, Room S506a and Dr. J. Robinson, Room S515

Availability and Restrictions: For students taking M.Sc. Geography and M.Sc. Development Studies. Other suitably qualified 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.

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 micro-level perspectives on urban privation by examining both the responses of the state and low-income households 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.

Course Content: Population growth and distribution. Urban Development. Migration and migrant adaptation. Shelter. Employment and income. Household structure and household survival strategies. Nutrition, health and education. Urban social planning: 'top-down' and 'bottom-up' initiatives. Urban economic planning. Urban environmental issues. Politics of urban development. Decentralisation and urban government. Conceptualising Third World cities. Imperialism and globalisation. Post-colonialism, post-developmentalism, democratisation.

Teaching Arrangements: Seminars (GY411) 16 Michaelmas and Lent Terms (weekly commencing Week 5 of the Michaelmas Term). Attendance at

lectures (GY202) 12 lectures (two per week) in weeks 5-10 in the Michaelmas Term would help those with a weaker background in Third World Development, however, they are strictly optional.

Written Work: One essay per term (ML) 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 lecture/seminar. Nevertheless, basic reading material includes: B. Aldrich & R. Sandhu (Eds.), *Housing the Urban Poor: Policy and Practice in Developing Countries*, 1995; T. Allen & A. Thomas, *Poverty and Development in the 1990s*, 1992; A. Badshah, *Our Urban Future: New Paradigms for Equity and Sustainability*, 1996; L. Brydon & S. Chant, *Women in the Third World: Gender Issues in Rural and Urban Areas* (reprinted edn.), 1993; S. Chant (Ed.), *Gender and Migration in Developing Countries*, 1992; S. Chant (for UNDP), *Gender, Urban Development and Housing*, 1996; S. & L. Deshpande, *Problems of Urbanisation and Growth of Large Cities in Developing Countries*, 1991; N. Devas & C. Rakodi (Eds.), *Managing Fast Growing Cities*, 1993; A. Gilbert & J. Gugler, *Cities, Poverty and Development*, 1992; N. Harris (Ed.), *Cities in the 1990s: The Challenge for Developing Countries*, 1992; J. Jacobs, *Edge of Empire: Postcolonialism and the City*, 1996; A. King, *Urbanism, Colonialism and the World Economy*, 1990; A. King, *Culture, Globalisation and the World System*, 1991; R. Potter, *Urbanisation in the Third World*, 1992; B. Roberts, *The Making of Citizens: Cities of Peasants Revisited*, 1995; G. Rodgers (Ed.), *Urban Poverty and the Labour Market*, 1989; G. Standing & V. Tokman (Eds.), *Towards Social Adjustment: Labour Market Issues in Structural Adjustment*, 1991; UNCHS (HABITAT), *An Urbanising World: Global Report on Human Settlements*, 1996.

Methods of Assessment: One extended essay (3,000 three-hour examination paper at end of academic year (3 questions out of 9). Course essay (30%); examination (70%).

GY414

Gender, Space and Society

Teachers Responsible: Dr. S. Chant, Room S506a and Dr. D. Perrons, Room S510

Availability and Restrictions: Optional for M.Sc. (Geography), M.Sc. Development Studies and M.Sc. Gender. May not be taken with GY421 or GY422.

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.

Course Content

Michaelmas Term:

Gender inequalities and 'Third World' development. 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.

Lent Term:

Perspectives on gender and geography in advanced countries. Theorising the diversity of gender inequality in Europe: regulatory frameworks, gendered welfare regimes, gender contracts and arrangements, forms and degrees of patriarchy. Global cities: polarisation, casualisation and feminisation. Gendered space: communities, work and gender. Designing cities: sexuality and violence. Male control of women's place, the safe city.

Teaching Arrangements:

Seminars: 10 x 1½ hour sessions (GY414) in Michaelmas Term and Lent Term (alternate weeks starting week 1), and additional/extended sessions by arrangement with course teachers. Lectures from GY303 (weekly Michaelmas and Lent Term) on a strictly optional basis. Individual essay meetings Michaelmas Term and Lent Term.

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:

Michaelmas Term: S. Chant, *Women-Headed Households: Diversity and Dynamics in the Developing World*, 1997; D. Elson (Ed.), *Male Bias in the Development Process* (2nd edn.), 1995; N. Kaber, *Reversed Realities: Gender Hierarchies in Development Thought*, 1994; M. Marchand & J. Parpart (Eds.), *Feminism/Postmodernism/Development*, 1995; H. Moore, *Feminism and Anthropology*, 1988; C. Moser, *Gender Planning and Development*, 1993; L. Østergaard (Ed.), *Gender and Development: A Practical Guide*, 1992; H. Pietilä & J. Vickers, *Making Women Matter: The Role of the UN*, 1994; UNDP, *Human Development Report 1995*, 1995.

Lent Term: M. Garcia-Ramon & J. Monk (Eds.), *Women of the European Union*, 1996; N. Gregson & M. Lowe, *Servicing the Middle Classes*, 1994; J. Lewis (Ed.), *Women and Social Policies in Europe*, 1992; J. Shaw & D. Perrons, *Making Gender Work*, 1995; D. Sainsbury, *Gendering Welfare Regimes*, 1994; D. Bell & G. Valentine, *Mapping Desire*, 1995; S. Walby, *Theorising Patriarchy*, 1990.

Methods of Assessment: One essay, 4,000 words (50% marks) to be submitted at beginning of Summer Term. One three-hour unseen, 3 questions out of 9 (50% marks).

GY416

Hazard and Risk Management

(Not available 1997-98)

Teacher Responsible: Professor D. K. C. Jones, Room S405

Availability and Restrictions: For M.Sc. Geography students. Students whose first degree did not include a course on hazard management will be recommended to attend the first two-thirds of GY320 **Hazard and Disaster Management**.

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.

Course Content: The nature of hazard, risk and disaster. The risk archipelago. Available adjustments to risk. Risk perception and risk communication. Prognostication, Emergency Action, relief, rehabilitation and reconstruction. The Deterministic, Behavioural and Structural paradigms. Risk Benefit Analysis. Risk Management objectives and debates.

Teaching Arrangements: 15 x 1½ hour seminars (GY416). Students may be expected to audit the lectures from GY320.

Reading List: E. A. Bryant, *Natural Hazards*, 1991; F. C. Cuny, *Disasters and Development*, 1983; M. Douglas & A. Wildavsky, *Risk and Culture*, 1982; H. D. Foster, *Disaster Planning*, 1979; J. Handmer & E. C. Penning-Rowsell, *Hazards and the Communication of Risk*, 1990; K. Hewitt, *Interpretations of Calamity*, 1983; 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*, 1992; P. Blaikie et al., *At Risk - Natural Hazards, People's Vulnerability and Disasters*, 1994.

Methods of 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 3000 words (25%).

GY420

Environmental Regulation: Implementing Policy

Teacher Responsible: Dr. Y. Rydin, Room S413

Availability and Restrictions: For students taking M.Sc. Environmental Assessment and Evaluation, M.Sc. Regulation and M.Sc. 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 management together with examination of environmental management practice in relation to selected policy issues.

Course 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 management in practice and in an international context: a representative list of topics would be: common property; equity issues; the role of NGOs; technology policy; integrated environmental planning; supranational agencies; the precautionary principle.

Teaching Arrangements: Nine (one hour) lectures in Michaelmas Term and 10 (two hour) seminars in the Lent Term.

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: G. Bennett, *Dilemmas*, 1992; D. Pearce et al., *Blueprints I, II & III*, 1991 & 1994; WCED, *Our Common Future*, 1987; J. McCormick, *British Politics and the Environment*, 1991; Y. Rydin, *The British Planning System*, 1993; M. Jacobs, *The Green Economy*, 1991; J. Rees, *Natural Resources*, 1990. Students with no experience of environmental economics are recommended to read: R. K. Turner et al., *Environmental Economics*, 1994.

Methods of Assessment: There is a 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

Gender and Development: Geographical Perspectives (Half unit course)

Teacher Responsible: Dr. S. Chant, Room S506a

Availability and Restrictions: For students on M.Sc. Geography, also M.Sc. Development Studies, M.Sc. Gender and M.Sc. Human Geography Research.

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.

Course Content: Incorporation of gender into development analysis and practice. Regional parameters of gender roles and relations with reference to culture, religion, economic development, political systems. 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 Arrangements: (GY421) five x 1½ hour seminars in alternate weeks in Michaelmas Term and optional weekly lectures from GY303 during Michaelmas Term.

Written Work: Students will be expected to produce one essay during the course (one term)

Reading List: H. Afshar (Ed.), *Women, Development and Survival in the Third World*, 1991; L. Brydon & S. Chant, *Women in the Third World* (reprinted edition), 1993; S. Chant, *Women-Headed Households: Diversity and Dynamics in the Developing World*, 1997; D. Elson (Ed.), *Male Bias in the Development Process* (2nd edn.), 1995; N. Kaber, *Reversed Realities: Gender Hierarchies in Development Thought*, 1994; M. Marchand & J. Parpart (Eds.), *Feminism/Postmodernism/Development*, 1995; C. Moser, *Gender Planning and Development*, 1993; L. Østergaard, *Gender and*

Development: A Practical Guide, 1992; UNDP, *Human Development Report 1995*, 1995; T. Wallace with C. March (Eds.), *Changing Perceptions: Writings on Gender and Development*, 1991.

Methods of Assessment: One essay of 3,000 words to be submitted at beginning of Lent Term (25%); One two-hour unseen examination, 2 questions out of 5 in Summer Term (75%).

GY422

European Gender Systems (Half unit course)

Teacher Responsible: Dr. D. Perrons, Room S510

Availability and Restrictions: For students on M.Sc. Geography, M.Sc. Human Geography Research, M.Sc. Local Economic Development, M.Sc. Development Studies and M.Sc. Gender. This course may be combined with GY421 above as a full-unit course. 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.

Course Content: Gender inequalities in Europe: Forms and degrees of gender inequality; divisions of labour in paid and unpaid work. Theorising gender inequality: welfare regimes, gendered welfare regimes, gender contracts and arrangements and differentiated degrees of patriarchy. Mainstreaming of equal opportunities policies in Europe. **Gendered space:** Relationships between the spatial organisation of cities and the organisation of a division of labour within households. The construction of differentiated spaces within cities on the basis of sexual identities, how gender is imbued in the landscape and how safer, more women, children friendly cities might be designed.

Teaching Arrangements: Seminars: (GY422) 10 x one-hour sessions and five x one-hour seminars (alternate weeks) in Lent Term.

Written Work: Students will be expected to produce one essay and also make seminar presentations.

Reading List: M. Garcia-Ramon & J. Monk (Eds.), *Women of the European Union*, 1996; J. Gardiner, *Gender, Care and Economics*, 1997; N. Gregson & M. Lowe, *Servicing the Middle Classes*, 1994; J. Lewis (Ed.), *Women and Social Policies in Europe*, 1992; OECD, *Women in the City: Housing Services and the Urban Environment*, 1995; D. Sainsbury, *Gendering Welfare Regimes*, 1994; M. Threfall (Ed.), *Mapping the Women's Movement*, 1996.

Methods of Assessment: One essay (3,000 words) (25%). One two-hour unseen paper, 2 questions out of 5 (75%).

GY423

Environmental Evaluation of Economic Development

Teacher Responsible: Mr. A. Gouldson, Room S414

Availability and Restrictions: This course will form a core course for the M.Sc. in Environmental Assessment & Evaluation. It may be taken as an option by other M.Sc. students where regulations

allow. Students should have completed a course in first year undergraduate level Economics or audit EC100 Economics A.

Core Syllabus: This course will combine a number of theoretical and practical perspectives on the relations between economy and environment. The course will consider this relationship from two complementary perspectives: the first will offer an economic analysis of environmental protection based on an examination of environmental and ecological economics; the second will offer an environmental assessment of economic development drawing on theories of ecological modernisation. The course will therefore analyse the relationship between economic development and environmental protection from the micro to the macro from various perspectives in differing developmental contexts. It will consider the extent to which a decoupling of the traditionally negative relationship between economic development and environmental protection is possible. In so doing it will equip students with a critical understanding of the various policies and techniques that may be applied in order to influence this relationship.

Course Content:

Michaelmas Term:

Environmental and Ecological Economics: the principles and school of environmental economics; the neoclassical model of economy and environment; ecological economics; the political economy of the environment; cost benefit analysis and environmental valuation; sustainability and economic development; measuring progress.

Lent Term:

Environmental Appraisal of Economic Development: an environmental assessment of economic development; strategic environmental policy planning; integrating environment into local economic development policies and plans; environmental management and business strategy integrating environment into industrial development (process and product management); from micro-economic strategies to macro-economic structures; structural change and the environment; ecological modernisation and sustainable development.

Teaching Arrangements: The course will be taught through a combination of 20 lectures and 10 seminars. Teaching responsibilities will be undertaken by Mr. Andrew Gouldson, Mr. Michael Jacobs (Room S416) and Dr. Stephen Glaister (Room S410)

Reading List: D. Pearce & K. Turner, *The Economics of Natural Resources and the Environment*, 1990; M. Jacobs, *The Green Economy*, Pluto Press, 1991; DRI, *Potential Benefits of Integration of Environmental and Economic Policies*, Graham and Trotman, 1994; A. Gouldson & P. Roberts (Eds.), *Integrating Economic Development and Environmental Management*, Routledge, 1997; D. Bromley, *Environment and Economy*, Blackwell, 1991.

Methods of Assessment: One three-hour written examination (75%) and one 3,000 word extended essay (25%).

GY424

Environmental Impact and Risk Assessment

Teacher Responsible: Dr. Yvonne Rydin, Room S413

Availability and Restrictions: For students taking the M.Sc. Environmental Assessment and Evaluation only.

Core Syllabus: This course aims to develop a critical appreciation of the nature of environmental data and impacts, and of the processes of impact and risk assessment. The course covers both environmental assessment at the project level (e.g. a proposed road) and at the strategic level (known as Strategic Environmental Assessment - SEA) such as a new transportation plan for a regional authority. In order to provide both a theoretical and a practical perspective of the subject matter students carry out some practical field work during the week-long field trip in the Michaelmas Term.

Course Content:

a) Introduction to Environmental Impact Assessment (including Strategic Environmental Assessment); introduction and history; legislation; implementation realities; techniques; presentation and discussion of case studies (5 weeks).

b) Strategic Environmental Assessment for policies and programmes; methodology and the institutional forms developed at a variety of scales to manage and implement environmental policy from the local, to national, to international (2 weeks).

c) The Nature of Environmental Data: units of measurement; spatial and temporal variability; monitoring strategies; problems of monitoring; data quality and error considerations; uncertainty issues (1 week).

d) Environmental Risk Assessment: hazard assessment and hazard management; the dimensions of environmental risk management (5 weeks).

e) Project appraisal (3 weeks).

f) Political negotiation (1 week).

g) Conclusion: critical review and socio-political context (1 week).

Teaching Arrangements: Weekly two-hour lectures/seminars, eight in the Michaelmas Term and 10 in the Lent Term, plus one week field trip in week 6 of the Michaelmas Term. There is a reading week in week 7 of the Michaelmas Term for writing the fieldwork report and seminar preparation.

Reading List: Detailed reading lists will be available for each part of the course. Basic texts include: (a) Environmental Impact Assessment: A. Gilpin, *Environmental Impact Assessment (EIA): Cutting Edge for the Twenty-First Century*, 1995; P. Morris & R. Théritel (Eds.), *Methods of Environmental Impact Assessment*, 1994; R. Théritel et al., *Strategic Environmental Assessment*, 1992; R. Théritel & M. Partidário, *The Practice of Strategic Environmental Assessment*, 1996; W. Sheate, *Making an Impact: A Guide to EIA Law and Policy*, Cameron May, 1994; P. Wathern (Ed.), *Environmental Impact Assessment: Theory & Practice*, Allen & Unwin, 1988. (b) The Nature of Environmental Data: C. N. Hewitt (Ed.), *Methods of Environmental Data Analysis*, Chapman & Hall, 1992; I. Spellerberg, *Monitoring Ecological Change*, 1993. (c) Environmental Risk Assessment: Royal Society, *Risk: Analysis, Perception and Management*, 1992; A. V. T. Whyte & I. Burton (Eds.), *Environmental Risk Assessment*, John Wiley, 1980. (d) Project Appraisal: D. W. Pearce & C. A. Nash, *The Social Appraisal of Projects*, 1981.

Methods of Assessment: One three-hour written examination in June (75%) and a written report based on the fieldtrip to be submitted by the last Friday of the Michaelmas Term (25%).

GY429

Environmental Project: Synthesis and Application

Teacher Responsible: Mr. A. Gouldson, Room S414

Availability and Restrictions: For students taking M.Sc. Environmental Assessment and Evaluation only.

Core Syllabus: The course aims to develop and apply skills learnt elsewhere in the M.Sc. in Environmental Assessment and Evaluation through the preparation of a 10,000 word dissertation or applied project report. This will enable students to develop their own particular interests. The course also provides additional training in skills for the professional engaged in environmental assessment and evaluation, notably in the use of Geographical Information Systems (GIS), presentation skills and project preparation. Students will undertake a number of practicals in GIS using the software packages GISTutor and IDRISI, and will participate in a series of presentation skills workshops.

Course Content: (a) Introduction to GIS; use of GIS for Environmental Assessment.

(b) Presentation skills; project writing; effective use of maps, graphics and tables.

Teaching Arrangements: Four x one-hour lectures and four x two-hour seminars in the Michaelmas Term; four x one-hour lectures and four x two-hour GIS practicals in the Lent Term.

Reading List: (a) **Geographical Information Systems:** S. Aronoff, *GIS: A management perspective*, 1989; M. Goodchild, M. L. Steyaert & B. Parks, *GIS and Environmental Modeling: progress and research issues*, 1996; W. Mitchener, J. Brunt & S. Staff (Eds.), *Environmental Information Management and Analysis*, 1994. (b) **Presentation skills and project preparation:** E. Balian, *The graduate research guidebook: a practical approach to doctoral/masters research*, 1994; J. Bell, *Doing your research project - A guide for first-time researchers in education and social science*, 1993; A. Jay, *Effective presentation*, 1993; R. Jay, *How to write proposals and reports that get results*, 1994.

Methods of Assessment: A long essay or applied project report of not more than 10,000 words on an approved topic and presented to a panel of examiners - with 90% of the marks based on the written content and 10% of the mark based on the presentation. The dissertation is due in the beginning of September and the oral presentation will take place also in September after the dissertation is due.

GY496

Long Essay

Availability and Restrictions: For students taking M.Sc. Geography.

Core Syllabus: The essay may be on any topic within the field of Geography. Approval of the topic must be obtained from the Course 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. Guidance on topic selection and methods will be provided by the Course Director and via the Research Methods in Human Geography course (GY402). The long essay is primarily a reflection of the candidates' own work; hence, course tutor will not comment on drafts of the essay.

Methods of Assessment: Essays must be submitted by September 7th. They must not exceed 10,000 words and must be word processed and be fully referenced using a recognized citation system.

GY497

Long Essay

Availability and Restrictions: For students taking M.Sc. Human Geography Research.

Core Syllabus: The essay may be on any topic within the field of Human Geography. Approval of the topic must be obtained from the Course 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. Guidance on topic selection and methods will be provided by the Course Director and via GY402 **Research Methods in Human Geography** and GY403 **Contemporary Debates in Human Geography**. The long essay is primarily a reflection of the candidates' own work; hence, course tutor will not comment on drafts of the essay.

Methods of Assessment: Essays must be submitted by September 7th. They must not exceed 10,000 words and must be word processed and be fully referenced using a recognized citation system.

GY498

Long Essay

Availability and Restrictions: For students taking M.Sc. Local Economic Development.

Core Syllabus: The essay may be on any topic within the field of Local Economic Development. Approval of the topic must be obtained from the Course 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. Guidance on topic selection and methods will be provided by the Course Director and

via GY404 Seminar in Local Economic Development, and the research methods courses chosen by the student of the programme. The long essay is primarily a reflection of the candidates' own work; hence, course tutor will not comment on drafts of the essay.

Methods of Assessment: Essays must be submitted by September 7th. They must not exceed 10,000 words and must be word processed and be fully referenced using a recognized citation system.

Department of Government

M.Sc. Comparative Politics

Duration of Course of Study

Full-time: One Calendar year. *Part-time:* Two Calendar years.

The programme consists of **(I)** five taught courses, each 12 weeks long, leading to a two-hour unseen written examination* taken in June; **(II)** a Skills course, which is taken by all students; and **(III)** a 10,000 word dissertation, submitted by 1 September.

* course (c) has an assessed essay counting 25% of final mark.

Examination

Paper Number	Paper Title	Course Guide Number
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I Taught Courses

1. & 2. At least *two* of the following, one of which must be (a)

1st Term

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|---|-------|
| (a) States, Democracy and Democratization | GV430 |
| (b) Nations and Nationalism | GV431 |
| (c) Public Choice and Public Policy I: Introduction | GV481 |

2nd Term

- | | |
|---|-------|
| (d) Politics and Policy in Developing Countries | GV435 |
|---|-------|

3, 4. & 5. *Two or three* of the following

(e) One or two papers from 1 & 2 not already taken

1st Term

- | | |
|---|-------|
| (f) Government and Politics in the USA | GV484 |
| (g) Government and Politics in Russia | GV433 |
| (h) Government and Politics in Eastern Europe | GV439 |
| (i) The Politics of South-East Asian Development | DV402 |
| (j) The State and Political Institutions in Latin America | GV443 |
| (k) Government and Politics in China | GV432 |
| (l) Politics and Economic Policy in Spanish America | GV437 |

2nd Term

- | | |
|---|-------|
| (m) National and Ethnic Conflict Regulation | GV436 |
| (n) Religion and Politics | GV438 |

(o) One or two (and not more than two) of the following courses available in the M.Sc. European Politics and Policy

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|--|-------|
| (1) Government and Politics in Britain | GV460 |
| (2) Government and Politics in France | GV455 |
| (3) Government and Politics in Germany | GV458 |
| (4) Government and Politics in Ireland
(not available 1997-98) | GV464 |
| (5) Government and Politics in Scandinavia | GV463 |
| (6) Government and Politics in Italy | GV457 |
| (7) Political Change in Modern Britain
(not available 1997-98) or | GV461 |

Paper Number	Paper Title	Course Guide Number
	Constitutional Issues in Britain (students must take (o) 1 with either of these courses)	GV462
(8)	Public Policy in France (students must take (o) 2 with this course)	GV456
(9)	Public Policy in Germany (students must take (o) 3 with this course)	GV459
(10)	European Multi-Party Systems	GV454
(p)	US Public Policy	GV485
(q)	Public Choice and Public Policy II: Advanced Topics (students must take (c) with this course)	GV482
(r)	Comparative Local Government and Urban Politics	GV492
(s)	Democracy and Development in Latin America	GV444
(t)	Democracy and Democratization in East and South Asia	GV427
(u)	Contemporary Russia: The Politics of Transition	GV428
(v)	An approved half-unit course taught either in the Government Department or another Department	GV400

II Skills Course GV400
Every student will take the Skills Course

III Dissertation
All students must submit a 10,000 word dissertation on an approved topic by 1 September

Any student on a full-unit course programme wishing to take a half-unit course as an outside option should normally be required to take 2 half-unit courses – one taught in Michaelmas the other in Lent – as equivalent to one full unit. Exceptionally, and subject to the approval of the student's programme director and the Dean of the Graduate School, the student may substitute one half-unit course by a 5,000 word essay to be submitted by 1 July.

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of up to three papers, taken after completion of courses for those papers. The second part will consist of the remaining papers and the essay and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Dates of Examination

Written papers	June
Dissertation	1 September

M.Sc. European Politics and Policy

Duration of Course of Study

Full-time: One Calendar year. *Part-time:* Two Calendar years.

The programme consists of (I) five taught courses, each 12 weeks long, leading to a two-hour unseen written examination taken in June; (II) a Skills course, which is taken by all students; and (III) a 10,000 word dissertation, submitted by 1 September.

Examination

Paper Number	Paper Title	Course Guide Number
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I Taught Courses

Courses 1 & 2 (Comparative element)

Two of the following:

Michaelmas Term

(a) Obligatory core course I:

European Politics: Comparative Analysis	GV450
Government and Politics in Eastern Europe	GV439

Lent Term

(c) European Union: Politics and Policy	GV452
(d) European Policy: Comparative Analysis	GV451
(e) Comparative Local Government and Urban Politics	GV492
(f) European Multi-Party Systems	GV454
(g) Government and Politics in Scandinavia	GV463
(h) Socio-economic Cohesion Policies in the EU	GV453

Courses 3 & 4 (Country element)

Two of the following:

Michaelmas Term

Obligatory core course II:

(i) Government and Politics in Britain <i>or</i> Government and Politics in France <i>or</i> Government and Politics in Germany <i>or</i> Government and Politics in Italy <i>or</i> Government and Politics in Spain	GV460 GV455 GV458 GV457 GV429
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Lent Term

(j) Government and Business in Germany	EU402
(k) Government and Politics in Ireland (not available 1997–98)	GV464
(l) <i>Either</i> Political Change in Modern Britain (not available 1997–98) <i>or</i> Constitutional Issues in Britain	GV461 GV462
(m) Public Policy in France	GV456
(n) Public Policy in Germany	GV459
(o) Spain and Europe	EU403

Course 5 (Complementary themes)

One of the following, in Michaelmas or Lent Term:

Michaelmas Term

(p) Introduction to Comparative Public Administration	GV480
(q) Another course from 1, 2, 3 or 4	
(r) An approved half-unit course taught either in the Government Department or another Department or Institute	

Lent Term

(s) National and Ethnic Conflict Regulation	GV436
(t) Religion and Politics	GV438
(u) Another course from 1, 2, 3 or 4	
(v) An approved half-unit course taught either in the Government Department or another Department or Institute	

Course 6

(w) Obligatory core course III:

Skills Course	GV400
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Every student must submit a 10,000 word dissertation on an approved topic by 1 September.

Notes:

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of up to three papers, taken after completion of courses for those papers, and the skills course. The second part will consist of the remaining papers and the essay and will be taken in the final year of the course. A candidate who does not at his/her entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Any student on a full-unit course programme wishing to take a half-unit course as an outside option should normally be required to take 2 half-unit courses – one taught in Michaelmas the other in Lent – as equivalent to one full unit.

Exceptionally, and subject to the approval of the student's programme director and the Dean of the Graduate School, the student may substitute one half-unit course by a 5,000 word essay to be submitted by 1 July.

Dates of Examination

Written papers	June
Skill course	Course exercises to be completed by March
Dissertation	1 September

M.Sc. Political Theory**Duration of Course of Study**

Full-time: One Calendar year. *Part-time:* Two Calendar years.

The programme consists of (I) five taught courses, each 12 weeks long, leading to a two-hour unseen written examination taken in June; (II) a seminar in the Methods in Political Theory which will be evaluated on a pass/fail basis and to which all students are required to attend and contribute; and (III) a 10,000 word dissertation, submitted by 1 September. No more than three courses may be taken in any one term.

Examination

<i>Paper Number</i>	<i>Paper Title</i>	<i>Course Guide Number</i>
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I Taught Courses

Five half-unit courses chosen from the following (no more than three in any one term)

(a)	Greek Political Theory: Thought and Action in Plato's Political Theory (<i>not available 1997-98</i>)	GV414
(b)	Methods and Controversies in the History of Political Thought: the Continental Tradition	GV412
(c)	The Theory of Positive Freedom	GV406
(d)	Feminist Political Theory: Approaches and Concepts	GV410
(e)	Contemporary Disputes about Justice	GV408
(f)	The Realignment of Political Ideas in Modern Britain: Principal Themes in Modern British Political Thought	GV417
(g)	Political Legitimacy: Explanatory Theories (<i>not available 1997-98</i>)	GV416

<i>Paper Number</i>	<i>Paper Title</i>	<i>Course Guide Number</i>
(h)	Radical Political Theory	GV419
(i)	Greek Political Theory: Thought and Action in Aristotle's Political Theory	GV415
(j)	Methods and Controversies in the History of Political Thought: the Anglo-American Tradition (Pb) (<i>not available 1997-98</i>)	GV413
(k)	The Ethical Status of the States and Other Associations	GV407
(l)	Feminist Political Theory: Issues (<i>not available 1997-98</i>)	GV411
(m)	Political Philosophy and the Future	GV409
(n)	The Realignment of Political Ideas in Modern Britain: Realignments – Markets, Property, Nationalism and Citizenship (Pf)	GV418
(o)	Multiculturalism, Nationalism and Citizenship	GV498
(p)	The Political Theory of British Utilitarianism	GV497
(q)	An approved half-unit course taught in the Government Department or in another Department or Institute	
II	Methods in Political Theory – Seminar	GV405
III	Dissertation	
	All students must submit a 10,000 word dissertation (counting as one quarter of the final mark) on an approved topic by 1 September	

Note: (P) signifies that the course is only open to students who have already taken the specified pre-requisite.

Candidates may, with the approval of their supervisor, take a relevant one half-unit course offered by any other M.Sc., M.A. or LL.M. in the School as a substitute for a one half-unit course offered on the Political Theory M.Sc.

Any student on a full-unit course programme wishing to take a half-unit course as an outside option should normally be required to take 2 half-unit courses – one taught in Michaelmas the other in Lent – as equivalent to one full unit. Exceptionally, and subject to the approval of the student's programme director and the Dean of the Graduate School, the student may substitute one half-unit course by a 5,000 word essay to be submitted by 1 July.

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of up to three papers, taken after completion of courses for those papers. The second part will consist of the remaining papers and the essay and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Dates of Examination

Written papers	June
Dissertation	1 September

M.Sc. Politics of Development (Latin America)**Duration of Course of Study**

Full-time: One Calendar year. *Part-time:* Two Calendar years.

The programme consists of (I) five taught courses, each 12 weeks long, leading to a two-hour unseen written examination taken in June; (II) a Skills course, which is taken by all students; and (III) a 10,000 word dissertation, submitted by 1 September.

Examination

Paper Number	Paper Title	Course Guide Number
I Taught Courses		
1, 2, 3, & 4.		
Michaelmas Term		
(a)	The State and Political Institutions in Latin America	GV443
(b)	Politics and Economic Policy in Spanish America	GV437
Lent Term		
(c)	Democracy and Development in Latin America	GV444
(d)	Politics and Policy in Developing Countries	GV435
5.	One of the following	
(e)	Government and Administration in New and Emergent States (<i>not available 1997-98</i>) or	GV496
(f)	An approved half-unit course taught either in the Government Department or another Department	
II		
Either		
	Skills Course	GV400
or		
	Methods in Political Theory	GV405

III Dissertation

All students must submit a 10,000 word dissertation on an approved topic by 1 September

Any student on a full-unit course programme wishing to take a half-unit course as an outside option should normally be required to take 2 half-unit courses – one taught in Michaelmas the other in Lent – as equivalent to one full unit. Exceptionally, and subject to the approval of the student's programme director and the Dean of the Graduate School, the student may substitute one half-unit course by a 5,000 word essay to be submitted by 1 July.

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of up to three papers, taken after completion of courses for those papers. The second part will consist of the remaining papers and the essay and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Dates of Examination

Written papers	June
Dissertation	1 September

M.Sc. The Politics of Empire and Post-Imperialism**Duration of Course of Study**

Full-time: One calendar year. *Part-time:* Two calendar years.

Examination

The programme consists of (i) one full-year compulsory core courses; (ii) either two full-year courses or one full-year course and two half-unit courses; and (iii) a 10,000 word dissertation, submitted by 1 September.

Paper Number	Paper Title	Course Guide Number
1.	Core Course: The Politics of Empire and Post Imperialism	GV446
2.	Full-year courses:	
(a)	Government and Politics of Russia	GV433
(b)	Foreign Policy Analysis III	IR411
(c)	European Institutions III	IR413
(d)	International Politics: Asia and the Pacific	IR418
(e)	The International Relations of the Middle East	IR419
(f)	Soviet and Post-Soviet Foreign Policy	IR425
(g)	Modernity and International Relations	IR426
(h)	The Politics of International Trade	IR457
(i)	The Suez Crisis: Origins and Impact 1945-1962 (<i>not available 1997-98</i>)	HY405
(j)	International Politics: Africa	IR427
3.	Half-unit courses:	
(k)	Nations and Nationalism	GV431
(l)	Politics and Economic Policy in Spanish America	GV437
(m)	National and Ethnic Conflict Regulation	GV436
(n)	Government and Politics of Ireland (<i>not available 1997-98</i>)	GV464
(o)	European Union: Politics and Policy	GV452
4.	Any one-year or one half-unit course (with the agreement of the student's supervisor and the course's proprietor).	
5.	A dissertation of 10,000 words on a theme relevant to the core course.	

Students electing to take any of the optional courses listed under 2 and 3 must seek the approval of the course's proprietor. Some courses may impose a quota on the number of students admitted.

Dates of Examination

Written papers	June
Dissertation	1 September

M.Sc. Public Administration and Public Policy**Duration of Course of Study**

Full-time: One calendar year. *Part-time:* Two calendar years.

The programme consists of (I) five taught courses, each one 12 weeks long, leading to a two-hour unseen written examination* taken in June; (II) a Skills course, which is taken by all students; and (III) a 10,000 word dissertation, submitted by 1 September.

*some courses include an assessed essay counting 25% of final mark.

Examination

Paper Number	Paper Title	Course Guide Number
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I Taught Courses

Students will be examined in five courses as follows, by means of a two-hour paper in each course, except for Paper 4 and 5(c) and (f).

Paper Number	Paper Title	Course Guide Number
	which will count as two courses and will be examined by means of a three-hour paper.	
1, 2, & 3.	Three of the following:	
(a)	Introduction to Comparative Public Administration	GV480
(b)	Public Choice and Public Policy I – Introduction*	GV481
(c)	Public Management Theory and Doctrine*	GV483
(d)	Public Choice and Public Policy II – Advanced Topics*	GV482
4. & 5.	Two of the following:	
(a)	A course from 1, 2 and 3 above not already taken	
(b)	Comparative Local Government and Urban Politics*	GV492
(c)	Law and Politics of Utilities Regulation* (counts as two courses)	GV489
(d)	Government and Administration in New and Emergent States (not available 1997–98)	GV496
(e)	Politics of Regional and Urban Planning*	GV491
(f)	European Social Policy (counts as two courses)	SA405
(g)	Government and Politics in the USA	GV484
(h)	US Public Policy	GV485
(i)	Socio-Economic Cohesion Policies in the European Union (please note that the European Union: Politics and Policy 4 & 5(j) below) is a pre-requisite for admission to this course)	GV453
(j)	The European Union: Politics and Policy	GV452

II Skills Course GV400

Every student will take the Skills Course. As a candidate for admission to the degree, students who do not have an adequate background in quantitative analysis will be required to take Quantitative Analysis I within GV400 (to be assessed by an in-class examination and a take-home examination).

III Dissertation

A dissertation of not more than 10,000 words written on an approved topic submitted by 1 September.

Any student on a full-unit course programme wishing to take a half-unit course as an outside option should normally be required to take 2 half-unit courses – one taught in Michaelmas the other in Lent – as equivalent to one full unit. Exceptionally, and subject to the approval of the student's programme director and the Dean of the Graduate School, the student may substitute one semester course by a 5,000 word essay to be submitted by 1 July.

Candidates may, subject to the approval of their supervisor, substitute for up to two of the written papers listed under 4 and 5 above any other paper which is offered for the M.Sc., LL.M. or M.A., which involves at least 20 weeks of an integrated teaching programme and which counts as one quarter (or one full unit) of the complete M.Sc. degree 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 or she may be allowed, subject to the supervisor's approval, to substitute for one of the papers under 1, 2 and 3 above a paper from 4 and 5, or from the M.Sc. 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.

The results of the examination in each year are considered and published as a whole, on completion of the examinations for that year.

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of up to four papers, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the essay will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which she/he has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Dates of Examination

Written Papers:	June
Compulsory Skills programme exercises	to be completed by March
Dissertation	1 September

Course Guides

GV400

Skills Programme

Teacher Responsible: **Dr. M. Mulford**, Room B802
Other staff participants: **Dr. G. Gaskell**, Room B811, **Dr. K. Dowding**, Room K206

Availability and Restrictions: For M.Sc. Comparative Politics, M.Sc. Public Administration and Public Policy, M.Sc. 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 Michaelmas Term and complete the session on 'Introduction to PCs' and 'Introduction to Windows95'.

Core Syllabus: This course provides a grounding in the skills needed for modern policy making and analysis, or for undertaking political science research at doctoral level.

Course Content: The course is designed to equip students to be able to find all the resources they need to undertake their dissertation; to give students a good introduction to quantitative methods; and to acquaint them with the strengths and limits of different qualitative methods. The course has three main components:

1. **Research Skills.** The opening weeks introduce students to skills needed in their particular M.Sc. 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 course **MI411: Quantitative Analysis in Social Research I** taught in the Methodology Institute (see course description in the section on 'M.Phil./Ph.D. Programmes of Study'). This course covers the basic theory and concepts associated with quantitative social research: logic of sampling, descriptive statistics, hypothesis testing and bivariate data analysis. Students will use SYSTAT (statistical package) to explore and manipulate data. Students

who have already studied statistics and data analysis to a good level should take **MI412: Quantitative Analysis in Social Research II** also taught in the Methodology Institute (see course description in the 'M.Phil./Ph.D. Programmes of Study'). This course covers various multivariate techniques, including multiple regression and loglinear modelling. Again students must complete exercises and project work at a more advanced level, including multiple regression and loglinear modelling. All students must take one or other of these quantitative courses. Which one would be most appropriate for you should be discussed with your supervisor and **Dr. Mulford**.

3. **Qualitative Methods.** Students attend the first part of the Methodology Institute seminars **MI421 Qualitative Research Methods** which discusses the principles and assumptions, the applications and analysis and the strengths and weaknesses of qualitative methodologies in the social sciences.

Teaching Arrangements: Core teaching for this paper is run in shorter modules, details of which can be obtained from **Dr. Mulford** at the start of the year.

Reading List: J. F. Healey, *Statistics: A Tool for Social Research*, 4th edn.; L. Champney, *Introduction to Quantitative Political Science*; D. Knoke & G. W. Bohmstedt, *Statistics for Social Data Analysis*, 3rd edn.

Methods of Assessment: For students of M.Sc. Comparative Politics, M.Sc. Public Administration and Public Policy and M.Sc. European Politics and Policy, satisfactory completion of a two-part examination (in-class and take-home) covering quantitative methods is required as part of the M.Sc. degree.

GV405

Methods in Political Theory – Seminar (Half unit course)

Teachers Responsible: **Professor B. Barry**, Room L104, **Dr. D. Bubeck**, Room K301, **Professor J. Charvet**, Room K207, **Dr. K. Dowding**, Room K206 and **Dr. P. Kelly**, Room L100

Availability and Restrictions: Compulsory for all M.Sc. Political Theory students, available to other Politics M.Sc. students with the consent of the M.Sc. Political Theory course director.

Core Syllabus: The nature of political theorizing.

Course Content: Controversies in the study of the history of political thought; conceptual analysis and formalization in political theory; the presuppositions and practice of normative political theorizing; the critical reading of texts.

Teaching Arrangements: The course meets for 12 two-hour seminars in the Michaelmas, Lent and Summer Terms.

Methods of Assessment: One two-hour written unseen examination in June.

GV406

The Theory of Positive Freedom (Half unit course)

Teacher Responsible: Professor J. Charvet, Room K207

Availability and Restrictions: For M.Sc. Political Theory.

Core Syllabus: A study of the idea of freedom as self-determination

Course Content: The course will begin with contemporary discussions of freedom and autonomy and will then turn to a study of the classic theorists of positive freedom – Rousseau, Kant and Hegel – before culminating with a consideration of the reflection of these themes in Habermas' thought.

Teaching Arrangements: Ten seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

Reading List: Sir I. Berlin, *Two Concepts of Liberty*; J. Christman (Ed.), *The Inner Citadel*; I. Kant, *The Groundwork of the Metaphysics of Morals*; G. W. F. Hegel, *The Philosophy of Right*.

Methods of Assessment: Two-hour unseen written examination in June.

GV407

The Ethical Status of the States and Other Associations (Half unit course)

Teacher Responsible: Professor J. Charvet, Room K207

Availability and Restrictions: For M.Sc. Political Theory.

Core Syllabus: A study of the nature of states and other associations from an ethical point of view.

Course Content: The course will cover the following themes: political obligation, the nature of the state and other associations, the idea of the sovereignty of the state, the nature of political authority, the status of the state and other associations in international society.

Teaching Arrangements: Ten seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

Reading List: A. J. Simmons, *Moral Principles and Political Obligation*; H. Bull, *The Anarchical Society*; A. Passerin D'Entrèves, *The Notion of the State*.

Methods of Assessment: Two-hour unseen written examination in June.

GV408

Contemporary Disputes about Justice (Half unit course)

Teacher Responsible: Dr. P. Kelly, Room L100

Availability and Restrictions: For M.Sc. Political Theory.

Course Content: A critical analysis of the debates about justice following the publication of John Rawls's *A Theory of Justice* in 1971.

Teaching Arrangements: Ten seminars in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term.

Reading List: John Rawls, *A Theory of Justice*; S. Mulhall & A. Swift, *Liberals and Communitarians*; M. Sandel, *Liberalism and the Limits of Justice*; M. Walzer, *Spheres of Justice*; A. MacIntyre, *Whose Justice? Which Rationality?*

Methods of Assessment: Two-hour unseen written examination in June.

GV409

Political Philosophy and the Future (Half unit course)

Teacher Responsible: Professor B. Barry, Room L104

Availability and Restrictions: Primarily for M.Sc. Political Theory; other graduate students may attend by permission.

Core Syllabus: Choices made by human beings currently alive affect the future state of the planet. What criteria should guide those choices? The object of the course is to ask what intellectual resources contemporary political philosophy can bring to bear upon that question.

Course Content: The course is organised around three main topics. The first is the size and composition of the future population. Problems to be discussed include the 'mere addition paradox' and the possibility of damaging the prospects of future generations without harming anyone. The second topic is distributive justice across generations. Special attention is given to the proposal that the appropriate criterion that of 'sustainable development'. The problem of equitable distribution of the burdens of reducing global pollution and resource depletion will also be discussed. The third topic is the relation between human beings and nature, and the implications of alternative views for public policy. For example: does biodiversity have intrinsic value or is its value derived from its contribution to human interests? What difference in practical terms does it make what answer is given?

Teaching Arrangements: Ten seminars in the Michaelmas Term and 2 seminars in the first and second weeks of the Summer Term.

Written Work: Students will write two short essays, one of which may be based on their class presentation.

Reading List: D. Parfit, *Reasons and Persons*; D. Heyd, *Genethics*; P. Dasgupta, *An Inquiry into Well-Being and Destitution*; M. Sagoff, *The Economy of the Earth*; T. Hayward (Ed.), *Ecological Thought*; A. Dobson, *Green Political Thought*; R. E. Goodin, *Green Political Theory*; A. de-Shalit, *Why Posterity*

Matters; B. G. Norton, *Why Preserve Natural Variety?*

Method of 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 three thousand 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 Summer Term. In the overall assessment of the course, the unseen written examination counts as 75% of the total mark and the essay as 25%.

GV410

Feminist Political Theory: Approaches and Concepts (Half unit course)

Teacher Responsible: Dr. D. Bubeck, Room K301

Availability and Restrictions: For M.Sc. Political Theory and M.Sc. Gender. Other graduate students may attend by permission.

Core Syllabus: This course will discuss approaches and concepts in feminist political theory.

Course Content: May vary slightly from year to year. Topics likely to be addressed include the following:

- varieties of feminism
- feminist method in political theory
- gender in political theory: analysis of central concepts with regard to their gender bias, such as the concepts of liberty, equality, justice, rights, state, citizenship, democracy, public/private dichotomy.

Teaching Arrangements: Ten seminars in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term.

Reading List: A detailed list will be handed out at the beginning of the course. The following may serve as an introduction and indication of concerns; R. Tong, *Feminist Thought*; J. Grimshaw, *Feminist Philosophers*; C. Mackinnon, *Toward a Feminist Theory of the State*; C. Pateman, *The Disorder of Women*; S. M. Okin, *Justice, Gender and the Family*; N. Hirschmann & C. DiStefano (Eds.), *Revisioning the Political*; V. Held (Ed.), *Justice and Care*.

Methods of Assessment: Two-hour unseen written examination in June.

GV411

Feminist Political Theory: Issues (Half unit course)

(Not available 1997–98)

Teacher Responsible: Dr. D. Bubeck, Room K301

Availability and Restrictions: For M.Sc. Political Theory and M.Sc. Gender. Other graduate students may attend by permission. Attendance at **Feminist Political Theory: Approaches and Concepts** (GV410) is recommended.

Core Syllabus: This course will discuss selected issues in feminist political theory.

Course Content: May vary slightly from year to year. Issues likely to be addressed include the following:

- contracts
- reproductive issues: abortion; surrogacy; reproductive technologies
- pornography and censorship
- ecofeminism
- women and peace
- violence, victimisation and agency
- theories of the body
- feminist utopias

Teaching Arrangements: Ten seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

Reading List: A detailed list will be handed out at the beginning of the course. The following may serve as an introduction and indication of concerns: C. Mackinnon, *Feminism Unmodified*; C. Overall, *Ethics and Human Reproduction*; C. Pateman, *The Sexual Contract*; J. B. Elshtain, *Women, Militarism and War*; S. Ruddick, *Maternal Thinking: Towards a Politics of Peace*; J. Plant, *Healing the Wounds: The Promise of Ecofeminism*; M. Piercy, *Woman on the Edge of Time*; C. Itzin (Ed.), *Pornography: Women, Violence and Civil Liberation*.

Methods of Assessment: Two-hour unseen written examination in June.

GV412

Methods and Controversies in the History of Political Thought: the Continental Tradition (Half unit course)

Teacher Responsible: Professor J. Coleman, Room L204

Availability and Restrictions: For M.Sc. 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.

Course 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 Arrangements: Ten seminars in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term.

Written Work: Students are expected to write two essays.

Reading List: The texts discussed vary from year to year but will include works by Hegel, Marx, Dilthey, M. Weber, Mannheim, Meinecke, Herder, Kant,

Nietzsche, M. Bloch, Comte, Condorcet, Braudel, Foucault, Huizinga, P. Geyl, Burckhardt, Croce, Gramsci etc. A reading list of primary texts to be discussed and critical commentaries will be handed out at the beginning of the course.

Methods of Assessment: The examination will take place in June and will consist of a formal and unseen two-hour paper.

GV413

Methods and Controversies in the History of Political Thought: the Anglo-American Tradition (Half unit course)

(Not available 1997-98)

Teacher Responsible: Professor J. Coleman, Room L204

Availability and Restrictions: For M.Sc. 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.

Course 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 Arrangements: Ten seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

Written Work: Students are expected to write two essays.

Reading List: The texts discussed vary from year to year but will 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.

Methods of Assessment: The examination will take place in June and will consist of a formal and unseen two-hour paper.

GV414

Greek Political Theory: Thought and Action in Plato's Political Theory (Half unit course)

(Not available 1997-98)

Teacher Responsible: Professor J. Coleman, Room L204

Availability and Restrictions: For M.Sc. Political Theory and other intercollegiate M.Sc. students, with permission.

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.

Course 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 Arrangements: Ten seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

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.

Methods of Assessment: The examination will take place in June and will consist of a formal and unseen two-hour paper.

GV415

Greek Political Theory: Thought and Action in Aristotle's Political Theory (Half unit course)

Teacher Responsible: Professor J. Coleman, Room L204

Availability and Restrictions: For M.Sc. Political Theory and other intercollegiate M.Sc. students, with permission.

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.

Course 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 Arrangements: Ten seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

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.

Methods of Assessment: The examination will take place in June and will consist of a formal and unseen two-hour paper.

GV416

Political Legitimacy: Explanatory Theories (Half unit course)

(Not available 1997-98)

Teacher Responsible: Dr. R. Barker, Room K100

Availability and Restrictions: For M.Sc. Political Theory and other M.Sc. students, by permission.

Core Syllabus: Principal explanatory theories of legitimacy. Temporal, societal, and issue variations of legitimacy. Political identity and political legitimacy.

Course Content: The difference between explanatory and normative theories of legitimacy. Legitimacy as a dimension of politics. The various forms of political identity and their relationship to legitimacy.

Teaching Arrangements: Ten seminars in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term.

Written Work: Students will write two papers.

Reading List: R. Barker, *Political Legitimacy and the State*; N. Luhmann, *A Sociological Theory of Law*; W. Connolly (Ed.), *Legitimacy and the State*; M. Weber, *Economy and Society*; R. Rogowski, *Rational Legitimacy*; D. Beetham, *The Legitimation of Power*.

Methods of Assessment: Two-hour unseen written examination in June.

GV417

The Realignment of Political Ideas in Modern Britain: Principal Themes in Modern British Political Thought (Half unit course)

Teacher Responsible: Dr. R. Barker, Room K100

Availability and Restrictions: For M.Sc. Political Theory and other M.Sc. students, by permission.

Core Syllabus: Politics, political ideas and the relations between them. The principal original themes in modern British political thought: socialism, conservatism, liberalism & feminism.

Course Content: The course will deal with the principal themes in modern British political thought up until the last quarter of the twentieth century.

Teaching Arrangements: Ten seminars in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term.

Written Work: Students will write two papers.

Reading List: R. Barker, *Political Ideas in Modern Britain In and After the Twentieth Century*; R. Barker, *Politics, Peoples and Government*; R. Williams, *Culture and Society*; W. H. Greenleaf, *The British Political Tradition: vol 2 The Ideological Heritage*.

Methods of Assessment: Two-hour unseen written examination in June.

GV418

The Realignment of Political Ideas in Modern Britain: Realignment - Markets, Property, Nationalism and Citizenship (Half unit course)

Teacher Responsible: Dr. R. Barker, Room K100

Availability and Restrictions: For M.Sc. Political Theory and other M.Sc. students, by permission. Students should have completed GV417.

Core Syllabus: Realignment: markets, property, nationalism and citizenship.

Course Content: The realignments within and between the principal themes in British political thought, paying particular attention to markets, property and citizenship.

Teaching Arrangements: Ten seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

Written Work: Students will write two papers.

Reading List: D. Miller, *Market, State and Community*; G. Andrews (Ed.), *Citizenship*; R. Barker, *Politics, Peoples and Government*.

Methods of Assessment: Two-hour unseen written examination in June.

GV419

Radical Political Theory (Half unit course)

Teacher Responsible: Dr. D. Bubeck, Room K301

Availability and Restrictions: For M.Sc. Political Theory. Other graduate students may attend by permission. Acquaintance with some history of political thought is desirable, but not absolutely necessary.

Core Syllabus: A study of important texts by radical political and social philosophers of the nineteenth and twentieth century. 'Radical' in this context refers either to the political implications and/or location of these philosophical approaches, to the radicality of their critique of mainstream political philosophy, or to their distance from the basic assumptions and conceptualisations of more traditional contemporary approaches.

Course Content: Three of the following authors will be selected in any one course: Marx, Nietzsche, Freud, Frankfurt School, Foucault, Habermas, Lyotard.

Teaching Arrangements: Ten seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

Reading List: R. Tucker, *The Marx-Engels Reader* (2nd edn.); Nietzsche, *Genealogy of Morality*; Freud, *Civilisation and its Discontents*; Foucault, *Discipline and Punish, History of Sexuality*, vol 1; Arato and Gebhardt, *The Essential Frankfurt School Reader*; Lyotard, *The Postmodern Condition*.

Methods of Assessment: Two-hour unseen written examination in June.

GV427

Democracy and Democratisation in East and South Asia (Half unit course)

Teachers Responsible: Dr. C. Lin, Room L202 and Dr. S. Karmel, Room L300

Availability and Restrictions: For M.Sc. Comparative Politics. Students from other M.Sc. programmes are welcome to take the course with the permission of the teachers responsible.

Core Syllabus: Recent political developments in East and South Asia: how the idea of democracy has evolved in the region and in some cases oriented the processes of social and regime transformation.

Course Content: The historical and international background of democracy and democratisation in the region. Modernization and democratisation as non-parallel developments; alternative and diverse Asian paths to democracy and modernity. Comparing democracies, mainly Japan and India. Democratisation processes in the Asian NICs, including debate over "Asian values" and authoritarianism. Transformation of Communism in China, Vietnam, and North Korea. Ethnic nationalism, religions and socialist ideologies. Two special case comparisons: India and China in the context of development versus democracy; political citizenship and women's participation in Japan and China. New regional order in world politics.

Teaching Arrangements: Ten seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

Reading List: D. Allen (Ed.), *Religion and Political Conflict in South Asia* (1992); D. A. Bell et al., *Towards Illiberal Democracy in Pacific Asia* (1995); L. Diamond et al. (Eds.), *Democracy in Developing Countries: Asia* (1989); K. Hewison et al. (Eds.), *Southeast Asia in the 1990s* (1993); S. N. Eisenstadt (Ed.), *Democracy and Modernity* (1992); T. Ishida & F. Krauss (Eds.), *Democracy in Japan* (1989); A. Kohli, *Democracy and Discontent* (1990); L. Pye, *Asian Power and Politics* (1985); T. Robinson (Ed.), *Democracy and Development in East Asia* (1991); A. Sen, *Wrongs and Rights in Development* (1995).

Methods of Assessment: Two-hour unseen written examination in June.

GV428

Contemporary Russia: The Politics of Transition (Half unit course)

Teacher Responsible: Dr. J. Hughes, Room K310

Availability and Restrictions: For M.Sc. Comparative Politics. A background knowledge of politics, history or international relations is desirable.

Core Syllabus: To provide a theoretically informed and advanced analysis of the problems of the transition to and consolidation of democracy in Russia from 1991 to the present, with a focus on the development of new political institutions.

Course Content: Transition theories and problems with democratic institution building. The conflict between presidential power and the new parliamentary structures. Elections, voting behaviour and electoral geography. Parties, electoral blocs and cleavages. The new local government structure: the role of governors, mayors and local assemblies. Russia's 'asymmetric' federalism and centre-regional relations. Ethnic nationalisms. Elites, interests, public opinion and the transition.

Teaching Arrangements: Ten seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term. Students must also attend lectures for GV217 *Russia/the CIS: Institutions and Politics*.

Reading List: R. Sakwa, *Russian Politics and Society*; T. J. Colton & R. C. Tucker (Eds.), *Patterns in Post-Soviet Leadership*; G. Lapidus & E. Walker (Eds.), *The New Russia: Troubled Transformation*; T. Friedgut & J. W. Hahn, *Local Power and Post-Soviet Politics*; R. Szporluk (Ed.), *National Identity and Ethnicity in Russia and the New States of Eurasia*; A. Przeworski, *Democracy and the Market: Political and Economic Reforms in Eastern Europe and Latin America*; J. Linz & A. Valenzuela (Eds.), *The Failure of Presidential Democracy: Comparative Perspectives*.

Methods of Assessment: Consists of two parts: (i) a one two-hour unseen written examination in June, accounting for 75% of the marks; (ii) one essay of not more than 2500 words, accounting for 25% of the marks to be handed in not later than 28th April 1998.

GV429

Government and Politics in Spain (Half unit course)

Teacher Responsible: Dr. S. Balfour, Room H677

Availability and Restrictions: For M.Sc. European Politics and Policy.

Core Syllabus: This course will provide a critical introduction to the process of the transition to democracy in Spain and the subsequent organisation and functioning of the new polity and state.

Course Content: The fall of the Franco regime and the transition to democracy. The Constitutional Settlement of 1978. Key features of the organisation of the democratic state. Centre-periphery relations, the regional question and the structure of local 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 and the balance of political power in contemporary Spain.

Teaching Arrangements: Ten lectures and 10 seminars in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term.

Introductory Reading List Includes: R. Carr & J. P. Fusi, *Spain: Dictatorship to Democracy*; D. Gilmour, *The Transformation of Spain*; P. Heywood, *The Government and Politics of Spain*; J. Hooper, *The New Spaniards* (revised edn.); S. Payne, *The Franco Regime, 1936 - 75*; V. Pérez-Díaz, *The Return of Civil Society*; P. Preston, *The Triumph of Democracy in Spain*.

Methods of Assessment: Two-hour unseen written examination in June.

GV430

States, Democracy and Democratisation (Half unit course)

Teachers Responsible: Professor B. O'Leary, Room K204, Dr. G. Philip, Room K205 and others

Availability and Restrictions: For M.Sc. in Comparative Politics. Other students may take this course only if places are available. Enquiries to Professor O'Leary's Secretary in the first week of the Michaelmas Term.

Core Syllabus: This course examines explanatory theories and evidence about the democratisation of states, how liberal democratic states operate, and what contributes to their stabilisation or breakdown. It combines historical sociology and comparative political science to evaluate the validity of theories about states and democratisation.

Course Content: The concept of democracy and its rival interpretations. The concept of the state and its rival interpretations. Pluralist, New Right, Elite, Marxist and Neo-Pluralist theories of the liberal democratic state. Democratisation: comparing cross-national studies with comparative historical investigations. Democratic culture and democratic institutions.

Teaching Arrangements: Ten lectures and 10 seminars in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term.

Written Work: Students must make one-sheet and word-processed presentations at seminars, and write two short essays during the course.

Reading List: R. Dahl, *Democracy and its Critics*; P. Dunleavy & B. O'Leary, *Theories of the State: The Politics of Liberal Democracy*; B. Moore, *The Social Origins of Dictatorship and Democracy*; T. Vanhanen, *The Process of Democratisation*.

Methods of Assessment: Two-hour unseen written examination in June.

GV431

Nations and Nationalism (Half unit course)

Teachers Responsible: Professor B. O'Leary, Room K204 and Dr. E. Ringmar, Room K309

Availability and Restrictions: Students who wish to take this course, and who are not registered for the M.Sc. in Comparative Politics, must sign up to request to do this course with Professor O'Leary's secretary in the first week of the Michaelmas Term. They must state the date and time of their application, the M.Sc. course they are taking, their reasons for wishing to take the course, and must leave their address (preferably e-mail). They will be informed quickly whether or not places are available.

Core Syllabus: This course examines explanatory accounts of (and evidence about) 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 the validity of doctrines and theories about nationalism.

Course Content: The concept of nationalism and the nation-state and their rival interpretations. Nationalist thinkers, doctrines and philosophies. Nation-building. Typologies of nations and nationalism. Primordialist, modernist, materialist and idealist explanations of nationalism. Nationalism and international society. Irredentism and secession. Nationalism and democratisation. Nationalism and public policy.

Teaching Arrangements: Ten seminars in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term.

Written Work: Students must make one-sheet and word-processed presentations at seminars, 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*; A. Buchanan, *Secession*; H. Seton-Watson, *Nations and States*; A. Smith, *Theories of Nationalism*.

Methods of Assessment: Two-hour unseen written examination in June.

GV432

Government and Politics in China (Half unit course)

Teachers Responsible: Dr. C. Lin, Room L202 and Dr. S. Karmel, Room L300

Availability and Restrictions: For M.Sc. Comparative Politics. Students from other M.Sc. programmes are welcome to take the course with the permission of the teachers responsible.

Core Syllabus: The nature of the current economic, social and political transformation of Communist China and the significance of rival theoretical explanations of such a transformation for political science; the politics of Hong Kong and Taiwan, also of Singapore and other societies of S.E. Asia with a large Chinese diaspora.

Course Content: Often in comparison with other former Communist states and other developing countries, discussions of China will cover the following topics: Historical and international background such as geographical and demographical contexts; regime and government, allocation of central and local power; bureaucracy as tradition and as invention; social hierarchy and organization, class structure and beyond; citizenship with its gender dimension, mobilization and participation; ideology, political culture, and the question of democracy; Tibet and other minority regions; "one country, two systems"; political economy, planning and the market; the meaning of global integration for China. Other Chinese societies will also be discussed in relation to nationalism, Communism, authoritarianism, democratisation and regional politics.

Teaching Arrangements: Ten lectures and 10 seminars in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term.

Reading List: P. Berger & H. Xiao (Eds.), *In Search of an East Asian Developmental Model* (1988); P. Ferdinand, *Communist Regimes in Comparative Perspective* (1991); B. McCormick & J. Unger (Eds.), *China After Socialism* (1995); M. Meisner, *The Deng Xiaoping Era* (1996); P. Nolan, *China's Rise, Russia's Fall* (1995); C. Riskin, *China's Political Economy* (1987); J. Spence, *In Search of Modern China* (1990); S. Schram (Ed.), *Foundations and Limits of State Power in China* (1987); S. Shirk, *The Political Logic of Economic Reform in China* (1993); E. Vogel, *The Four Little Dragons* (1991)

Methods of Assessment: Two-hour unseen written examination in June.

GV433

Government and Politics of Russia

Teachers Responsible: Professor D. Lieven (on leave 1997-98) Room K208, Dr. J. Hughes, Room K310 and Dr. C. Binns, Room L102

Availability And Restrictions: For M.Sc. Russian and Post-Soviet Studies, M.Sc. Comparative Politics, and related disciplines.

Core Syllabus: This course provides a critical examination of theories and investigates empirical evidence on the development of the communist system in the Soviet Union and analyses the reasons for its collapse, with a focus on the rise of nationalism and its impact on post-communist politics in Russia and the other former Soviet republics.

Course Content: Autocracy and Modernisation; Leninism, the Russian revolution and the construction of the Soviet state; Stalinist state and society; Soviet federalism in theory and practice; the Communist Party under Khrushchev and Brezhnev; modernisation and sovietisation; conservatism and reformism; Gorbachevism; nationalism and the disintegration of the Soviet Union; nationalism in Russia and the new states of Eurasia; the new Russian federalism; types of post-communist state-building.

Teaching Arrangements: 21 weekly two and a half hour seminars in the Michaelmas, Lent and Summer Terms.

Reading List: D. Lieven, *Nicholas II*; R. Pipes, *The Russian Revolution*; R. Pipes, *Russia under the Bolshevik Regime*; R. Tucker, *Stalin in Power*; S. Bialer, *Stalin's Successors: leadership, stability and change in the Soviet Union*; A. Dallin & G. Lapidus (Eds.), *The Soviet System in Crisis*; I. Bremmer & R. Taras (Eds.), *Nations and Politics in the Soviet Successor States*; R. Szporluk, *National Identity and Ethnicity in Russia and the New States of Eurasia*; R. Sakwa, *Russian Politics and Society*; J. Lowenhardt, *The Reincarnation of Russia*.

Methods Of Assessment: Two assessed essays and a three-hour unseen written examination in June. Essay deadlines: first essay: end of the Michaelmas Term, second essay: middle of Lent Term, third essay: end of the Easter vacation.

GV435

Politics and Policy in Developing Countries (Half unit course)

Teachers Responsible: Dr. G. Philip, Room K205, Dr. C. Lin, Room L202, Dr. S. Karmel, Room L300 and Dr. F. Panizza, Room L201

Availability and Restrictions: For M.Sc. Comparative Politics. Also available to M.Sc. Public Administration and Public Policy students.

Core Syllabus: Democracy, economic policymaking and development issues in historical context with particular reference to Mexico and China.

Course Content: This course has three essential themes. It is concerned with the political and policymaking implications of certain development strategies and doctrines, such as economic liberalism in Mexico and the industrialising strategies pursued in China. It is also interested in contributions to the politics of development, including but not limited to the Modernisation and Dependency perspectives. Finally it looks at some special problems and prospects involving democratisation.

Teaching Arrangements: Ten seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

Reading List: D. Barkin, *Distorted Development*; L. Sklair, *Sociology of the Global System*; P. Aspe & P. Sigmund, *Economy of Income Distribution in Mexico*; G. Philip, *The Presidency in Mexican Politics*; D. North, *Institutions, Institutional Change and Economic Performance*; S. Haggard, *Pathways from the Periphery*; G. White, *Riding the Tiger*; B. Naughton, *Growing Out of the Plan* (1995).

Methods of Assessment: Two-hour unseen written examination in June.

GV436

National and Ethnic Conflict Regulation (Half unit course)

Teachers Responsible: Professor B. O'Leary, Room K204 and Dr. E. Ringmar, Room K309

Availability and Restrictions: Students who wish to take this course, and who are not registered for the M.Sc. in Comparative Politics, must sign up to request to do this course with Professor O'Leary's secretary in the first five weeks of the Michaelmas Term. They must state the date and time of their application, the M.Sc. course 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. Preference will be given to students who have taken GV431.

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.

Course 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, thirdparty 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 Arrangements: Ten seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

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*.

Methods of Assessment: Two-hour unseen written examination in June.

GV437

Politics and Economic Policy in Spanish America (Half unit course)

Teacher Responsible: Dr. G. Philip, Room K205

Availability and Restrictions: For M.Sc. Comparative Politics, M.Sc. Politics of Development (Latin America) and M.Sc. Development Studies.

Core Syllabus: The relationship between history politics and the making of economic policy in Spanish America.

Course Content: The course considers the political dimension of economic policy making in five countries. These are Argentina, Chile, 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 Arrangements: Ten seminars in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term.

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*; J. Boue, *Venezuela: The Political Economy of Oil*; R. Camp, *Politics in Mexico*; W. Little & A. Herrera, *Populism and Reform in Contemporary Venezuela*.

Methods of Assessment: One two-hour unseen written examination in June.

GV438

Religion and Politics (Half unit course)

Teacher Responsible: Mr. J. Madeley, Room K304

Availability and Restrictions: For M.Sc. Comparative Politics, M.Sc. European Politics and Policy.

Core Syllabus: A survey of the relationship between the fields of religion and politics as analysed by political sociologists and political scientists.

Course Content: Definitional issues. The interdisciplinary background and approaches. Leading hypotheses: Marxian, functionalist and phenomenological. The world religions in comparative perspective over time. Religion and the European origins of the modern state. Religion, revolution and reform in modern Europe. The politics of secularisation: the religious factor in liberal democratic politics — a) clericalism, anticlericalism and confessional politics to 1945, b) Christian Democracy and its varieties. Religion and the 'new politics'.

Teaching Arrangements: Ten seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term. Optional attendance at undergraduate course lectures (GV229).

Reading List: D. E. Smith, *Religion and Political Development*; D. Martin, *A General Theory of Secularisation*; J. Hadden & A. Shupe (Eds.), *Religion and the Political Order* (three vols: 1986, 1988, 1989); 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*.

Methods of Assessment: Two-hour unseen written examination in June.

GV439

Government and Politics in Eastern Europe (Half unit course)

Teacher Responsible: Dr. V. Dimitrov, Room L303

Availability and Restrictions: For M.Sc. Comparative Politics, M.Sc. Russian and Post-Soviet Studies, M.Sc. European Politics and Policy, M.Sc. The Political Economy of Transition in Europe and related disciplines.

Core Syllabus: A critical introduction to Eastern Europe after 1944, focusing on the rise and fall of communist systems, and the problems of democratisation in post-communist conditions.

Course Content: The political culture of Eastern Europe. Communist revolutions and attempts to legitimate communist rule. Stalinism, de-stalinisation and the collapse of communism. Nation-states and nationalism in Eastern Europe. The establishment of democratic regimes.

Teaching Arrangements: Ten seminars in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term, optional attendance at the undergraduate lectures (GV246). Students are advised to familiarise themselves with both the BLPEs 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: F. Fetjo, *A History of the People's Democracies*; R. Tucker, *Stalinism: Essays in Historical Interpretation*; J. Rothschild, *Return to Diversity*; S. White et al (Eds.), *Development in East European Politics*; S. Whitefield, *The New Institutional Architecture of Eastern Europe*; A. Przeworski, *Democracy and the Market*.

Methods of Assessment: Two-hour unseen written examination in June.

GV443

The State and Political Institutions in Latin America (Half unit course)

Teachers Responsible: Dr. G. Philip, Room K205 and Dr. F. Panizza, Room L201

Availability and Restrictions: Only for M.Sc. students in the Politics of Development (Latin America), Comparative Politics and Development Studies.

Course Syllabus: The principal institutions influencing politics and economic policy-making in a Latin American context.

Course Content: Thematic study of political institutions in Latin America including the presidency, congress and political parties, the military, public sector reform, the private sector, international financial institutions and policy making, non governmental organisations and labour, religious movements, accountability and human rights.

Teaching Arrangements: Ten lectures and 10

seminars in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term.

Reading List: J. Linz & A. Valenzuela, *The Failure of Presidential Democracy*; G. Philip, *The Presidency in Latin American Politics*; B. Ames, *Political Survival: Politicians and Public Policy in Latin America*; M. Coppedge, *Strong Parties and Lame Ducks*; E. Epstein, *Labour Autonomy and the State in Latin America*; B. Loveman, *The Constitution of Tyranny: regimes of exception in Spanish America*; S. Mainwaring, G. O'Donnell & S. Valenzuela, *Issues in Democratic Consolidation: The New South American Democracies in Comparative Perspective*; S. Mainwaring & T. Scully, *Building Democratic Institutions: Party Systems in Latin America*; D. Close, *Legislatives and New Democracies in Latin America*; E. J. Bartelli & L. A. Payn, *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*; G. Cook, *The New Face of the Church in Latin America: Between Tradition and Change*.

Methods of Assessment: Two-hour unseen written examination in June. 20% of the marks will be awarded via a 3000 word essay to be handed in by 15 January 1998.

GV444

Democracy and Development in Latin America (Half unit course)

Teachers Responsible: Dr. G. Philip, Room K205 and Dr. F. Panizza, Room L201

Availability and Restrictions: M.Sc. students.

Course Syllabus: To study the relationship between political and economic change in Latin America.

Course Content: The sequence between democracy and economic reform; the crisis of the "old model" and the politics of economic adjustment; the external dimensions of democracy and development; trading blocks and regional integration; poverty and inequality; the informal sector; the political economy of the drugs trade; democratic politics and economic development in the late 1990s; the politics of new-populism.

Teaching Arrangements: Ten lectures and 10 seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

Reading List: D. Rueschemeyer, E. Stephens & J. Stephens, *Capitalist Development and Democracy*; S. Haggard & R. Kaufman, *The Politics of Economic Adjustment*; E. Dornbusch & S. Edwards, *The Macroeconomics of Populism in Latin America*; L. Gustafson, *Economic Development under Democratic Regimes: Neo-Liberalism in Latin America*; W. Smith, *Democracy, Markets and Structural Reform in Contemporary Latin America*; A. Lowenthal (Ed.), *Exporting Democracy. The United States and Latin America*; F. Stewart, *Adjustment and Poverty: Options and Choice*; J. De Soto, *The Other Path: the Invisible Revolution in the Third World*; S. Macdonald, *Dancing on a Volcano: The Latin American Drugs Trade*; S. Edwards, *Crisis and Reform in Latin America: From Despair to Hope*.

Methods of Assessment: Two-hour unseen written examination in June.

The Politics of Empire and Post Imperialism (Half unit course)

GV446

Teachers Responsible: Professor D. Lieven (on leave 1997-98), Room K208 and Dr. M. Light (International Relations Department), Room D411 and Dr. C. Binns, Room L102

Availability and Restrictions: For students of the M.Sc. The Politics of Empire and Post-Imperialism. Other M.Sc. or M.A. students may take this course if permitted by their programme regulations. A background in history, international relations or politics will be useful.

Course Content: Problems of defining empire and of comparisons across eras, cultures, political systems etc. External aspects of empire: world systems, geopolitics, power and the changing balance between its constituent elements. The roots of expansionism. Imperialism and neo-colonialism. The ecological consequences of empire. Domestic aspects of empire: the imperial constitution. Aristocratic and bureaucratic empires. Centre - periphery relations. Ideologies of empire. The imperial and world economies. Multi-ethnicity and its management. Case studies in empire: Rome and China compared. Tribal and Moslem empires. "Feudal" empire in Austria and Spain. Maritime empires. The USSR in the imperial mirror. Theories of the rise and fall of empires. Decolonisation and its impact on domestic and international order. Empire as an anachronism in today's world.

Teaching Arrangements: Ten lectures and 10 seminars in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term.

Written work: Four papers in the course of the year.

Reading List: A. Watson, *The Evolution of International Society*, 1992; M. W. Doyle, *Empires*, 1986; P. Kennedy, *The Rise and Fall of the Great Powers*, 1987; A. W. Crosby, *Ecological Imperialism, The Biological Expansion of Europe 900-1900*, 1986; R. J. Evans, *The Making of the Habsburg Monarchy 1550-1700*, 1979; M. E. Yapp, *The Making of the Modern Near East 1792-1923*, 1987; S. Naquin & E. S. Rawski, *Chinese Society in the Eighteenth Century*, 1987; D. K. Fieldhouse, *The Colonial Empires*, 1965; G. Lundestad (Ed.), *The Fall of Great Powers. Peace, Stability and Legitimacy*, 1994, OUP, NYC; E. Owen & R. Sutcliffe (Eds.), *Studies in the Theory of Imperialism*, Longman, 1972; S. Bialer, *Stalin's Successors: leadership, stability and change in the Soviet Union*.

Methods of Assessment: One three-hour unseen written examination in June.

GV450

European Politics: Comparative Analysis (Half unit course)

Teachers Responsible: Dr. K. Goetz, Room L304, Dr. S. Balfour, Room H677, Mr. A. J. Beattie, Room L107, Mr. J. T. S. Madeley, Room K304, Dr. V. Dimitrov, Room L303 and Dr. S. Hix, Room L305

Availability and Restrictions: For M.Sc. European Politics and Policy.

Core Syllabus: The course is structured around the

central theme of stability in European liberal democracy. It analyses the social, economic and political preconditions for the rise and consolidation of liberal democracy; the nature of liberal societies and state-society relations; the institutional architecture of the liberal democratic state. The course takes a 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 Western Europe, and, where appropriate, the democratising Central European states. The purpose of such an approach is to examine (i) the defining social and institutional parameters of liberal democratic regimes; (ii) the adaptability of liberal democracy over time; (iii) the degree of national variation in the social and political constitution of liberal democracy; and (iv) the contemporary challenges to the liberal democratic order.

Course Content: The main seminar themes addressed are: I. The evolution of European liberal democracy: 1. Nation-building and state formation; 2. Liberalism and democratisation; 3. Constitutionalism as a precondition of liberal democracy; II. The constitution of liberal society: 4. Social cleavages, party systems and voter alignment; 5. Political currents in liberal democracy: Social Democracy and Christian Democracy; 6. Segmented pluralism and consociationalism; 7. Neo-corporatism, networks and civil society. III. The institutional architecture of the liberal democratic state: 8. Presidentialism, parliamentarism and democratic consolidation; 9. Territorial politics and sub-state nationalism; 10. Supranationalism and institutionalism adaptation.

Teaching Arrangements: 10 lectures and 10 seminars in the Michaelmas Term and two seminars in the first two weeks of the Summer Term.

Reading List: Introductory texts include: M. Gallagher et al, *Representative Government in Europe*, 2nd edn.; J. Hayward & E. C. Page, *Governing the New Europe*; J-E. Lane & S. O. Ersson, *Politics and Society in Western Europe*, 3rd edn.; A. Lijphart, *Democracies*; Y. Mény, *Government and Politics in Western Europe*, 2nd edn.; M. Rhodes et al, *Developments in West European Politics*; G. Smith, *Politics in Western Europe*, 5th edn.

Methods of Assessment: Two-hour unseen written examination in June.

GV451

European Policy: Comparative Analysis (Half unit course)

Teachers Responsible: Dr. V. Dimitrov, Room L303 and Mr. J. Barnes, Room K308

Availability and Restrictions: For M.Sc. European Politics and Policy.

Core Syllabus: The course provides a theoretically informed analysis of policymaking in contemporary Europe (including the UK and former eastern bloc, but excluding the former Soviet Union) on a comparative basis.

Course Content: The course focuses on four main aspects of public policy making: the core executive,

corporatism and economic policy making, public sector reform including privatisation, and judicialisation. Topics to be examined include: contrasting state traditions, executive leadership in Presidential, semi Presidential and Parliamentary systems, Cabinet Government, the bureaucratisation and pluralisation of government, the impact of globalisation and European integration, the new public management, privatisation and regulation, and the role of the courts.

Teaching Arrangements: Ten seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

Reading List: K. Dyson, *The State Tradition in Europe*; G. Esping-Andersen, *The Three Worlds of Welfare Capitalism*; C. Graham & T. Prosser, *Privatising Public Enterprises: Constitutions, the State and Regulation in Comparative Perspective*; M. Volcansek, *Judicial Politics and Policy-Making in Europe*; J. Kooiman (Ed.), *Modern Government*; S. Whitefield, *The New Institutional Architecture of Eastern Europe*; G. Peters & D. Savoie (Eds.), *Governance in a Changing Environment*.

Methods of Assessment: Two-hour unseen written examination in June.

GV452

European Union: Politics and Policy (Half unit course)

Teachers Responsible: Dr. R. Leonardi, Room H660 and Dr. S. Hix, Room L305

Availability and Restrictions: For M.Sc. European Politics and Policy, M.Sc. Politics of Empire and Post-Imperialism.

Course Content: Part 1: Politics - the institutional framework of political competition and representation; institution building in the Union; the restructuring of the nation-state; the emergence of regional and territorial units as relevant actors in the Union level; the impact of the single market on political and interest group mobilization; parties and party system analysis; alternative models for Union reform; integration theory and models of institutionalization applied to the EU; networking as a political and policy making process.

Part 2: Policy - the policy framework; agenda setting in European institutions; policy standardisation across member states; institutional effects of EC membership on policy structures of member states; the Union policy-making and administrative structure; theoretical models of policy-making applied to the EU; prioritization of Union intervention. Specific policy areas: agriculture, basic research and technological development, transportation, telematics, environment etc.

Teaching Arrangements: Ten seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term. Students must also attend the lectures for EU401.1 Part 2, during Lent and first two weeks of Summer Term.

Reading List: S. Stavridis, E. Mossialos, R. Morgan & H. Machin, *New Challenges to the European Union*; A. M. El-Agraa (Ed.), *Economics of the European Community*; J. Grahl & P. Teague, 1992

The Big Market; V. Lintner & S. Mazey, *The European Community: Economic and Political Aspects*; C. Crouch & D. Marquand (Eds.), *The Politics of 1992: Beyond the Single European Market*; G. C. Hufbauer (Ed.), *Europe: 1992: An American Perspective*; T. Culter et al, 1992 – *The Struggle for Europe*; D. Swann, *The Economics of the Common Market*; P. Cecchini et al, 1992: *The European Challenge*; N. Nugent, *The Government and Politics of the European Community*.

Methods of Assessment: Two-hour unseen written examination in June.

GV453

Socio-economic Cohesion Policies in the EU (Half unit course)

Teacher Responsible: Dr. R. Leonardi, Room H660
Availability and Restrictions: For M.Sc. European Politics and Policy.

Course Content: The discussion of economic and political integration theories; economic equilibrium and disequilibrium theories; political neofunctionalism and federalist theories; the empirical reality of economic and social convergence in Europe since 1950; EC-US comparisons of rates of cohesion; the role of ECSC, EEC, and EU institutions in formulating economic and social policies; Single European Act and Maastricht Treaty on cohesion; the emergence of regional government; governmental performance at the sub-national level; the connection between governmental performance and socioeconomic growth; networks as instruments for cohesion.

Teaching Arrangements: Ten seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

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*; R. Hudson & J. Lewis (Eds.), *Uneven Development in Southern Europe*; R. Leonardi, *Regions and the European Community: The Regional Response to 1992 in the Underdeveloped Areas*; W. T. M. Molle, B. van Holst & H. Smit, *Regional Disparity and Economic Development in the European Community*; Lloyd Rodwin & Hidehiko Sazanami, *Industrial Change and Regional Economic Transformation: the Experience of Western Europe*; L. Tsoukalis, *The New European Community: The Politics and Economics of Integration*.

Methods of Assessment: Two-hour unseen written examination in June.

GV454

European Multi-Party Systems (Half unit course)

Teacher Responsible: Professor G. Smith, Room H.683

Availability and Restrictions: For M.Sc. European Politics and Policy, M.Sc. Comparative Politics and M.Sc. European Studies.

Course Content: The course provides a comparative analysis of party systems in Europe. It includes a study of individual countries of both East and West, combining that with the application of relevant theories of party formation and development electoral behaviour, party representation, coalition formation, maintenance and break-up. The course includes the classification of party systems, the concepts of 'Left' and 'Right', and multi-dimensional alternatives to the Left-Right Axis, including the 'New Politics'.

Teaching Arrangements: Ten seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

Reading List: K. von Beyme, *Political Parties in Western Democracies*; I. Budge & H. Keman, *Parties and Democracy*; M. Laver & N. Schofield, *Multiparty Government*; P. Mair (Ed.), *The West European Party System*; P. Mair & G. Smith (Eds.), *Understanding Party System Change in Western Europe*; G. Sartori, *Parties and Party Systems*; A. Ware, *Political Parties and Party Systems*; S. Wolinetz (Ed.), *Parties and Party Systems in Liberal Democracies*.

Methods of Assessment: Two-hour unseen written examination in June.

GV455

Government and Politics in France (Half unit course)

Teacher Responsible: Dr. A. Guyomarch, Room H669

Availability and Restrictions: For M.Sc. European Politics & Policy, M.Sc. Comparative Politics, M.Sc. European Studies, M.Sc. European Social Policy and M.Sc. 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.

Course 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 and the restructuring of the party system, the Europeanisation of politics. The effect of recent reforms of the machinery of central government and local government are also analysed.

Teaching Arrangements: Ten lectures and 10 seminars in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term.

Reading List: R. Elgie, *Electing the French President*; P. Hall, J. Hayward & H. Machin, *Developments in French Politics*; V. Wright, *The Government & Politics of France*; A. Stevens, *The Government and Politics of France*.

Methods of Assessment: Two-hour unseen written examination in June.

GV456

Public Policy in France (Half unit course)

Teacher Responsible: Dr. A. Guyomarch, Room H669

Availability and Restrictions: For M.Sc. European Politics & Policy, M.Sc. Comparative Politics, M.Sc. European Studies, M.Sc. European Social Policy, M.Sc. International Relations. Students must have taken GV455 or equivalent.

Core Syllabus: This course provides a theoretically-informed examination of the main structural and procedural features of policy-making in France today.

Course 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 Arrangements: Ten lectures and 10 seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

Reading List: P. Hall, J. Hayward & H. Machin, *Developments in French Politics*; H. Machin & V. Wright, *Economic Policy and Policy-making under the Mitterrand Presidency*; J. Hayward, *Governing France*; V. Wright, *The Government & Politics of France*.

Methods of Assessment: Two-hour unseen written examination in June.

GV457

Government and Politics in Italy (Half unit course)

Teacher Responsible: Dr. R. Leonardi, Room H660
Availability and Restrictions: For M.Sc. European Politics and Policy.

Course Content: Part I: Politics – the institutional framework of politics; nation-building and its impact; political representation and electoral competition; parties and party system analysis; coalition theory and coalition building; social structures and cleavages; local, regional, and national politics.

Part 2: Policy – theoretical models of the state and policy making applied to Italy; the growth of the state; agenda setting; policy implementation; case studies from amongst: economic (monetary, fiscal), industry, agriculture, transport, defence, education; regional redistribution and convergence; institutional effects of EU membership.

Teaching Arrangements: Ten seminars in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term.

Reading List: D. Sassoon, *Contemporary Italy*; F. Spotts & T. Wieser, *Italy: A Difficult Democracy*; R. Leonardi & R. Nanetti, *Italian Politics: A Review, New Series (vol 1)*; P. Ginsborg, *A History of Contemporary Italy*; J. La Palombara, *Democracy Italian Style*; R. Leonardi & D. Wertman, *Italian Christian Democracy*; S. M. Di Scala, *Renewing Italian Socialism*; S. Hellman, *Italian Communism in*

Transition; D. Forgacs, *Italian Culture in the Industrial Era 1880–1980*; R. Y. Nanetti, *Growth and Territorial Politics*.

Methods of Assessment: Two-hour unseen written examination in June.

GV458

Government and Politics in Germany (Half unit course)

Teacher Responsible: Dr. K. Goetz, Room L304

Availability and Restrictions: For M.Sc. European Politics and Policy, M.Sc. Comparative Politics, and M.Sc. European Studies. Students from other M.Sc. programmes are also welcome to attend the course, but will need to have their choice approved by the relevant M.Sc. coordinator. A reading knowledge of German, whilst obviously welcome, is not required, since there is a rich literature on the subject available in English.

Core Syllabus: This course provides an advanced-level analysis of the legal, institutional and socio-cultural context and framework of politics, government and administration in the Federal Republic of Germany and studies the behaviour of major actors (institutions, collective actors and individuals) 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.

Course Content: 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. Throughout, particular emphasis is placed on the impact of unification and Europeanisation on defining characteristics of the German polity.

Teaching Arrangements: Ten lectures and 10 seminars in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term.

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 guide 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: D. Berg-Schlosser & R. Rytlewski, *Political Culture in Germany*; R. Dalton, *Germany Divided*; K. H. Goetz, *Germany*, 2 vols; K. H. Goetz & P. J. Cullen, *Constitutional Policy in Unified Germany*; N. Johnson, *State and Government in the Federal Republic of Germany*; P. Katzenstein, *Policy and Politics in West Germany*; S.

Padgett, *From Adenauer to Kohl*; S. Padgett, *Parties and Party Systems in the New Germany*; G. Smith *et al*, *Developments in German Politics 2*.

Methods of Assessment: Two-hour unseen written examination in June.

GV459

Public Policy in Germany (Half unit course)

Teacher Responsible: Dr. K. Goetz, Room L304

Availability and Restrictions: For M.Sc. European Politics and Policy, M.Sc. Comparative Politics and M.Sc. European Studies. Students from other M.Sc. programmes are also welcome to attend the course, but will need to have their choice approved by the relevant M.Sc. coordinator. A reading knowledge of German, whilst obviously welcome, is not required, since there is a rich literature on the subject available in English.

Core Syllabus: This course provides an advanced-level analysis of the defining features of public policy-making in the Federal Republic of Germany and analyses crucial policy choices during the post-war period. It assesses structural and procedural characteristics of public policy-making and studies their impact on policy content.

Course Content: The approach taken in this course combines conceptual concerns with an analysis of particular fields of public policy. Thus, the usefulness of concepts such as policy style, policy interlocking or neo-corporatism is discussed with reference to specific areas of public policy. Examples studied include foreign policy; economic policy; environmental policy; immigration and asylum policy; and constitutional policy. Although the course is not explicitly comparative, one of its main objectives is to highlight both specificities of German public policy and policy-making and commonalities with other major European liberal democracies.

Teaching Arrangements: 10 lectures and 10 seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

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 guide to his/her performance.

Reading List: A reading list accompanying the lecture series and a further detailed list of sources for each class are made available at the start of term. Introductory reading includes: K. von Beyme & M. G. Schmidt, *Policy and Politics in the Federal Republic of Germany*; A. Benz & K. H. Goetz, *A New German Public Sector?*; S. Bulmer, *The Changing Agenda of West German Public Policy*; K. Dyson, *The Politics of German Regulation*; K. H. Goetz, *Germany*, 2 vols; K. H. Goetz & P. J. Cullen, *Constitutional Policy in Unified Germany*; W. Hanrieder, *Germany, America, Europe: Forty Years of German Foreign Policy*; P. Katzenstein, *Politics and Policy in West Germany and Industry and Politics in West Germany*; G. Smith *et al*, *Developments in German Politics 2*.

Methods of Assessment: Two-hour unseen written examination in June.

GV460

Government and Politics in Britain (Half unit course)

Teachers Responsible: Mr. A. J. Beattie, Room L107

Availability and Restrictions: For M.Sc. European Politics and Policy.

Course Content: The course examines a number of competing models or interpretations of the British political process; the emphasis will be on the empirical literature associated with these models. The whole range of governmental and political institutions will be considered: executive/legislative relations; executive institutions; the role of parliament; parties and voters; the judiciary; organised interests; sub-national politics; Britain in the EC.

Teaching Arrangements: Ten lectures and 10 seminars in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term.

Reading List: P. Dunleavy, *The Core Executive in Britain*; P. Norton, *Parliament in Perspective*; M. Foley, *The Silence of Constitutions*; P. Dunleavy, *Democracy, Bureaucracy and Public Choice*; G. Stoker, *The Politics of Local Government*; K. Ascher, *The Politics of Privatization*; A. Birch, *Political Integration and Disintegration*; S. George, *An Awkward Partner*.

Methods of Assessment: Two-hour unseen written examination in June.

GV461

Political Change in Modern Britain (Half unit course)

(Not available 1997–98)

Teachers Responsible: Mr. A. J. L. Barnes, Room K308 and Mr. A. J. Beattie, Room L107

Availability and Restrictions: For M.Sc. European Politics and Policy. Students must have completed GV460, unless they already possess a strong British politics background.

Core Syllabus: The principal developments in the party system and the growth in the interventionist state, together with the impact of these changes on governing institutions in Britain.

Course Content: The central changes in British institutions, policies, and party alignments during the 20th century treated historically with the main emphasis on the period since 1945. The topics to be covered will be selected from a number of themes. Examples of these themes are party realignment and its connection with social change; the rise and consequences of the welfare state; the management of economic decline; the growth in executive power; Britain and Europe; and the constitutional effects of these changes. Not all themes will be addressed in the course of any one half-unit.

Teaching Arrangements: 10 seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

Reading List: M. Pugh, *The Making of Modern British Politics 1867–1939* (2nd edn.); M. Beloff, *Wars and Welfare*; S. Beer, *Modern British Politics*; V. Bogdanor, *Multi-party Politics and the Constitution*; J. P. Mackintosh, *The British Cabinet* (4th edn.); K.

O. Morgan, *The People's Peace* (2nd edn.); R. K. Middlemas, *Power, Competition and the State*; P. Hennessy & A. Seldon, *Ruling Performance*; A. Seldon & S. Ball, *Conservative Century*; G. C. Peden, *British Economic and Social Policy. Lloyd George to Margaret Thatcher*; J. Tomlinson, *Public Policy and the Economy since 1900*; M. W. Kirby, *The Decline of British Economic Power*; C. Crouch, *The Politics of Industrial Relations* (2nd edn.). Further guidance on reading will be issued at the beginning of the course.
Methods of Assessment: Two-hour unseen written examination in June.

GV462

Constitutional Issues in Britain (Half unit course)

Teacher Responsible: Mr. A. J. Beattie, Room L102
Availability and Restrictions: M.Sc. European Politics and Policy. Students must have completed GV460, unless they already possess a strong British politics background.

Course Content: The vocabulary of British constitutional debate: representative *versus* responsible government; defining the British constitution: is Britain unique?; Britain as a Parliamentary Democracy. Central issues in British constitutional debate: the impact of the EC on British constitutional ideas and practices, and three other areas to be selected from (eg) the role of parliament; electoral reform; the debate about a British Bill of Rights; democracy, the rule of law, and the scope of governmental regulation; nations, regions and localities.

Teaching Arrangements: Ten lectures and ten seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

Reading List: D. Oliver & J. Jowell, *The Changing Constitution*; P. Norton, *Does Parliament Matter?*; V. Bogdanor, *The People and the Constitution*; M. Zander, *A Bill of Rights?*; I. Harden & N. Lewis, *Government by Moonlight*; M. Loughlin, *Local Government in the Modern State*; A. Birch, *Integration and Disintegration in the UK*; R. Holme & M. Elliott (Eds.), *Time for a New Constitution?*

Methods of Assessment: Two-hour unseen written examination in June.

GV463

Government and Politics in Scandinavia (Half unit course)

Teacher Responsible: Mr. J. T. S. Madeley, Room K304

Availability and Restrictions: For M.Sc. European Politics and Policy, M.Sc. Comparative Politics, M.Sc. European Studies.

Core Syllabus: The course will concentrate on those themes in the English-language comparative politics and policy literature for which Scandinavian, or Nordic, experience is most often taken to be of interest.

Course Content: After a survey of 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 Arrangements: Ten seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

Reading List: E. Allardt *et al*, *Nordic Democracy*; T. Anton, *Administered Politics: Elite Political Culture in Sweden*; S. Berglund & U. Lindstroem, *The Scandinavian Party System(s)*; 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. Heclø & H. Madsen, *Policy and Politics in Sweden: Principled Pragmatism*; J. Pontusson, *The Limits of Social Democracy*.

Methods of Assessment: Two-hour unseen written examination in June.

GV464

Government and Politics of Ireland (Half unit course)

(Not available 1997–98)

Teacher Responsible: Professor B. O'Leary, Room K204

Availability and Restrictions: For M.Sc. European Politics and Policy, M.Sc. Comparative Politics.

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.

Course 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. Inequality and discrimination. Party systems in Northern Ireland and the Republic of Ireland. British policy and direct rule in Northern Ireland. Irish policy and Northern Ireland. The Anglo-Irish Agreement. The European Community and Ireland. Interpretations and explanations of conflict in Northern Ireland.

Teaching Arrangements: Ten seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

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. Whyte, *Interpreting Northern Ireland*; J. J. Lee, *Ireland: Politics and Society*; P. Mair, *The Changing Irish Party System*.

Methods of Assessment: Two-hour unseen written examination in June.

GV480

Introduction to Comparative Public Administration (Half unit course)**Teacher Responsible:** Dr. M. Thatcher, Room K305**Availability and Restrictions:** For postgraduate students, mainly as a compulsory paper for those reading for the degree M.Sc. Public Administration and Public Policy. Other M.Sc. students are welcome to take the course, and other postgraduates and interested undergraduates may attend the lectures and, with the permission of the teacher in charge, any seminar.**Core Syllabus:** The objective of the course is to provide an introduction to selected issues in comparative public administration, mainly in Western Europe and the OECD countries.**Course Content:** Topics discussed will include: The factors which influence the structure and working of public administration: historical, environmental, social, constitutional and political. The main features and principles of public service systems. The tasks of government and their allocation to agencies; the status and functions of departments, public corporations and local authorities. Delegation and control; systems of devolution and decentralisation. The social characteristics of public servants, their recruitment, training and organization; types of public servants and relationships between them. Central departments; co-ordination of governmental activities; political direction and accountability, legislative-administrative relations. Administrative discretion; administrative justice. Administrative reform and reorganisation.**Teaching Arrangements:**10 Lectures: (i) Professor G. W. Jones and others on **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: Dr. M. Thatcher on **Public Administration** (GV480.3) 12 seminars. The series will focus on comparative administrative structures and systems.**Written Work:** Students are expected to produce essays on topics assigned to them at the seminars.**Methods of Work:** The syllabus is broad. Seminars involve thematic cross-national comparison, whilst lectures cover specific countries. Lectures and seminars cannot deal with every aspect but 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, 4th edn., 1995); 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); N. Lynn & A. Wildavsky, *Public Administration: The State of the Discipline* (Chatham House, 1990); D. Beetham, *Bureaucracy* (Open University Press, 1987); F. Heady, *Public Administration: A Comparative Perspective* (Marcel Dekker, 5th edn., 1995); B. G.Peters, *Comparing Public Bureaucracies* (University of Alabama, 1988); C. H. Levine *et al.* *Public Administration: Challenges, Choices, Consequences* (Foresman/Little Brown, 1990); K. Dowding, *The Civil Service* (Routledge, 1995).**Methods of Assessment:** Two-hour unseen written examination paper in June.

GV481

Public Choice and Public Policy I - Introduction (Half unit course)**Teachers Responsible:** Dr. K. Dowding, Room K206 and Professor P. Dunleavy, Room K300**Availability and Restrictions:** For postgraduate students, mainly as a compulsory paper for those reading for the degree M.Sc. Public Administration and Public Policy.**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 macro-political economy approaches.**Course Content:** Theory of voting and party competition; collective action and interest groups; coalition theory and log-rolling; theory of clubs, Tiebout model and exit vs voice options; bureaucracy and economic approaches to organizations; the political business cycle; explaining the growth of the state and variations between welfare states; the Leviathan State concept.**Teaching Arrangements:** Ten lectures and 10 seminars in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term**Written Work:** Students are expected to produce one formative essay on topic during the Michaelmas Term.**Reading List:** D. Mueller, *Public Choice II*; P. Dunleavy, *Democracy, Bureaucracy and Public Choice*; J. M. Buchanan & R. D. Tollison, *The Theory of Public Choice II*; W. M. Crain & R. D. Tollison, *Predicting Politics: Essays in Empirical Public Choice*; R. Abrams, *Foundations of Political Analysis*; M. Olson, *The Logic of Collective Action*; W. Niskanen, *Bureaucracy and Representative Government*; K. Dowding, *The Civil Service*.**Methods of 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 6 of Michaelmas Term, which applies public choice approaches to a public policy problem. The essay must be submitted by the end of Week 1 of Lent Term and accounts for 25% of the marks.

GV482

Public Choice and Public Policy II: Advanced Topics (Half unit course)**Teachers Responsible:** Professor P. Dunleavy, Room K300 and Dr. K. Dowding, Room K206**Availability and Restrictions:** For postgraduate students, mainly as a compulsory paper for those reading for the degree M.Sc. Public Administration and Public Policy. 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 new forms of organizational arrangements and public policy systems in advanced liberal democratic states. The course focuses chiefly on institutional public choice with consideration of some of the underlying normative assumptions.**Course Content:** The course will examine the application of public choice approaches to diverse problems of public policy-making.**Teaching Arrangements:** Ten seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.**Written Work:** Students are expected to submit a written essay to their seminar teacher.**Reading List:** G. Brennan & M. Lomasky, *Democracy and Decision*; G. Stigler, *Chicago Studies in Political Economy*; R. Abrams, *Foundations of Political Analysis*.**Methods of 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 10 of Lent Term, which applies public choice approaches to a public policy problem. The essay must be submitted by Week 3 of Summer Term and accounts for 25% of the marks.

GV483

Public Management Theory and Doctrine (Half unit course)**Teachers Responsible:** Professor C. Hood, Room L203 and Dr. M. Barzelay, Room G508**Availability and Restrictions:** For postgraduate students, mainly as a core course for the M.Sc. Public Administration and Public Policy, for students from M.Sc. Management and for students from other M.Sc. programmes by arrangement.**Core Syllabus:** The objective of the course is to explore and evaluate a range of different traditions of thought about public sector management from the eighteenth-century cameralists to present-day doctrines of 'New Public Management'. An examination of different traditions of thought in public management is intended to help students evaluate current doctrines of public sector management in a broader historical perspective.**Course Content:** 'Theory' and 'doctrine' in public sector management; 'double bind' and 'homeostatic' approaches to public sector management; 'hierarchical', 'egalitarian' and 'individualist' approaches to public sector management (comprising the cameralist tradition of state-led economic development, the utilitarian tradition of 'incentivization', the progressive public administration tradition of strong procedural rules

and a 'Jesuitical corps' of public servants, and various socialist/egalitarian approaches to public sector management ranging from the hierarchism of the Webbs to radical egalitarian ideas of 'managing without managers'). The course combines a study of historical traditions with that of contemporary doctrines of 'New Public Management', exploring variants, critics and alternatives to New Public Management ideas.

Teaching Arrangements: Ten lectures and nine seminars in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term.**Reading:** M. Thompson, R. Ellis & A. Wildavsky, *Cultural Theory*, 1990; G. W. Downs & P. D. Larkey, *The Search for Government Efficiency: From Hubris to Helplessness*, 1986; D. Osborne & T. Gaebler, *Reinventing Government*, 1992; S. Ranson & J. Stewart, *Management for the Public Domain*, 1994; M. Harmon & R. T. Mayer, *Organization Theory for Public Administration*, 1986; C. Hood & M. Jackson, *Administrative Argument*, 1991; H. Mintzberg, *Structure in Fives*, 1983; C. Pollitt, *Managerialism and the Public Services*, 2nd edn., 1993.**Methods of 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 1 of Lent Term, accounts for 25% of the marks.

GV484

Government and Politics in the U.S.A. (Half unit course)**Teacher Responsible:** Dr. C. Schonhardt-Bailey, Room L105**Availability and Restrictions:** For M.Sc. Public Administration and Public Policy and M.Sc. Comparative Politics. Students are strongly encouraged to attend undergraduate lectures in GV211.**Core Syllabus:** This course provides an advanced analysis of the political institutions and electoral behaviour in the United States of America.**Course 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 domestic and foreign policymaking; (3) institutional struggle between Congress and the Executive in formulating domestic policy; (4) the federal bureaucracy; (5) interest group politics; and (6) élites in US politics.**Teaching Arrangements:** Ten seminars in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term. Optional lectures for students with little knowledge of the U.S.A.: GV211 weekly in the Michaelmas Term.**Reading List:** L. Fisher, *The Politics of Shared Power: Congress and the Executive* (3rd edn.); R. H. Salisbury, *Interests and Institutions: Substance and Structure in American Politics*; J. Q. Wilson, *Bureaucracy*; M. J. Hinich & M. C. Munger, *Ideology and the Theory of Political Choice*; 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*.

Methods of Assessment: Two-hour unseen written examination in June.

GV485**U. S. Public Policy (Half unit course)**

Teacher Responsible: Dr. C. Schonhardt-Bailey, Room L105

Availability and Restrictions: For M.Sc. Public Administration and Public Policy and M.Sc. Comparative Politics.

Core Syllabus: This course provides an advanced analysis of contemporary public policy in the United States of America.

Course Content: The course applies theoretical frameworks (e.g. pluralism, statism, public choice, elitism) to particular issue areas (agricultural policy, environmental policy, politics of corporate America). 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 Arrangements: Ten seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term. Students are strongly encouraged to attend undergraduate lectures in GV212. Optional lectures for students with little knowledge of the U.S.A.: GV212, weekly in the Lent Term.

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.); C. W. Kegley & E. R. Wittkopf, *American Foreign Policy: Pattern and Process* (5th edn.); E. H. Fry *et al.*, *America the Vincible*; W. P. Browne, *Private Interests, Public Policy and American Agriculture*; Z. A. Smith, *The Environmental Policy Paradox* (2nd edn.); M. J. Roe, *Strong Managers, Weak Owners: The Political Roots of American Corporate Finance*.

Methods of Assessment: Two-hour unseen written examination in June.

GV488**The Law and Politics of Regulation**

This Course Guide is listed under the M.Sc. in Regulation in the section on Interdepartmental degrees.

GV489**Law and Politics of Utilities Regulation**

Teachers Responsible: Dr. M. Thatcher (Government Department) Room K305, Mr. C. Scott (Law Department) Room A327, Professor J. Rees (Geography Department) Room S407, Dr. S. Glaister (Geography Department) Room S410 and Professor R. Turvey

Availability and Restrictions: This is an optional paper for the M.Sc. in Regulation, LSE LL.M. students, the M.Sc. in Public Administration and Public Policy and the M.Sc. in Management. Other M.Sc. students are welcome to take the course by arrangement. Students other than those from the M.Sc. in Regulation will need to familiarize themselves with some of the general literature on regulation (particularly work on 'capture' and 'life-cycle' theory). Teachers can advise on appropriate reading.

Core Syllabus: In the first term, the course explores analytic issues in the law and politics of utilities regulation; the second term is devoted chiefly to the study of the literature in four different utility areas, investigating the analytic issues identified in the first term. The focus is generic and comparative, within the limits of the available literature, incorporating both European and non-European experience; but particular attention will be paid to key cases, notably the literature and experience of US regulation (and its implications for regulatory developments elsewhere) and the literature on UK post-privatization utility regulation.

Course Content: Topics include: 'utilities': their nature and (contested) definition; public enterprise as 'regulation'; processes and styles of privatization; 'classical' and alternative regulatory styles at EC and national government levels, including competition policy frameworks; generic issues (equity, access, accountability, etc.); specific utility areas (post and telecoms; power and energy; water; transport; conclusion: generic issues revisited).

Teaching Arrangements: 20 weekly two-hour seminars, in a variable format; some lecture-discussions, most student-paper-led discussions, some debates; guest speakers will be used for some topics when appropriate.

Written Work: All students are expected to produce three written essays plus short presentations on topics assigned to them.

Reading: C. Graham & T. Prosser, *Privatizing Public Enterprises: Constitutions, the State and Regulation in Comparative Perspective*, Clarendon (1991); C. D. Foster, *Privatization, Public Ownership and the Regulation of Natural Monopoly*, Blackwell (1992); C. Veljanovski, *Selling the State: Privatization in Britain*, Weidenfeld and Nicolson (1987); J. A. Kay, C. Meyer & D. Thompson (Eds.), *Privatisation and Regulation: The UK Experience*, Clarendon (1986); E. N. Suleiman & J. Waterbury (Eds.), *The Political Economy of Public Sector Reform and Privatization*, Westview (1990); D. Swann, *The Retreat of the State: Deregulation and Privatization in the UK and US*, Wheatsheaf (1988); G. Majone (Ed.), *Deregulation or Re-regulation? Regulatory Reform in Europe and the United States*, Pinter, London (1989); P. MacAvoy, W. T. Stanbury, G. Yarrow & R. J. Zeckhauser (Eds.), *Privatization and State-Owned Industries*, Kluwer (1989); M. Moran & T. Prosser (Eds.), *Privatization and Regulatory Change in Europe*, Open University Press (1994); J. Ernst, *Whose Utility?*, Open University Press (1994); M. Bishop, J. Kay & C. Mayer (Eds.), *The Regulatory Challenge*, Oxford University Press (1995); M. Bishop, J. Kay & C. Mayer (Eds.), *Privatisation and Economic Performance*, Oxford University Press (1995); M. Armstrong, S. Cowan & J. Vickers, *Regulatory Reform: Regulation of Economic Activity*, MIT Press (1994).

Methods of Assessment: Consists of two parts: (i) a three-hour unseen written examination in June, accounting for 75% of the marks; (ii) a course essay to be submitted not later than 31st May, 1998 accounting for 25% of the marks.

GV491**Politics of Regional and Urban Planning**

This Course Guide is listed under the M.Sc. in Regional and Urban Planning Studies in the section on Interdepartmental degrees

GV492**Comparative Local Government and Urban Politics (Half unit course)**

Teacher Responsible: Dr. K. Dowding, Room K206, Professor P. Dunleavy, Room K300 and Professor G. W. Jones, Room L 210

Availability and Restrictions: Intended primarily for M.Sc. Public Administration and Public Policy, M.Sc. Comparative Politics, M.Sc. European Politics and Policy, and M.Sc. Regional and Urban Planning.

Core Syllabus: The course provides an introduction to (i) the comparative study of local and sub-national governments, and (ii) the analysis of urban politics.

Course Content: The course falls into two parts, reflecting the objectives above. Part A surveys the main arrangements used for local government and sub-national government systems in Europe and elsewhere; examines the arrangements used for councils, mayors, executives and administration; compares metropolitan, city and rural structures; analyses local taxation and financing; and looks at the main ways of arranging central-local relations. Part B covers the main themes in contemporary urban politics – the study of power and local political regimes; public choice approaches; 'dual state' and other political economy approaches; policy communities and advocacy coalitions.

Teaching Arrangements: Ten lectures (GV492.1) and 10 seminars (GV492.2) in the Lent Term and two seminars in the third and fourth weeks of the Summer Term, Comparative Local Government and Urban Politics, and a 10 week seminar series with guest speakers, Aspects of Comparative Local Government (GV492.3) which all students should attend with Professor G. Jones.

Written Work: Students should submit two essays during the course.

Reading Lists:

Part A: R. Batley & G. Stoker (Eds.), *Local Government in Europe*; E. C. Page, *Localism and Centralism in Europe*; B. Dente & F. Kjellberg (Eds.), *The Dynamics of Institutional Change*; B. C. Smith, *Decentralisation*.

Part B: H. Wolman & M. Goldsmith, *Urban Politics and Policy - A Comparative Approach*; H. Logan & H. Molotch, *Urban Fortunes: The Political Economy of Place*; K. Dowding, *Power*.

Methods of Assessment: Consists of two parts: (i) a two-hour unseen written examination in June,

accounting for 75% of the marks. Students must answer two questions, one from Part A and one from Part B; (ii) an essay of not more than 3000 words on any of the topics covered in the course, accounting for 25% of the marks. The essay must be handed in no later than the Friday of Week 6 of the Summer Term.

GV494**Contested Issues in Public Management (Half unit course)**

Teachers Responsible: Dr. M. Barzelay, Room G508 and Professor C. Hood, Room L203

Availability and Restrictions: Core course for M.Sc. Management (Public Sector). Available to students from other MSc degrees where the regulations permit, including MSc Public Administration/Public Policy, GV483/MN401 **Public Management Theory and Doctrine** is considered a pre-requisite for this course.

Course Syllabus: This course is centrally concerned with management of public sector organizations. The focus is upon "what to do" theories, or normative positions, addressed to public organizations and officials. Those theories that fit under the rubric of "new public management" receive the greatest attention. The course examines those theories from policy and management strategy perspectives. The main objectives are for students to be able a) to participate constructively in intellectual, political, policy, and organizational debates in which these ideas are at issue, and b) to reason about how to make these ideas work effectively if, in some capacity, they become responsible for doing so. The course builds on the foundation laid by "Public Management Theory and Doctrine: From Classical to the New Public Management," taught in the previous term.

Course Content: The course goes beyond main doctrinal themes to examine in-depth such topics as strategic management, performance management, business process redesign, customer service orientation, differences between public and private management, and the accounting of government.

Teaching Arrangements: Ten lectures and 10 seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

Reading List: Reading includes journal articles, book chapters, teaching cases, and government documents. Among the works to be read are D. Walton, *Plausible Reasoning in Everyday Conversation* (1994), M. Moore, *Creating Public Value: Strategic Management in Government* (1995), M. Barzelay, *Breaking Through Bureaucracy* (1992), R. Simons, *Levers of Control* (1995), H. Mintzberg, *Designing Effective Organizations* (1983), B. McSweeney, *Management by Accounting*, (1994), M. Power, *The Audit Society* (1994), R. Boyle, *Managing Public Sector Performance: A Comparative Study of Performance Monitoring Systems in the Public and Private Sectors* (1989), R. Heifetz, *Leadership Without Easy Answers* (1994), and several case studies.

Methods of 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.

GV496

Government and Administration in New and Emergent States (Half unit course)

(Not available 1997-98)

Teachers Responsible: Dr. C. Lin, Room L202 and others

Availability and Restrictions: For M.Sc. Public Administration and Public Policy and M.Sc. Comparative Politics. Students from other M.Sc. programmes are also welcome to attend the course, but will need to have their choice approved by the relevant M.Sc. coordinator. Some previous knowledge of politics and government in developing countries would be advantageous.

Core Syllabus: The objective of the course is to examine the context and some major characteristics of development and administrative processes in less developed countries, principally those of Africa, South and South East Asia and the Caribbean. While some reference will be made to Latin America, East Europe and the Middle East these will not be the major areas of concern.

Course Content: The course is concerned primarily with the recent political and administrative history of African states and those of South and South East Asia. Topics examined include the heterogeneity of the "Third World"; the concept of bureaucracy and the relevance of Weberian authority types; theories of development, their historiography and their contribution to political explanation; the significance of colonial rule and forms of dependency; the nature of political power in LDCs and its influence on administrative systems; legitimacy, centralism, forms of pluralism, patronage/clientelism; the organisation and behaviour of public services; economic management - from planning to privatisation; the problems of corruption - definitions, outcomes and remedies.

Teaching Arrangements: Ten lectures and 10 seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

Written Work: Students participating in the seminar (GV496.2) will be expected to produce at least two written essays on topics assigned to them.

Reading List: A detailed and up-to-date reading list will be made available to all students attending the lectures. The following books are considered to be of a general introductory nature:

David Apter, *Rethinking Development: Modernisation, Dependency and Post-Modern Politics*, 1987; N. Caiden & A. Wildavsky, *Planning and Budgeting in Poor Countries*, 1974; C. Clapham, *Third World Politics: an introduction*, 1985; S. Huntington, *Political Order in Changing Societies*, 1968; M. Lipton, *Why Poor People Stay Poor*, 1976; Ian Little, *Economic Development: Theory, Policy and International Relations*, 1982; I. Roxborough, *Theories of Underdevelopment*, 1979; M. Wallis, *Bureaucracy: its role in Development*, 1990; C. Leys, *The Rise and Fall of Development Theory* (1996); M. Mamdani, *Citizen and Subject* (1996).

Methods of Assessment: Two-hour unseen written examination in June.

GV497

The Political Theory of British Utilitarianism (Half unit course)**Teacher Responsible:** Dr. P. J. Kelly, Room L100**Availability and Restrictions:** M.Sc. Political Theory, optional course.

Core Syllabus: This course aims to provide a detailed historical knowledge and philosophical understanding of a major tradition of political philosophy. Students will be expected to acquire and deploy the skills and techniques of historical enquiry: archive use, annotation, constructing scholarly bibliographies etc., as well as the analytical skills necessary to defend or criticise complex arguments. The course aims to prepare students for research projects in the area of the history or political philosophy of British utilitarianism.

Course Content: The course aims to provide an in-depth study of the origins and development of Utilitarianism - the only distinctively British ethical tradition. The first part of the course traces the development of aspects of the utilitarian tradition in late seventeenth and early eighteenth century British moral and political philosophy, culminating in the works of David Hume as well as theological utilitarians such as William Paley. The remainder of the course will cover the development of classical utilitarianism by an examination of themes from the work of Jeremy Bentham, J. S. Mill, Herbert Spencer and Henry Sidgwick. The final seminar will consider the transition of classical utilitarianism for a 'political' philosophy to a recognisably modern moral philosophy through a consideration of the thought of G. E. Moore. The course intends to be thematic and explore each theme in considerable detail. It is expected that students will have some background in the history of political philosophy, nineteenth century intellectual history, or moral philosophy. Furthermore, as the course is concerned with establishing the identity of a contested philosophical tradition, it will combine both historical explanation and philosophical analysis of arguments.

The main philosophical themes to be considered include: the derivation of the principle of utility; psychological hedonism, and the nature of utility; act versus rule and indirect versus direct utilitarianisms; justice, freedom and the status of moral rights; constitutionalism and representative democracy. Historical issues covered include the growth and influence of philosophic radicalism, Benthamism and the Victorian revolution in government, the impact of evolutionary ideas on utilitarianism, and Mill on the subjugation of women.

The underlying narrative of the course is to trace the development of utilitarianism as a political theory at the hands of Bentham and Mill, and then its transformation in the late nineteenth century into a distinctively modern moral theory at the hands of Sidgwick and Moore.

Teaching Arrangements: Ten seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

Written Work: Each student will be expected to submit two 3000 word essays on topics of their choice from an approved list. The first essay will be due by the end of week 5, the second by the end of week 10.

Reading List: D. Hume, *A Treatise on Human Nature* (P. H. Nidditch Ed., 1978); J. Bentham, *An Introduction to the Principles of Morals and Legislation* (J. H. Burns & H. L. A. Hart Eds., 1996); J. S. Mill, *On Liberty, Utilitarianism and Considerations on Representative Democracy*, H. Sidgwick, *The Methods of Ethics* (J. Rawls Ed., 1984); J. B. Schneewind, *Sidgwick and Victorian Moral Philosophy, 1978*; G. Scarre, *Utilitarianism*, 1996.

Methods of Assessment: This course involves both a two-hour written examination and a 3000 word assessed essay. The examination comprises 75% of the overall assessment and the assessed essay the remaining 25%.

GV498

Multiculturalism, Nationalism and Citizenship (Half unit course)**Teacher Responsible:** Professor B. Barry, Room L104**Availability and Restrictions:** M.Sc. Political Theory optional course.

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.

Course Syllabus: Following an introductory session, the remaining eleven seminars are divided into three sets. Weeks 2-5 take up the attack on the 'false

universality' of liberalism and examine 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. Weeks 6-10 are devoted to nationalism, the first three to its impact within a state, the remaining two to its implications for inter-state relations. Weeks 11-12 will be used to pull together the first and second sets of topics respectively by looking at group rights and immigration/naturalization policies.

Teaching Arrangements: Ten seminars in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term.

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*.

Methods of 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 three thousand 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 Summer Term. In the overall assessment of the course, the unseen written examination counts as 75% of the total mark and the essay as 25%.

Department of Industrial Relations

M.Sc. Industrial Relations and Personnel Management

Duration of Course of Study

Full-time: One academic year. Part-time: At least two calendar years.

Option A – Academic Stream

Examination

Paper Number	Paper Title	Course Guide Number
1.	(a) British Industrial Relations	ID400
	or (b) Comparative Industrial Relations	ID401
2.&3.	Two of the following:	
	(a) 1(a) or 1(b) if not taken under 1	
	(b) Industrial Organisation: Theory and Behaviour	ID402
	(c) Industrial Psychology	ID405
	(d) Sociology of Employment	SO412
	(e) Labour Law	ID480
	(f) Labour Market Analysis	ID408
	(g) British Labour History, 1815–1939	EH425
	(h) Management of Human Resources	ID407
	(i) Human Resource Management and Business Performance: Strategies and Evaluation	ID409
	(j) An approved paper from any other course for the M.Sc. in the Faculty of Economics.	
4.	A report of not more than 10,000 words on an approved topic	

N.B. Papers 1(a) and 1(b) will be examined by means of course-work assessment; Papers 2&3(b)–(j) will be examined by a written unseen paper.

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Dates of Examination

Written papers	June
Report	31 August

Option B – Profession Stream

(For students seeking exemption from the Stage 1 and 2 examinations of the Institute of Personnel Development)

Examination

Paper Number	Paper Title	Course Guide Number
I		
1.	British Industrial Relations	ID400
2.	Industrial Organisation: Theory and Behaviour	ID402
3.	Management of Human Resources	ID407
II	A report of not more than 10,000 words on an agreed subject	

Students are also required to take a special supplementary programme of work by attending 10 Skills Workshops and to write a report on their industrial link by completing a company "Link". The "Link" includes a short report on a managerial problem designated by the company.

N.B. Paper 1 will be examined by means of course-work assessment; Papers 2 and 3 will be examined by a three-hour written unseen paper.

Dates of Examination

Written papers	June
Report	31 August

Course Guides

be given in the Summer Term for each module. Students will be expected to complete four essays during the course. These will decide their grade.

Reading List: S. Kessler & F. Bayliss, *Contemporary British Industrial Relations* (1995); D. Marsh, *The New Politics of British Trade Unionism* (1992); K. Legge, *Human Resource Management*, Macmillan (1995); P. Blyton & P. Turnbull, *The Dynamics of Employee Relations* (1994); P. Edwards, *Industrial Relations* (1995).

A full reading list will be provided at the start of the course.

Methods of Assessment: Continuous assessment.

ID400

British Industrial Relations

Teachers Responsible: Mr. S. Dunn, Room H709 and Dr. J. Kelly, Room H712

Availability and Restrictions: For M.Sc. students when degree regulations permit. A general knowledge of the social sciences and/or experience in and knowledge of the British system of industrial relations would be definite advantages.

Core Syllabus: The aim of the course is to analyse the institutions and processes which are crucial to the working of British industrial relations and the personnel function at the national, enterprise, and work-place levels.

Course Content: The first two terms will cover the main features of the British industrial relations system. In the third term students choose a module from the following list:

- (i) Pay
- (ii) Trade Unions
- (iii) Britain in a Comparative Perspective (ID401)

Teaching Arrangements: 20 lectures and 20 classes of one and a half hours in the Michaelmas and Lent Terms. Separate courses of lectures and classes will

ID401

Comparative Industrial Relations

Teacher Responsible: Mr. S. Dunn, Room H709

Availability and Restrictions: For M.Sc. Students where regulations permit. A general knowledge of the social sciences is required. No previous knowledge of industrial relations in any particular country is required.

Course Syllabus: The aim of the course is to provide an introduction to a comparative analysis of industrial relations processes and outcomes. This will be done through the analysis of a selection of countries

including the UK, USA, Australia, Western European nations, Japan and East Asian countries.

Course Content: The comparative element covers the development and organisation of industrial relations at the national, industry and plant level in countries including the USA, Japan, Sweden, Germany, France and Italy. The course deals with the analysis of industrial relations systems, the development of management and trade unions, government policies in industrial relations, collective bargaining, industrial conflict, industrial democracy and other related issues in employment relations.

Students are expected to: attend lectures and seminars; play significant part in discussions; make presentations in seminar sessions.

Teaching Arrangements: The course extends over 25 weeks. In the Michaelmas Term teaching will be 2½ hours per week, one hourly lecture (ID401) and one seminar (ID401.A) of 1½ hours.

Lectures will cover such things as:

- Concepts and methods in comparative industrial relations
- The comparative performance of industrial relations systems in the USA, West Germany and Japan
- Economic factors influencing industrial relations
- The role of the state in industrial relations
- Disputes and collective bargaining
- Labour force characteristics and development
- Democracy in the firm and society

The second and third terms will consist of seminars only (ID401.B). These will be for two hours and are normally organised around specialist areas.

Reading List: R. Dore, *British Factory - Japanese Factory*; J. T. Dunlop, *Industrial Relations Systems*; O. F. Gladstone et al., *Labour Relations in a Changing Environment*; Clark Kerr et al., *Industrialism and Industrial Man*; Baglioni & Crouch, *European Industrial Relations*; C. Lane, *Management and Labour in Europe*; D. Marsden, *Industrial Democracy and Industrial Control in West Germany, France and Great Britain*; T. Shirai (Ed.), *Contemporary Industrial Relations in Japan*.

Methods of Assessment: Continuous assessment. Students are required to write five essays during the course.

ID402

Industrial Organization: Theory and Behaviour

Teacher Responsible: Dr. R. Peccei, Room H710

Availability and Restrictions: For students taking the M.Sc. in Industrial Relations and Personnel Management. A background in the social sciences is necessary. Previous work experience is a considerable advantage.

Core Syllabus: This is an inter-disciplinary course which aims to define and examine some of the central problems of organizations and to demonstrate how the application of the social sciences can assist in their analysis and solution. The major focus is on the issue of organizational change, and is concerned with the need for change, the content of change, methods of change and evaluation of change.

Course Content: Major approaches to organizational

change: scientific management; human relations; socio-technical and self-actualisation approaches to the redesign of work; organization development; contingency theory; culture and leadership.

The nature of bureaucracy; problems of bureaucracy and change. Theory and methods of diagnosis in organizations; the concept of strategy; strategic planning; strategies of change; models and frameworks for analysing change; theory and methods for evaluation of change. Forms of third-party intervention.

Teaching Arrangements: The teaching is highly participative and includes lectures (ID402, ID405, SO212, SO412) and classes (mainly in the first term), group working (throughout the year), and case studies (in the Lent and Summer Terms). Students are also encouraged to attend lectures on: **Sociology of Work, Management and Employment** (SO212 and SO412) (teacher responsible, Professor S. Hill); **Industrial Psychology** (ID405) (teacher responsible, Dr. J. Kelly). The teaching is handled by Riccardo Peccei, Patrice Rosenthal and other members of the Department. A range of visitors from outside LSE will present cases.

Written Work: Students are required to write two essays during the year. Students will be expected to play an active part in group discussions, analysis of cases and presentation of feedback. The course is demanding of students and depends for its success partly upon their commitment and willingness to participate fully.

Reading List: The following list includes some introductory reading and some central texts. A fuller reading list will be provided at the start of the course. W. Bennis et al., *The Planning of Change* (4th edn.); M. Crozier, *The Bureaucratic Phenomenon*; W. L. French & C. H. Bell, *Organization Development*; J. Child, *Organisations*; C. Handy, *Understanding Organizations*; C. Perrow, *Complex Organizations*; T. J. Peters & R. H. Waterman, *In Search of Excellence*; T. Nichols, *The British Worker Question*; C. Sofer, *Organizations in Theory and Practice*; K. Thurley & H. Widenius, *Towards European Management*; V. Vroom & E. Deci, *Management and Motivation*; T. J. Watson, *Sociology, Work and Industry*; H. Mintzberg, *The Nature of Managerial Work*; H. Mintzberg, *Structure in Fives*.

Methods of Assessment: There will be a three-hour formal examination in the Summer Term. Candidates must tackle three from a choice of twelve questions.

ID403

Organisation Theory and Behaviour

Teacher Responsible: Dr. J. Coyle-Shapiro, Room H714

Availability and Restrictions: This course is an option available to Bachelor's and Master's degree students where the regulations permit. No prior knowledge of organisation theory and behaviour of practical experience is necessary.

Core Syllabus:

- (a) To introduce all students to social science theory and research into organisational issues.
- (b) To discuss alternative approaches and proposed solutions to such issues.

(c) To facilitate critical evaluation of organisational policies and prescriptions through the examination of cases of attempted changes of organisation structure and behaviour.

Course Content: The psychological contract. Motivation. Reward systems. Design of work. Group processes. Labour-management relations. Employee representation and voice in organizations. Control and conflict in organizations. Culture. Organizational change and resistance to change. Organizational structure. Inter-organizational relations. Performance and evaluation of change.

Teaching Arrangements: In the first two terms students attend one lecture course (ID200) and one seminar. In the Summer Term they attend three two hour sessions which are based on case studies by outside speakers.

Reading List: A complete reading list will be provided at the start of the course. There is no suitable textbook for this course but useful texts include:

J. Child, *Organisations*; S. Dawson, *Analysing Organizations*; R. Fincham & P. S. Rhodes, *The Individual, Work and Organization*; S. Robbins, *Organisational Theory*; R. Steers & L. Porter, *Motivation and Work Behaviour*; C. Handy, *Understanding Organizations*; D. Pugh et al., *Writers on Organizations*. P. Milgrom & J. Roberts, *Economics, Organization and Management*.

Written Work: In the first two terms each student will write two essays.

Methods of Assessment: One three-hour examination paper with approximately twelve questions, three questions to be answered. Separate papers are set for undergraduate and M.Sc. students.

ID404

Introduction to Organisational Analysis

(Half unit course)

Teacher Responsible: Dr. J. Coyle-Shapiro, Room H714

Availability and Restrictions: For M.Sc. Operational Research and other Master's degrees where regulations permit. Prior knowledge of organisation theory or work experience.

Core Syllabus: To facilitate critical evaluation of organisational policies and prescriptions through the examination of approaches to planned organisational change.

Course Content: The design of work. Labour-management relations. Employee representation and voice in organizations. Control and conflict in organizations culture. Organizational change and Resistance to change. Organizational structure. Inter-organizational relations. Performance and evaluation of change.

Teaching Arrangements: Michaelmas Term: six lectures and five seminars. Lent Term: 10 lectures and 10 seminars.

Reading List: There is no suitable textbook for this course but useful texts include: S. Robbins, *Organization Theory*; C. Handy, *Understanding Organizations*; M. Rose, *Industrial Behaviour*; D. Pugh et al., *Writers on Organization*. R. Steers & L. Porter, *Motivation and work behaviour*.

Written Work: Two essays.

Methods of Assessment: The course assessment is based exclusively on a three-hour formal examination. Students must answer three questions.

ID405

Industrial Psychology

Teacher Responsible: Dr. J. Kelly, Room H712

Availability and Restrictions: The course is designed for students on the M.Sc. in Industrial Relations and Personnel Management. Some students on the M.Sc. in Social Psychology, subject to the permission of their tutor, may also take the course. Some background in psychology is highly desirable. Students without such a background will find certain sections difficult.

Core Syllabus: The aims of the course are to provide a psychological framework for the analysis and understanding of the behaviour of individuals as workers and as members of work groups; to demonstrate the value of psychology and of a psychological perspective in understanding human behaviour at work; and to examine a number of topics and issues in industrial relations and organizational behaviour where psychology has a particular contribution to make.

Course Content: Motivation theories; job satisfaction; incentives and rewards; goal setting, participation, culture. The psychology of unemployment.

Psychology and industrial relations; joining and getting involved in trade unions; collective bargaining; conflict and cooperation, intergroup, job design; leadership; psychological assessment.

Teaching Arrangements: The course is taught by Dr. B. Benkhoff and Dr. J. Kelly.

Lectures: 24 lectures (ID405).

Classes: 24 classes, MLS (ID405.A).

Written Work: Three essays on a subject in the field of Industrial Psychology.

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.

M. Argyle, *The Social Psychology of Work*, Penguin; J. Arnold et al., *Work Psychology*, Pitman; J. Hartley & G. Stephenson, *The Psychology of Employment Relations*, Blackwell;

R. M. Steers & L. W. Porter, *Motivation and Work Behaviour*, McGraw-Hill; P. B. Warr, *Psychology at Work*, Penguin.

Methods of Assessment: Students are required to write three essays during the year. The best two marks comprise one-third of the final total. There is a formal three-hour examination in the Summer Term. Candidates should answer three questions out of a choice of twelve.

ID407

Management of Human Resources

Teacher Responsible: Dr. B. Benkhoff, Room H713

Availability and Restrictions: For M.Sc. Industrial Relations and Personnel Management.

Core Syllabus: The course considers the policies that organisations adopt in order to deal with a range of human resource issues.

Course Content: The course deals with managerial strategies and techniques that make organizations more effective in a competitive market. It covers the theoretical arguments that justify those practices, as well as the research evidence and constraints organizations may encounter in practice. Among the human resource policies explored are issues such as recruitment and selection, training and development, internal labour markets and manpower planning models, reward systems and methods of control and securing commitment.

Teaching Arrangements: There are 32 hours of lectures (ID407) given by **Dr. B. Benkhoff, Dr. Riccardo Peccei** and **Dr. Ray Richardson** as well as classes and modules.

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.

Methods of Assessment: Assessment in the paper is determined by performance in a three-hour exam in which the candidate is expected to answer two from approximately nine questions, and by an assessed essay to be done over the Easter vacation.

ID408

Labour Market Analysis

Teacher Responsible: Professor D. Metcalf, Room H707

Availability and Restrictions: For M.Sc. Industrial Relations and Personnel Management. The course assumes some modest familiarity with undergraduate economics and statistical methods.

Core Syllabus: The course emphasises those aspects of labour economics which are most relevant for industrial relations.

Course Content: The first part of the course (approximately 10 lectures) is an economic analysis of trade unions including: the structure of collective bargaining, union goals, union density, closed shop, strike activity, union impact on relative pay, productivity, output, inflation and income distribution. The second part (10 lectures) deals with pay including analysis of the wage structure and the role of institutions. The third part (five lectures) draws the threads together.

Teaching Arrangements: There will be 25 lectures and 25 classes (ID201.B). Students will be expected to do two pieces of short written work.

Reading List: A. Booth, *The Economics of the Trade Union*, Cambridge 1995.

A detailed reading list will be given at the beginning of the course.

Methods of Assessment: One three-hour examination paper, 3 questions to be answered from approximately 10 questions.

ID409

Human Resource Management and Business Performance

Teacher Responsible: Dr. R. Richardson, Room H711

Availability and Restrictions: For M.Sc. Industrial Relations. No prior knowledge of human resource management or practical knowledge is required.

Core Syllabus: (i) To introduce students to the strategic aspect of human resource management, (ii) to demonstrate the application of social sciences to the study of human resources, (iii) to explore in-depth some central problems and issues of the relationship between human resource management and business performance, (iv) to facilitate critical evaluation of in-depth human resources management case studies.

Course 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 (e.g. selection) and different methods of evaluation (e.g. via attitude surveys), (iii) evaluating HR policy 'bundles' or strategies.

Teaching Arrangements: The course comprises one lecture and one seminar per week (Id409) for the Michaelmas and Lent Terms and five two hour seminars in the Summer Term.

Reading List: To be provided at the initial meeting.

Methods of Assessment: There will be a three-hour written examination in the Summer Term. Candidates will be expected to answer three questions from a choice of about twelve.

ID480

Labour Law

Teacher Responsible: Mr. R. C. Simpson, Room A157

Availability and Restrictions: M.Sc. (Industrial Relations and Personnel Management).

LL.M. students should take LL6111, *Law of Management and Labour Relations*. While any previous knowledge and/or experience of the law in industrial relations is an advantage it is NOT essential.

Core Syllabus: The aim of the course is to examine the role of the law in British industrial relations. Some reference is made to the role of the law in other systems of industrial relations.

Course Content: The historical development of labour law. Trade unions' organisational rights: the individual right to organise and right to dissociate – the closed shop; time off work for union activities. Internal management of trade unions: admission and expulsion; union democracy; union political activities; inter-union relations. Collective bargaining and the law; union recognition; legal status of collective agreements; disclosure of information. Information and consultation rights. Legal regulation

of strikes and other forms of industrial conflict: picketing; individual workers' rights; civil liabilities for organising industrial action. Law and the labour market: employee status – atypical workers; pay; security of earnings, maternity rights, equal pay; discrimination on grounds of sex, race and disability; unfair dismissal; redundancy and business re-organisation; the influence of European Community law.

Teaching Arrangements:

Seminars: ID480 – **Labour Law** – 25 Sessional.

The seminars will cover each topic of the course in detail.

Written Work: Students are required to write three essays during the course. They will also normally be required to present seminar papers.

Reading List: Students are advised to purchase the following Deakin & Morris, *Labour Law*. They should consult regularly: Kahn Freund, *Labour and the Law*; Wedderburn, *The Worker and the Law*; Davies & Freedland, *Labour Law, Text and Materials*.

Supplementary Reading List: Wedderburn, *Employment Rights in Britain and Europe*; McCarthy (Ed.), *Legal Intervention in Industrial Relations: Gains and Losses*; Davies & Freedland, *Labour Legislation and Public Policy*; Wedderburn, *Labour Law and Freedom*.

Methods of Assessment: There is a three-hour formal examination in the Summer Term based on the syllabus above. The paper contains 10–12 questions of which three have to be answered.

ID493

Personnel Policy and Practice

Teachers Responsible: Stephen Dunn, Room H709

Availability and Restrictions: Course is compulsory and only available for the professional stream of the M.Sc. Industrial Relations and Personnel Management.

Core Syllabus: To introduce students to the principles and practice of personnel management and to develop professional strategies.

Teaching Arrangements:

(a) **Skills Workshop:** Ten all day sessions, Michaelmas and Lent Terms.

(b) **Links Programme:** During the Michaelmas and Lent Terms each student is attached to an organisation which they visit one day a week. This is followed by a two-hour seminar.

Reading List: Torrington and Hall, *Personnel Management*; K. Sisson, *Personnel Management in Britain*.

Methods of Assessment: Students have to complete a report on their link assignment and conduct a small project. Satisfactory completion of the M.Sc. and participation in particular courses is required for those seeking membership of the Institute of Personnel and Development.

ID499

Research Methods for Industrial Relations

Teacher Responsible: Dr. R. Peccei, Room H710

Availability and Restrictions: For students of M.Sc. Industrial Relations and Personnel Management; the course is compulsory for those with little or no knowledge of statistics and/or those doing a project (ID499). Research Students are expected to take the course during their first year in the Department.

Core Syllabus: To introduce students to research methods and methods of data analysis especially appropriate for the areas of Industrial Relations and Personnel Management

Course Content: Making sense of statistical data and relating them to research problems, and methods of data collection such as interviewing and questionnaires

Teaching Arrangements: The course is taught by **Dr J. Kelly** and **Dr. R. Peccei**. The first part is concentrated in five days before the beginning of the first Michaelmas term, and the second in the five weeks of the Lent Term.

Reading List: D. Rowntree, *Statistics without Tears*; F. Owen and R. Jones, *Statistics*; A. N. Oppenheim, *Questionnaire Design And Attitude Measurement*.

Methods of Assessment: None.

ID499

M.Sc. Project Report

Teacher Responsible: Dr. D. Marsden, Room H802

Availability and Restrictions: For M.Sc. in Industrial Relations and Personnel Management.

Students taking the 'professional' stream have to complete a project report. For other students it is an option which can be taken instead of a fourth paper.

Core Syllabus: The project is to:

(i) examine a problem or topic through 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 industrial relations and personnel management and to discuss it in the first instance with their personal tutor. When a potentially feasible topic area has been identified, it should be registered with the course secretary, but not later than by the end of the Michaelmas Term. Teams of students may work on a particular project. Students taking the 'professional' stream will be expected to undertake projects involving empirical work in organisations, and to work in teams.

Arrangements for Supervision: Students will be allocated to the specialist teacher whose 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 beginning of the Lent Term. The role of the supervisor is to provide guidance in refining, focusing and ensuring the feasibility of the dissertation. Students are expected to hand in a draft of their

project by the end of the Easter vacation; supervisors will give feedback by the end of the second week of the Summer Term.

Methods of Assessment: Two typewritten copies of the dissertation should be handed in to the course secretary, and recorded as received, not later than August 31st. The report should not exceed 10,000 words in length. The report is considered for examination purposes to be the equivalent of one examination paper.

ID600

Labour/Management Problems Seminar
Teachers Responsible: Dr. Stephen Wood, Room H805

Availability and Restrictions: Post-graduate and Undergraduate students attending a course in the Industrial Relations Department.

Course Content: A series of seminars featuring outside speakers from business, trade unions, government, media and research bodies. The focus is on current issues in human resource management, trade unions, industrial conflict and legal regulation.

Teaching Arrangements: One and a quarter hour seminars in the Lent Term.

Written Work: None

Methods of Assessment: This course is not examined.

Department of Information Systems**M.Sc. Analysis, Design and Management of Information Systems****Additional Entry Qualifications**

This M.Sc. is an advanced course aimed at providing a sound understanding of the issues, approaches and tools for information systems development and operation within organizations. It presents a balance between the management and technical aspects that have an impact on the practice and theory of information systems. Students may come from a variety of backgrounds but must have a basic knowledge of information technology. The core curriculum focuses on information systems management, systems analysis and design, and the application of information technology in business. However, options within the course allow students to specialize in policy, economic or technological aspects.

Duration of Course of Study

Full-time: One calendar year. *Part-time:* Two calendar years.

Examination

Students are required to be examined on courses to a total of three units and a report, as detailed below. All courses are half-units unless specified to the contrary. The examination for each half-unit will normally be by means of a two or three-hour unseen examination paper. (Courses I.2, II.5, II.6, II.7 and II.9 are examined by means of essays and project reports).

In addition, coursework may also be assessed.

Paper Number	Paper Title	Course Guide Number
I		
1.	Systems Analysis and Design	IS440
2.	Aspects of Information Systems	IS441
3.	Information Systems Management	IS442
4.	Information Systems Development Methodologies	IS443
II	Course totalling <i>two</i> half-units selected with the approval of the candidate's teachers:	
1.	Information	IS444
2.	Policy Aspects of Information Technology (<i>not available 1997-98</i>)	IS451
3.	Information Technology and Socio-Economic Development (<i>not available 1997-98</i>)	IS446
4.	Information Systems in Developing Countries	IS450
5.	Interpretations of Information Technology	IS445
6.	Multimedia Information Systems (<i>not available 1997-98</i>)	IS455
7.	Interorganizational Information Systems	IS460
8.	Topics in Applied Computing	IS447
9.	Advanced Topics in Information Systems	IS452
10.	Principles of Information Systems Security (1 unit)	IS456
11.	Information Security and the Law	IS458
12.	<i>One</i> out of the following:	
(a)	Techniques of Operational Research	OR401
(b)	Topics in Decision Analysis	OR423
(c)	Problem Structuring Methods	OR411

Paper Number	Paper Title	Course Guide Number
13. and/or		
14.	Financial Reporting and Management (1 unit)	AC490
15.	Introduction to Organisational Analysis (1 unit)	ID404
16. and/or		
17.	Any other subject approved by the candidate's teachers	
<i>and</i>		
III	A report of not more than 10,000 words on a project selected with the approval of the candidate's teachers.	

Not all the courses listed in Part II will necessarily be available every year. Students who have already covered material comparable to that in I.1 will with the agreement of their tutor replace it with any course listed in Part II.

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Dates of Examination

Written papers	May – June
Dissertation	5 September

M.Sc. Information Systems Development

Additional Entry Qualifications

This M.Sc. is a conversion course. No prior academic knowledge or training in computing or information systems is required. Commitment and interest is however required to be shown by applicants, and this may be supported by relevant work experience.

Duration of Course of Study

Full-time: One Calendar year. *Part-time:* Two calendar years.

Examination

Four courses as follows:

Paper Number	Paper Title	Course Guide Number
I		
1.	Software Engineering in Business Systems (full unit)	IS448
2.	Systems Analysis and Design (half unit)	IS440
3.	Information Systems Management (half unit)	IS442
4.	Topics in Applied Computing (half unit)	IS447
5.	Applied Data Management (half unit)	IS454
6.	Information Systems Project	IS449

Paper Number	Paper Title	Course Guide Number
	Students with appropriate experience may, with the course tutor's permission, substitute for Information Systems Management one other half unit course in Information Systems.	

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Dates of Examination

Written papers	May–June
Project	5 September

M.Sc. Information Systems Security

Additional Entry Qualifications

A candidate will be required to hold a degree in a relevant area, such as Information Systems, Computing Science and Business Management or Law with at least upper second class honours, or to have developed a significant portfolio of relevant professional experience. Familiarity with computer-based information systems is a pre-requisite. A qualifying examination may be prescribed for any candidate.

Curriculum

This is a specialist course which takes a socio-technical approach to the security of information systems. The course examines the organisational and management issues in security arising from the use of computer based information systems and deals with technical content in that context. The curriculum includes courses in the principles and in development of information systems security, and in information security and the law.

Duration of Course of Study

Full-time: 12 months

Examination

Examinations to a total of three units and a project report. Whole units are examined by means of a three hour unseen written paper and most half-units by two hour unseen written papers (course work may also be assessed); but some half-units are examined by means of essays and projects. An oral examination may be held at the examiner's discretion.

Summary of programme: Four units

Paper Number	Paper Title	Course Guide Number
I		
1.	Principles of Information Systems Security (one unit)	IS456
2.	Information Security and the Law	IS458
3.	Secure Systems Development <i>(not available 1997–98)</i>	IS457

Paper Number	Paper Title	Course Guide Number
4.	Aspects of Information Systems <i>a half-unit option of</i>	IS441
5.	One from the following	
(a)	Policy Aspects of Information Technology <i>(not available 1997-98)</i>	IS451
(b)	Introduction to Organisational Analysis	ID404
(c)	Advanced Topics in Information Systems	IS452
(d)	Topics in Applied Computing	IS447
(e)	Another option agreed with the Course Tutor	
and		
II	Information Systems Security Project (one unit) maximum 10,000 words on a project agreed with course tutor	

Dates of Examination

Written papers	May-June
Project	September

Course Guides**Systems Analysis and Design
(Half unit course)**

Teacher Responsible: Dr. T. Cornford, Room S106
Availability and Restrictions: This course is intended for the M.Sc. in the Analysis, Design and Management of Information Systems and M.Sc. Information Systems Development. A basic knowledge of computing including hardware, software and programming is required.

Core Syllabus: The course will give students an understanding of the process by which organisational problems are analyzed and information systems are developed to address them.

Course Content: The course considers the 'life cycle' of an information system and studies some widely used methods of analysis and design. It discusses issues of implementing and maintaining information systems. The project management perspective is introduced to complement that of technical development. The course also introduces some alternative approaches to information systems development and reviews the role of methodologies and organisational change.

Teaching Arrangements: 10 two-hour lectures and 10 one-hour lectures and IS440.A 10 one-hour classes in the Michaelmas Term.

Reading List: C. Avgerou & T. Cornford, *Developing Information Systems: Concepts, issues and practice*, Macmillan, 1993; E. Yourdon, *Modern Structured Analysis*, Prentice Hall, 1989; R. S. Pressman, *Software Engineering: A Practitioners Approach*, McGraw Hill, 1992; P. Checkland, *Systems thinking, Systems practice*, Wiley, 1981; T. De Marco, *Structured Analysis and System Specification*, Prentice Hall, 1979; P. Coad & E. Yourdon, *Object-Oriented Analysis*, Prentice-Hall, 1991; K. Kendall &

IS440

J. Kendall, *Systems Analysis and Design*, Prentice-Hall, 1995. Selected reading references to other appropriate books and papers will be provided by the lecturer.

Methods of Assessment: There is a three-hour formal examination in the Summer Term, based on the full syllabus.

**Aspects of Information Systems
(Half unit course)**

Teacher Responsible: Dr. J. Liebenau, Room S111
Availability and Restrictions: This course is compulsory for the M.Sc. in the Analysis, Design and Management of Information Systems. A basic knowledge of computing is required.

Core Syllabus: This course concentrates on a wide range of issues currently relevant to computer-based information systems, examined from theoretical and practical perspectives.

Course Content: The course provides an introduction to the social, political and economic context of informatics and information systems. Its progresses through the basic levels of aggregation, covering individual, group, organization, nation, region, and world-wide trends. Weekly lectures on information systems explore themes from a variety of viewpoints, usually including sociological, political, and economic approaches, and sometimes a philosophical perspective. Students will also have a teamwork exercise in the practical assessment of software.

Teaching Arrangements: Aspects of Information Systems (IS441.1) 10 one-hour lectures, and five (IS441.A) two-hour classes in the Michaelmas Term.

Methods of Assessment: The course is examined by one 5,000 word essay and the assessment of the software teamwork exercise.

IS441

IS442

**Information Systems Management
(Half unit course)**

Teacher Responsible: Dr. S. Smithson, Room S110
Availability and Restrictions: This course is compulsory for the M.Sc. in the Analysis, Design and Management of Information Systems and M.Sc. Information Systems Development. A basic knowledge of computing including hardware, software and programming is required.

Core Syllabus: This course examines management and organisational issues involved in the introduction and operation of computer-based information systems in business organisations.

Course Content: The course discusses the ways in which information technology can be used for competitive advantage in business and will examine issues involved in the management of the technology, including policies for strategic planning, project management and the implementation of computer-based systems. Organisational problems are addressed, including end-user computing and the evaluation of computer-based information systems. Case Studies are used to demonstrate the key issues.

Teaching Arrangements: Information Systems Management, 10 one-hour lectures, IS442.A 10 classes and 10 two-hour seminars in the Michaelmas Term.

Reading List: I. O. Angell & S. Smithson, *Information Systems Management: Opportunity and Risk*, Macmillan, 1991; G. B. Davis & M. H. Olson, *Management Information Systems*, McGraw Hill; H. J. Watson et al. (Eds.), *Information Systems for Management*, 3rd edn., BPA, 1987; 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*, plus other books and journal articles.

Methods of Assessment: There is a two-hour formal examination in the Summer Term.

IS443

**Information Systems Development
Methodologies
(Half unit course)**

Teacher Responsible: Dr. A. Cornford, Room S106
Availability and Restrictions: This course is compulsory for the M.Sc. Analysis, Design and Management of Information Systems. Knowledge of Systems Analysis to the level of the course IS440 Systems Analysis and Design is assumed.

Core Syllabus: To examine critically and comparatively the various approaches proposed for the development of information systems.

Course Content: Critical issues in information systems development and use are studied. Emphasis is given in exploring assumptions, principles, and characteristic features of different development approaches.

Teaching Arrangements: IS443 10 two-hour lectures and 10 two-hour seminars. Lent Term only.

Reading List: D. E. Avison & G. Fitzgerald, *Information Systems Development*; C. Avgerou & T. Cornford, *Developing Information Systems: Concepts, Issues and Practice*; P. Checkland, *Systems Thinking - Systems Practice*; E. Mumford & M. Weir, *Computer Systems in Work Design: The ETHICS Method*; R. A. Hirschheim & R. J. Boland, *Critical Issues in Information Systems Research*; E. Downs et al., *Structured Systems Analysis and Design Method*; T. Wood-Harper et al., *Information Systems Definition: A Multiview Approach*; P. Coad & E. Yourdon, *Object Oriented Analysis*. References to other books and papers will be provided by the lecturer.

Methods of Assessment: There is a two-hour formal examination in the Summer Term, based on the syllabus. This examination accounts for 85% of the final mark. A student's performance during the course contributes the remaining 15% of the final mark.

IS444

Information**(Half unit course)**

Teacher Responsible: Dr. L. D. Introna, Room S116

Availability and Restrictions: This course is optional for the M.Sc. Analysis, Design and Management of Information Systems and strongly recommended for M.Phil. students in Information Systems.

Core Syllabus: To examine the nature of information in business and administrative systems from many different points of view.

Course Content: Our approach brings together a variety of disciplines, especially sociology, philosophy, anthropology, and information systems to work towards a theory of information which will be of use in business and administration systems. The course is based on the assumption that information is fundamentally a social phenomenon. Hence, the programme is organized around four paradigmatic themes that are used as lenses to explore the phenomenon of information: functionalism, interpretivism, radical humanism and radical structuralism. The course will enable students to critically evaluate and reflect on the fundamental assumptions that operate in the various communities - academic and commercial - where information as phenomena is utilised, studied and taught.

Teaching Arrangements: Information, 12 two-hour seminars and IS444.A 10 classes, Michaelmas and Lent Terms. Students are expected to amplify the knowledge gained from seminars by guided reading.

Reading List: L. Introna, *Management, Information and Power*, Macmillan, 1997; J. Liebenau & J. Backhouse, *Understanding Information: An Introduction*, Macmillan, 1990; G. Bateson, *Steps to the Ecology of Mind*, Ballantine, 1972; D. Bell, *The coming of post-industrial society: a venture in social forecasting*, Penguin, 1976; M. H. Boisot, *Information Space*, Routledge, 1995; R. J. Boland, *The In-Formation of Information Systems*, John Wiley & Sons, 1983; M. Foucault & C. Gordon, *Power-knowledge: selected interviews and other writings*,

Pantheon Books, 1982. R. E. Palmer, *Hermeneutics*, Northwestern University Press, 1969; M. Polanyi, *Personal knowledge: towards a post-critical philosophy*, Routledge & Kegan Paul, 1973; M. Poster, *The mode of information: poststructuralism and social context*, Polity Press, 1990. References to other books and papers will also be provided by the lecturer.

Methods of Assessment: There is a two-hour formal examination in the Summer Term. Graded essays will also count towards the final mark.

IS445**Interpretations of Information Technology (Half unit course)**

Teacher Responsible: Dr. Edgar A. Whitley, Room S105b

Availability and Restrictions: The course is available for students on the M.Sc. Analysis, Design and Management of Information Systems. There are no prerequisites.

Core Syllabus: To introduce students to a range of perspectives of how individuals perceive technology and technological artifacts. To provide them with a solid theoretical basis which will help them to develop effective, usable computer based information systems.

Course Content: Objects in the world; Rules and rule following; Mutual intelligibility; Plans and actions; Time; Accuracy; Designing usable technology; The sociology of technology; The social construction of information systems; The social construction of expertise; Deskillling.

Teaching Arrangements: 15 one-hour lectures and five one-hour classes IS445.A.

Reading List: S. Paul Adler & Terry Wingrad, (Eds.), *Usability: turning technologies into tools*, Oxford Press, New York, 1992; H. M. Collins, *Artificial Experts: Social knowledge and intelligent machines; Inside technology*, ed. W. Bernard Carlson, Trevor Pinch & Wiebe E. Bijker, MIT Press, Cambridge, MA, 1990; Mike Cooley, *Architect or bee?: the human price of technology*, new edn., Hogarth, 1987; Donald A. Mackenzie, *Inventing accuracy: an historical sociology of nuclear missile guidance*, Inside technology, MIT Press, Cambridge, Mass., 1990; Lucy A. Suchman, *Plans and situated actions: The problem of human machine communication*, Cambridge University Press, 1987; Terry Winograd & Fernando Flores, *Understanding computers and cognition: A new foundation for design*, Addison-Wesley, Reading, MA, 1986.

Methods of Assessment: The course is assessed entirely by written work undertaken during the course.

IS446**Information Technology and Socio-Economic Development (Half unit course)**

(Not available 1997-98)

Teacher Responsible: Dr. J. Liebenau, Room S111

Availability and Restrictions: This course is optional for the M.Sc. Analysis, Design and Management of Information Systems.

Core Syllabus: This course gives an introduction to IT and economic development with special emphasis on the concepts of the transfer of technology and the character of the 'information economy'.

Course Content: Numerous national case studies will be analyzed, theoretical work on the transfer and development of technology will be discussed, and a major project (due at the end of the Michaelmas term) will focus on IT and development. A management style case will also be explored.

Teaching Arrangements: 20 seminars Michaelmas Term one half-day conference towards the end of Lent Term. Students may also attend the annual Conference on Information Technology for Developing Countries.

Recommended Reading List: No one book covers the entire syllabus and many references are given during the course. The following books are particularly recommended: G. Harindranath & J. Liebenau (Eds.), *Information Technology Policies and Applications in Commonwealth Developing Countries*, London, 1993; N. Rosenberg, *Inside the Black Box, Technology and Economics*, Cambridge, 1981; E. Mansfield, *Technology Transfer, Productivity and Economic Policy*, Norton, 1982.

Methods of Assessment: The course is examined by a project and an examination paper. The project, due at the end of Lent Term, is worth 60% while the two hour examination paper will cover the whole course and is worth 40%.

IS447**Topics in Applied Computing (Half unit course)**

Teacher Responsible: Dr. J. Backhouse, Room S113

Availability and Restrictions: This course is compulsory for the M.Sc. Information Systems Development and optional for the M.Sc. in Analysis, Design and Management of Information Systems and M.Sc. in Information Systems Security. There are pre-requisites for some of the optional topics within the course.

Course Content: Students select two out of the following topics under supervisor's guidance. Students on M.Sc. ADMIS will not usually be allowed to offer Databases I. Not all topics will be offered every year.

(a) Databases I**IS447.1**

Core Syllabus: The course is an introduction to the analysis, design and implementation of relational databases.

Course Content: Analysis: conceptual modelling, (E-R modelling), normalisation. Design: Database specification and manipulation, relational algebra, SQL. Implementation and Management: DBMS software. Physical database design.

Pre-Requisites: A basic knowledge of computing.

Teaching Arrangements: Eight lectures and eight classes in Michaelmas Term.

Reading List: B. Eaglestone, *Relational Databases*, Stanley-Thornes, 1991; P. Rob & C. Coronel, *Database Systems - Design, Implementation and Management*, Wadsworth, 1993; C. Date, *Introduction to Database Systems* (Vol. 1), 4th edn., Addison-Wesley, 1986; R. Elmasri & S. B. Navathe, *Fundamentals of database systems*, Addison-Wesley, 1989.

(b) Office Automation**IS447.2**

Core Syllabus: This course examines both the technical and non-technical issues involved in office automation.

Course Content: The course covers the models and technology currently used in office automation and examines the problems and opportunities in integrated office information systems.

Pre-Requisites: None.

Teaching Arrangements: Office Automation nine two-hour seminars in the Michaelmas Term.

Reading List: Hirschheim R. A., *Office Automation, Concepts, Technologies and Issues*, Addison Wesley, 1985; D. Kroenke & R. Hatch, *Management Information Systems*, McGraw-Hill, 1994; R. H. Sprague & B. C. McNurlin, *Information Systems Management in Practice*, 3rd edn., Prentice Hall, 1993; S. Khoshafian & M. Buckiewicz, *Introduction to Groupware, Workflow, and Workgroup Computing*, John Wiley, 1995.

(c) Networks**IS447.3**

Core Syllabus: This course provides an Introduction to Computer Communications.

Course Content: Objectives, Data Transmission Techniques, Protocols, Network Architectures, ISO Communication Layers, Public Data Networks, Local Area Networks, Value Added Networks, Network management, Internet, Network security.

Pre-Requisites: Elementary knowledge of computer architecture.

Teaching Arrangements: Eight two-hour lectures in the Lent Term.

Reading List: W. Stallings, *Data and Computer Communications*, 4th edn., Maxwell Macmillan, 1994; W. Stallings, *Local and Metropolitan area networks*, 4th edn., Maxwell Macmillan, 1993; A. S. Tanenbaum, *Computer Networks*, 2nd edn., Prentice Hall, 1989; F. Halsall, *Data Communications, Computer Networks and Open Systems*, 3rd edn., Addison Wesley, 1992; C. Hunt, *TCP/IP Network Administration*, O'Reilly & Associates, 1993; E. Kroll, *The Whole Internet User's Guide & Catalog*, O'Reilly & Associates, 1992; J. Fitzgerald, *Business Data Communications*, 4th edn., John Wiley and Sons, 1993; S. Mullender (Ed.), *Distributed Systems*, 2nd edn., 1993.

(d) Advanced Databases**IS447.4**

Core Syllabus: This course is concerned with recent issues in database technology.

Course Content: Hierarchical and Network databases, distributed databases, semantic modelling, object-oriented databases, spatial databases, information retrieval systems.

Pre-Requisites: A basic knowledge of databases to the level of (a) above.

Teaching Arrangements: Eight two-hour seminars in the Lent Term.

Reading List: P. Rob & C. Coronel, *Database Systems-Design, Implementation and Management*, Wadsworth, 1993 and others.

(e) Introduction to Intelligent Information Systems IS447.5

Core Syllabus: Introduces the key concepts underlying intelligent information systems and discusses their development, introduction and use in organisations.

Course Content: History of artificial intelligence; Knowledge Acquisition; Rules and interference; Advanced knowledge representation; Development tools; Decision support systems; Introducing systems into organisations; Legal issues of machine-based decision making; The Turing test.

Teaching Arrangements: 15 one-hour lectures in the Lent term.

Reading List: H. M. Collins, *Artificial experts: social knowledge and intelligent machines*, Inside technology, MIT Press, Cambridge, Mass., c. 1990; Daniel Crevier, *AI: the tumultuous history of the search for artificial intelligence*, Basic Books, New York, 1993; Maureen Firley & Dave Hellens, *Knowledge elicitation: A practical handbook*, Prentice Hall, 1991; Ian Graham & Peter Llewelyn Jones, *Expert systems: knowledge, uncertainty and decision*, Chapman and Hall, 1988; Stephen R. Graubard (Ed.), *The artificial intelligence debate: false starts, real foundations*, MIT, Cambridge, Mass. & London, 1990; R. Kurzweil, *The Age of Intelligent Machines*, MIT Press, Cambridge, Mass., 1992; Stan Franklin, *Artificial Minds*, MIT Press, Cambridge, Mass., 1995; D. Partridge & K. M. Hussain, *Knowledge Based Information Systems*, McGraw-Hill, 1995; Guus Schreiber, Bob Wielinga & Joost Breuker (Eds.), *KADS: a principled approach to knowledge-based system development*, Knowledge-based systems, Vol. 11, Academic Press, 1993.

Methods of Assessment: A two-hour formal examination in the Summer Term.

IS448**Software Engineering in Business Systems (Full unit course)**

Teacher Responsible: Dr. J. Siemer, Room S109

Availability and Restrictions: This course is compulsory for the M.Sc. Information Systems Development. There are no pre-requisites.

Core Syllabus: The course aims to give students a theoretical and practical introduction to programming and the key principles of software engineering.

Course Content: Introduction to programming: the course currently teaches Delphi. Issues of software engineering: Design issues including the representation and decomposition of a systems specification. Layering, Analysis of design options. Management of software production, Human factors. Design techniques based on formal methods. Object oriented approaches. Design tools, production tools and environments. Knowledge engineering in design. Software metrics. Testing and Maintenance.

Teaching Arrangements: 40 lectures Michaelmas and Lent Terms and IS448.A project group meetings of 20 hours.

Reading List: R. S. Pressman, *Software Engineering: A Practitioners Approach*, 3rd edn., McGraw Hill, 1992; I. Sommerville, *Software Engineering*, 5th edn., Addison-Wesley, 1992; H. van Vliet, *Software Engineering: Principles and practice*, John Wiley & Sons, 1993; F. P. Brooks, *The Mythical Man Month*, Addison Wesley, 1995; S. Conger, *The New Software Engineering*, Wadsworth Publishing, 1994; D. A. Norman, *The Psychology of Everyday Things*, Basic Books, 1988; B. Potter, J. Sinclair & D. Till, *An Introduction to Formal Specification and Z*, Prentice Hall, 1996; G. J. Meyers, *The art of software testing*, John Wiley & Sons, 1979.

Methods of Assessment: A two-hour formal examination in the Summer Term accounts for 60% of the marks. A practical project accomplished throughout the year accounts for 40%.

IS449**Information Systems Project**

Teacher Responsible: Dr. A. Cornford, Room S106
Availability and Restrictions: This course is for the M.Sc. Information Systems Development. There are no pre-requisites.

Core Syllabus: This course provides the student with an opportunity to pursue a substantial piece of work in information systems. The work may be of a theoretical or practical character and will be selected under the guidance of the course teacher. The student is expected to produce a report of **not more than 10,000 words**.

Course Content: Selection and specification of projects. Methodology for project execution. Report writing. Discussion of project progress.

Teaching Arrangements: One week of teaching in the Summer Term. Each student will be assigned a supervisor who will be able to give individual advice and monitor progress.

Reading List: Turabain, *A Manual for writers of Research Papers, Theses and Dissertations*, Chicago; Chapman & Mahon, *Plain Figures*, HMSO; Margerison, *Managerial Consulting Skills*, Gower; E. Tufte, *The Visual Display of Quantitative Information*, Graphics Press; C. Corder, *Ending the Computer Conspiracy*, McGraw Hill, 1985.

Methods of Assessment: Assessment is based entirely on the report, three copies of which must be submitted to the supervisor by the 1st of September.

IS450**Information Systems in Developing Countries****(Half unit course)**

Teachers Responsible: Dr. S. Madon, Room S105a and Dr. C. Avgerou, Room S104

Availability and Restrictions: This course is optional for the M.Sc. in the Analysis, Design and Management of Information Systems.

Core Syllabus: The course covers the application of information technology to build effective information systems in developing countries. The problems

involved are examined from social, economic, management and political perspectives.

Course Content: Development and management of information systems in the context of developing countries; issues of information systems infrastructure; information, telecommunications, education and training, management; information systems in government for planning and administration-economic theories; government policy for effective IT use. Case studies will be used to demonstrate the key issues.

Teaching Arrangements: 20 two-hour seminars, Michaelmas and Lent Terms.

Reading List: No one book covers the entire syllabus and many references are given during the course. The following books are particularly recommended: S. C. Bhatnagar & N. Bjorn-Andersen, *Information Technology in Developing Countries*, North-Holland, 1990; M. Castells, *The Informational City*, 1989; S. C. Bhatnagar & M. Odedra, *Social Implications of Computers in Developing Countries*, 1992.

Methods of Assessment: The course is examined by a two-hour formal examination in the Summer Term and a project, due at the end of Lent Term. The examination paper is worth 60% while the project is worth 40%.

IS451**Policy Aspects of Information Technology****(Half unit course)****(Not available 1997-98)**

Teachers Responsible: Dr. C. Avgerou, Room S104 and Dr. A. Cornford, Room S106

Availability and Restrictions: This course is optional for the M.Sc. Analysis, Design and Management of Information Systems and M.Sc. in Information Systems Security. Students should have a basic knowledge of information technology and social science.

Core Syllabus: The course considers the role of IT in the economies and societies of industrialised nations. It examines issues of national and international IT policy.

Course Content: Theories on the significance of IT for socio-economic change; industries of hardware, software, telecommunications and information services; national and international IT policy options.

Teaching Arrangements: 10 one-hour lectures, Michaelmas Term, 10 two-hour seminars, Michaelmas Term.

Reading List: OECD, *New Technologies in the 1990s, A Socio-economic Strategy*, Paris, 1988; N. Heap, R. Thomas, R. Mason & H. Mackay (Eds.), *Information Technology and Society*, Sage, 1995; OECD, *Trends in the Information Economy*, ICCP 11, 1986; S. Hall, D. Held & T. McGrew (Eds.), *Modernity and its Futures*, Polity Press, 1992; M. Castells, *The Informational City: Information Technology, Economic Restructuring, and the Urban-regional Process*, Basil Blackwell, 1989; R. Mansell, *The new telecommunications: A political economy of the network revolution*, Sage, 1993.

Methods of Assessment: There is a two hour formal examination in the Summer term, counts for 70% of the marks. Essays and seminar presentations count for 30% of the marks.

IS452**Advanced Topics in Information Systems****(Half unit course)**

Teacher Responsible: Professor I. O. Angell, Room S102.

Availability and Restrictions: This course is optional for the M.Sc. Analysis, Design and Management of Information Systems and M.Sc. in Information Systems Security.

Core Syllabus: An examination of new trends in information systems.

Course Content: The topics selected differ from one year to another.

Global Consequences of Information Technology. An investigation into the effect of advances in information technology on underlying social structures - particularly commercial and political structures. Interorganizational Information Systems: management aspects, electronic data interchange, networked organizations.

Teaching Arrangements: Lent Term. Three hours per week for ten weeks.

Reading List: Global Consequences of IT: M. S. Scott Morton, *Interorganizational Information Systems*, The Corporation of the 1990s, OUP, 1991; 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*, Oxford University 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.

Methods of Assessment: The course is examined through the writing of an article/essay and the collection of source material.

IS454**Applied Data Management****(Half unit course)**

Teacher Responsible: Mrs. S. Scott, Room S103

Availability and Restrictions: This course is compulsory for the M.Sc. Information Systems Development. There are no pre-requisites.

Core Syllabus: The course provides M.Sc. Information Systems Development students with an appreciation of the technologies used in modern information systems. This course enables students to explore a variety of significant areas in contemporary computing.

Course Content: Contemporary information technology - hardware, software and communications; multimedia and distributed systems. Desk top computing. Software components of information systems including data management software and fourth generation programming environment, operating systems and networks, spreadsheets and modelling, text handling and desk-top publishing.

Teaching Arrangements: 10 one-hour lectures in the Michaelmas Term with IS454.A 10 associated classes

in computer rooms. 10 two-hour seminars in the Michaelmas Term.

Reading List: S. L. Mandell, *Computers and Information Processing - Concepts and Applications*, (most recent edition), West Publishing; R. Panko, *End User Computing: Management applications and technology*, Wiley, 1988; R. Hayen, *Software Tools for Business, An IS approach*, Wiley, N.Y., 1994.

Methods of Assessment: The course is examined entirely by course work in the form of projects, presentation and an essay.

IS455**Multimedia Information Systems****(Half unit course)****(Not available 1997-98)**

Availability and Restrictions: This course is optional for the M.Sc. Analysis, Design and Management of Information Systems.

Core Syllabus: An examination of new trends in Multimedia Information Systems.

Course Content: The Multimedia Information Systems Revolution: The Unfolding of a Reality, Architectures of Multimedia Information Systems, Networked Multimedia Information Systems, Multimedia on the Information Superhighway, Application Frameworks for Multimedia Information Systems, Organisational impacts of multimedia information systems, Multimedia Authoring Systems, The Challenge of Multimedia Information Systems to the MIS Manager. Several "inside" and "outside" speakers have been invited to give lectures on Multimedia Information Systems.

Teaching Arrangements: 10 weekly two-hour lectures and IS455.A 10 weekly one-hour class in the Michaelmas Term.

Reading List: M. C. Angelides & S. Dustdar (1996) *Multimedia Information Systems*, Prentice Hall, New York. Detailed suggestions for further background reading will be given during the lectures.

Methods of Assessment: There is no written examination for this course. The course is examined entirely by project work.

IS456**Principles of Information Systems Security**

Teacher Responsible: Dr. J. Backhouse, Room S113

Availability and Restrictions: This course is compulsory for the M.Sc. Information Systems Security and is optional for the M.Sc. Analysis, Design and Management of Information Systems. Familiarity with computer-based information systems is required.

Core Syllabus: To identify and develop durable principles and to illuminate underlying concepts for the management of security which cover the full range and scope of information systems in organisations.

Course Content: The orthodox security principles: confidentiality, integrity, availability. Principles of

information systems analysis for security; concept of analysis; basic features of information systems, semiotic model. Principles of policy for security. Principles of risk and contingency. Principles of communication and security issues; theory of communication; pragmatics of security from speech act theory. Principles underlying semantics of security and the security of semantics; integrity as question of consistency, ethics and moral standards; fraud. Essentials in secure databases and programs. Fundamental concepts in hacking and sabotage; misuse in the technical systems, malicious damage and physical security. Nature of insecure computing; economic, competitive and organisational aspects. Nature of responsibility and organisational theory applied to security. Developing professional practices, codes of conduct, standards and ethics. Principles of standardisation and systems security; standards setting bodies, interest groups. Data encryption fundamentals. Network security principles. Case studies.

Teaching Arrangements: IS456.1 Michaelmas and Lent terms; 20 hours lectures, IS456. A 20 hours classes. (IS456.2 IS Security Colloquium, two-hour seminars, many given by visiting speakers to be held in the Michaelmas and Lent Terms).

Reading List: 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; T. Forester & P. Morrison, *Computer Ethics: Cautionary Tales and Ethical Dilemmas*, Basil Blackwell, 1990; J. Liebenau & J. Backhouse, *Understanding Information: an Introduction*, Macmillan, 1990; I. J. Lloyd, *Information Technology Law*, Butterworths, 1993; C. Pfleeger, *Security in Computing*, Prentice Hall, 1989; G. Robb, *White Collar Crime in Modern England*, Cambridge, 1992; M. R. Smith, *Commonsense Computer Security*, 2nd edn., McGraw Hill, 1993; W. Cheswick & S. Bellovin, *Firewalls and Internet Security*, Addison Wesley Professional Computing Series, 1994; D. Russell & S. Gangemi, *Computer Security Basics*, O'Reilly Associates, 1992.

Methods of Assessment: There is a three-hour formal examination in the Summer Term and course work assessment.

development of system security. Comparisons are made of the most established methods. The investigation of the principles, assumptions and characteristic features of different methods. Checklist and security audit formats; Automated risk management methods eg. CRAMM, MARION, RiskPac; Structured security design methods; Frameworks for security evaluation; management evaluation and technical evaluation. Formal models of secure systems: Biba integrity model, Bell-LaPadula, Dennings information flow model; secure communication systems development. EDIFACT standards.

Teaching Arrangements Michaelmas term; 20 hours lectures and IS457.A 10 hours classes. IS Security Colloquium, two-hour seminars, many given by visiting speakers to be held in the Michaelmas and Lent Terms.

Reading List K. Bhaskar, *Computer Security: Threats and Countermeasures*, NCC Blackwell, 1993; D. Russell & G. T. Gangemi, *Computer Security Basics*, O'Reilly & Associates Inc., 1991; M. Gasser, *Building a Secure Computer System*, Van Nostrand Reinhold, 1988; National Research Council, *Computers at Risk: Safe Computing in the Information Age*, National Academy Press, Washington, 1991; Roy Saltman (Ed.), *Workshop in Security Procedures for the Interchange of Electronic Documents: Selected Papers and Results*, Department of Commerce, National Institute of Standards and Technology, USA, 1993; Congress Office of Technology Assessment, *Defending Secrets, Sharing Data: New Locks and Keys for Electronic Information*, US Government Printing Office, Washington DC, 1994; R. Baskerville, *Designing information systems security*, John Wiley & Sons, New York, 1988; D. E. Denning et al., *The new view formal security policy model* (SRI Interim report No. A003), SRI International, Menlo Park, California, 1987; R. Fisher, *Information systems security*, Prentice-Hall, 1984; K. Hearnden, *A handbook of computer security*, Kogan Page, 1990; V. P. Lane, *Security of computer based information systems*, Macmillan, 1985; J. Martin, *Information Engineering*, Books I-IV, Prentice-Hall; A. Norman, *Computer insecurity*, Chapman and Hall, London, 1983.

Methods of Assessment: There is a two-hour formal examination in the Summer Term and course work assessment.

IS457

Secure Systems Development (Half unit course)

(Not available 1997-98)

Teacher Responsible: Dr. J. Backhouse, Room S113

Availability and Restrictions: This course is compulsory for the M.Sc. Information Systems Security. Familiarity with computer-based systems is required.

Core Syllabus: To examine critically the various approaches for the development of information systems security. Familiarity with computer-based information systems is required.

Course Content: This course examines the methods, tools and techniques that are applied in the

IS458

Information Security and the Law (Half unit course)

Teacher Responsible: Dr. J. Backhouse, Room S113

Other teacher involved: Mr. Alistair Kelman

Availability and Restrictions: This course is compulsory for the M.Sc. Information Systems Security and optional for the M.Sc. ADMIS. Familiarity with computer based information systems is required.

Core Syllabus: This course is designed to introduce students to all the major legal aspects relevant to information systems security.

Course Content: A Legal Model for Information Security: Why is electronic information different?

Methods of Assessment: There is a two-hour formal examination in the Summer Term and course work assessment.

IS460

Interorganizational Information Systems (Half unit course)

Teacher Responsible: Dr. Steve Smithson, Room S110

Availability and Restrictions: This course is optional for M.Sc. Analysis, Design and Management of Information Systems.

Core Syllabus: The organizational, managerial, technological and theoretical aspects of computer-based interorganizational information systems.

Course Content: Underlying technologies: networks and electronic data interchange. Internet and World Wide Web. Practical and management aspects and impact on interorganizational relationships. Theoretical perspectives including transaction cost analysis and resource dependence theory. New organizational forms, such as networked organizations.

Teaching Arrangements: Ten two-hour seminars and ten 1-hour classes in the Lent Term.

Reading List: M. Scott Morton, (Ed.) *The Corporation of the 1990s*. Oxford University Press, New York, 1991, plus various journal articles.

Method of Assessment: This course is assessed entirely by written work undertaken during the course.

Department of International History

M.A./M.Sc. History of International Relations

The course will extend over one calendar year, or in the case of part-time students over two calendar years.

The Examination will consist of three papers and a dissertation. The degree will be awarded to candidates who satisfy the Board of Examiners in three papers, normally sat in June, and a dissertation, normally submitted no later than 15 September.

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation, and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

For some courses a reading knowledge of at least one European language in addition to English would be an advantage.

Branch 1. International History in the Twentieth Century

Paper Number	Paper Title	Course Guide Number
1.	International History in the Twentieth Century (candidates may concentrate upon <i>either</i> the period to c.1965, or the period since 1945)	HY400
2.	One special subject:	
	(a) The Great War, 1914-1918	HY406
	(b) The Russian Revolution, 1914-1921	HY419
	(c) Spain and the Great Powers, 1936-1953: Civil War, World War, Cold War (<i>not available 1997-98</i>)	HY412
	(d) The Origins and Conduct of the Second World War, 1935-1945	HY409
	(e) Germany's New Order in Europe, 1939-1945	HY413
	(f) Nationalism, Communism and Conflict in East Asia, 1933-54	HY408
	(g) The European Settlement, 1944-1946 (<i>not available 1997-98</i>)	HY410
	(h) French External Relations in the Era of de Gaulle, 1940-1969	HY414
	(i) The Establishment of Communism in Central Europe, 1945-1956	HY416
	(j) Great Britain and her Western Allies, 1948-1954 (<i>not available 1997-98</i>)	HY404
	(k) The Suez Crisis: Origins and Impact, 1945-1962 (<i>not available 1997-98</i>)	HY405
	(l) The Crisis of Hegemony: American Foreign Policy from Kennedy to Ford, 1961-1976 (Students taking this paper must concentrate on the period before c. 1965 in paper 1)	HY417
	(m) The Anti-Communist Revolution in Poland: Solidarity and the Legitimacy of the State, 1980-89	HY420
	(n) History of the Arab-Israeli Conflict, 1948 to the present	HY421
3.	<i>Either:</i> A second special subject from the list above <i>Or:</i> A paper from another Master's degree taught at the School complementary with the other papers chosen by	

Paper Number	Paper Title	Course Guide Number
4.	the candidate (subject to the approval of the candidate's supervisor and the teachers concerned). This may include paper HY401 Europe: Unity and Disunity since the Renaissance in Branch 2 of the MA/MSc. Dissertation, of not more than 10,000 words on a topic within the field of the period selected	

Dates of Examination

Written papers	June
Essay	Not later than 15 September

Branch 2. The Making of Contemporary Europe

Paper Number	Paper Title	Course Guide Number
1.	Europe: Unity and Disunity since the Renaissance	HY401
2. & 3.	<i>Either</i> One paper from section I and one from section II <i>Or</i> Two papers from section I <i>Or</i> Two papers from section II, one of which must be from II(a) or II(b)	
I	(a) Russia and the West from the Enlightenment to the Revolution, c.1762-1917	HY415
	(b) Cobden, Free Trade and Europe, 1846-1882	HY403
	(c) The European Enlightenment, c 1680-1830	HY426
	(d) The Great War, 1914-1918	HY406
	(e) Germany's New Order in Europe, 1939-1945	HY413
	(f) Spain and the Great Powers, 1936-1953: Civil War, World War, Cold War (<i>not available 1997-98</i>)	HY412
	(g) French External Relations in the Era of de Gaulle, 1940-1969	HY414
II	(a) European Integration in the Twentieth Century	HY411
	(b) Europe since 1945	EU418
	(c) A paper from another Master's degree taught at the School complementary with the other papers chosen by the candidate (subject to the approval of the candidate's supervisor and the teachers concerned)	
4.	Dissertation, of not more than 10,000 words on a topic within the field of the period selected	

Dates of Examination

Written papers	June
Essay	Not later than 15 September

M.Sc. Theory and History of International Relations

The course will extend over one calendar year, or in the case of part-time students over two calendar years.

The examination will consist of three papers and a dissertation. The degree will be awarded to candidates who satisfy the Board of Examiners in three papers, normally sat in

June, and a dissertation, normally submitted no later than 15 September. Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of two papers, taken after completion of the courses for those papers. The second part will consist of the remaining elements of the examination, and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part of the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Paper Number	Paper Title	Course Guide Number
1.	International History in the Twentieth Century (candidates may concentrate upon <i>either</i> the period to c.1965 <i>or</i> the period since 1945)	HY400
2.	Foreign Policy Analysis III	IR411
3.	One of the following, to be chosen from either Section I or Section II, with the approval of the candidate's teachers:	
Section I		
(a)	The Great War, 1914–1918	HY406
(b)	The Russian Revolution, 1914–1921	HY419
(c)	Nationalism, Communism and Conflict in East Asia, 1933–1954	HY408
(d)	Spain and the Great Powers, 1936–1953: Civil War, World War, Cold War (<i>not available 1997–98</i>)	HY412
(e)	Germany's New Order in Europe, 1939–1945	HY413
(f)	French External Relations in the Era of de Gaulle, 1940–1969	HY414
(g)	The Establishment of Communism in Central Europe, 1945–1956	HY416
(h)	Great Britain and her Western Allies, 1948–1954 (<i>not available 1997–98</i>)	HY404
(i)	The Suez Crisis: Origins and Impact, 1945–1956 (<i>not available 1997–98</i>)	HY405
(j)	The Crisis of Hegemony: American Foreign Policy from Kennedy to Ford, 1961–1976	HY417
(k)	The History of the Arab-Israeli Conflict, 1948 to the present	HY421
Section II		
(a)	International Politics	IR410
(b)	International Institutions III	IR412
(c)	European Institutions III	IR413
(d)	Women and International Relations	IR414
(e)	Strategic Aspects of International Relations III	IR415
(f)	International Politics of Western Europe	IR416
(g)	International Politics: Asia and the Pacific	IR418
(h)	International Politics: Africa	IR427
(i)	International Relations of the Middle East	IR419
(j)	Revolutions and the International System	IR420
(k)	Concepts and Methods in International Relations	IR421
(l)	Conflict and Peace Studies	IR422
(m)	Nationalism	EU405
(n)	Soviet and Post-Soviet Foreign Policy	IR425
(o)	Modernity and International Relations	IR426
4.	An Essay of not more than 10,000 words on an approved topic.	

Dates of Examination

Written Papers	June
Essay	Not later than 15 September

M.A. in Later Modern British History

The course will extend over one calendar year, or in the case of part-time students over two calendar years.

The examination will consist of four parts, three papers to be examined by a combination of unseen papers and long essays, and a dissertation of 10,000 words.

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Examiners may also take into account any seminar papers prepared by a candidate during the course.

Teaching for some of the papers listed below is offered at King's College or the Institute of Commonwealth Studies.

Paper Number	Paper Title	Course Guide Number
1.	British Political History, 1865–1940 (Students who have already covered comparable material may, with the permission of the programme co-ordinator, substitute for this paper a further choice from papers 2 and 3 below)	HY450
2. & 3.	Two of the following:	
(a)	British Labour History, 1815–1939	EH425
(b)	British Imperial History, 1870–1918 (<i>Taught KC</i>)	HY453
(c)	History of the Empire and Commonwealth since 1918 (<i>Taught KC</i>)	HY454
(d)	Anglo-French Relations, 1919–1940 (<i>Taught KC</i>)	HY407
(e)	The Realignment of Political Ideas in Modern Britain (to be examined as two half units in January and June)	GV417-8
(f)	<i>Either</i> The Government and Politics of Ireland <i>or</i> Political Change in Modern Britain (each examined by a two-hour written paper in June and a long essay)	GV464 GV230
(g)	<i>Either</i> (i) Cobden, Free Trade and Europe, 1846–1882 <i>or</i> (ii) Great Britain and Her Western Allies, 1948–1954 (<i>not available 1997–98</i>) <i>or</i> (iii) The Suez Crisis: Origins and Impact, 1945–1962 (<i>not available 1997–98</i>)	HY403 HY404 HY405
4.	Dissertation not exceeding 10,000 words	

Dates of Examination

Written papers	June
Dissertation	Not later than 15 September

Course Guides

Detailed study guides are provided for most of the following courses. Intending students should consult individual teachers of courses where there is no study guide.

HY400

International History in the Twentieth Century

Teachers Responsible: Dr. R. Boyce, Room E502, for option 1: 1914-1965, From World Wars to Cold War; Dr. J. Hanhimäki, Room E508, and Dr. D. Stevenson, Room E604, for option 2: 1945-1990: The Cold War World.

Availability and Restrictions: Intended primarily for M.A./M.Sc. History of International Relations and M.Sc. 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. Students specialize either in the period 1914-c.1965 ('From World Wars to Cold War'), or in the period 1945-1990 ('The Cold War World'). Particular stress is placed upon the historiography of the syllabus.

Course Content: The impact of the First World War on international relations; the post-war settlements in Europe and East Asia; the Great Depression and its consequences; the crisis of the League of Nations; German, Italian and Japanese expansion; the responses of Britain, France, the Soviet Union and the USA; the coming of the Second World War in Europe and the Pacific; the Grand Alliance and its breakdown; the origins of the Cold War and the division of Europe; the evolution of American containment policy from the Marshall Plan to the Korean War; the extension of the Cold War into the Middle East, South-East Asia, Africa, and Latin America; Soviet intervention in Eastern Europe; the Sino-Soviet split; American policy under Eisenhower, Kennedy, Johnson, and Nixon; the Vietnam War and the 1970s detente; the resurgence of the Cold War and its termination.

Teaching Arrangements: Students should attend one of two weekly seminars (HY400), the first on 1914-c.1965 and the second on 1945-1990. They should also attend the lecture programme HY202 **International History since 1914.**

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*; J. P. Dunbabin, *International Relations Since 1943, Vol. 1, The Cold War, the Great Powers and their Allies, Vol. 2, The Post-Imperial Age, the Great*

Powers and the Wider World.

Methods of Assessment: There will be one three-hour written examination in the Summer Term. Candidates will be expected to answer three questions, taken either from Section A or from Section B of the paper.

HY401

Europe: Unity and Disunity since the Renaissance

Teachers Responsible: Professor M. J. Rodriguez-Salgado, Room E407 and Dr. Janet Hartley, Room E405

Availability and Restrictions: For M.A./M.Sc. History of International Relations and M.Sc. 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 c.1500. 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 Arrangements: 22 sessions of two hours (HY401), with a variable component of seminars and lectures. Four essays are required.

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); J. Joll, 'Europe: A Historian's View', *The Twenty-Seventh Montague Burton Lecture on International Relations* (Leeds University Press, 1969); 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).

Methods of Assessment: The aggregate mark of four essays makes up 25% of the final mark, the rest will consist of a three-hour unseen written examination.

HY403

Cobden, Free Trade and Europe, 1846-1882

Teacher Responsible: Dr. A. C. Howe, Room E600

Availability and Restrictions: For M.A./M.Sc. History of International Relations and M.A. Later Modern British History.

Core Syllabus: In the light of an analysis of the writings of Richard Cobden, this course examines the impact of free trade ideas on the making of economic and foreign policies in Britain and continental Europe in the mid-nineteenth century.

Course Content: The rise of free trade in Great Britain and Europe; Cobden's *Political Writings*: sources and impact; free trade and British hegemony; the diffusion of free trade ideas in Europe and their impact in France, Germany, Italy, Russia and other countries; free trade and European integration; the resurgence of Protectionism in Europe; Cobdenite themes: peace, war and empire.

Teaching Arrangements: 20 classes/seminars (HY403). A minimum of four essays are required.

Reading List: R. Cobden, *Political Writings*; N. Edsall, *Richard Cobden, Independent Radical* (1987); P. O'Brien & G. Pigman, 'Free Trade, British hegemony and the international economic order in the nineteenth century', *Review of International Studies* (1992); M. Taylor (Ed.), *Cobden's European Diaries, 1846-49* (1994); A. C. Howe, *Free Trade and Liberal England* (1997).

Methods of Assessment: One three-hour unseen examination paper.

HY404

Great Britain and her Western Allies, 1948-1954

(Not available 1997-98)

Teacher Responsible: Dr. C. John Kent, Room E500

Availability and Restrictions: For M.A./M.Sc. History of International Relations, M.Sc. Theory and History of International Relations and M.A. Later Modern British History.

Core Syllabus: The course examines the relations between the British Empire/Commonwealth, the United States and the states of W. Europe.

Course Content: The course begins by looking at the Cabinet paper 'The First Aim of Foreign Policy' as defined by Bevin and the Foreign Office in Jan 1948. The attempts to realise this aim of achieving independence from the US by cooperation with W. Europe, and the reasons for its abandonment in favour of securing a special place in an American-dominated Atlantic Alliance are studied in detail. After 1949, Anglo-American relations in the Far East, Indo-China and the Middle East are examined along with Britain's efforts to maintain the kind of relations with W. Europe that would integrate W. Germany into the Atlantic Alliance and maintain Britain's special place in it.

Teaching Arrangements: There are 18 90-minute seminars (HY404), and, in addition, students can attend the first 13 lectures on **British Policy Overseas since 1942** (HY219). Revision classes are offered in the third term.

Reading List: Documents on British Policy Overseas Series II; John Kent, *British Imperial Strategy and the Origins of the Cold War 1944-49* (1993); John W.

Young, *Britain and European Unity 1945-92* (1993); Sean Greenwood, *Britain and European Cooperation since 1945* (1992); C. J. Bartlett, *The Special Relationship: a Political History of Anglo-American Relations since 1945* (1992); John W. Young, *Britain, France and the Unity of Europe 1945-51* (1984).

Methods of Assessment: One three-hour unseen examination paper, in which students are required to answer three from approximately nine questions.

HY405

The Suez Crisis: Origins and Impact, 1945-1962

(Not available 1997-98)

Teacher Responsible: Dr. C. John Kent, Room E507

Availability and Restrictions: For M.A./M.Sc. History of International Relations, M.Sc. Theory and History of International Relations and M.A. Later Modern British History.

Core Syllabus: The course examines Britain's global strategy, the importance of the Middle East in that strategy and the Middle Eastern requirements deemed necessary to implement it.

Course Content: The Middle East in relation to British foreign and defence policy; the Arab-Israeli conflict; French, Soviet and particularly American policy towards the Middle East; British relations with Egypt and the other Arab states; the Baghdad Pact; plan Alpha; a detailed analysis of the crisis from the Egyptian purchase of Czech arms to the Anglo-French-Israeli attack on Egypt and the aftermath of the invasion following the cease fire and withdrawal.

Teaching Arrangements: There are 20 seminars of two hours duration (HY405), including an introduction to the study of 500 pages of primary documents which form an integral part of the course. Revision classes are normally held in the third term.

Reading List: K. Kyle, *Suez* (1991); W. Scott Lucas, *Divided We Stand: Britain, the United States and the Suez Crisis* (1991); D. Carlton, *Britain and the Suez Crisis* (1988); P. L. Hahn, *The United States, Great Britain and Egypt* (1991); R. Owen & Wm. Roger Louis (Eds.), *Suez* (1989).

Methods of Assessment: One three-hour unseen examination paper in which students are required to comment on three documentary extracts from a choice of eight and to answer two from six essay questions.

HY406

The Great War, 1914-1918

Teachers Responsible: Dr. D. Stevenson, Room E604 and Dr. Trueman Anderson, Room E602

Availability and Restrictions: For M.A./M.Sc. History of International Relations and M.Sc. Theory and History of International Relations. Students unfamiliar with the subject are advised to do preliminary reading. Reading knowledge of German and French will be useful but is not essential in any way.

Core Syllabus: The course covers the origin, conduct and resolution of the First World War, emphasizing its political, military, social and economic dimensions. The course makes use of both primary and secondary sources in an effort to help students develop an in-depth understanding of the war and its impact on modern history.

Course Content: Lectures and seminars will cover a wide variety of events and themes, including European society on the eve of war, the origins of the war, key military events (e.g. the Schlieffen plan, Verdun and the Somme, the war at sea, the eastern front), the transformation of the belligerent economies, the impact of war on the participating societies, the experience of trench warfare, wartime diplomacy and war aims, the Russian Revolution, the armistice and its aftermath, and war commemoration and remembrance.

Teaching Arrangements: 22 lectures (HY206) and seminars (HY406). Three essays are required (two in the Michaelmas and one in the Lent Term).

Reading List: A detailed course outline and reading list, subdivided by weekly topics, will be distributed at the beginning of the course. The following books are recommended as introductory reading:

Marc Ferro, *The Great War* (London, 1987); Martin Gilbert, *The First World War: A Complete History* (London, 1994); J. Joll, *The Origins of the First World War* (2nd edn., London, 1992); Paul Fussell, *The Great War and Modern Memory* (New York, 1975); David Stevenson, *The First World War and International Politics* (Oxford, 1988); J. M. Winter, *The Experience of World War I* (London, 1989); G. Hardach, *The First World War* (London, 1977).

Methods of Assessment: The Lent Term essay (5,000 words) will comprise 25% of assessment. The remainder will consist of one three-hour unseen examination paper; candidates will be expected to answer three questions.

HY407

Anglo-French Relations, 1919-1940

Teacher Responsible: Dr. M. J. Dockrill
Availability and Restrictions: For M.A. Later Modern British History.

Teaching Arrangements: (HY407). Taught at King's College London.

HY408

Nationalism, Communism and Conflict in East Asia, 1933-1954

Teacher Responsible: Dr. Antony Best, Room E408
Availability and Restrictions: For M.A./M.Sc. History of International Relations and M.Sc. 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.

Course Content: Subjects covered by this course will include: the failure of the Powers to establish a new status quo 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 Harbor, 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 decolonization 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 Arrangements: The course will be taught by seminars and classes held in the Michaelmas and Summer Terms (HY408). Students will be required to write three essays 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*.

Methods of Assessment: One three-hour unseen examination paper.

HY409

The Origins and Conduct of the Second World War, 1935-1945

Teacher Responsible: Professor MacGregor Knox, Room E410

Availability and Restrictions: For M.A./M.Sc. History of International Relations. This course has no formal pre-requisites; knowledge of languages other than English will be useful, but is not essential.

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.

Course Content: After an introduction to the structure of world politics after 1918 and to the military, economic, political, and strategic lessons the powers drew from the Great War, the course will analyze 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 home fronts: terror and propaganda, the wars in the East, in the air, and at sea, the final destruction of National Socialist Germany and Imperial Japan, and the emerging conflict between the victors.

Teaching Arrangements: 22 weekly seminar meetings throughout the session. (HY409), and individual consultations. Students will be required to write four essays.

Reading List: A seminar programme and full bibliography will be provided at the first meeting, but the following works offer useful background: G. Weinberg *The Foreign Policy of Hitler's Germany*, 2 vols.; O. Bartov, *Hitler's Army: Soldiers, Nazis, and War in the Third Reich*; W. Murray *The Change in the European Balance of Power, 1938-39*; M. Knox, *Mussolini Unleashed, 1939-1941*; A. Iriye, *The Origins of the Second World War in Asia and the Pacific*; G. Weinberg, *A World at Arms*; J. Erickson, *Stalin's War with Germany*, 2 vols.; J. Lukacs, *The Last European War, 1939-1941*.

Methods of Assessment: A three-hour unseen written examination in the Summer Term.

HY410

The European Settlement, 1944-46

(Not available 1997-98)

Availability and Restrictions: For M.A./M.Sc. History of International Relations.

Teaching Arrangements: (HY410).

HY411

European Integration in the Twentieth Century

Teacher Responsible: Dr. D. Stevenson, Room E604

Availability and Restrictions: For M.A./M.Sc. History of International Relations, M.Sc. European Studies. A prior knowledge of twentieth-century 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 1980s.

Course 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 Arrangements: There will be 22 weekly seminars (HY411). Students should attend selected lectures in the series HY305 *The Reshaping of Europe, 1943-1957*.

Reading List: Full bibliographies are provided. As introductory reading, students should consult: R.

Vaughan, *Twentieth-Century Europe: Paths to Unity* (London, 1979); 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); F. R. Willis, *France, Germany, and the New Europe, 1945-1967* (Stanford, 1967); A. S. Milward, *The Reconstruction of Western Europe, 1945-51* (London, 1984); A. S. Milward, *The European Rescue of the Nation State* (London, 1992); P. M. Stirk, *A History of European Integration since 1914* (London, 1996).

Methods of Assessment: There will be one three-hour written examination in the Summer Term. Candidates will be expected to answer three questions, at least one from each of two sections.

HY412

Spain and the Great Powers 1936-1953: Civil War, World War, Cold War

(Not available 1997-98)

Teacher Responsible: Professor P. Preston, Room H682

Availability and Restrictions: For M.A./M.Sc. History of International Relations and M.Sc. 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. **Course Content:** The course will examine the international dimension of the Spanish Civil War and the importance of international factors in determining its outcome. It will then analyze the determining factors 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 Nations condemnations of 1945 and 1946, through to international acceptance in the form of the Spanish-U.S. Pact of Madrid signed in 1953.

Teaching Arrangements: 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 Michaelmas Term. The following titles are strongly recommended as preliminary reading: Raymond Carr, *Spain 1808-1975* (OUP, 1982); Paul Preston, *The Spanish Civil War* (Weidenfeld & Nicolson, 1986); Paul Preston, *Franco: A Biography* (HarperCollins, 1993); Hugh Thomas, *The Spanish Civil War* (Penguin, 1977).

Methods of Assessment: There will be a three-hour written examination in the Summer Term in which the candidate will be required to answer three out of twelve questions.

HY413

Germany's New Order in Europe, 1939-1945

Teacher Responsible: Professor M. Knox, Room E410

Availability and Restrictions: For M.A./M.Sc. History of International Relations and M.Sc. Theory and History of International Relations. The course has no formal pre-requisites, and a reading knowledge of German is not required.

Core Syllabus: The twelve years of the Nazi regime have been more extensively studied than any other period of German History. Despite an immense increase in detailed knowledge since 1945, scholars continue to disagree about fundamental questions of interpretation. This course uses selected printed primary sources and a large secondary literature to seek understanding of the history of Nazi Germany, of its attainment and exercise of European domination during the Second World War, and of the salient debates on its nature, actions and place in European and world history.

Course Content: Topics covered in lectures and discussion will 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 big business and the officer corps; 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; science, technology and ideology; Gestapo terror and the Germans: an interactive process; the German resistance; defeat, denazification and the regime's imprint on post-war German society.

Teaching Arrangements: 22 lectures (HY304) and seminars (HY413.A). Four essays (two each in Michaelmas and Lent Terms) are required.

Reading List: A detailed course outline and reading list, subdivided by weekly topics, will be distributed at the beginning of the session. The following books cover most aspects of the course and should be regarded as essential by way of introduction:

J. Noakes & G. Pridham (Eds.), *Nazism 1919-1945: A Documentary Reader*, Vols. 1-3 (Exeter, 1983-1988); 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, 3rd edn., 1988); K. Hildebrand, *The Third Reich* (London, 1984) and *The Foreign Policy of the Third Reich* (London, 1973); M. Marrus, *The Holocaust in History* (London, 1987).

Methods of Assessment: One three-hour unseen examination paper; candidates will be expected to answer three questions.

HY414

French External Relations in the Era of de Gaulle, 1940-1969

Teacher Responsible: Dr. R. W. D. Boyce, Room E502

Availability and Restrictions: Intended primarily for M.A./M.Sc. History of International Relations and M.Sc. Theory and History of International Relations. A reading knowledge of French would be useful but is not 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.

Course Content: 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 efforts to solve the German problem. Jean Monnet, Robert Schuman, René Plevin and France's role in the making of the European Community. The Indo-China war, the Algerian war and the collapse of the French empire in Black Africa. The impact of external affairs on domestic politics, and the return of de Gaulle. De Gaulle's European policy and opposition to British entry into the EEC. De Gaulle, the United States and the Western Alliance. France as a nuclear power.

Teaching Arrangements: 20 lectures (HY222) and seminars (HY414).

Written Work: Students will be expected to produce at least four essays during the year and will also be expected to give class papers.

Reading List: C. de Gaulle, *War Memoirs*, 3 vols.; R. O. Paxton, *Vichy Régime: Old Guard and New Order*; G. de Carmoy, *The Foreign Policies of France, 1944-1968*; I. M. Wall, *The United States and the Making of Postwar France, 1945-1954*; J. Dalloz, *The Indo-China War, 1945-54*; A. Horne, *A Savage War of Peace: Algeria, 1954-1962*; A. Clayton, *France: Soldiers and Africa*; H. Kissinger, *The Troubled Partnership: A Reappraisal of the Atlantic Alliance*. A fuller list will be provided at the start of the course.

Methods of Assessment: One three-hour unseen examination paper.

HY415

Russia and the West: From the Enlightenment to the Revolution, 1762-1917

Teacher Responsible: Dr. Janet Hartley, Room E405

Availability and Restrictions: For M.A./M.Sc. History of International Relations, M.Sc. Russian and Post-Soviet Studies.

Core Syllabus: The course examines the often complex relationship between Russia and the 'West', (understood in Russia to mean the nations of Western and Central Europe) from the late eighteenth century to the Revolution of February 1917. It will deal with contacts between Russians and West Europeans in a broad sense but will concentrate on the influence of Western ideas on Russian intellectual and cultural movements and on the use of Western European models for projects for governmental and social reform, both by those who supported, and by those who opposed, Russian tsardom. The period under study provides examples of the adoption, modification and rejection of Western ideas and models and raises the general question of whether Russia should be regarded as 'European' in her development.

Course Content: Russia and the European Enlightenment; Western influences on the projects and reforms of Catherine II; the impact on Russia of the French Revolution; the origins of Russian constitutional projects in the early nineteenth century; Russia and the Revolutionary and Napoleonic Wars; Decembrists and the West; Romanticism and Russia; the Slavophile and Westernizer controversy; Russian Populism; Socialism and Marxism in Russia; European and Russian liberalism; Eurasianism; Russians abroad and in exile; the foreign presence in Russia; perceptions of Russia in the West.

Teaching Arrangements: 20 meetings throughout the session (HY415). Four essays are required.

Reading List: A full reading list and seminar programme will be issued at the beginning of the course.

M. Raeff, H. L. Roberts & M. Szeftel, discussion papers on 'Russia and the West', *Slavic Review* (1964); S. G. Pushkarev, 'Russia and the West', *Russian Review* (1965); M. Bassin, 'Russia between Europe and Asia: the Ideological Construction of Geographical Space', *Slavic Review* (1991); J. Billington, *The Icon and the Axe: An Interpretive History of Russian Culture* (1970); A. Walicki, *A History of Russian Thought from Enlightenment to Marxism* (Oxford, 1980); R. Wittram, *Russia and Europe* (1973).

Methods of Assessment: One three-hour unseen examination paper.

HY416

The Establishment of Communism in Central Europe, 1945-1956

Teacher Responsible: Dr. Anita Prazmowska, Room E494

Availability and Restrictions: For M.A./M.Sc. History of International Relations and M.Sc. Theory and History of International Relations. Students taking other taught Master's programmes may take the paper where appropriate.

Core Syllabus: War-time diplomacy and the capture of power by Communist parties and their allies 1945-1947. From Popular Front to Communist Dictatorship 1948-1951. Relations with the Soviet Union, the establishment of the CMEA and the Warsaw Pact 1950-1956. Agrarian, industrial and social change in the new states 1948-1956. The death of Stalin, collective leadership and the Polish and Hungarian Uprisings.

Course Content: A study of documents and interpretations of the collapse of exile governments, the origins and the establishment of Communism in Eastern Central Europe. Soviet objectives towards Central Europe.

Teaching Arrangements: 20 seminars (HY416). Four essays are required.

Reading List: General books: H. Carrere d'Encausse, *The Soviet Union and Soviet Europe*; J. Levenduski & J. Woodall, *Politics and Society in Eastern Europe*; J. Rothschild, *Return to Diversity: a political history of East Central Europe since World War II*; G. Swain & N. Swain, *Eastern Europe since*

1945; J. Tomaszewski, *The Socialist Regimes of East Central Europe. Their establishment and consolidation 1944-1967*; P. E. Zinna (Ed.), *National Communism and Popular Revolt in Eastern Europe. A Selection of Documents on Events in Poland and Hungary February-November 1956*.

Methods of Assessment: One three-hour unseen examination paper.

HY417

The Crisis of Hegemony: U.S. Foreign Policy from Kennedy to Ford, 1961-1976

Teachers Responsible: Dr. C. John Kent, Room E500 and Dr. J. Hanhimäki, Room E508

Availability and Restrictions: For M.A./M.Sc. History of International Relations and M.Sc. Theory and History of International Relations.

Core Syllabus: The course will examine the American response to the erosion of her global dominance which began with the challenges to American power at the end of the Eisenhower administration, culminating in the mid-1970s after the fall of Saigon.

Course Content: After a brief introduction to the nature of the U.S. role in the post-war international system, the course will examine the policies of the Kennedy administration, conceived when confidence in the reassertion of American power was high; the new President's general approach to foreign policy and the particular problems facing American foreign policy makers in Europe, Indo-China, Latin America, Black Africa and the Middle East. The course will then examine the policies of the Johnson presidency, and in particular the American conflict with the Viet Cong and North Vietnam, which provided the greatest challenge to the unlimited exercise of U.S. power and ended Johnson's political career in 1968.

The response of Nixon and Kissinger to the crisis will be examined with special attention given to Kissinger's 'old-style' diplomacy, detente and the Nixon doctrine. Attention will also be paid to the end of the Vietnam War, and conflict in Angola, South Asia, the Middle East and Latin America in the context of the U.S. response to these threats to its global position.

Teaching Arrangements: There are 22 one-and-a-half hour long seminars (HY417) throughout the year.

Reading List: Documentary Sources: *Foreign Relations of the United States, 1961-63*; *The Pentagon Papers*; *U.S. Declassified Documents*; J. Mayall & C. Navari, *The End of the Post-War Era: documents on Great Power Relations, 1968-75* (1980).

Memoirs and Biographies: A. M. Schlesinger, *A Thousand Days* (1965); Richard Reeves, *President Kennedy: Profile of Power* (1993); L. B. Johnson, *The Vantage Point* (1971); H. Kissinger, *Years of Upheaval* (1982); S. Ambrose, *Nixon, Vols. II & III* (1989 & 1991); W. Isaacson, *Kissinger* (1991).

Methods of Assessment: A three-hour written examination in the Summer Term, students choosing three out of twelve questions.

HY419

The Russian Revolution, 1914-1921**Teachers Responsible:** Dr. Janet Hartley, Room E405, and Dr. Anita Prazmowska, Room E494**Availability and Restrictions:** For M.A./M.Sc. History of International Relations, M.Sc. Theory and History of International Relations and M.Sc. Russian and Post-Soviet Studies. Other Master's students may take this course as permitted by the regulations for their degrees but a quota may be imposed to keep numbers manageable.**Course Content:** A critical exploration of the literature on the Russian Revolution in the light of primary sources. The course will address the traditional Western historiography focusing on politics; the newer Western social history; Soviet historiography before and since *glasnost*; radical interpretations; and theoretical and comparative approaches. It will in addition require extensive reading of published documentary and memoir sources in English. Russian speakers will have access to a broader range of primary and secondary materials. Seminars will examine the role of workers, peasants, servicemen, ethnic minorities and the middle social strata in the Revolution; the failure of liberal, moderate socialist and counter-revolutionary forces; the success of Bolshevism; theories, comparisons, evaluations of the Revolution as a whole.**Teaching Arrangements:** 20 one-and-a-half hour seminars in the Michaelmas and Lent Terms (HY419).**Reading List (or Select Bibliography):** A full reading list and seminar programme will be issued at the beginning of the course.*E. Acton, Rethinking the Russian Revolution;* *L. Schapiro, 1917: The Russian Revolutions and the Origins of Present-day Communism;* *E. Mawdsley, The Russian Civil War;* *D. Kaiser (Ed.), The Workers' Revolution in Russia: the View from Below;* *D. Koenker et al. (Eds.), Party, State and Society in the Russian Civil War. Explorations in Social History;* *L. Voline, The Unknown Revolution;* *Robert Service, Society and Politics in the Russian Revolution.***Methods of Assessment:** One three-hour unseen examination paper.

HY420

The Anti-Communist Revolution in Poland: Solidarity and the Legitimacy of the State**Teacher Responsible:** Dr. Anita J Prazmowska, Room E602**Availability and Restrictions:** M.A./M.Sc. History of International Relations; M.Sc. Theory and History of International Relations; M.Sc. Russian and Post-Soviet Studies. Students from other taught Master's programmes may take this course where appropriate.**Course Content:** The study of the origins and success of the workers' challenge to the Communist Regime in Poland. Events and controversies.**Course Description:** The Gierk Years, economic problems and attempted solutions. Society and changing expectations. The Catholic Church, the

intellectual groups and the emergence of KOR. The days of August 1980. Solidarity. Negotiations, International Responses, the Soviet Union. Martial Law, the Army and the Party. From Opposition to Power.

Teaching Arrangements: 20 weekly extended seminars. The subject will be introduced by the course teacher. Students will then be expected to familiarise themselves with the topic and come to classes prepared to discuss it taking into account controversies relating to interpretations of these events and chosen documents. Occasionally students will be asked to prepare class presentations which will concentrate in a focussed manner on a chosen dilemma or issue. **Four essays** are required: two essays to be handed in during the first term and two during the second term.**Reading List:** A full reading list and seminar programme will be issued at the beginning of the course.*Neil Ascherson, The Polish August. The self-limiting Revolution,* Penguin, 1981; *L. Goodwin, Breaking the Barriers, the rise of Solidarity in Poland.* Oxford University Press, 1991; *Roman Laba, The Roots of Solidarity: A political sociology of Poland's working-class democratization,* Princeton University Press 1991; *Leopold Lab d., Poland Under Jaruzelski,* Charles Scribner and Sons, New York, 1983; *David Mason, Public Opinion and Political Change in Poland 1980-1982,* Cambridge University Press, 1985; *Background to Crisis: Policy and Politics in Gierk's Poland,* Westview Special Studies on the Soviet Union and Eastern Europe, 1981;**Methods of Assessment:** One three hour examination to be taken at the end of the academic year.

HY421

The History of the Arab-Israeli Conflict, 1948 to the present**Teacher Responsible:** Dr. Kirsten E. Schulze, Room E507**Availability and Restrictions:** for M.A./M.Sc. History of International Relations and M.Sc. 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.**Course 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, 1979; 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 Arrangements:** 20 sessions of two hours with a variable component of lectures and seminars.**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 Univ. Press, 1994); *Ritchie Owendale, The Origins of the Arab-Israeli Wars* (Longman, 1992).**Method of Assessment:** This course will be assessed through a combination of continuous assessment and a three-hour written examination. The four required essays will count for 25 per cent and the examination for 75 percent of the overall mark.

HY426

The European Enlightenment, c.1680-1830**Teacher Responsible:** Dr. Tim Hochstrasser, Room E601**Availability and Restrictions:** For M.A./M.Sc. History of International Relations and M.Sc. European Studies.**Core Syllabus:** The main 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.**Course 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 Arrangements:** The course will be taught by both lectures (HY213) and seminars (HY426). There will be 20 lectures and 22 seminars held in the Michaelmas, Lent and Summer Terms. Four essays are required.**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.*William Doyle, The Old European Order, 1660-1800* (1991 edn.); *Peter Gay, The Enlightenment: An Interpretation* (2 vols., 1966-9); *Dorinda Outram, The Enlightenment* (1995); *Ulrich Im Hof, The Enlightenment* (1994); *Roy Porter, The Enlightenment* (1990). **Anthology:** *Simon Eliot & Beverley Stern (Eds.), The Age of Enlightenment* (2 vols., 1979).**Methods of Assessment:** A three-hour written examination in the Summer Term.

HY450

British Political History, 1865-1940**Teacher Responsible:** Dr. A. C. Howe, Room E600
Availability and Restrictions: For M.A. Later Modern British History.**Core Syllabus:** The course concentrates on the domestic political history of Britain between 1865 and 1940, but with reference to the impact of social, economic and intellectual change. Attention will also be paid to historiography, methodology and controversy.**Course Content:** Parties, representation and the political system, 1865-1918; aristocratic and popular politics; Liberalism and the rise of Labour; Conservatism from Disraeli to Churchill; the impact of the First World War; the evolution of the Welfare State and policy-making institutions.**Teaching Arrangements:** 22 seminars/classes (HY450). In addition students should also attend the lecture course (HY201) **British History 1760-1914** in the Michaelmas and Lent Terms. Five essays are required.**Reading List:** *M. Pugh, The Making of Modern British Politics, 1867-1939;* *M. Bentley, Politics without Democracy, 1815-1914* (1984); *J. P. Parry, The Rise and Fall of Liberal Government in Victorian Britain* (1993); *J. Harris, Private Lives, Public Spirit* (1993); *J. Cronin, The Politics of State Expansion* (1991); *R. McKibbin, Ideologies of Class* (1990); *P. F. Clarke, Hope and Glory: Britain, 1900-1990* (1996).**Methods of Assessment:** One three-hour unseen examination paper.

HY453

British Imperial History, 1870-1918**Availability and Restrictions:** For M.A. Later Modern British History.**Teaching Arrangements:** Intercollegiate Seminar (HY453), Sessional.

HY454

History of the Empire and Commonwealth, 1918 to the Present**Availability and Restrictions:** For M.A. Later Modern British History.**Teaching Arrangements:** Intercollegiate Seminar (HY454), Sessional.

Department of International Relations

Candidates hoping to pursue a research degree after their M.Sc. course are encouraged to follow the 'Research Track' of either the M.Sc. International Relations or M.Sc. Politics of the World Economy. However, candidates are not required to make a final decision on their choice of course until the end of the Michaelmas Term.

M.Sc. International Relations (Specialist Track)

Duration of Course of Study

Full-time: One academic year. *Part-time:* At least two academic years.

Examination

Paper Number	Paper Title	Course Guide Number
I Three written papers as follows:		
1.	International Politics	IR410
2. & 3.	Two of the following, to be chosen with the approval of the candidate's teachers:	
(a)	Foreign Policy Analysis III	IR411
(b)	International Institutions III	IR412
(c)	European Institutions III	IR413
(d)	Women and International Relations (not available 1997-98)	IR414
(e)	Strategic Aspects of International Relations III	IR415
(f)	International Politics of Western Europe	IR416
(g)	International Politics: Asia and the Pacific	IR418
(h)	International Politics: Africa	IR427
(i)	The International Relations of the Middle East	IR419
(j)	International Business in the International System	IR456
(k)	Revolutions and the International System (not available 1997-98)	IR420
(l)	Concepts and Methods in International Relations	IR421
(m)	Conflict and Peace Studies	IR422
(n)	The Politics of Money in the World Economy	IR451
(o)	Nationalism	EU405
(p)	Soviet and Post-Soviet Foreign Policy	IR425
(q)	International Politics: Environment and Development	DV401
(r)	Modernity and International Relations	IR426
(s)	Any other subject of comparable range in the field of International Relations, or one related thereto approved by the candidate's teachers	

II An essay of not more than 10,000 words on an approved topic.

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School

has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Dates of Examination

Written papers	June
Essay	1 June

All students admitted for this course will be required to take a test at the beginning of October, to help their tutors advise them on course work and reading, especially in International Politics.

M.Sc. International Relations (Research Track)

Duration of Course of Study

Full-time: One academic year. *Part-time:* At least two academic years.

Examination

Paper Number	Paper Title	Course Guide Number
I Five written papers as follows:		
1.	International Politics	IR410
2.	Concepts and Methods in International Relations	IR421
3. & 4.	Quantitative Analysis in Social Research I (half unit) Concepts and Methods in Social Inquiry (formerly Qualitative Research Methods I) (half unit)	MI411 MI420
5.	One of the following, to be chosen with the approval of the candidate's teachers:	
(a)	Foreign Policy Analysis III	IR411
(b)	International Institutions III	IR412
(c)	European Institutions III	IR413
(d)	Women and International Relations (not available 1997-98)	IR414
(e)	Strategic Aspects of International Relations III	IR415
(f)	International Politics of Western Europe	IR416
(g)	International Politics: Asia and the Pacific	IR418
(h)	International Politics: Africa	IR427
(i)	The International Relations of the Middle East	IR419
(j)	International Business in the International System	IR456
(k)	Revolutions and the International System (not available 1997-98)	IR420
(l)	Conflict and Peace Studies	IR422
(m)	The Politics of Money in the World Economy	IR451
(n)	Nationalism	EU405
(o)	Soviet and Post-Soviet Foreign Policy	IR425
(p)	International Politics: Environment and Development	DV401
(q)	Modernity and International Relations	IR426
(r)	Any other subject of comparable range in the field of International Relations, or one related thereto approved by the candidate's teachers	

II An essay of not more than 10,000 words on an approved topic.

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of

three whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Dates of Examination

Written papers	June
Essay	30 September

All students admitted for this course will be required to take a test at the beginning of October, to help their tutors advise them on course work and reading, especially in International Politics.

Home/EU students should note that ESRC grants are only available for those intending to pursue the M.Sc. International Relations (Research Track) with a view to following the M.Sc. with doctoral work.

M.Sc. Politics of the World Economy (Specialist Track)**Duration of Course of Study**

Full-time: One academic year. *Part-time:* Two academic years.

Examination

Paper Number	Paper Title	Course Guide Number
I Three written papers as follows:		
1.	International Political Economy	IR450
2. & 3.	Two of the following chosen with the approval of the candidate's teachers	
	(a) Politics of Money in the World Economy	IR451
	(b) International Business in the International System	IR456
	(c) The Politics of International Trade	IR457
	(d) The Economic Organisation of the European Union	EC433
	(e) Development Economics	EC307
	(f) International Political Economy of Energy	IR458
	(g) International Politics: Environment and Development	DV401
	(h) Any other subject of comparable range in the field of International Relations, or one related thereto approved by the candidate's teachers	

and

II An essay of not more than 10,000 words written on an approved topic during the course of study

Candidates may, subject to the approval of their teachers substitute for one of the papers under 2 and 3 above any other paper which is offered for the M.Sc., LL.M., or M.A.

Such candidates will sit the examination in the substituted paper at the time specified in the regulations for the particular course under which that paper is listed.

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two

whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Dates of Examination

Written papers	June
Essay	1 June

M.Sc. Politics of the World Economy (Research Track)**Duration of Course of Study**

Full-time: One academic year. *Part-time:* Two academic years.

Examination

Paper Number	Paper Title	Course Guide Number
I Five written papers as follows:		
1.	International Political Economy	IR450
2. & 3.	Quantitative Analysis in Social Research I (half unit) Concepts and Methods in Social Inquiry (formerly Qualitative Research Methods I) (half unit)	MI411 MI420
4. & 5.	Normally Concepts and Methods in International Relations plus <i>one</i> of the following, to be chosen with the approval of the candidate's teachers.	IR421
	(a) Politics of Money in the World Economy	IR451
	(b) International Business in the International System	IR456
	(c) The Politics of International Trade	IR457
	(d) The Economic Organisation of the European Union	EC433
	(e) Development Economics	EC307
	(f) International Political Economy of Energy	IR458
	(g) International Politics: Environment and Development	DV401
	(h) Any other subject of comparable range in the field of International Relations, or one related thereto approved by the candidate's teachers	
	However, with the approval of the candidate's teachers, a second option may be substituted for Concepts and Methods in International Relations.	

and

II An essay of not more than 10,000 words written on an approved topic during the course of study

Candidates are encouraged to audit 'Concepts and Method of International Relations' (IR421) if they are not taking it as an examination option. Candidates may, subject to the approval of their teachers substitute for one of the papers under 4 and 5 above any other paper which is offered for the M.Sc., LL.M., or M.A. Such candidates will sit the examination in the substituted paper at the time specified in the regulations for the particular course under which that paper is listed.

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of three whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Dates of Examination

Written papers	June
Essay	30 September

Course Guides

In choosing your course, please check carefully whether the course is examinable, is recommended as a supporting course for one which is examinable or is intended for general interest only. The non-examinable courses listed below are also available to interested undergraduate and Diploma students.

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*.

(f) **Japan**: R. Drifte, *Japan's Foreign Policy in the 1990s*.

IR300.1

Foreign Policies of the Powers

Teacher Responsible: Dr. K. Smith, Room D415

Availability and Restrictions: 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 B.Sc. Foreign Policy Analysis I course (IR300), the Diploma Foreign Policy Analysis II course (IR401) and the M.Sc. Foreign Policy Analysis III course (IR411). It is only available as credit for General Course students as part of IR300 as a whole. Beaver (one-term) students are the only group for whom a class specific to these lectures is arranged.

Core Syllabus: The foreign policies and foreign policy processes of selected major states since 1945, depending on examination requirements and teachers available.

Course Content: An analysis of the foreign policies of a selected group of major states, with due regard to their respective national interests, external commitments, traditional values and other relevant factors. The role of internal group interests and electoral considerations. Constitutional machinery for the formulation of foreign policy. Diplomatic services and techniques. Illustrative material will be drawn mainly from the post-1945 period.

This year there will be lectures on Britain, the United States, the Soviet Union, France, West Germany, Indonesia, Japan, Canada and Spain.

Teaching Arrangements: 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 (IR300.1).

Reading List: Recommended texts include

(a) **The United States**: Michael Hunt, *Ideology and*

Decisions in Foreign Policy

Teacher Responsible: Dr. C. Coker, Room D608

Availability and Restrictions: 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 B.Sc. Foreign Policy Analysis I course (IR300), the Diploma Foreign Policy Analysis II course (IR401) and the M.Sc. Foreign Policy Analysis III course (IR411). It is only available as credit for General Course students as part of IR300 as a whole. Beaver (one-term) students are the only group for whom a class specific to these lectures is arranged.

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.

Course Content: An examination, through case studies, of decision-making in the field of foreign policy. How can we apply theories of foreign-policy making to particular contexts, pressures and procedures? US and The Iranian Revolution (1979-80); The USSR and The Invasion of Afghanistan (1979); UK and The Suez Crisis (1956); The European Union and Bosnia (1992-6); The US and The Uruguay Round; The US and The Invasion of Haiti (1994).

IR300.3

Decisions in Foreign Policy

Teacher Responsible: Dr. C. Coker, Room D608

Availability and Restrictions: 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 B.Sc. Foreign Policy Analysis I course (IR300), the Diploma Foreign Policy Analysis II course (IR401) and the M.Sc. Foreign Policy Analysis III course (IR411). It is only available as credit for General Course students as part of IR300 as a whole. Beaver (one-term) students are the only group for whom a class specific to these lectures is arranged.

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.

Course Content: An examination, through case studies, of decision-making in the field of foreign policy. How can we apply theories of foreign-policy making to particular contexts, pressures and procedures? US and The Iranian Revolution (1979-80); The USSR and The Invasion of Afghanistan (1979); UK and The Suez Crisis (1956); The European Union and Bosnia (1992-6); The US and The Uruguay Round; The US and The Invasion of Haiti (1994).

Teaching Arrangements: A course of six lectures will be given in the Lent Term which will complement the Foreign Policy Analysis lectures given in the Michaelmas Term (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. **Reading List**: Mark Galeotti, *Afghanistan: the Soviet Union's last war*, Frank Cass, London, 1994; Hasan M. Kakar, *Afghanistan: the Soviet invasion and the Afghan response, 1979-1982*, University of California Press, Berkeley, 1995.

IR410

International Politics

Teacher Responsible: Professor F. Halliday, Room D510

Availability and Restrictions: Course intended primarily for M.Sc. International Relations (Specialist and Research Tracks) and M.Sc. History and Theory of International Relations.

Course Content: Alternative theories of the international; states, nations, social forces, structures in international relations; the role of ideas and of values; war, cooperation, peace.

Teaching Arrangements and Written Work: 15 Lectures (IR410.1) and 10 Seminars, (IR410.2) held in the Michaelmas Term. Students deliver seminar papers and write essays for their supervisors on topics notified at the beginning of the Session. Tutorial teaching is an integral part of this course.

Reading List: E. H. Carr, *The Twenty Years' Crisis* (Macmillan, 1939 and several subsequent issues); Hedley Bull, *The Anarchical Society* (Macmillan, 1977); Karl Polanyi, *The Great Transformation*; Kenneth N. Waltz, *Man, The State and War* (New York, Columbia, 1959 and subsequent editions); Ken Booth & Steve Smith, (Eds.), *International Relations Theory Today*; Fred Halliday, *Rethinking International Relations*; A. J. R. Groom & Margot Light, *Contemporary International Relations: A Guide to Theory*; James Mayall, *Nationalism and International Society*.

Methods of Assessment: Summer Term, formal, three hours, three questions chosen from twelve. Past examination papers may be seen in the Main Library.

IR411

Foreign Policy Analysis III

Teacher Responsible: Dr. M. Light, Room D411

Availability and Restrictions: Course intended primarily for M.Sc. International Relations (Specialist and Research Tracks) and M.Sc. History and Theory of International Relations students. 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 familiarize themselves with the broad outline of the subject should refer to the text books in the Undergraduate Study Guide, IR300.

Core Syllabus: The M.Sc. 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.

Course 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 decision-making; the purposes behind foreign policy and the instruments available to those who make it. Problems of comparison, choice, evaluation and rationality are treated extensively, as are contemporary criticisms of the concept of a separate 'foreign' policy.

Teaching Arrangements: All students should attend lecture series IR300.2 **Foreign Policy Analysis** by Dr. Light during Michaelmas and Lent Terms, IR300.3 **Decisions in Foreign Policy** by Dr. Coker and IR902 **New States in World Politics** by Dr. Lyon in the Lent Term. It is also advisable to attend as many lectures in the series IR300.1 **The Foreign Policies of the Powers** as possible. These are held in the Lent Term. 15 seminars (IR411) will run from the beginning of the Lent Term.

Written Work: Many students taking this option will be able to write essays in the subject for their supervisors. All students who attend the seminar will be expected to write at least two essays for their seminar leader. Each student will also be expected to present at least one seminar topic orally.

Reading List: The following books are a necessary but not sufficient reading requirement. They provide access to most of the main themes of the course as well as to a considerable amount of empirical material: Graham Allison, *Essence of Decision*, Little Brown, 1971; Irving Janis, *Groupthink*, Houghton Mifflin, 1982; Robert Jervis, *Perception and Misperception in International Politics*, Princeton University Press, 1976; Kal Holsti, *Why Nations Realign: Foreign Policy Restructuring in the Post-War World*, Allen & Unwin, 1982; Ernest May, *Lessons of the Past: The Use and Misuse of History in Foreign Policy*, Oxford University Press, 1973; R. Ned Lebow, *Between Peace and War*, Johns Hopkins University Press, 1984; W. Carlsnaes, *Ideology and Foreign Policy*, Blackwell, 1986; M. Brecher & J. Wilkenfeld, *Crisis, Conflict and Instability*, Pergamon, 1989. A more detailed reading list will be provided at the beginning of the course.

Methods of Assessment: A three-hour examination in the Summer Term, consisting of questions of a comparative and theoretical nature. 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, Room D609

Availability and Restrictions: Master's degree students only. 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.

Course Content: The short duration of this course obliges us to be highly selective. 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 major ideas and issues of international organisation. The work and problems of Specialized Agencies in the UN system; regimes in Antarctica and elsewhere.

Teaching Arrangements and Written Work: The teaching exclusive to M.Sc. students taking this option consists of a weekly seminar (IR412) throughout the Lent Term and the first five weeks of the Summer Term. Students take it in turn briefly to introduce discussion on topics chosen according to a systematic programme. At least three essays will be set and marked by the seminar teacher. In addition to the seminar, M.Sc. students should, for a broader grounding in the elements of international organisation and ideas underlying its variety of forms, attend the lectures in the series common to all (including undergraduate and Diploma students) taking an **International Institutions** course: IR301. The more narrowly selected seminar programme presupposes regular attendance at these lectures.

Reading List: As with LSE courses generally, private reading is most important, and the seminar work depends for maximum usefulness upon students reading themselves into a greater familiarity with the subject-matter. 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. J. 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.

Methods of Assessment: One three-hour written examination in the Summer Term.

IR413

European Institutions III

Teacher Responsible: Professor P. Taylor, Room D610

Availability and Restrictions: Course intended primarily for M.Sc. International Relations (Specialist and Research Tracks), M.Sc. History and Theory of International Relations and M.Sc. European Studies; optional for Diploma in World Politics. There are no formal pre-requisites but, as the course deals in part with contemporary problems of economic policy in Europe, an interest in such issues and an ability to deal with them is essential.

Core Syllabus: The lecture course focuses upon the progress and problems of regional integration in Western Europe since 1945.

Course Content: The emergence of the European Communities: the European idea; the dynamics of integration; the institutions: structure and policy-making processes. The impact of the institutions upon state policy. Theoretical aspects: the notion of supranationality. The Federalist, the Functionalist and intergovernmental approaches to regional integration in Western Europe. European security and European integration.

Teaching Arrangements: In addition to lectures (IR303) there are 18 meetings of a Seminar (IR413.2) for International Relations and European Studies specialists and other postgraduate students, in Michaelmas, Lent and Summer Terms, for which there is a separate hand-out. M.Sc. students also attend lectures (IR413.1) and seminars (IR413.2).

Written Work: Substantial class presentations are allocated at the first meeting of the seminar and at least three 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: Denis Swann, *The Economics of the Common Market*, Penguin (latest edition); Paul Taylor, *European Union in the 1990s*, Oxford, 1996; William Wallace & Helen Wallace (Eds.), *Policy Making in the European Union*, Oxford, 1996; Juliet Lodge (Ed.), *The European Community and the Challenge of the Future* (2nd edn.), 1993; Robert Keohane & Stanley Hoffman, *The New European Community*, 1991; Desmond Dinan, *Ever Closer Union?*, Macmillan, 1994.

Methods of Assessment: There will be a three-hour written examination in June.

IR413.1

External Relations of the European Union

Teacher Responsible: Dr. S. Economides, Room D709

Availability and Restrictions: This course is primarily part of the teaching for the M.Sc. course IR416 The International Politics of Western Europe. It 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 predominantly with pre-Maastricht events.

Course 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. Relations with important states or groups of states are given particular attention, namely the United States and Japan, the USSR and other socialist countries, the Euro-Arab Dialogue and the Lomé Conventions with the African, Caribbean and Pacific countries. The impact on the Union of the end of the Cold War is also an important focus.

Teaching Arrangements: There will be ten lectures in all, beginning half-way through the Michaelmas Term and ending half-way through the Lent Term (IR413.1). They will be immediately followed by five guest seminars (IR416.2).

Basic Reading List: D. Buchan, *Europe: The Strange Superpower*, Dartmouth, 1993; J. Lodge (Ed.), *The European Community and the Challenge of the Future*, Pinter, 1989; Roy Ginsberg, *The Foreign Policy Actions of the European Community*, Lynn Reiner, 1989; Christopher Hill (Ed.), *The Actors in Europe's Foreign Policy*, Routledge, 1996; Alfred Pijpers, Elfriede Regelsberger & Wolfgang Wessels (Eds.), *European Political Cooperation in the 1980's* Dordrecht, Nijhoff, 1988; Reinhardt Rummel (Ed.), *The Evolution of an International Actor*, Boulder, Westview, 1990; Martin Holland (Ed.), *The Future of European Political Cooperation*, 1991; Simon Nuttall *European Political Cooperation*, Clarendon Press, 1992; Ole Nørgaard et al. (Eds.), *The European Community in World Politics*, Pinter, 1993.

IR414

Women and International Relations

(Not available 1997-98)

Teachers Responsible: Professor Fred Halliday, Room D510 and Dr. M. Light, Room D411

Availability and Restrictions: Course intended primarily for M.Sc. International Relations

(Specialist and Research Tracks) and M.Sc. History and Theory of International Relations. Other students may take this course as permitted by the regulations for their courses. Some familiarity with international relations theory would be useful.

Core Syllabus: A study of the reciprocal interaction of women's positions within specific societies and international political and economic processes, focussing on four areas (military conflict; nationalism; the international economy; international organisation and law) and the implications of these for international relations theory.

Course Content: Women as political and economic subjects – theoretical approaches; participation in war; women and anti-war movements; nationalism and policies on women; international organisations; changes in international law; effects on women of colonialism, development policies, international economic change; international relations concepts and feminist theory.

Teaching Arrangements: Five lectures [IR414.1] Michaelmas Term and 15 one-and-a-half hour seminars [IR414.2] Lent and Summer Terms. Six hours of video material is available for students to watch. Students should also attend the public seminars arranged by the Gender Institute. Students who have not studied International Relations previously must attend the International Politics lectures (IR410).

Written Work: Students will be expected to produce at least three essays during the year, which will be marked by the seminar teacher, and to give seminar presentations.

Reading List: Rebecca Grant & Kathleen Newland (Eds.), *Gender and International Relations*; Ester Boserup, *Women's Role in Economic Development*; Jean Bethke Elsthein, *Women and War*; Kumari Jayawardena, *Feminism and Nationalism in the Third World*; Anne Tickner, *Gender in International Relations*; C. Enloe, *The Morning After: Sexual Politics at the End of the Cold War*; Spike Petersen (Ed.), *Gendered States: Feminist (Re-)Visions of International Relations Theory*; Catheryn Hoskyns, *Integrating Gender*. Detailed reading-lists will be distributed at the start of the course.

Methods of Assessment: One three-hour examination in the Summer Term, in which three questions out of twelve must be answered.

IR415

Strategic Aspects of International Relations III

Teacher Responsible: Dr. C. Coker, Room D608

Availability and Restrictions: Course intended primarily for M.Sc. International Relations (Specialist and Research Tracks) and M.Sc. History and Theory 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.

Course Content: Twentieth Century and War. The French Revolution (1789) and the use of wars of ideology. Discussions of war by the great 19th century philosophers: Hegel, Marx, Nietzsche. Social Darwinism. The role of modernity in modern warfare. Concepts of War and Peace. Modern Ethics of War. Post 1989 wars – with special reference to the non-western world. Islamic and Chinese methods of warfare. The threat of nuclear proliferation. Implications of military power on the present patterns of order.

Teaching Arrangements: 12 lectures (IR305) (Michaelmas and Lent Terms) and 15 seminars (IR415.1) (Michaelmas and Lent Terms). The seminar is run by **Dr. Coker**. The majority of seminar topics will be on strategic aspects of postwar international relations and examination papers will reflect this. Graduate students may be able to attend certain courses given by the Department of War Studies at King's College (see IR415.2 below). The International Institute for Strategic Studies (IISS) and the Royal United Services Institute for Defence Studies (RUSIDS) are both nearby and students in Strategic Studies may be eligible for student membership, which gives access to certain meetings and to excellent specialised libraries.

Written Work: At least three 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*; G. Best, *War and Society in Revolutionary Europe*; B. Brodie, *Strategy in the Missile Age*; H. Bull, *The Control of the Arms Race*; 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*.

Methods of Assessment: There is a three-hour formal examination held in the Summer Term. Three questions must be answered from twelve or more. Examples of recent past examination papers will be appended to the reading list.

IR415.2

Strategic Thought (Code AW 2002) and War and Society

(Code AW 3001) in WAR STUDIES, KING'S COLLEGE

(KCL, MA core course parts 2/3)

Teachers Responsible: Dr. J. Stone, Dr. J. W. Honig (AW 2002); Dr. B. Paskins and Dr. C. Dandeker (AW 3001)

Availability and Restrictions: Course intended primarily for M.Sc. International Relations (Specialist and Research Tracks).

Course Content: The evolution of strategic thinking from the Middle Ages to the contemporary era (AW 2002); and selected issues in the sociology and philosophy of war and society (AW 3001).

Teaching Arrangements: Weekly lectures will be held during Michaelmas and Lent Terms at King's College on [Please note: teaching in Michaelmas Term begins from 22 September 1997, in Lent Term from 5 January 1998 and in Summer Term from 27 April 1998.] 'Strategic Thought'; details to be arranged. An associated seminar will be open to King's College students only.

IR416

International Politics of Western Europe

Teacher Responsible: Dr. S. Economides, Room D709

Availability and Restrictions: Course intended primarily for M.Sc. International Relations (Specialist and Research Tracks), M.Sc. History and Theory of International Relations and M.Sc. European Studies. 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, including the external relations of the European Community, Political Co-operation, and the Common Foreign and Security Policy of the European Union.

Course Content: The foreign policies of the states of Western Europe, with particular reference to Britain, France, Germany, Italy and Spain. The neutral (and ex-neutral) states and the smaller states will be treated as groups. The issues of security, defence and cohesion. The roles of geography, culture and domestic policies. The nature of 'Western Europe' and its relationship to the other regions of Europe and to the European Community. The external relations of the Community. European interests in wider international relations. Collective decision-making.

Teaching Arrangements: The core of the **International Politics of Western Europe** is a seminar (IR416.1) which meets during the Lent Term and for the first four or five weeks of the Summer Term. All students should also attend relevant lectures in the **Foreign Policies of the Powers** (IR300.1), and **The External Relations of the European Union** (IR413.1 and IR416.2).

Written Work: Students will be asked to write at least three essays during the course, to be handed in for marking to their seminar leader.

These do not count towards the examination.

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: R. C. Macridis (Ed.), *Foreign Policy and World Politics* (8th edn.); G. Edwards & E. Regelsberger (Eds.), *Europe's Global Links: The European Community and Inter-regional Cooperation*; C. Hill (Ed.), *The Actors in Europe's Foreign Policy*, Routledge, 1996.

Methods of Assessment: Examination papers in these subjects are taken in the Summer Term. The normal length of each paper is twelve questions, of which candidates are invited to answer any three.

IR418

International Politics: Asia and the Pacific

Teachers Responsible: Professor M. Leifer, Room D508 and Professor M. Yahuda, Room D408

Availability and Restrictions: Optional course for the M.Sc. in International Relations (Specialist and Research Tracks) and M.Sc. History and Theory 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 in region of prime importance.

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.

Course Content: The relationship between domestic order and regional environment; the impact and legacy of the transfers of power; the interests and roles of extra-regional states; alliance and non-alignment in foreign policies; sources of intra-regional conflict; the quality of regional cooperation and the problems of regional order primarily with reference to East and South-East Asia.

Teaching Arrangements: The principal lecture course is **International Politics: Asia and the Pacific** (IR418.1) – ten lectures, Michaelmas Term. A seminar on **Asia and the Pacific in International Relations** (IR418.2) will be held in the Lent and Summer Terms. Additional lectures on the foreign policies of some Asian states (normally Japan, China, India and Indonesia) will be given in the course. **The Foreign Policies of the Powers** (IR300.1) during the Lent Term and **New States in World Politics** (IR902) ten lectures in the Lent Term is also relevant.

Written Work: At least three 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. Schambaugh (Eds.), *Chinese Foreign Policy*; Wolf Mendl, *Japan's Asia 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*.

Methods of Assessment: Students will be required to sit a three-hour examination in which they will be asked to answer three of twelve questions.

IR419

The International Relations of the Middle East

Teachers Responsible: Professor F. Halliday, Room D510 and Mr. P. Windsor, Room D412

Availability and Restrictions: Course intended primarily for M.Sc. in International Relations (Specialist and Research Tracks) and M.Sc. History and Theory 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 politics of the Middle East since 1918, and of their interaction with problems of international security, global resources and superpower policies.

Course Content: The contemporary significance of the Middle East in the context of great power relations; the emergence and development of the Middle Eastern states system; sources of conflict; the interplay of domestic politics, regional conflicts and international rivalries in the policies of Middle Eastern governments; the importance of oil and other economic interests; great power rivalry and the strategic position of the Middle East, ideologies, national and religions.

Teaching Arrangements and Written Work: There will be 20 lectures, (IR419.1 The Great Powers and the Middle East) and ten seminars (IR419.2). Seminar attendees will be expected to submit at least three 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 C. Lenczowski, *The Middle East in World Affairs*.

In addition they are recommended to consult: M. Kerr, *The Arab Cold War*; W. B. Quandt, *Decade of Decisions: American Policy Towards the Arab-Israeli Conflict*; R. Freedman, *Soviet Policy Toward the Middle East since 1970*; B. Lewis, *The Arabs in History*; 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*.

Methods of Assessment: There is one three-hour examination in the Summer Term.

IR420

Revolutions and the International System (Not available 1997–98)

Teacher Responsible: Professor Fred Halliday, Room D510

Availability and Restrictions: Course intended primarily for interested students.

Core Syllabus: An examination of the relationship between social and political revolutions and the dynamics of the inter-state system.

Course Content: Theories and definitions of revolution in social science; conceptualisations of revolutions and the reactions of the international system (realist, pluralist, historical materialist); the contribution of international and transnational factors to revolution (socio-economic transformation, colonialism, war, nationalism); the foreign policy programmes of revolutionary states, their impact on the international system, and the response of status

quo powers; case studies of France, Russia and China, and of certain more contemporary examples, e.g. Iran, Cuba, Eastern Europe; the place of revolutions and the 'order-maintaining' response to them in the study of international relations.

Teaching Arrangements and Written Work: Fifteen lectures (IR420.1) in the Michaelmas and Lent Terms and 15 1/2 hour seminars (IR420.2) in the Lent and Summer Terms. At least three essays will be set and marked by their seminar teacher.

Reading List: Theda Skocpol, *States and Social Revolutions*; Eric Hobsbawm, *The Age of Revolutions*; David Armstrong, *Revolution and International Society*; Henry Kissinger, *A World Restored*; E. H. Carr, *The Bolshevik Revolution*, Vol. 3; Franz Borkenau, *World Communism*; Chalmers Johnson, *Peasant Nationalism and Communist Power*; Kyung-Won Kim, *Revolution and International System*; Richard Rosecrance, *Action and Reaction in World Politics*. A detailed reading list will be provided.

Methods of Assessment: There is a three-hour written examination in the Summer Term, requiring three questions out of twelve to be answered.

IR421

Concepts and Methods of International Relations

Teachers Responsible: Dr. E. Benner, Room D615 and Mr. M. Hoffman, Room D512

Availability and Restrictions: Course intended primarily for M.Sc. International Relations (Specialist and Research Tracks), M.Sc. History and Theory of International Relations and M.Sc. Politics of the World Economy (Specialist and Research Tracks) and research students. The teaching for this course is also designed as general background for students taking the Diploma in World Politics; and the B.Sc. in International Relations, 3rd Year. The course assumes an elementary knowledge of international relations.

Core Syllabus: A critical examination of the nature, assumptions and implications of the theoretical literature on international relations.

Course Content: Evolution and characteristics of the international relations discipline and associated fields. Schools of thought: traditionalist, behaviouralist and contemporary. State-centric, pluralist and structuralist paradigms. Critical and postmodern perspectives. Current trends and controversies.

Teaching Arrangements: There are 10 lectures (IR421.1) in the Michaelmas Term. A weekly seminar (IR421.2) for M.Sc. and Diploma candidates for examination in the subject will be held in the Lent and Summer Terms, open also to research students.

Written Work: At least three essays are set and marked by the seminar teacher.

Reading List: Ken Booth & Steve Smith (Eds.), *International Relations Theory Today*, Polity Press, 1994; Jim George, *Discourses of Global Politics*, Macmillan, 1994; A. J. R. Groom & Margot Light (Eds.), *Contemporary International Relations: A Guide to Theory*, Pinter Publishers, 1994; Fred

Halliday, *Rethinking International Relations*, Macmillan, 1994; K. J. Holsti, *The Dividing Discipline*, Allen & Unwin, 1985; V. Spike Peterson (Ed.), *Gendered States*, Boulder: Lynne Rienner, 1992; Justin Rosenberg, *The Empire of Civil Society*, Verso, 1994; Christine Sylvester, *Feminist Theory and International Relations in a Postmodern Era*, Cambridge University Press, 1994; John Vasquez, *The Power of Power Politics*, Pinter Publishers, 1983. **Methods of Assessment:** The M.Sc. examination in Concepts and Methods consists of a three-hour paper taken in mid-June, with three questions out of twelve 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, Room D512

Availability and Restrictions: Course intended primarily for M.Sc. International Relations (Specialist and Research Tracks), M.Sc. History and Theory of International Relations and M.Sc. in the Politics of the World Economy (Specialist and Research Tracks); the seminar is open to Diploma in World Politics and others by permission. No prerequisites, but as the course is interdisciplinary and assumes familiarity with theories of international relations and mainstream theories of war and peace, students are encouraged to attend the lecture series **Concepts and Methods of International Relations** (IR421.1) and **Strategic Aspects of International Relations** (IR305).

Core Syllabus: This course draws upon the relevant interdisciplinary literature in order to examine the problems of conflict and peace in international relations.

Course Content: A survey of theoretical approaches to problems of conflict and violence, together with associated concepts including stability, change, order and justice. General theories, particular theories, classification schemes and debates concerning them. Interdisciplinary contributions including anthropological, legal, psychological, sociological, sociobiological and philosophical approaches. Various models for the analysis of conflict dealing with its properties, causes, dynamic processes, functions and effects. Techniques of conflict management and possible means of conflict resolution. Applications of theories of conflict to problems of international relations, including civil and interstate war, crisis behaviour and revolutions. Peace movements and various attempts to enhance peaceful conduct in international relations.

Teaching Arrangements: 20 seminars (IR422), beginning in the sixth week of the Michaelmas Term. **Written Work:** At least three essays will be set and marked by the seminar teacher.

Reading List: A detailed reading guide will be provided at the first meeting. Useful books are: Edward A. Azar & John W. Burton (Eds.), *International Conflict Resolution: Theory and Practice*; John Burton, *Conflict: Resolution and Prevention and Conflict: Human Needs Theory*; Knud

S. Larson, (Ed.), *Conflict and Social Psychology*, Sage, 1993; Louis B. Kreisberg, *Social Conflict*; Hugh Miall, *The Peacemakers*, Macmillan, 1992; Ramesh Thakur (Ed.), *International Conflict Resolution*; W. S. Thompson & K. M. Jensen (Eds.), *Approaches to Peace: An Intellectual Map*; James Tully, *Strange Multiplicity*; K. Webb & C. R. Mitchell (Eds.), *New Approaches to International Mediation*; C. Mitchell & M. Banks *Handbook of Conflict Resolution: The Analytical Problem-Solving Approach*, 1996.

Methods of Assessment: There is a three-hour written examination in the Summer Term, requiring three questions out of twelve to be answered.

IR425

Soviet and Post-Soviet Foreign Policy

Teacher Responsible: Dr. Margot Light, Room D411

Availability and Restrictions: Course intended primarily for M.Sc. International Relations (Specialist and Research Tracks), M.Sc. History and Theory of International Relations and M.Sc. 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 1997 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 Russian foreign policy.

Course 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 detente 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 Arrangements: 10 lectures (IR425.1) in the Michaelmas Term and 15 one-and-a-half hour seminars (IR425.2) in the Michaelmas and Lent Terms. Students without an International Relations background will find the related courses IR300.2, IR417.1, IR417.2 and IR420.1 useful. Students should also attend the lectures on Soviet and Russian foreign policy in IR300.1 during the Lent Term and the foreign-policy related seminars in the seminar on Post-Communist Politics and Policies, EU451.

Written Work: Students will be expected to write at least three essays, to be marked by the 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. Noguee & 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*, Cambridge University Press, 1996.

Methods of Assessment: One three-hour examination in the Summer Term. Students have to answer three out of twelve questions.

IR426

Modernity and International Relations

Teacher Responsible: Dr. Justin Rosenberg, Room D613

Availability and Restrictions: The course intended primarily for M.Sc. in International Relations (Specialist and Research Tracks) and M.Sc. History and Theory of International Relations. Other postgraduate students may take this course as permitted by the regulations for their degrees. There are no other course prerequisites.

Course Syllabus: A theoretical and historical exploration which develops the understandings of 'modernity' advanced by Marx and Weber into rival accounts of the institutional form, historical emergence and subsequent evolution of the modern international system.

Course Content: The course begins with an introduction to the works of Marx and Weber as theorists of modernity, contrasting Marx's explication of capitalism with Weber's theory of rationalization. These themes are developed into contrasting ways of understanding the international system. We shall also consider the role played by the idea of 'modernity' in the legitimization of Western power in the modern world.

The second part of the course explores the dominant institutional forms of the modern international system under three headings: rule, exchange, space and time. In each case, the modern form is contrasted with its equivalents in earlier, different geopolitical systems. And rival Marxian and Weberian explanations of these differences are compared.

Finally, we turn to an overview of the processes of geopolitical expansion and social transformation involved in the making of the modern international system: the construction of the world market; the role of colonialism in the construction of non-European states; World War and 'general crisis' in the international system; the international significance of peasant revolutions; the question of the historical character of the Soviet states-system; and the American Century.

Teaching Arrangements: 12 lectures (IR426.1) (each of one hour's duration) will be given in the Lent Term. 17 one-and-a-half hour seminars (IR426.2) will also be given in the Lent and Summer Terms.

Written Work: Students will be expected to submit at least three essays, to be marked by the seminar teacher, and to introduce at least one seminar topic.

Reading List: A comprehensive reading list is provided with lecture handouts. Some of the core texts used on the course are listed below.

C. Wright Mills, *The Sociological Imagination*, OUP, 1959; K. Marx, *Readings from Karl Marx*, Ed. D. Sayer, 1989; M. Weber, *From Max Weber: Essays in Sociology*, Eds. H. H. Gerth & C. Wright Mills, Routledge, 1948; D. Sayer, *Capitalism and Modernity: An Excursus on Marx and Weber*, 1991; E. Wolf, *Europe and the People Without History*, 1982; E. Hobsbawm, *The Age of Revolutions*, 1963; L. Potts, *The World Labour Market: A History of Migration*, 1990; R. D. Sack, *Human Territoriality: Its Theory and History*, 1986.

Methods of Assessment: Students will be required to sit a three-hour examination in which they will be asked to answer three of twelve questions.

IR427

International Politics of Africa

Teacher Responsible: Professor J. Mayall, Room D410

Availability and Restrictions: Course intended primarily for M.Sc. International Relations (Specialist and Research Tracks), M.Sc. History and Theory of International Relations and M.A. Area Studies Africa.

Core Syllabus: The relations of African states with one another and with the major external powers.

Course Content: Decolonization and Pan-Africanism. The African regional order: the formation and operation of the O.A.U. Boundary and Ethnic Conflicts; irredentism, secession and external intervention in African conflicts. The struggle for power in Southern Africa. The role of African States in the international System; and international organizations. Association with the EU. Relations with outside powers.

Teaching Arrangements and Written Work: A course of 10 lectures (IR427.1) is given in the Michaelmas and Lent Terms beginning in week six of the Michaelmas Term.

A weekly seminar (IR427.2) is held in the Lent and Summer Terms. Students present papers on agreed topics. At least three essays will be set and marked by the seminar teacher. The following courses may also be of interest: IR300.2 **Foreign Policy Analysis**, IR902 **New States in World Politics**, EU201 **Theories and Problems of Nationalism**. Students taking the M.Sc. in International Relations will be assigned a personal Tutor in the International Relations Department who will supervise their overall preparation for the examination. Professor Mayall will, however, provide guidance relating to this paper for those students who are not his personal tutees.

Reading List: This is not a subject for which there is a minimal reading list which covers the entire syllabus. Students are therefore advised to consult the supplementary reading list which will be distributed at the beginning of the Course. The following titles, however, provide a useful introduction; those marked with an asterisk are available in paperback.

I. Wallerstein, *Africa: The Politics of Unity*; Ali Mazrui, *Towards a Pax Africana*; Z. Cervenka, *The Unfinished Quest for Unity*; Saadia Touval, *The Boundary Politics of Independent Africa*; J. Mayall, *Africa: The Cold War and After*; *A. Gavshon, *Crisis in Africa: Battleground of East and West*, Penguin, 1982; *T. Shaw & N. Sola Ojo, *Africa and the International Political System*, University of America Press, 1982; W. T. Levine & T. W. Luke, *The Arab-African Connection: The Political and Economic Realities*; Douglas Rimmer (Ed.), *Africa 30 Years On* (James Currey, 1991).

Methods of Assessment: Separate three-hour examination papers are set for the M.Sc. African Government and Politics; M.Sc. in International Politics; M.Sc. in International Politics of Africa and the Middle East; M.A. Area Studies Africa. Candidates answer three of the questions set. In the first two of these papers the questions follow the syllabus - for examples see the annexe to the supplementary reading list. In the case of the M.A. the paper is designed to reflect the special interests of the candidates on subject to be discussed with Professor Mayall during the Michaelmas and Lent Terms.

IR450

International Political Economy

Teacher Responsible: Dr. G. Sen, Room D513

Availability and Restrictions: Course intended primarily for M.Sc. in Politics of the World Economy (Specialist and Research Tracks).

Core Syllabus: The evolution of international economic relations since the formation of the modern state system during the mercantilist period.

Course Content: The purpose of this core course for the M.Sc. (Econ.) degree in the Politics of the World Economy is to give students with a first-degree background in economics and/or economic history, and politics (including international relations) and/or international history an appraisal of the theories and history of international economic relations, and a detailed understanding of specific issues of significance during the twentieth century.

The course is therefore concerned to analyse the emergence and evolution of the international economy since the mercantilist period of inter-state relations. The key question analysed is the impact of the system of states, with its distinctive goals of military security and autonomy, on the functioning of both the international and national economies and the consequences for the relationship between them. Though the emphasis is primarily on this political impact on the operation of the market and the opportunities and constraints posed by the latter on the former, attention will also be devoted to the international economic relations of 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. In this context, the analysis will refer to both inter-state conflict and co-operation (including its institutional expression) in

the arena of international political economy, the particular divergences between the richer and poorer countries, the role of non-state actors like multinational corporations, and the altering structure of the international order itself under the influence of economic change.

It is not a course in elementary international economics nor in the politics of international economic thought nor in the history of the world economy, although students will be expected during their course to acquire, if they do not already have, some knowledge of all these. Rather it attempts to familiarise students with the basic concepts that help them to unite theory and history. Similarly, the aim is to teach students how to think about international political economy, not what to think; and to teach them how to analyse issues of international public policy, not to tell them what policy should be. Students are expected to present papers for discussion at the individual seminars which accompany each lecture. These seminars are organised in terms of a list of questions formulated to reflect issues raised in each lecture and also encompasses the subject more generally.

Teaching Arrangements and Written Work: There will be a lecture course (IR450.1) on **International Political Economy** given by Dr. Sen and others. Students are also required to attend a seminar on **Selected Topics in International Political Economy** (IR450.2) and 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 M.Sc. PWE programme. At least three essays will be set and marked by the seminar teacher. A short series of 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. Those with no previous academic experience in international relations are strongly advised to attend the lectures in **Concepts and Methods of International Relations** (IR421.1).

Reading List: It is advisable to absorb the less technically economic parts of the course before the lectures begin. Only such sources are quoted below. A more complete source-list is circulated at the beginning of the lectures. A small amount of technical economics is required, and taught as part of the course. Eli F. 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*; Phyllis Deane, *The State and the Economic System*; Smith, Ricardo, List, Keynes in Robert L. Heilbroner, *The Worldly Philosophers*, 1955 edn., Chs. 3, 4, 9 (and 6, if hitherto you have read nothing on Marx).

Methods of 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 twelve questions.

IR451

Politics of Money in the World Economy

Teachers Responsible: Dr. D. Josselin, Room D515

and Dr. A. Wyatt-Walter, Room D507

Availability and Restrictions: Course intended primarily for M.Sc. International Relations (Specialist and Research Tracks); M.Sc. Politics of World Economy (Specialist and Research Tracks) 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 the politics of international economic relations.

Course Content: It will deal with the basic concepts regarding the creation, use and management of money in the international system. Students will be introduced to the outlines of international monetary relations over the past century and the central focus will be on the notion of financial power in the world economy. Issues to be covered will 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.

Teaching Arrangements and Written Work: One lecture course (IR451.1) and one seminar course (IR451.2). Lectures begin in the Michaelmas Term and continue in the Lent Term. Seminars begin in the seventh week of the Michaelmas Term and continue in the Lent Term and the first week of the Summer Term. Students are expected to make presentations on topics of their choice and to write three papers, to be marked by the seminar teacher. A series of five lectures will also be 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.

Reading List: No one book covers the entire syllabus, but the following general works will provide useful introduction: 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; S. Strange, *Casino Capitalism*; 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* (2nd edn.), section IIIC; C. Randall Henning, *Currencies and Politics*, Dilip K. Dis (Ed.), *International Finance Contemporary Issues*.

A detailed list of recommended reading will be given at the beginning of the course.

Methods of Assessment: There is a three-hour formal examination in the Summer Term based on the lecture course and work covered in the seminars. The paper contains about twelve questions, of which three are to be answered.

IR456

International Business in the International System

Teachers Responsible: Dr. Michael Hodges, Room D407 and Mr. Louis Turner, c/o Room D612

Availability and Restrictions: Course intended primarily for M.Sc. International Relations (Specialist and Research Tracks); M.Sc. Politics of the World Economy (Specialist and Research Tracks) and other interested students by permission.

Core Syllabus: The course aims at a broad introduction to the impact that multinational corporate strategies, global competition, comparative shifts in industrial policies and technological evolution have on international relations.

Course Content: Introduction to the debate on multinational companies, global competition and international relations theory. Relevant technological developments. Role of industrial deregulation. Multinational power. Rise of Japanese multinationals. Questions of control and regulation. State-firm diplomacy. Comparative industrial policies and industrial cultures.

Teaching Arrangements and Written Work: 20 lectures (IR456.1) will be given in the Michaelmas and Lent Terms to which any interested students are welcome. The undergraduate lecture course on **The Politics of International Economic Relations** (IR304) is also relevant. A seminar (IR456.2) built round presentations by students taking the examination will be held in the Michaelmas and Lent Terms (15 meetings in all). At least three essays will be set and marked by the seminar teacher.

Reading List: No one book covers the entire syllabus; reading should be spread over: Peter Dicken, *Global Shift: Industrial Change in a Turbulent World*, 1991; John H. Dunning, *Explaining International Production*, 1988; Robert Gilpin, *The Political Economy of International Relations*, 1987; Kenichi Ohmae, *Triad Power: the Coming Shape of Global Competition*, 1985; Michael E. Porter, *The Competitive Advantage of Nations*, 1990; Robert Reich, *The Work of Nations*, 1991; John Stopford & Susan Strange, *Rival States, Rival Firms*, 1991; Lester Thurow, *Head to Head*, 1992; Louis Turner & Michael Hodges, *Global Shakeout*, 1992; U.N. *World Investment Report*, 1996.

Methods of Assessment: There is a three-hour formal examination in the Summer Term based on the lecture course and topics covered in the seminars, and requiring some familiarity with the extensive literature. The paper will contain about twelve questions, of which three are to be answered. It is important to answer all three. Copies of previous years' papers are available.

IR457

Politics of International Trade

Teachers Responsible: Dr. Razeen Sally, Room D416 and Dr. Gautam Sen, Room D513

Availability and Restrictions: Course intended primarily for M.Sc. in the Politics of the World Economy (Specialist and Research Tracks).

Core Syllabus: An examination of the major political issues and controversies in international trade.

Course Content: The evolution of foreign trade policy in theory and practice. The course deals with the historical development of three major general approaches to commercial policy, mercantilism, economic liberalism and economic nationalism and

with the political assumptions on which they are based. It then considers the general structure of commercial relations among industrial countries, between market and the formerly centrally planned economies and between industrial and 'developing' countries. Finally, the course examines a number of specific trade problems in contemporary international relations, e.g. economic warfare and international trade policy; GATT negotiations on tariff and non-tariff barriers; voluntary export restraint agreements; MNCs and international trade; the EC as a trading bloc; specific sectors in international trade like agriculture and textiles.

Teaching Arrangements and Written Work: A series of 15 lectures (IR457), and 16 seminars (IR457) based on student presentations and talks by guest speakers, both beginning in the sixth week of the Michaelmas Term. A short series of 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. Also recommended for M.Sc. PWE students without any background in economics. At least three essays will be set and marked by their seminar teacher.

Reading List: No one book covers the syllabus but the following will provide a useful introduction, Paul Krugman & P. Obsfeldt, *International Economic Policy*; Eli Heckscher, *Mercantilism*; Michael Heilperin, *Studies in Economic Nationalism*; Dominick Salvatore (Ed.), *Protectionism and World Welfare*; G. K. Helleiner, *The New Global Economy*; G. Curzon, *International Commercial Diplomacy*; Gilbert R. Winham, *International Trade and the Tokyo Round Negotiation*; Nigel Grimwade, *International Trade*.

A detailed reading list will be distributed at the beginning of the session.

Methods of Assessment: Summer Term formal three-hour examination, three questions to be chosen from twelve.

IR458

International Political Economy of Energy

Teacher Responsible: Professor P. Odell, c/o Room D612

Availability and Restrictions: Course intended primarily for students taking the M.Sc. in the Politics of the World Economy (Specialist and Research Tracks) and the M.Sc. in Development Studies. Other suitably qualified and interested graduate students may take this course as permitted by the regulations for their degrees and with the permission of the teacher responsible. A knowledge of elementary economic and political theory and of recent world history would be an advantage.

Core Syllabus: Analysis of the key issues involved in the exploitation of energy resources and their use. The assessment of decision-making and policy formulation at the levels of companies, governments and international organisations.

Course Content: A continuing and, generally, an

expanding supply of energy at affordable prices is an essential input to the process of economic development, to the security of nations and to the well-being of their populations. Access to energy supplies is thus a strategic issue which influences the economic and political relations between have and have-not nations. It also explains the creation of international energy institutions (such as international oil companies) with objectives of maximising returns from energy resource exploitation and of organisations and alliances (such as OPEC and the IEA) which seek to achieve guaranteed production and/or supplies.

Additionally, however, geological and other natural phenomena constitute supply-side opportunities or limitations, while environmental considerations are playing an increasingly important role in energy production and use developments and decisions. Moreover, evolving knowledge and improving technology change the significance of these physical components over time so that energy resource and use issues become even more highly dynamic.

In this course of lectures and seminars an attempt will be made both to expose and to synthesise these multifaceted characteristics of the international political economy of energy; and to show how they have changed over time, particularly over the period since the end of the Second World War.

Teaching Arrangements and Written Work: There will be a course of 12 lectures (IR458) commencing in week one of the Michaelmas Term and up to eight seminars (IR458) in the Lent Term, for which students will prepare short papers for discussion. The seminars will be followed by two concluding lectures in the Summer Term. At least three essays will be set and marked by the seminar teacher.

Reading List: The following basic reading material will be found helpful: M. A. Adelman, *The Genie out of the Bottle: World Oil since 1970*, MIT Press, Cambridge, MA, 1995; S. Bramley, *American Hegemony and World Oil*, Blackwell, 1991; John G. Clark, *The Political Economy of World Energy*, Harvester/Wheatstheaf, 1990; R. L. Gordon, *World Coal: Economics, Policies and Prospects*, CUP, 1987; E. B. Kapstein, *The Insecure Alliance: Energy Crises and Western Politics Since 1944*, OUP, 1990; J. Estrada et al., *The Development of European Gas Markets*, Wiley, 1995; P. Horsnell & R. Mabro, *Oil Markets and Prices*, Oxford University Press, 1993; J. V. Mitchell et al., *The New Geopolitics of Energy*, RIA, London, 1996; World Energy Council, *Global Energy Perspectives to 2050 and Beyond*, I.I.A.S.A., Luxembourg, 1995.

Methods of Assessment: One three-hour unseen examination held in June.

IR459

Selected Thinkers in Political Economy

Teacher Responsible: Dr. Razeen Sally, Room D416

Availability and Restrictions: This course is not intended as preparation for any particular examination. Course intended primarily for M.Sc. Politics of the World Economy (Specialist and Research Tracks) students. Other graduate students

welcome. No pre-requisites but some background in economics and an ability to read German would be useful.

Core Syllabus: This is a course on the history of ideas in political economy. Its main objectives are to survey some of the foundations of thought in political economy over the last two hundred years, and relate core concepts to issues of international political economy.

Course Content: A range of thinkers from the liberal political economy tradition are covered, paying attention to the economic bases of their thought, their broader political economy problematiques, and related issues of international economic order. The lecture series begins with the Scottish Enlightenment [Adam Smith and David Hume] and proceeds to deal with a number of more recent traditions: Austrian economics and the social philosophy of F.A. Hayek; the German neoliberals [the Freiburg ordoliberal school, social market economy]; the international political economy of Wilhelm Röpke; neoclassical public choice approaches to politics; and liberal institutionalism in international relations.

Teaching Arrangements: A one-and-a-half-hour seminar, composed of a lecture and a brief discussion, once weekly, during the Michaelmas Term (IR459).

Written Work: None.

Basic Reading: Joseph A. Schumpeter, *History of Economic Analysis*; Jacob Viner, *The Long View and the Short*; Adam Smith, *The Wealth of Nations*, *The Theory of Moral Sentiments*; David Hume, *Writings on Economics*; F. A. Hayek, *The Constitution of Liberty*; Law, *Legislation and Liberty*; *The Trend of Economic Thinking*; Walter Eucken, *The Foundations of Economics*; Alan Peacock & Hans Willgerodt, *German Neoliberals and the Social Market Economy*; Wilhelm Röpke, *International Order and Economic Integration*; Lionel Robbins, *The Theory of Economic Policy in English Classical Political Economy*; Terence Hutchison, *The Uses and Abuses of Economics*; Bruno Frey, *International Political Economics*; Robert Keohane, *After Hegemony*.

IR900

Current Issues in International Relations (Seminar)

Teacher Responsible: Mr. G. Stern, Room D509

Availability and Restrictions: Course intended for M.Sc. and B.Sc. students specialising in International Relations as well as students taking the Diploma in World Politics. Students will be expected to have some familiarity with current affairs as well as some background in International Relations.

Core Syllabus: The aim of the course is to provide a weekly forum for the discussion of topics of current interest to the student of International Relations. Matters of moment are examined and analysed in terms of their international significance and of the issues they raise for the academic study of International Relations.

Teaching Arrangements: There are 10 weekly seminars, five in the Michaelmas Term, and five in the Lent Term (IR900). Since the emphasis is on verbal fluency in the articulation of ideas about international

relations, no class papers or other written work is involved.

IR901**The International Legal Order**

Teacher Responsible: Professor Ingrid Detter de Lupis Frankopan

Availability and Restrictions: Course intended primarily for all interested students. No previous knowledge required. There is no examination.

Core Syllabus: The aim of the course is to consider the role of international law in world affairs and to evaluate current problems in international society in the light of the dynamics of changing regimes.

Course Content: The distinctive nature of international law; its impact on foreign policy and on the behaviour of States; ideology in international law; unequal treaties; sanctions; the effect of law making by international organizations. International disorder: threats to the environment; terrorism, hi-jacking, espionage; law of war and armed conflict; liberation movements and guerilla warfare.

Teaching Arrangements: There are five lectures (IR901), held during the Lent Term.

Reading List: I. Detter de Lupis, *The International Legal Order* (1993); *The Concept of International Law* (1987); *International Law and the Independent State* (2nd edn.), 1987; *The Law of War* (1987); Henkin, *How Nations Behave*; Kaplan & Katzenbach, *The Political Foundations of International Law*; C. de Visscher, *Theory and Reality in Public International Law*; Kunz, *The Changing Law of Nations*; I. Detter de Lupis, *Law Making by International Organizations*; Higgins, *Conflict of Interests: International Law in a Divided World*; Bin Cheng (Ed.), *International Law: Teaching & Practice*.

IR902**New States in World Politics**

Teacher Responsible: Dr. Peter Lyon, Institute of Commonwealth Studies (Secretary, Miss S. Jansen 0171-580 5876)

Availability and Restrictions: Course intended primarily for B.Sc., M.Sc., Dip. World Politics & 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.

Course Content: Comparative evaluation of the ways in which new states emerge into independence, their assets and liabilities for the conduct of their international affairs, and their roles as producers or consumers of international order. The contemporary new states in terms of: statehood and nationhood; neutralism and non-alignment; imperialism, colonialism and neo-colonialism; praetorianism and populism; autonomy and autarchy; irredentism and secessionism. The viability of statehood and future prospects.

Teaching Arrangements: One lecture course of one lecture a week taught in the Lent Term (IR902).

Written Work: None.

Basic Reading: Benedict Anderson, *Imagined Communities*; Hedley Bull (Ed.), *The Expansion of International Society*; P. Calvocoressi, *New States and World Order*; S. E. Finer, *The Man on Horseback*; C. Geertz (Ed.), *Old Societies and New States*; J. Mayall, *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*.

[Further reading will be provided as the course proceeds.]

IR903**Disarmament and Arms Limitation**

(Not available 1997-98)

Teacher Responsible: Mr. N. A. Sims, Room D609

Availability and Restrictions: Course intended primarily 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.

Course 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. The review conference and its significance as a feature of treaty régimes. Negotiations and proposals for new treaties. Evolution and reinforcement of treaty régimes 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 Arrangements: 15 lectures, Michaelmas and Lent Terms (IR903).

Written Work: None.

Reading List: V. Adams, *Chemical Warfare, Chemical Disarmament*; 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*; S. de Madariaga, *Disarmament*; A. Myrdal, *The Game of Disarmament*; P. J. Noel-Baker, *The Arms Race*; M. Sheehan, *Arms Control: Theory and Practice*; N. A. Sims, *The Diplomacy of Biological Disarmament*. Contextual reading is also advised, for students to derive full benefit from this course, and a longer list with publication details of books, related articles available in the learned journals, and guidance on other materials, is included in the course literature distributed at the first lecture in this series.

Office Hour: Mr. Sims is normally available to see students briefly without prior appointment during his

regular "office hour" in A231. For longer meetings appointments may be made with his secretary in A229.

IR904**International Verification**

(Not available 1997-98)

Teacher Responsible: Mr. N. A. Sims, Room D609

Availability and Restrictions: Course intended primarily for all students interested. This course is not intended as preparation for any particular examination. This course is intended to complement the lecture series IR139 which students should attend in the Michaelmas Term and first half of the Lent Term. Some familiarity with the elements of international organisation, in particular the United Nations system, is also expected.

Core Syllabus: The practice and problems of the verification of compliance with international obligations, especially in relation to disarmament and arms limitation treaties, but with some attention paid to other systems of international supervision for comparison of concepts and procedures.

Course Content: The 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 co-operative 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 Arrangements: five lectures, Lent Term (IR904).

Written Work: None.

Reading List: I. Bellamy & C. D. Blacker (Eds.), *The Verification of Arms Control Agreements*; G. Duffy, *Compliance and the Future of Arms Control*; A. S. Krass, *Verification: How Much Is Enough?*; M. Krepon & M. Umberger (Eds.), *Verification and Compliance*; N. A. Sims, *International Organization for Chemical Disarmament*; E. M. Spiers, *Chemical Warfare*; B. ter Haar, *The Future of Biological Weapons*; O. R. Young, *Compliance and Public Authority*.

Methods of Assessment:

Office Hour: See under IR903.

IR905**Disarmament and Verification Seminar**

(Not available 1997-98)

Teacher Responsible: Mr. N. A. Sims, Room D609

Availability and Restrictions: Course intended primarily for all students interested. The seminar is intended to complement the lecture series IR903 and IR904.

Core Syllabus: This seminar offers an opportunity for students to discuss with outside speakers and one another topics of particular interest in disarmament and verification. Current diplomatic problems, treaty reviews and policy issues in this field receive special emphasis. The seminar also affords research students a meeting-place and, on occasion, a chance to share the fruits of their own research; but it is by no means limited to research students.

Teaching Arrangements: Six meetings in the Summer Term (IR905).

Written Work: None.

Reading List: None.

Department of Law

LL.M.

Note: The following regulations are subject to amendment by the University. For up-to-date information, students should consult the latest edition of the Regulations for Internal Students, published annually by the University

Additional Entry Qualifications

A first degree with a substantial law content or a degree in another subject together with a CPE.

Duration of Course of Study

Full-time: A period of twelve months commencing October.

Part-time: A period of twenty-four months commencing in October.

Subjects of Study

Courses marked with an asterisk in the list below are normally given by teachers of the School. Those not so marked are given at the other Colleges of the University. Students registered at this School must choose the equivalent of at least *two* full courses given by teachers of the School.

Each year a special topic or topics may be prescribed and details will be announced before the beginning of the academic year in which the topic(s) will be offered. Each special topic will be approved by the Board of Studies in Laws and will be designated a half-subject

Candidates should note that not all subjects listed may be available in any one year.

Paper Number	Paper Title	Course Guide Number
1.	Jurisprudence and Legal Theory*	LL400
2.	Law and Social Theory*	LL465
3.	Legal History	ICL001
4.	Modern Legal History* (<i>this option is examined by a 15,000 word long essay</i>)	LL474
5.	Administrative Law*	LL483
9.	The Principles of Civil Litigation*	LL480
10.	Evidence and Proof (<i>This course will also be available as two half-subjects</i>)	ICL071
11.	The Legal and Political Thought of Jeremy Bentham	ICL002
14.	Regulation of Financial Markets*	LL484
15.	Alternative Dispute Resolution*	LL402
16.	UK Government and the Constitution	ICL003
17.	Ethnic Minorities and the Law	ICL077
18.	Equality and the Law: the Legal Regulation of Discrimination (<i>Part I of the course is also available as a half-subject, 18A-ICL005</i>)	ICL004
19.	Media Law	ICL073
20.	Telecommunications Law	ICL081
21.	Company Law* (<i>may not be offered with subject 60</i>)	LL408
22.	Insurance (<i>excluding Marine Insurance</i>)	ICL006
23.	Marine Insurance* (<i>not available 1997-98</i>)	LL472
24.	Carriage of Goods by Sea*	LL405
25.	Admiralty Law	ICL076

Paper Number	Paper Title	Course Guide Number
27.	Law of Finance and Foreign Investment in Emerging Economies	ICL008
28.	Taxation of Business Enterprises*	LL491
29.	Taxation Principles and Policy*	LL492
30.	Tax, Social Security and the Family* (<i>not available 1997-98</i>)	LL493
31.	International Tax Law*	LL455
32.	Law of Credit and Security	ICL075
33.	Commercial Arbitration* (<i>may not be offered with half subject 125</i>)	LL433
35.	Corporate Insolvency (<i>can be taken as two half subjects</i>) (<i>may not be offered with subject 38</i>) (35A-ICL08A; 35B-ICL08B)	ICL008
36.	Securities Regulation* (<i>Part I may be offered as a half-subject - ICL09A</i>)	LL503
37.	Commercial Conflict of Laws (<i>may not be offered with subjects 89 & 90</i>)	ICL010
38.	General Principles of Insolvency Law* (<i>may not be offered with subject 35 or 35A or 35B</i>)	LL439
39.	European Community Tax Law (<i>half-subject</i>)	ICL011
40.	Commercial Fraud	ICL072
41.	Industrial and Intellectual Property*	LL436
42.	Information Technology Law	ICL012
43.	Franchising Law (<i>half-subject</i>)	ICL013
44.	Transfer of Technology Law (<i>half-subject</i>)	ICL014
45.	Law of Management and Labour Relations*	LL463
46.	Individual Employment Law*	LL434
47.	Monopoly, Competition and the Law (<i>may not be offered with the Competition Law special subject of subject 66, nor with subject 67 nor with subject 71</i>)	ICL016
48.	Economic Analysis of Law	ICL017
49.	International and Comparative Labour Law	ICL018
50.	Compensation and the Law*	LL415
51.	The Law of Property Development	ICL019
52.	EC Regulation of the State in Competitive Markets (<i>half subject</i>)	LL449
54.	Internet Law (<i>half subject</i>)	ICL091
55.	Bailment and Chattel Leasing	ICL092
56.	Tax and Estate Planning	ICL020
57.	Taxation of Property and Investments	ICL021
58.	The Law of Restitution*	LL487
59.	Comparative Development of Roman and Common Law	ICL093
60.	Comparative European Company Laws (<i>may not be offered with subject 21</i>)	ICL022
61.	International and Comparative Insolvency Law (<i>half subject</i>) (<i>may not be offered with subject 63</i>)	ICL051
62.	Comparative European Law (<i>The Soviet Law option for this subject may not be offered with subject 142A and 142B</i>)	ICL023
63.	Comparative Commercial Law (<i>may not be offered with subject 61</i>)	ICL052
64.	Comparative Family Law* (<i>Candidates offering Commonwealth Africa in Section B may not offer subject 101</i>)	LL411
65.	Comparative Conflict of Laws	ICL024
66.	European Community Law. NOTE: Available as discrete half-subjects only, as follows:	

Paper Number	Paper Title	Course Guide Number
66A.	European Community Law relating to Companies	ICL25A
66B.	European Community Law relating to Competition	ICL25B
66C.	European Community Social Policy* (not available 1997-98)	LL429
66D.	External Legal Relationships of the European Community	ICL25D
66E.	European Community Law relating to Regional Policy	ICL25E
66F.	European Community Law relating to Agriculture	ICL25F
66G.	European Community Law relating to Monetary and Economic Policy* (The Competition Law special subject of this paper may not be offered with subject 47, nor with subjects 67 or 71)	LL501
67.	European Community Competition Law* (This subject may not be offered with subjects 47, or 71, nor with the Competition Law special subject of subject 66B)	LL430
68.	The European Internal Market*	LL431
69.	Arab Comparative Commercial Law	ICL026
70A.	Foreign Investment in Russia and the CIS (half-subject)	ICL027
70B.	Legal Framework of East-West Trade (half-subject)	ICL028
71.	Comparative US and EEC Antitrust Law (May not be offered with the Competition Law special subject of subject 66, nor with subject 47, nor with subject 67)	ICL029
72.	Law and Urbanisation in Developing Countries* (not available 1997-98)	LL498
73.	Comparative Energy and Mineral Resources Law	ICL030
74.	Comparative Immigration and Nationality Law	ICL031
75.	History of International Law	ICL032
76.	Methods and Sources of International Law	ICL033
77.	Comparative Approaches to International Law (half-subject)	ICL034
78.	United Nations Law*	LL461
79.	Constitutional and Institutional Law of the European Union*	LL459
80.	Human Rights of Women*	LL454
82.	International Air Law (excluding Law of Carriage by Air)	ICL036
83.	Space Law (half-subject)	
84.	Law of Carriage by Air (half-subject)	ICL037
85.	International Law of the Sea*	LL451
86.	International Economic Law*	LL447
87.	International Law of Armed Conflict and the Use of Force*	LL452
88.	International and Comparative Trust Law	ICL039
89.	International Business Transactions I: Litigation* (may not be offered with subject 37)	LL442
90.	International Business Transactions II: Substantive Law* (may not be offered with subject 37)	LL443
91.	International Law of Natural Resources*	LL450
92.	Multinational Enterprises and the Law*	LL476
93.	Legal Aspects of International Finance* (may not be offered with subject 138)	LL467
94.	International Environmental Law* (not available 1997-98)	LL448
95.	International Trade Law*	LL502
96.	Law of Treaties	ICL041
97.	International Protection of Human Rights*	LL453
98.	Human Rights in the Developing World	ICL042
99.	Foreign Relations Law	ICL043
100.	Law and Development	ICL044

Paper Number	Paper Title	Course Guide Number
101.	African Law of the Family and Succession (May not be offered with Commonwealth Africa under Section B of subject 64)	ICL045
102.	Land Law and Policy in Sub-Saharan Africa (half-subject)	ICL046
103.	Law and Society in South Asia	ICL047
104.	Law, State and Family in S.E. Asia (Also available as two half-subjects)	ICL048
105.	Islamic Law of Succession	ICL049
106.	Islamic Law	ICL050
107.	Traditional Chinese Law and Custom (Also available as two half-subjects, 107A-ICL51A; 107B-ICL51B)	ICL051
108.	Foreign Trade and Investment Law of East Asia (Also available as two half-subjects - Part A-ICL52A; Part B-ICL52B) (may not be offered with subject 111)	ICL52
109.	Modern Chinese Law (Also available as two half-subjects - Part A-ICL53A; Part B-ICL53B)	ICL53
110.	Selected Aspects of Chinese Economic and Commercial Law (half-subject) (may not be offered with subject 111)	ICL054
111.	Commercial Law of the People's Republic of China (Candidates offering this full subject may not offer 108 Part A and 110 as half-subjects)	ICL055
112.	Theoretical Criminology*	LL496
113.	Crime Control and Public Policy*	LL417
114.	Sentencing and the Criminal Process*	LL489
115.	Juvenile Justice*	LL457
116.	Child Law	ICL056
117.	Criminal Procedure*	LL419
118.	Policing and Police Powers*	LL478
119.	Theoretical and Comparative Criminal Law*	LL495
120.	International Criminal Law*	LL445
121.	Comparative Environmental Law (half-subject)	ICL078
122.	European Community Environmental Law*	LL427
123.	Environmental Law and Policy*	LL426
124.	Planning and Property Development	ICL070
125.	International Construction Contract Arbitration (may not be offered with subject 33)	ICL057
126.	International Law on the Rights of the Child	ICL058
127.	International and Comparative Law of Patents, Trade Secrets and Related Rights (Candidates who also offer subject 41 Intellectual Property will not be permitted at examination to answer questions on the overlapping sections of the syllabuses)	ICL059
128.	International and Comparative Law of Copyright and Related Rights (Candidates who also offer subject 41 Intellectual Property will not be permitted at examination to answer questions on the overlapping sections of the syllabuses)	ICL060
129.	International and Comparative Law of Trade Marks, Designs and Unfair Competition (Candidates who also offer subject 41 Intellectual Property will not be permitted at examination to answer questions on the overlapping sections of the syllabuses)	ICL061
130.	The Law and the Environment in Africa and Asia	ICL062
131.	European Community Commercial Law and the Wider Europe (half subject)	ICL063

Paper Number	Paper Title	Course Guide Number
132.	Electronic Banking (<i>half-subject</i>)	ICL064
133.	Law of Cultural Property	ICL065
135.	Employee Share Schemes (<i>half-subject</i>)	ICL066
136.	Value Added Tax*	LL494
137.	Banking Law*	LL470
138.	Law of International Finance (<i>may not be taken offered with subject 93</i>)	ICL067
139.	Japanese Law	ICL068
140.	Japanese Commercial Law: Corporate and Business Environment	ICL069
142A.	Russian and other CIS Legal Systems I (<i>may not be offered with subject 62</i>)	ICL70A
142B.	Russian and other CIS Legal Systems I: Selected Special Subjects	ICL70B
143.	Japanese International Trade and Competition Law	ICL099

Each year special topic or topics may be prescribed and details will be announced before the beginning of the academic year in which the topic(s) will be offered. Each special topic will be approved by the Subject Panel in Law.

With the permission of the School a candidate may be permitted to select one or exceptionally two *complementary* subjects or the equivalent of comparable level from any other Master's course in the University. A complementary subject may be chosen in substitution for either a full or a half-subject. Applications for permission must be made by the end of the Michaelmas Term. The examination in the substituted subject or subjects will be taken in accordance with the Regulations appropriate to the particular course under which the subject is listed.

Curriculum

Candidates must offer:

Four of the full subjects listed above or a combination of full and/or half-subjects to a total value of four full subjects;

or With the leave of the School of registration, full and/or half-subjects *and* an essay or essays to a total value of four full subjects.

A candidate's choice of essay will be subject to the availability of a supervisor. Candidates may replace a full or half-subject by an essay, *provided that* (i) they attend courses for not less than three LL.M. subjects (or half-subject equivalents) and (ii) no more than the equivalent of two full subjects are examined by means of an essay.

The syllabuses for the full subjects and half-subjects are set out in a separate booklet which is available either from the Academic Registrar or from the School at which the student is registered.

Examination

Candidates will be examined on all elements of the course, i.e., to a total value of four full subjects. A full subject is normally examined by means of one three-hour written paper; for certain specified subjects the examination is by a three hour written paper *and* a course essay not exceeding 7,000 words in length. A half-subject is normally examined by means of one two-hour written paper, but some half-subjects are examined by means of an essay of not more than 8,000 words in length. In both cases the essay is submitted in the same year as the written part of the examination. Other methods of examination may be approved from time to time and candidates should consult the LL.M. Syllabus Booklet which sets out the mode of assessment for each course in detail.

Where permission has been granted for an essay to be submitted in place of a full or half-subject the essay must be submitted in duplicate in typescript by 1 July and must not exceed

15,000 words in length (for a full subject) or 8,000 words (for a half-subject) (inclusive of all appendages). The essay should be written on a legal topic approved by the School and notified to the University and must provide evidence of original work or a capacity for critical analysis. The title of the essay must be notified to the University by the last day of February in the year in which the candidate presents himself or herself for examination.

An oral examination may be held if the examiners so determine.

Candidates following the part-time course may, with the approval of the School of registration, take the examination in two parts. The first part will consist of written papers or a written paper or papers and an essay or essays to a total value of two full subjects which will be taken in the first year of the course. The second part will consist of the remaining parts of the examination (including any essay(s) taken in the second year) and will be taken in the final year of the course.

Questions may be set on recent legislation and current proposals for law reform within the scope of the syllabus.

Statutes and other materials may not be brought into the examination room except in accordance with the following regulations:

Candidates are permitted to take into the examination

- (1) a Queen's Printer copy of any statute which the Board of Examiners for the time being state that a candidate may take into the examination room and of any statute, amending the permitted statutes, passed since 1980 or such later date as may be stated by the Board of Examiners
- (2) a copy of any other material which the Board of Examiners for the time being state that a candidate may take into the examination room.

Candidates may use underlining or coloured highlight markers to annotate materials taken into the examination, but all other forms of personal annotation on statutes and other materials permitted to be taken into the examination are strictly forbidden.

Candidates who have passed at least three subjects from one of the categories set out below, or two subjects and an essay or essays which in the opinion of the University falls within the same category (in either case counting two half-subjects as one full subject), may elect to have the title of their subject grouping included on the degree certificate. Such election must be made at the time of entry to the examination and, where it includes an essay or essays, must be supported by the essay supervisor. Not more than one subject grouping may be included on the certificate. A subject grouping may include any relevant complementary subject.

Dates of Examination (in and after 1997)

Written papers The examination will normally be held during the five weeks commencing on the Monday two weeks preceding the August Bank Holiday.

Essay 1 July.

(Except that subjects permitted to be taken from other Master's courses will be examined at the time the respective courses of which they form a part are examined.)

Subject Groupings

The following subject groups are recognised by the University for the purpose of including the grouping on the degree certificate:

Group I: Public Law. Subjects, 5, 13, 16, 17, 18, 19, 20, 72, 74, 79, 97, 98, 100, 104, 109, 123, 124, 130.

Group II: Criminology and Criminal Justice. Subjects 40, 112, 113, 114, 115, 117, 118, 119, 120.

Group III: Public International Law. Subjects 74, 75, 76, 77, 78, 80, 82, 83, 84, 85, 86, 87, 91, 94, 96, 97, 99, 120, 126.

Group IV: Commercial and Corporate Law. Subjects 14, 20, 21, 22, 23, 24, 27, 28, 31, 32, 33, 35, 36, 37, 38, 40, 41, 42, 43, 44, 47, 58, 60, 61, 63, 66, 67, 68, 69, 70A, 70B, 71, 81, 83,

- 84, 86, 88, 89, 90, 91, 92, 93, 95, 108, 110, 111, 125, 127, 128, 129, 131, 132, 137, 138.
 Group V: Tax. Subjects 28, 29, 30, 31, 39, 55, 56, 57, 136.
 Group VI: Maritime Law. Subjects 23, 24, 25, 85.
 Group VII: European Law. Subjects 19, 39, 41, 60, 62, 66, 67, 68, 71, 79, 122, 131.
 Group IX: Labour Law. Subjects 21, 45, 46, 49, 50, 135.
 Group XI: Legal Theory and History. Subjects 1, 2, 3, 4, 10, 11, 13, 14, 15, 48, 75, 100, 107.
 Group XII: Economic Regulation. Subjects 13, 14, 20, 27, 36, 40, 44, 48, 86.
 Group XIV: Procedural Law. Subjects 9, 10, 13, 15, 33, 50, 89, 117, 125.
 Group XV: International Business Law. Subjects 14, 20, 21, 23, 24, 27, 28, 31, 33, 36, 37, 44, 61, 63, 65, 67, 68, 69, 70A, 70B, 71, 73, 83, 84, 86, 89, 90, 91, 92, 93, 95, 108, 110, 111, 125, 127, 128, 129, 131, 132, 138.
 Group XVI: Islamic Law. Subjects 69, 105, 106.
 Group XVIII: Law and Development. Without prejudice to an application for a complementary subject to be included in the group, in order to qualify for this Subject Grouping candidates must offer subjects to the value of at least one full subject from list A below, and other subjects to the value of at least two full subjects from either of the lists below:
 List A: 27, 72, 86, 91, 94, 98, 100, 130.
 List B: 15, 44, 63, 66(d), 70A, 70B, 80, 85, 92, 97, 101, 102, 103, 104, 106, 108, 109, 110, 111, 126, 142A, 142B. The special topic (*if a Law and Development topic*); an essay on law and development.
 Group XIX: East Asian Law. Subjects 70A, 70B, 104, 106, 107, 108, 109, 110, 111, 139, 140, 141, 142A, 142B.
 Group XX: Environmental Law. In order to qualify for this Subject Grouping candidates must offer subjects to the value of at least two full subjects from list A below, and a subject or subjects to the value of at least one other full subject from any lists A, B or C below:
 List A: 94, 121, 122, 123, 124, 130.
 List B: 72, 85, 86, 91, 100.
 List C: The special topic (*if offered*); an essay on environmental law.
 Group XXI: Intellectual Property. Subjects 19, 41, 42, 43, 44, 127, 128, 129.
 Group XXII: Banking Law. Subjects 14, 27, 32, 35, 36, 40, 86, 88, 93, 95, 100, 132, 137, 138.
 Group XXIII: Human Rights Law. Subjects 18, 49, 80, 97, 98, 120, 126.
 (N.B. The subject group, if appropriate, for the following half-subject will be recommended by the course convener at the time of notification of the essay title: 18.)
 Group XXIV: Computer and Communications Law. Subjects 19, 20, 42, 54, 83, 132.

The above regulations are laid down by the University of London and may be amended before the academic year begins. Up-to-date information may be obtained from the University.

Students are advised to refer to the University of London Syllabuses for the LL.M. Degree for Internal Students for further information regarding subject groupings.

Correct at May 1997.

Course Guides

LL400

Jurisprudence and Legal Theory

Teachers Responsible: Professor G. Teubner, Room A342, Dr. S. Guest (UCL) and others
Availability and Restrictions: For LL.M. students.
Course Content: The course is divided into two parts.

Part A: A detailed historical and critical study of the development of Anglo-American Jurisprudence from 1750 to the present day. Recent critical perspectives on legal reasoning and legal theory. Topics include Marxism, feminism, systems theory, law and psychoanalysis, law and interpretation, and American Critical Legal Studies, and postmodernism.
Part B: Theories of Justice and Liberty.

Teaching Arrangements: 28 two hour seminars Sessional (LL400).
Reading List: For Part A texts will be prescribed annually. Seminar teachers will suggest additional readings for Part B.

Methods of 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 teachers 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 shall carry a weighting of 40 percent of the total marks awarded, and the examination 60 percent.

LL402

Alternative Dispute Resolution

Teacher Responsible: Professor Simon Roberts, Room A150

Availability and Restrictions: For LL.M. 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. The second half of 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.

Course Content:
 GENERAL PART

I. *Introduction* – Conflict and dispute theory. The history of the informal justice movement; the debates surrounding the role of courts and the case for alternative modes of dispute resolution (two seminars).

II. *Taxonomy* The characteristics of different forms of dispute process; modes of third-party intervention; the location of power in alternatives to adjudication (one seminar).

III. *Negotiation* Theories of negotiation and bilateral decision-making. Process (phases in negotiations; strategies and techniques); lawyers in negotiations; ethical questions. The relationship of negotiation and adjudication (three seminars).

IV. *Mediation* The nature of mediation and the role of the mediator. The context and form of mediated negotiations. The different forms of mediation. Mediation distinguished from other forms of third-party intervention. Problems of confidentiality. The protection of weaker parties and safeguarding of third-party interests (three seminars).

V. *Umpiring processes* Adjudication and its alternatives in outline (one seminar).

VI. *The role of lawyers in dispute resolution* Negotiations between lawyers. Lawyers in mediation. Lawyers and the choice of process (one seminar).

VII. *Research methods and evaluation* (one seminar).
 SPECIAL SUBJECTS

For the second part of the course, students will attend seminars on special subjects approved by the Subject Area Board. Until further notice the special subjects will be:

VIII. International Dispute Resolution (three seminars).

IX. Mediation in family disputes (three seminars).

X. Labour dispute resolution (three seminars).

XI. A choice of Dispute Resolution in Japan OR China OR India OR Africa (three seminars on a chosen topic).

Teaching Arrangements: Teaching will be by 28 two-hour (LL402) seminars, held weekly at IALS.

Reading List: A reading list will be distributed at the beginning of the course. Main texts are: 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, 1989).

Methods of Assessment: The subject will be examined by one three-hour paper and one course essay, not exceeding 8,000 words on a topic chosen in consultation with the teachers responsible for the course. The essay must be submitted in duplicate not later than 1 July (of final year for part-time students). In the overall assessment of the candidate's performance such essay shall carry weighting of 40 per cent of the total marks awarded in the examination in the subject.

LL405

Carriage of Goods By Sea

Teachers Responsible: Mr. Loftus (LSE), Dr. Mandaraka-Sheppard (UCL) and Dr. Howard (UCL)

Availability and Restrictions: For LL.M. A knowledge of the law of contract is essential, of tort useful.

Core Syllabus: The law of carriage of goods by sea under bills of lading or charter-parties.

Course Content: Historical development of liability of carrier by sea. Commercial practice. Voyage and time charter-parties. Express and implied undertakings of the parties. Representations, conditions and warranties. Frustration. Bills of lading and their function.

Carriage of Goods by Sea Act 1971. Usual clauses and implied undertakings in bills of lading. Transfer of rights and liabilities under the bills of lading. Preliminary voyage. Loading discharge and delivery. Exclusion and limitation of shipowners' liability. The Master. General Average (including York-Antwerp Rules, 1974). Demurrage. Freight. Liens. Construction of charter-parties and bills of lading.

Teaching Arrangements: There is a weekly seminar (LL405) of two hours duration (10 Michaelmas, 11 Lent and up to seven in the Summer Term).

Reading List: The recommended texts are (1) Martin Dockray, *Cases and Materials on the Carriage of Goods by Sea* (Professional Books, 1987) and (2) either J. F. Wilson, *Carriage of Goods by Sea* (Pitman, 1988) or Payne & Ivamy, *Carriage of Goods by Sea* (13th edn., Butterworths, 1989).

Other Books: Carver, *Carriage by Sea* (British Shipping Laws, 2 Vols., 13th edn., 1982); Scrutton, *Charterparties and Bills of Lading* (19th edn., 1974); Lowndes & Rudolf, *The Law of General Average and the York-Antwerp Rules* (British Shipping Laws, Vol. 7, 10th edn., 1975); Wilford, *Time Charters* (2nd edn., 1982).

A full reading list will be distributed.

Methods of Assessment: There is a three-hour written paper in the period August-September. Candidates may take an unmarked Queen's Printer copy of the *Carriage of Goods by Sea Act 1971* into the examination.

LL408**Company Law**

Teachers Responsible: Mr. B. Pettet (UCL) and Mr. K. McGuire, Room A360

Availability and Restrictions: For LL.M. students. A knowledge of legal techniques preferably in a common law system is required. Most LL.M. students who have a knowledge of any system of commercial or company law should be able to study this course.

Core Syllabus: The object of the course is to examine the operation of British Company law (winding up and insolvency only in outline) in greater depth than can be attained in a first-degree course.

Course Content: Corporate personality and types of company. The historical development of companies. The legal capacity and constitution of companies. The concept of capital. Directors as organs and as agents. Formation and flotation of companies. Shares and debentures. The general meeting; majority and minority shareholders. Duties of directors and those in control. Enforcement of duties in company law. Reconstructions and amalgamations. Liquidation (in outline). Corporate governance and the position of employees in company law.

Teaching Arrangements: One inter-collegiate seminar (LL408) is held weekly of two hours (normally Thursday 5.30 p.m.) 10 in Michaelmas, 11 in Lent; seven in Summer. Discussions in smaller classes are arranged *ad hoc* for LSE students which are sometimes attended by other graduate students studying company law at higher level (e.g. M.Phil. or Ph.D.)

Reading List: L. C. B. Gower, *Modern Company Law* (1992); J. H. Farrar, *Company Law* (1991); Hicks & Goo, *Cases & Materials on Company Law* (1994); and Parkinson, *Corporate Power and Responsibility* (1994); plus any company law statutes later in date. (Considerable further reading will be recommended in seminars.) Useful works are Butterworth's *Company Law Handbook*, *CCH British Company Legislation* (Vols. 1 and 2); also L. Sealy, *Cases and Materials on Company Law* (1992).

Methods of Assessment: There is a three-hour written paper, taken in the period August-September. Normally it is in two parts, and students are asked to answer questions in both parts. Answers are required to a certain number of questions; and failure to answer that number of questions may lead to failure in the subject even if the answers offered are above the pass level. Students are allowed to take into the examination an unmarked copy of specified statutory materials.

LL411**Comparative Family Law**

This course is offered jointly by the London School of Economics and Political Science and the School of Oriental and African Studies.

Teacher Responsible: Mr. D. C. Bradley, Room A465 (Co-ordinating Member of Staff)

Availability and Restrictions: For LL.M. students.

Core Syllabus: The general objective of the course is to examine from a comparative perspective systems of family law and issues of contemporary importance in this field of law in developed and less developed countries.

Course Content: The course is in two parts. Section A covers the family laws of developed countries, and Section B covers less developed countries. The jurisdiction to be covered in Section A will be selected from: England and common law jurisdictions; Russia and former socialist jurisdictions; France; The Federal Republic of Germany; Sweden and the Nordic countries; Japan. Other jurisdictions may be included. The regions to be covered in Section B will be selected from: China, India, Commonwealth Africa, Islam.

The focus will be on the evolution and structure of legal regulation, the basis of legal policy, the context in which domestic relations laws operate and critical and institutional perspectives on this field of law. The topics to be considered will be selected from: marital capacity and divorce, abortion, sexual equality, the code of sexual morality including the treatment of unmarried cohabitation, children of unmarried parents and homosexuality, conciliation and mediation, domestic violence, child custody and protection; economic and property relations, succession and reproductive technology. Other topics may be covered.

Teaching Arrangements: One weekly lecture or seminar (LL411) lasting from one-two hours. Materials or reading lists will be provided.

Reading List: Detailed reading lists are provided.

General Reading: M. A. Glendon, *State, Law and Family*; J. Eekelaar, *Family Law and Social Policy*; M. A. Glendon, *The New Family and the New Property*.

Methods of Assessment: One three-hour paper.

LL415**Compensation and the Law**

Teacher Responsible: Dr. Julian Fulbrook, Room A368

Availability and Restrictions: For LL.M. 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.

Course Content:

1. Introductory Topics. The inter-relationship of Torts Liability, private insurance and social security.
2. Elements of Personal Injuries litigation.
3. Employer's Liability. Health and Safety at Work.
4. Transport Liability.
5. Medical Malpractice litigation., Psychiatric Damage.
6. Occupier's Liability.
7. Vicarious Liability.
8. Breach of Statutory Duty. Products Liability.

9. Trespass to the Person and the Criminal Injuries Compensation Board.

10. Causation Problems.

11. Contributory Negligence.

12. Volenti non fit injuria.

13. Damages for personal injuries and death.

B. The Welfare State

14. Workman's Compensation and the origins of National Insurance.

15. The Industrial Injuries system.

16. Industrial Diseases.

17. Sickness and other benefits.

18. The personal social services.

Teaching Arrangements: A weekly seminar (LL415) of 1½ hours. Detailed reading is handed out one week in advance. The seminars are on the basis of general discussion but students will be asked to make a presentation from time to time.

Written Work: Students are advised to write an essay during both the Christmas and Easter vacations.

Reading List: Students should purchase a copy of *Atiyah's Accidents, Compensation and the Law* (5th edition by Dr. Peter Cane), Hepple & Matthews, *Casebook on Torts* and a torts textbook.

Methods of Assessment: There is a three-hour written examination in September with a choice of 4 questions from a total of 8.

LL417**Crime Control and Public Policy**

Teachers Responsible: Professor R. Reiner (LSE), Professor S. Cohen (LSE), Dr. J. Runggay (LSE), Professor Richardson (QMW), Professor Nelken (UCL), Dr. Genders (UCL) and Dr. Player (KCL)

Availability and Restrictions: For LL.M. and M.Sc. Criminal Justice Policy.

Core Syllabus: This course is taught on an inter-collegiate basis and is held at the Institute for Advanced Legal Studies, Russell Square. It deals with the institutions and public policies concerned with the control of crime. The research on the origins, structure and functioning of these will be reviewed, and their impact evaluated. Proposals for reform will be analysed. The seminars will be conducted by different teachers in the University of London and outside speakers including some drawn from the Home Office.

Course Content:

1. *The Emergence of Criminal Legislation.*
2. *The Development, Structure and Functioning of the Criminal Justice System.*
3. *The Pattern and Trends of Crime and Control.* The uses and limitations of official statistics. Their construction by agencies of control.
4. *Crime Prevention and Control.* Formal and informal mechanisms. Assessments of effectiveness.
5. *The Role and Treatment of Victims.*
6. *The Operation and Effectiveness of Particular Institutions.* Police, criminal courts, penal institutions and alternatives.
7. *Penal Policy and Institutions.* The origins, nature, organisation and effects of custodial and non-custodial sanctions.
8. *The Role and Impact of Criminological Research on Public Policy.*

Teaching Arrangements: LL417 28 MLS (1½ hour seminars).

Written Work: Students may have an opportunity to prepare and present papers to the seminar. Copies of these papers will be supplied to the other students.

Reading List: Detailed lists will be supplied at the commencement of the course. A recent text covering most topics on the course is M. Maguire, R. Morgan & R. Reiner (Eds.), *The Oxford Handbook of Criminology* (1994). Preliminary reading could include: T. Morris, *Crime and Criminal Justice Since 1945*; V. Stern, *Bricks of Shame*; A. Rutherford, *Prisons and the Process of Justice*; R. Reiner, *The Politics of the Police*; R. Reiner & M. Cross, *Beyond Law and Order: Criminal Justice Policy and Politics into the 1990s*; M. Cavadino & J. Dignan, *The Penal System*; K. Stenson & D. Cowell, *The Politics of Crime Control*; D. Downes, *Unravelling Criminal Justice*; T. Newburn, *Crime and Criminal Justice*; M. Davies, H. Croall & J. Tyrer, *Criminal Justice*.

Methods of Assessment: There will be one three-hour examination which will count for 100 per cent of the marks.

LL419**Criminal Procedure**

Teacher Responsible: Professor Michael Zander, Room A457

Availability and Restrictions: For LL.M. and (with permission) M.Sc. in Criminal Justice Policy.

Core Syllabus: The purpose of this course is to examine selected topics in criminal procedure in such a way as to cover the main institutions of English criminal procedure. Comparative material will be introduced to point up issues of contemporary concern in the procedural aspects of criminal justice.

Course Content:

1. Theories of criminal procedure: accusatorial and inquisitorial systems: mixed systems.
2. The police and criminal process: arrest, obtaining evidence, search and seizure, cautioning, the decision to charge.
3. The prosecution of offences: the Crown Prosecution Service and its relations with the police; prosecutions by other government agencies; private prosecutions. Compare the position of the *parquet* in France and Germany. Prosecutorial discretion contrasted with the principle of legality.
4. The screening process: committal proceedings; bills of indictment; referral by Serious Fraud Office. Screening and discovery.
5. Release or detention of the accused: the bail system; powers of police; of magistrates' courts; operation of all these in practice; bail by trial courts; by Court of Appeal (Criminal Division).
6. Classification of offences and choice of court for trial; safeguards against abuse; sentencing powers of magistrates' and Crown Courts in these particulars. Compare allocation of business in other jurisdictions, e.g. Canada.
7. Discovery: pre-trial hearings, Crown Court; offences triable either way. Effect of dispositions, especially on guilty plea.
8. Plea: ensuring the integrity of the plea; plea bargaining; contrast with United States.

9. Criminal pleadings: responsibility for formulating; form of in Crown Court and Magistrates' Court; significance of joinder, severance.
 10. The judge and the criminal trial: his functions in relation to the jury; controls over sufficiency of evidence; over admissibility; discretion to exclude; fairness to accused; charging the jury; limits of powers over jury.
 11. Multiple incrimination: double jeopardy, issue estoppel, discretion to halt proceedings; compare American formulations. Double jeopardy and new trials.
 12. Appeal: from magistrates' courts; from Crown Court. Appeals from conviction; appeals against sentence; references; powers of Court of Appeal. Justice and efficiency.

Teaching Arrangements: Weekly seminars (LL419) of 1½ hours Sessional.

Written Work: None.

Reading List: There is no single satisfactory text. As a general textbook, we suggest Emmins, *Criminal Procedure* (5th edn., 1992); Archbold, *Criminal Evidence, Practice and Procedure* and Blackstone's, *Criminal Practice* (1995) are the practitioner's treatises. On particular topics: M. Zander, *Police and Criminal Evidence Act 1984* (2nd edn., 1990); L. H. Leigh, *Police Powers* (2nd edn., 1985); Lord Devlin, *The Judge* (1979); B. Harris, *Powers of Magistrates' Courts* (1985); A. Zuckerman, *Criminal Evidence* (1989); J. Pradel, *Procédure Penale* (current edition); J. Langbein, *Comparative Criminal Procedure: Germany* (1979). Pertinent articles are carried in the *Criminal Law Review* and in *La Revue Internationale de Droit Penal* (in French and English) and in other British, Commonwealth and American journals.

Methods of Assessment: One three-hour written examination.

(vi) Air pollution: controls under the Environmental Protection Act 1990 and the Environment Act 1995; British response to global air pollution problems such as ozone depletion and the greenhouse effect.

(vii) Interface between environmental and planning law (with special reference to environmental impact assessment).

(viii) Controls relating to biotechnology and genetically modified organisms.

(ix) Risk assessment in the environmental field.

Teaching Arrangements: A weekly 1½ hour seminar (LL426) supplemented by individual discussions on essays as required.

Reading List: No one book covers the whole course. Detailed reading lists will be handed out at the start of each topic. Materials will be both legal and interdisciplinary in nature, and will be taken from a wide range of sources. The following books provide useful introductory reading:

R. Churchill, L. Warren & J. Gibson (Eds.), *Law, Policy and the Environment* (1991); A. Blowers, D. Lowry & B. Solomon, *The International Politics of Nuclear Waste* (1991); M. Sagoff, *The Economy of the Earth* (1988); M. Jacobs, *A Green Economy* (1991); N. Evernden, *The Social Creation of Nature* (1992).

Methods of Assessment: The students can choose between either a two-hour examination and an essay of no more than 8000 words, or a three-hour examination.

LL429

European Community Law (Social Policy) (Half subject)

(Not available 1997-98)

Teacher Responsible: Dr. E. Szyszczak, Room A355

Availability and Restrictions: For LL.M. students. Candidates are expected to have or to acquire adequate knowledge of the institutions of the European Community. The course Law of European Institutions may be taken concurrently.

Core Syllabus: Social Policy may be taken either as a sub-option for European Community Law or as an independent half-unit course. It is concerned with the law relating to the social policy of the European Community.

Course Content: The legal base of social policy law; equal treatment; citizenship; free movement of persons; third-country migrants; citizenship of the Union; health and safety; restructuring of undertakings; employment rights; worker participation and consultation; education and vocational training.

Teaching Arrangements: Seminars (LL429).

Reading List: Nielsen & Szyszczak, *The Social Dimension of the EC*.

Methods of Assessment: Students doing European Community Law will sit a normal three hour written examination paper. Students doing Social Policy as an independent half-unit course will sit a two hour written examination paper. In both cases, unmarked copies of Rudden & Wyatt or Sweet & Maxwell's *European Community Treaties or Blackstone's EC Legislation* may be taken into the examination.

Environmental Law and Policy

Teacher Responsible: Ms. L. Wilder, Room A469

Availability and Restrictions: For LL.M. students; however, other students with a keen interest in the environment are welcome.

Core Syllabus: This course provides an examination of the legal and policy issues raised by the need to regulate the environment in the interests of present and future generations. The course focuses on law and policy within and applicable to the United Kingdom.

Course Content:

- (i) Issues of the environment: philosophies of the environment; theories of environmental regulation – law, markets and economics.
- (ii) British approach to the environment: integrated pollution control and best practicable environmental options; impact of European Community and international environmental programmes; sustainable development.
- (iii) Toxic waste disposal: contaminated land; liability regimes; insurance implications.
- (iv) Nuclear waste: British nuclear energy programme; the politics of disposal and the NIMBY syndrome.
- (v) Water pollution: implications of privatisation; drinking water; bathing water; municipal waste water.

LL426

LL430

European Community Competition Law

Teacher Responsible: Mr. P. T. Muchlinski, Room A156

Availability and Restrictions: For LL.M. students. There are no pre-requisites but it is desirable that students should be, or become, familiar with the general law and institutions of the EC.

Core Syllabus: A comprehensive review of EC law relating to competition with some attention to economic analysis.

Course Content: The competition rules and practice of the EC: Articles 85-90 of the Treaty of Rome, the implementing regulations and other relevant provisions. Price-fixing and market sharing agreements; boycotts and discrimination. Exemptible forms of collaboration; exclusive distribution and purchasing agreements. Free movement of goods and industrial property rights. Abuse of a dominant position. Merger controls. The relationship between Community and national competition laws.

Teaching Arrangements: One two hour seminar (LL430) each week.

Reading List: Whish, *Competition Law*; Bellamy & Child, *European Community Competition Law*; Kerse, *EEC Antitrust Procedure*; Korah, *EC Competition Law and Practice*; Goyder, *EEC Competition Law*; Van Buel & Bellis, *Competition Law of the European Community*.

A full reading list will be distributed at the beginning of the course.

Methods of Assessment: Three and a quarter hour written examination (including fifteen minutes reading time) in September following the end of the course.

LL431

The European Internal Market

Teachers Responsible: Mr. D. Chalmers, Room A361 and Dr. E. Szyszczak, Room A355

Availability and Restrictions: For LL.M. students. A good general knowledge of European Community law is required.

Core Syllabus: The course is concerned with the legal aspects of the European internal market.

Course Content:

General: The course will study the development of the European internal market which promised economic freedom (by 1992) to the movement of goods, people, companies, services, and capital throughout the Member States of the EC.

The course will consider both legislative and judicial economic integration. The first occurs where liberalising laws (regulations, directives etc.) are issued by the EC, and is a process which has been slower than was originally envisaged. The second occurs when, in the absence of implementing laws, the Court, seised of a case against a Member State or a request to interpret Community law, finds in the Treaty itself the principles of a common market.

Particular Topics:

1. *The idea of one market.*

Original plans for customs union and common market; successes and failures. Reasons for the latter – economic, political and institutional. The stock-taking

of the mid-1980s, and future prospects. The Single European Act's commitment to "an area without internal frontiers"; its amendments to the EEC Treaty in substance and procedure.

2. *Common customs tariff*

The purpose of Arts 18-29 EC, as amended, and implementing legislation. The Court's control over uniform application, and its restrictions on national initiatives. Community exclusive jurisdiction in foreign commerce generally.

3. *Goods*

Prohibition against customs duties, their equivalents, and transit charges (Arts 9-16 EC and directives) as interpreted by the ECJ. Discriminatory internal taxation: Arts 95-6 EC and case law. Quotas and equivalents on import or export: Arts 30-36 EC, directives and case law.

4. *Intellectual property*

Its relation to the free movement of goods: Arts 30, 36, 222 EC and case law.

5. *People*

Employment and self-employment: the field of activities (including sports and entertainment) covered by the word 'economic': Arts 7, 48-57 EC and implementing measures. The public service exceptions of Arts 48(4) and 55 EC. Considerable weight will be given to the fact that Community law in this general field has developed mainly through case law on equal treatment, access, residence and qualifications.

6. *Social Policy*

History; legal and political framework.

7. *Services*

The abolition of restrictions on commercial services, especially in insurance, broadcasting, vocational training, and tourism: Arts 59-66 EC, implementing measures and case law. The importance of transport in an internal market: the difficulties and the slow solutions.

8. *Capital and Banking*

The scope of Arts 67-73 EC and The Implementing Directives.

The liberalisation of capital movements after the transitional period.

Permissible protection measures to protect capital markets in Member States.

The European Monetary System – structure, operation and prospects for enlargement.

Progressive liberalisation of banking services and establishment; the obstacles to progress.

Note

The above topics will not all be taught each year.

Teaching Arrangements: Lectures and Seminars: (LL431) Sessional.

Teachers: Dr. Szyszczak and Mr. Chalmers.

Reading List: Nielsen & Szyszczak, *The Social Dimension of the EC*; Weatherill & Beaumont *EC Law*, (2nd edn. 1995); Craig & De Búrce, *EC Law* (1995, O.U.P.).

Methods of Assessment: Normal three-hour written examination.

LL433

Commercial Arbitration

Teachers Responsible: Professor Christine Chinkin, Room A154 and others

LL434

Individual Employment Law**Teacher Responsible:** Dr. E. M. Szyszczak, Room A355**Availability and Restrictions:** For the LL.M. degree. Knowledge of at least one system of labour law or industrial relations is an advantage but it is NOT essential.**Core Syllabus:** The main aim of the course is to provide a detailed analysis of the law as it affects the relationship between each individual worker and his or her employer in Britain. Because of its common law base, this has relevance for other common law systems. European Community social policy and international influences on British law are part of the course.**Course Content:** Form of the employment relationship; form and size of the labour market; regulation of working time. Content of the employment relationship: employee status, self-employment; express and implied terms; common law rights of employer and employee, discipline, duty of confidentiality, protection of intellectual property rights; pay - equal pay, occupational and social security schemes of sick pay and maternity pay, security of earnings, minimum wages.

Right to fair treatment at work: discrimination; health and safety; protective legislation; trade union membership/non-membership.

Job protection: wrongful dismissal; unfair dismissal, grievance and disciplinary procedures; redundancy, lay off and short-time working; reorganisation of work. Regulation and deregulation of the labour market.

Theoretical perspectives on labour law.

Teaching Arrangements: The course is taught on an intercollegiate basis. A weekly seminar (LL434) is held throughout the year. LL434 - 28 Sessional. The seminars will cover each topic of the syllabus above in detail. Detailed reading for the seminars is handed out in advance. The seminars are usually conducted on the basis of general discussion. Students are advised to write an essay during both the Christmas and the Easter vacations.**Written Work:** See above.**Reading List:** Students should purchase a textbook as advised at the first seminar each year.Students should also purchase the latest edition of Butterworths, *Employment Law Handbook*. Subject to confirmation by the examiners, candidates are allowed to take an unannotated copy of this work into the examination.**Methods of Assessment:** There is a three-hour formal examination in September based on the syllabus above. The paper normally contains 8 to 10 questions of which four are to be attempted.

LL436

Industrial and Intellectual Property**Teachers Responsible:** Ms. A. Barron, Ms. A. Firth, Mr. R. Gardiner and Mr. L. Bentley (KCL)**Availability and Restrictions:** For LL.M. No previous knowledge of the subject is required, nor is a scientific background needed for the treatment of patent law.**Core Syllabus:** The course provides a review of the major topics in this rapidly developing field: patents, copyright, confidential information, industrial designs, trade marks and names.**Course Content:****Patents:** History and economic purpose. British and European patent systems: infringements; validity; ownership; assignments and licences; compulsory licensing and Crown Use; international arrangements. **Confidential Information:** Scope of present law; relation to patents and copyright.**Copyright:** History and objectives; types of copyright; infringement; ownership and transactions; copyright in special circumstances.**Industrial Designs:** Artistic copyright; registered designs.**Trade Marks and Names:** Protection at common law; passing off, injurious falsehood. Trade marks registration; relation to common law protection; entitlement to register and objections to registered marks: dealings in marks infringement. Relation to consumer protection law.**EEC Law:** the impact of free movement and competition rules of the Common Market on intellectual property rights; integration and harmonisation of intellectual property.**Teaching Arrangements:** The main teaching is by lectures (LL436) given throughout the three terms. From the second half of the first term onwards there are supplementary meetings. It is not essential to attend these latter. They are designed partly to broaden appreciation of particular aspects by bringing in guest speakers and partly to revise material dealt with earlier in the course.**Reading List:** The main textbook is W. R. Cornish, *Intellectual Property; Patents, Copyright Trade Marks and Allied Rights* (3rd. edn., Sweet & Maxwell, 1996). Other reading is recommended in a guide issued at the beginning of the course and in further detailed lists of cases and materials.**Methods of Assessment:** One three-hour formal examination, in which four questions must be answered.

LL439

Insolvency Law: General Principles**Teacher Responsible:** Vanessa Finch, Room A539**Availability and Restrictions:** For LL.M. students.**Core Syllabus:** This course is concerned with the general principles 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 (whether it is an individual, a company with limited liability, any other type of legal entity or an economic unit not recognised as a legal entity), and it examines the legal responses to these problems. This involves a consideration of the procedures presently available for the enforced realisation of the assets of different types of insolvent, in the light of the justifications and objectives of such procedures. Other methods of dealing with insolvency, as alternatives to enforced realisation of assets, are also considered, and an examination is made of the impact of insolvency procedures on the rights of the individuals who become involved in the insolvency.

LL442

International Business Transactions I:**Litigation****Teacher Responsible:** Professor T. C. Hartley, Room A467**Availability and Restrictions:** For LL.M. students intending to offer this subject in the examinations. Other students may attend only with the prior permission of Professor Hartley. It is not available for students taking Diplomas or M.Sc. students. Students must have a good general knowledge of law. Knowledge of conflict of laws (private international law) would be useful but is not essential. **Note: A maximum of 90 students will be permitted to attend this course.****Core Syllabus:** Litigation resulting from international business transactions.**Course Content:** The following topics will be studied from the point of view of English, Commonwealth, American and (where relevant)

European Community law:

- Judicial jurisdiction in cases involving international business transactions, especially (a) jurisdiction over companies (the "doing business" test); (b) products liability actions; (c) branches and agents; (d) constitutional limitations on jurisdiction in the United States; (e) forum-selection clauses; (f) *forum non conveniens*; (g) *lis alibi pendens*.

2. Obtaining evidence in transnational business litigation: extraterritorial application of the forum's own discovery rules, international judicial assistance, blocking statutes and injunctions.

3. Provisional remedies and procedural problems in transnational business litigation: Mareva injunctions, Anton Piller orders and equivalent remedies.

4. Enforcement of foreign judgements in commercial matters.

Teaching Arrangements:

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 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*.**Methods of Assessment:** Normal three-hour written examinations.

LL443

International Business Transactions II:**Substantive Law****Teachers Responsible:** Professor T. C. Hartley, Room A467 and Professor B. Morse (KCL)**Availability and Restrictions:** For LL.M. students intending to offer this subject in the examinations. Other students may attend only with the prior permission of Professor Hartley. It is not available for students taking Diplomas or M.Sc. students. Students must have a good general knowledge of law. Knowledge of conflict of laws (private international law) would be useful but is not essential. **Note: A maximum of 90 students will be permitted to take this course.****Core Syllabus:** Legal problems (other than litigation) relating to international business transactions.**Course Content:** The following topics will be studied from the point of view of English,

Commonwealth, American and (where relevant) European Community Law:

1. Applicable law in international commercial contracts.
2. International sale of goods.
3. The international reach of legislation for the regulation of business and the protection of consumers and employees.
4. The private international law aspects of boycotts and embargoes.
5. The application of international conventions to international business transactions.
6. The international aspects agency.
7. Exchange controls.
8. Financing international business transactions: documentary credits and other financial mechanisms.
9. Currency problems in international contracts.
10. The international aspects of property transactions.
11. The recognition of foreign expropriations and other governmental acts affecting property (including financial assets).
12. The problem of extraterritoriality with special reference to American antitrust law and EEC competition law.

Teaching Arrangements: Seminars: (LL443) Sessional.

Teachers: Professor Hartley and Professor Morse (King's College). 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*.

LL445

International Criminal Law

Teacher Responsible: Professor Rein Müllerson (KCL)

Availability and Restrictions: For LL.M. students.

Core Syllabus: The protection of individuals by international criminal law. Standards of protection and procedures for their enforcement.

Course Content:

Part I - The Context

I. Basic Concepts and principles.

1. Delimitations and interdependencies between the disciplines of "human rights", "humanitarian law", "municipal (constitutional, criminal) law"
2. Conceptual and terminological distinctions: Droit penal international, droit international penal,

international ordre public, crimes and delicts etc.

3. The definition of international crimes by the ILC
4. Constituent elements of international crimes.
5. he individual in international law.

II. Theory and Historical Evolution

1. Theory of international criminal law and criminology.
2. Elements of history: Evolution of the *ius puniendi* (private-state-universal); "aut dedere aut punire"; the impact of the Nurnberg and Tokyo trials; standards of international criminal justice by the League of Nations and the United Nations; the question of an international criminal court; technology and the creation of new prescriptive norms.

III. Sources of International Criminal Law and Procedure

1. Rules of Public International Law
2. Principles of Municipal Law
3. Interaction of these rules and principles; enforcement through domestic courts; International Criminal Court - ideas and reality.

IV. Jurisdiction

1. Basic principles
2. The limits of the *ius puniendi* of states
3. Principal bases for the exercise of jurisdiction over offences: principle of territoriality; protective, principle; active and passive personality principle; universality; flag state jurisdiction.
4. Conflicts of jurisdictional principles.
5. Immunities from criminal jurisdiction.

Part II: International Crimes

I. Norms and Standards.

A. Typology of crimes: International crimes and transnational crimes.

B. Main Crimes: crimes against peace, war crimes and international humanitarian law, crimes against human rights (genocide, apartheid etc.), terrorism, illicit traffic in narcotics, recruitment and use of mercenaries, piracy.

C. The Draft Code of Offences Against the Peace and Security of Mankind and "New" International Crimes.

II. Implementation and application in state practice

A. The Nurnberg and Tokyo precedents

1. The judgment of the IMT; 2. Cases in Allied military tribunals; 3. Decisions of municipal courts: Eichmann, Demjanyuk, Artukovic, Barbie etc.

B. Contemporary State practice of war crimes prosecutions: national approaches in USA, Australia, Canada, United Kingdom, France, Israel.

Teaching: Seminars (LL445). 10 Michaelmas; 10 Lent; 8 Summer Term.

Methods of Assessment: Three-hour written examination.

LL447

International Economic Law

Teacher Responsible: Mr. D. Bethlehem, Room A159

Availability and Restrictions: For LL.M. students.

Core Syllabus: The aim of the course is to study in detail those aspects of public international law which are concerned with the actors of international economic relations, the principles governing the

production and distribution of goods, currency and finance, related services and the structure and operations of international organisations concerned with such activities.

Course Content: General Part

The course is organised into two parts: the general part, as described below, and a modular part which allows each student to specialise in particular areas of law in which they have a particular interest.

I. Fundamentals. The sources, history and economic foundations of international economic law.

II. The principles of international economic law.

Economic sovereignty and the co-existence of sovereign and economies. Limitations of economic sovereignty.

III. The Persons of international economic law. Natural, legal persons, subjects of International Law, International Organisations, Transnational enterprises, state trading Countries.

IV. The standards of international economic law. Function and types, including the minimum standard of international law, the most-favoured-nation standard, the standard of preferential treatment, the standard of reciprocal treatment, and the standard of national treatment.

V. The New International Economic Order. Development and tensions within the traditional legal order of economic relations.

VI. International economic transactions. General principles. Treaties of friendship, commerce and navigation. Other economic agreements, including commodity trade agreements, development aid agreements for technological co-operation.

VII. International Trade Law and economic integration; International Trade policy and law; the GATT, UNCTAD, UNIDO and UNCITRAL; Customs Unions, free trade areas, preferential agreements, regional and sub-regional integration agreements e.g. EEC, EFTA, LAFTA.

Modules:

Each year a number of modules will be offered drawn from the following:

- international economic sanctions
- extra-territorial jurisdictions
- dispute settlement
- trade and environmental protections
- GATT Services and TRIPs
- Monetary Law
- Trade and Development

Teaching Arrangements: There is a seminar (LL447) of 1½ hours duration each week. Seminar: Sessional.

Reading List: Recommended: J. Jackson, *The World Trading System* (1989); J. H. Jackson & W. J. Davey, *Legal Problems of International Economic Relations: Cases, Materials and Text* (3rd edn.); Trebilcock & Howse, *The Regulations of International Trade* (1995); E. Petersmann, *Constitutional Functions and Constitutional Problems of International Economic Law* (1991).

Methods of Assessment: There is a three-hour formal examination in September, based on the full syllabus. At the moment the paper contains around 10 questions, of which 4 are to be answered. The paper counts for 100% of the assessment of the course.

LL448

International Environmental Law

(Not available 1997-98)

Teachers Responsible: Dr. L. D. M. Nelson, Dr. Elias (KCL) and Dr. M. Fitzmaurice (QMW)

Availability and Restrictions: For LL.M. 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.

Course Content:

Introduction:

Definition of International Environmental law; factors influencing development; applicable principles of international law preceding 1972 UN Conference on the Human Environment (UNCHE); the UNCHE and UNEP (UN Environment Programme); developments under UNEP.

Prevention of Pollution:

All sources; general principles; creation of standards; regulatory powers; organisational framework; principles of responsibility and liability for pollution damage; regional and international approaches; influence of developing states; relevant regional and international treaties and customary laws.

Conservation of Living Resources:

Emerging principles of international wildlife law concerning land-based and maritime species needing protection for survival; regulatory techniques and powers; state responsibilities; regional and international approaches; organisational framework; dispute settlement; new enforcement techniques, such as control of trade in endangered species; protection of habitats; relevant international and regional conventions and customs.

Teaching Arrangements: Teaching is by weekly two-hour seminars (LL448) held at the IALS for 10 weeks in the Michaelmas Term, 11 weeks in the Lent Term and seven weeks in the Summer Term.

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.

Methods of Assessment: There is a three-hour written examination paper in September, consisting of at least 10 questions, four of which must be answered.

LL449
EC Regulation of the State in Competitive Markets (Half-subject)
Teachers Responsible: Ms. M. Cremona (QMW), Dr. E. Szyszczak, Room A355 and Mr. P. Trepte

LL450
The International Law of Natural Resources

This course is offered jointly by the London School of Economics & Political Science and the School of Oriental & African Studies
Teachers Responsible: Professor E. Lauterpacht, (LSE) and Mr. P. Sands (SOAS)
Availability and Restrictions: For LL.M. students. A solid grounding in public international law is required.

Core Syllabus: This course is concerned with international and transnational law relating to the protection, exploitation and allocation of natural resources. It addresses the problems of all those concerned with natural resources, whether developed or developing countries, whether capital exporting or capital importing, whether resources-rich or lacking in natural resources.

Course Content: The relevant law and its development: international contracts, *pacta sunt servanda*, vested rights, *restitutio in integrum*, nationalization, compensation. Pressures for change: permanent sovereignty over natural resources, the new international economic order. Insurance for non-commercial risk. New methods of investment settlement dispute. Coercion and access to natural resources.

Studies of particular resources: petroleum – the UK North Sea experience, licences, controls, regulations, state oil companies, privatization.

Teaching Arrangements: Teaching is by seminar (LL450), with 1 3/4 hours per week being offered for 10 weeks in the Michaelmas Term, 11 weeks in the Lent Term; and for seven weeks in the Summer Term.
Reading List: Course materials are available for purchase.

Methods of Assessment: There is a three-hour formal examination in the September following the end of the course, based on the entire syllabus. There are usually 9 questions of which 4 are to be answered. The paper comprises both essay and problem questions.

LL451
International Law of the Sea
Teacher Responsible: Dr. L. D. M. Nelson
Availability and Restrictions: For LL.M. 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.

Course Content:
 1. Sources of the Law.

2. Historical Development of the Law of the Sea.
 3. The Regime based on the 1892 Convention on the Law of the Sea.

- (i) The Territorial Sea and Contiguous Zone.
- (ii) 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 Arrangements: One seminar (LL451) of 1 1/2 hours each week.

Written Work: Students, individually or in groups, may be asked to present one paper in a seminar during the session. They should have prepared the required reading for each seminar to be able to benefit from discussions.

Reading List: Brownlie, *Principles of Public International Law* (4th edn., chs. 9–11) and *Basic Documents in International Law* (3rd edn.); E. D. Brown, *The International Law of the Sea*, Vols. I & II, 1994; Churchill & Lowe, *The Law of the Sea* (2nd edn., 1988); McDougal & Burke, *The Public Order of the Oceans*; Churchill *et al.* (Eds.), *New Directions in the Law of the Sea*, Vols. I–XI; D. P. O'Connell, *The International Law of the Sea* (Ed. I. A. Shearer) Vol. I (1982), Vol. II (1984); Third U.N. Conference on the Law of the Sea, Official Records, Vols. *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).

A comprehensive reading list and book of materials to be issued to participants.

Methods of Assessment: Three-hour written examination in September; 9 questions, 4 to be answered.

LL452
The International Law of Armed Conflict and the Use of Force

Teachers Responsible: Professor C. J. Greenwood (LSE) and Professor R. Mullerson (KCL)

Availability and Restrictions: For LL.M. students. 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 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**).

Course 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 Arrangements: Teaching is by seminar given by Professors Mullerson and Greenwood. There is normally one two-hour seminar each week. Seminars are held at L.S.E.

Reading List: A detailed reading list will be issued at the first seminar. See, in particular: – Kalshoven, *Constraints in the Waging of War*; Brownlie, *International Law and the Use of Force by States*; Bowett, *Self-defence in International Law*; Roberts and Guelff, *Documents on the Laws of War* (2nd edn.) and Rogers, *Law on the Battlefield*.

Methods of Assessment: There is a three-hour formal examination in the September following the end of the course, based on the entire syllabus. The examination will contain not fewer than eight questions, of which four are to be answered.

LL453

International Protection of Human Rights

Teacher Responsible: Dr. C. Beyani, Room A456

Availability and Restrictions: For LL.M. students. Some knowledge of public international law is required.

Core Syllabus: Introduction to the rapidly expanding international law of human rights, both at a universal and regional level.

Course Content:
Conceptual Issues: definitions of human rights; distinguishing features from international law generally; the individual and the state; the relevance of different cultures, stages of development, ideologies; human rights as absolute or qualified rights; individual and group rights.

The UN System and human rights. Detailed examination of the various UN institutions and techniques for the protection of human rights.

The Inter-American System and the OAU and human rights: the Commission and the Court.

The European Convention on Human Rights: the institutions of the European Convention and procedural requirements.

About half of the course 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 but also of the UN Covenants. Among the rights examined through the case law are freedom of expression; access to courts; fair trial; freedom from torture; the right to life; the right to organize and associate; freedom of religion; family life and privacy; non-discrimination; minority rights; property rights; freedom of movement; rights of indigenous groups; the prohibition on genocide; rights of women, children and refugees, economic, social and cultural rights.

Also various non-institutional methods for promoting human rights, including treaty making the question of the incorporation of international rights into domestic law. Non-Governmental organisations.

Teaching Arrangements: This course (LL453) is taught by 1 1/2 hour weekly seminars (10 in Michaelmas, nine in Lent, eight in Summer).

Reading List: Course materials are available for purchase.

Methods of Assessment: There is a three-hour formal examination in the September following the end of the course. There are usually 9 questions, of which 4 are to be answered.

LL454

Human Rights of Women

Teachers Responsible: Professor Christine Chinkin, Room A154 and Dr. Chaloka Beyani, Room A456

Availability and Restrictions: For LL.M. students.

Core Syllabus: An introduction to a gender based analysis of the mainstream normative and institutional frameworks for human rights.

Course Content: The concept of women's human rights; International Instruments guaranteeing women's 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 role of 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 will be focussed upon. The work of the Committee on the Elimination of Discrimination against Women in report monitoring and the elaboration of recommendations. Integration of gender into the mainstream human rights institutions. The establishment of new standards at the global and regional levels: Declaration on the Elimination of Violence against Women; Council of Europe and Violence against Women; The Convention of Belem do Para. The establishment of new mechanisms: Special Rapporteur on Violence against Women; Draft Optional Protocol relating to the Convention on the

Elimination of All Forms of Discrimination against Women. Examples of domestic protection of women's rights, including India and Commonwealth Africa.

Teaching Arrangements: This course is taught by two-hour weekly seminars in Michaelmas, Lent and Summer Terms.

Methods of Assessment: One three-hour written paper (70%) and a course essay (30%), not exceeding 5,000 words on a topic chosen in consultation with the teachers responsible for the course. The essay must be submitted in duplicate no later than 1 July (of final year for part-time students).

LL455**International Tax Law**

Teachers Responsible: Professor D. Williams (QMW) with LSE contribution from Professor John Avery Jones, Dr. I. Roxan and Professor David Oliver

Availability and Restrictions: For the LL.M. degree. 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 **Tax Principles and Policies** Course. This course also combines well with the **Taxation of Business Enterprises** Course.

Core Syllabus: The course is designed to examine taxation law and policy from a comparative and international viewpoint. It is intended to complement the other taxation options in the LL.M. by providing an international, non-U.K. approach to taxation.

Course Content: The course is in two parts, though greater weight is given to the second. The first part looks at comparative tax policy and highlights those differences between various tax systems which give rise to problems in the international sphere. The second part looks at international fiscal law and policy and examines the solutions adopted by states, both unilaterally in their domestic law and by agreement with other countries, to tackle these problems.

Particular emphasis is given to double taxation agreements and to the special problem of the taxation of corporations operating internationally.

Throughout the course examples will be drawn from various tax systems of different countries. Some of these examples will be drawn from the law of the U.K., but the course is not and is not intended to be a course in U.K. tax law.

Part 1: Comparative Tax Policy:**A. Fiscal Systems:**

1. Types of taxes and tax systems.
2. The theory of tax structure, change during development.
3. Taxation in developing economies: tax incentives to encourage development.
4. Taxation in the developed economies.
5. Taxation in planned economies: socialist approaches to taxation.
6. Other fiscal systems: taxation and customary law; taxation and religious law; Islamic taxation.
7. Tax havens as fiscal systems: the uses of tax havens.

B. Tax Administration

1. Methods of assessment and collection of taxes.

2. Revenue Authorities: administrative control of revenue authorities.

3. Tax appeals and judicial control of revenue authorities.

4. Approaches to tax avoidance: measures to counter tax avoidance (in outline).

Part 2: International Fiscal Law and Policy

1. Taxation and public international law:

- (a) Jurisdiction to tax: conflicts of tax jurisdiction.
- (b) Rules of public international law governing the assessment and collection of tax.
- (c) Introduction to international fiscal policy: outline history.

- (d) International settlement of fiscal disputes.

2. International fiscal policy and income/profits taxation:

- (a) Causes of international double taxation of income/profits.
- (b) Methods of unilateral relief from international double taxation.

- (c) Bilateral relief from international double taxation: double taxation agreements and their operations; analysis of the major model double taxation agreements (OECD Model, U.N. Model, U.S. Model); the double taxation agreements.
- (d) Special issues in the international taxation of corporations: multinationals and the taxation of intra-group transfers: international mergers and taxation; the taxation of international financial transactions.

3. International fiscal policy and inheritance/gift taxation:

- (a) Causes of international double taxation of gifts and inheritance.
- (b) Unilateral relief from international double taxation.

- (c) Double taxation agreements, analysis of the OECD Model agreement.

4. International fiscal policy and indirect taxation:

- (a) Causes of international double taxation of indirect taxes; origin and destination; bases of taxation.
- (b) Unilateral relief from double taxation.

- (c) Bilateral relief.
- (d) GATT and its relevance to taxation.

5. Proposals for harmonisation of tax laws:

- (a) EEC proposals and achievements.
- (b) Other proposals: regional developments in tax harmonisation.

6. International Co-operation between tax administration:

- (a) International co-operation by bilateral agreement: analysis of model agreements on administrative co-operation.
- (b) Multilateral co-operation between tax administrations: regional developments on co-operation.

7. Policy issues in international tax avoidance and evasion:

- (a) Analysis of the problem: the problem of definition.
- (b) An outline of domestic approaches to international tax avoidance.
- (c) Bilateral and multilateral approaches to international tax avoidance.

Reading List:
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:

The Bulletin of the Bureau of International Fiscal Documentation; *Cahiers de Droit Fiscal International*; *European Taxation*; *BIFD*; *Tax News Service*; *British Tax Review*; *Intertax*.

Detailed reading lists will be provided during the course.

Teaching Arrangements: 27 1 3/4-hour seminars (LL455) sessional (weekly).

Methods of Assessment: The examination will be by three-hour written paper.

Candidates will be provided in the examination with copies of the *OECD Model Tax Convention on Income and on Capital*.

LL457**Juvenile Justice**

Teachers Responsible: J. Fionda (KCL), Dr. J. Rungay (LSE) and Mr. W. Morrison (QMW)

Availability and Restrictions: For LL.M. It is provided on an intercollegiate basis and held at King's College. It is available to M.Sc. Criminal Justice Policy.

Course Content:

1. *Theory.* Treatment and welfare. Justice and punishment. The concept of care. The definition of "child" and "young person".

2. *History and background.* The development of special legislation. The classification of offenders. Juvenile courts and their alternatives.

3. *Pre-trial procedures.* The police and juveniles - juvenile bureaux. Cautioning and diversion. Reports for courts - social, education, psychiatric, medical. Remands on bail and in custody. "The unruly". Rights of juveniles.

4. *Present arrangements.* Absolute and conditional discharges. Binding over. Fines upon offenders and parents. Supervision orders - the role of social workers and the probation service. Intermediate treatment and other special conditions. Attendance centre orders. Care orders, residential care orders and community homes. Young Offender Institutions for juvenile offenders. After-care. Fostering schemes. Community service orders. Imprisonment. Youth treatment centres and secure units. The use of s.53 of the Children and Young Persons Act 1933.

5. *Special categories of offenders.* Mentally disturbed juveniles. Truants. Alcohol and drug misuses. Girls. Recidivists.

6. *Social policy.* Future development.

Teaching Arrangements: 28 seminars (LL457) Sessional.

Reading List: Elizabeth Burney, *Sentencing Young People* (1985); Allison Morris *et al.*, *Justice for Children* (1980); Allison Morris & Henri Giller (Eds.), *Providing Criminal Justice for Children* (1983); Allison Morris, *Juvenile Justice?* (1978); Howard Parker *et al.*, *Receiving Juvenile Justice* (1981); Andrew Rutherford, *Growing Out of Crime* (1986).

Supplementary Reading List: Will be given during the course.

Methods of Assessment: There will be one three-hour examination, which will count for 100 per cent of the marks.

LL459**Constitutional and Institutional Law of the European Union**

Teacher Responsible: Professor T. C. Hartley, Room A467

Availability and Restrictions: This course is open to students on the LL.M. **Note: A maximum of 50 students will be permitted to take this course. Preference will be given to LL.M. students.** No previous knowledge of the European Community is expected but general legal skills and some knowledge of constitutional and administrative law (in any system) are required. Students without a law degree may not take this course.

Core Syllabus: The course is concerned with the law relating to the institutions of the European Community (constitutional and administrative law) and other aspects of European integration and co-operation.

Course Content:*Part 1: The European Communities*

1. The Commission, the Council, the Parliament and the Court: structure and functions.

2. Sources of Community Law: constitutive Treaties, subsidiary conventions, acts of the representatives of the Member States; Community acts: legislative powers, delegation of powers, form and procedure; general principles of law (with special reference to human rights); agreements with third countries.

3. Community Law and National Law: direct applicability, direct effect, the supremacy of Community law; problems raised by national constitutional law, especially in the United Kingdom.
4. Preliminary Rulings: references on interpretation and validity by national courts and tribunals to the European Court.

5. Actions against Member States: enforcement of Community law by means of proceedings brought in the European Court by the Commission or another Member State.

6. Judicial Review of Community Action (with special reference to the rights of individuals): actions to annul Community acts; failure to act; indirect challenge; the plea of illegality; grounds of review.

7. Community Liability: contract, quasi-contract and tort, with special reference to liability for legislative and executive acts and the problem of concurrent remedies in the European Court and in national courts.

Part 2: Other European Institutions

The institutional aspects of the European Economic Area; the European Convention on Human Rights in relation to European Institutional Law; the Council of Europe and other institutions of the wider Europe.

Teaching Arrangements: Seminars (LL459) once a week by Professor Hartley. Case materials are provided by the School for sale to students. Students will not be admitted to the course unless they purchase the materials.

Reading List: T. C. Hartley, *The Foundations of European Community Law*; Henry G. Schermers, *Judicial Protection in the European Communities*; N. Brown & F. Jacobs, *The Court of Justice of the European Communities*; D. Lasok & J. W. Bridge, *Introduction to the Law and Institutions of the European Communities*; Lawrence Collins, *European Community Law in the U.K.*; Bernard Rudden & Derrick Wyatt, *Basic Community Laws*.

Students should buy Rudden & Wyatt and either Hartley or Schermers.

Methods of Assessment: Normal three-hour written examination paper. Unmarked copies of Rudden & Wyatt, *Basic Community Laws*, Sweet & Maxwell's *European Community Treaties* or Blackstone's, *EEC Legislation* (Foster) may be taken into the examination.

LL461**United Nations Law**

Teachers Responsible: Professor C. J. Greenwood, Room A387 and Mr. D. Bethlehem, Room A159

Availability and Restrictions: For LL.M. students. 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.

Course Content: International legal personality: the capacity to sue, treaty-making power, implied powers. The Secretariat: powers of the Secretary General, role of the international civil service, privileges and immunities. Membership, representation and credentials. Participation of non-members. Structure and voting of General Assembly of UN. Structure and voting of Security Council of UN. Functions and powers of major organs. Financial problems of UN. Securing compliance with obligations: suspension, expulsion. UN peacekeeping and dispute settlement. Enforcement through the Security Council. Regional agencies and peace enforcement. Law making by international institutions. The Economic and Social Council; the Trusteeship Council; the legal concept of self-determination. The International Court of Justice: problems of use and jurisdiction; its role in dispute settlement; its advisory function.

Teaching Arrangements: Teaching is by seminar (LL461), given by Mr. D. Bethlehem with 1½ hours per week being offered for 10 weeks in the Michaelmas Term and nine weeks in the Lent Term and for eight weeks in the Summer Term, LL461.

Reading List: Simma, *Charter of the United Nations*; Bowett, *The Law of International Institutions*; Higgins, *The Development of International Law through the Political Organs of the United Nations*; Higgins, *UN Peacekeeping*; Rosene, *The Law and Practice of the International Court*.

Required readings of extracts from books, of articles and cases are available in the syllabus issued. UN materials are provided.

Methods of Assessment: There is a three-hour formal examination in the September following the

end of the course, based on the entire syllabus. There are usually nine questions, of which four are to be answered. The paper comprises both essay and problem questions.

LL463**Law of Management and Labour Relations**

Teacher Responsible: Professor Lord Wedderburn

Availability and Restrictions: For LL.M. and for M.Sc. students in Industrial Relations with adequate background knowledge. LL.M. students should consider the advantages in studying this course together with LL434 *Individual Employment Law*. There is a separate course for M.Sc. students with less legal background, ID480 *Labour Law*. This is the LL.M. course on "Collective" *Labour Law*. It is well suited to students who have already studied British Labour Law or British industrial relations, and readily available to students with a law degree from a common law jurisdiction. Other graduate law students who have some knowledge of similar systems of law or labour relations may find the course attractive and can quickly make up the necessary background reading. Students who have no knowledge of either English law or British industrial relations or of a comparable labour law system will find this course demanding; but increasingly a knowledge of social law in the European Union can assist them. Students who have little up-to-date knowledge of British labour law will find it useful to attend lectures in *Labour Law*, Course LL115.

Core Syllabus: This course examines British legal problems arising from collective relationships at the place of work, and the context of industrial relations in which such problems arise. The aim is to study both the legal and the industrial perspectives of such problems in depth. Some comparison will be made with Labour Law systems in other European countries.

Course Content: (in outline) Management and recognition of, and consultation with unions and workers' representatives; disclosure of information. Freedom of Association and rights to organise (national, European and international sources). Workers' rights and trade unions. Employers' associations. The role of the state agencies. Collective bargaining and the law: Legal enforceability; "extension" procedures and collective agreements. Consultation, voluntary and compulsory. Structure of corporate enterprise. Management and boards of directors; control and duties. Corporate governance and interest groups. "Industrial Democracy" and employee involvement (especially in the European context). Industrial discipline and industrial conflict: strikes, lockouts, etc. The closed shop and dismissal. Job-control; discrimination; industrial action and discipline of workers. The place of statutory and other legal regulation in industrial relations. The historical development of labour law in Britain and elsewhere in Europe. Law and the labour market: training, incomes policy and job subsidies. Labour law in the European Community (in outline).

Teaching Arrangements: There is normally one 1½ hour seminar (LL463) each week which must be

attended regularly. In some years visiting speakers address the seminar. Students should be prepared to discuss the class papers distributed before each seminar. From time to time they may be asked to make a written presentation.

Reading List: Students should buy and read Smith & Wood, *Industrial Law* (6th edn., 1996) or Deakin & Morris, *Labour Law* (1996); or Wedderburn, *The Worker and The Law* (3rd edn., 1986: new edition forthcoming) with Butterworth's *Employment Law Handbook*; also O. Kahn-Freund, *Labour and the Law* (1983); Wedderburn, *Employment Rights in Britain and Europe* (1991) and *Labour Law and Freedom* (1995).

Methods of Assessment: There is a three-hour written paper, taken in the period August-September. Normally this is in two parts and students are required to answer questions in both parts. When answers are required to a certain number of questions, failure to answer that number may lead to failure in the subject, even if the answers offered are above the pass level. Students are allowed to take into the examination unmarked copies of specified statutory materials.

LL465**Law and Social Theory**

Teachers Responsible: Mr. W. T. Murphy, Room A372, Professor G. Teubner, Room A342

Availability and Restrictions: For LL.M. students.

Core Syllabus: This course is designed to introduce students to the study of law through the perspective of modern social theory.

Course Content:

A. Law, Modernity and Society

B. Rules and the Boundaries of the Social

C. The Human and the Social Subject.

Select Bibliography: Emile Durkheim, *The Division of Labour in Society*; Emile Durkheim, *Suicide*; Bronislaw Malinowski, *Argonauts of the Western Pacific*; Marcel Mauss, *A Category of the human mind: the notion of person; the notion of self*; Sigmund Freud, *On Metapsychology*; Niklas Luhmann, *Ecological Communication*; Niklas Luhmann, *Ecological Communication*; Pierre Bourdieu, *The Logic of Practice*; Marilyn Strathern, *Reproducing the Future*; Jürgen Habermas, *The Philosophical Discourse of Modernity*; Michael Foucault, *The History of Sexuality Volume I*; Jacques Lacan, *The Seminar of Jacques Lacan Book II*; Alice Jardine, *Gynesis*.

Teaching Arrangements: 27 two-hour seminars (LL465).

The seminars will be conducted by Mr. Murphy, Professor Teubner and others.

Methods of Assessment: The course is assessed by means of one three-hour examination. The marks obtained count for 60% of the composite mark for the course. In addition, students are required to submit an essay of 8,000 words maximum.

LL467**Legal Aspects of International Finance**

Teacher Responsible: Professor Ross Cranston (LSE)

Availability and Restrictions: For LL.M. students.

Core Syllabus: The course examines the legal issues which arise as a result of the international operations of large commercial banks, merchant banks and investment banks.

Course Content:

1. Euro-Currency Term Loans
2. Syndicated Loans
3. Euro-Bonds
4. Project Finance
5. Derivatives and Swaps
6. Conflict of Laws aspects
7. Special Topics.

Teaching Arrangements: There is a weekly seminar of two hours' duration (LL467).

Reading List: Phillip Wood, *The Law and Practice of International Finance* (6 volumes); Tennekoon, *The Law and Practice of International Finance*.

A full reading list will be distributed during the course.

Methods of Assessment: This subject is examined by means of one three-hour written paper.

LL470**Banking Law**

Teachers Responsible: Professor R. Cranston (LSE), Professor J. Norton (QMW) and others

Availability and Restrictions: For LL.M. A knowledge of company law and contract law is desirable but not necessary.

Core Syllabus: The first part of the course examines bank regulation, in particular the measures taken internationally through the Basle group and at EC level. The second part of this course explores the legal duties and liabilities of banks to their customers and to third parties in three major fields of banking activity: the transfer of funds, the giving of advice and the use of confidential information. This course does not cover the finance of international trade or medium to long term international lending.

Course Content

PART I

1. Historical Development
2. The Second Banking Directive
3. The Development of International Capital Standards
4. Consolidated Supervision
5. The European Community Banking Programme
6. Banking Supervision in the United Kingdom
7. The Role of Auditors:

PART II

1. The relationship of the banker and customer
2. Payment
3. The banker as adviser
4. The banker's liability for transactions
5. The duty of confidentiality
6. The legal implications of electronic funds transfers
7. Paper-based funds transfers.

Teaching Arrangements: Weekly 2 hour Seminars in Michaelmas, Lent and Summer Terms.

Reading List: Ellinger, *Modern Banking Law* (1995); Cranston *Principles of Banking Law* (1992). Additional references to articles and cases will be given with the Reading List.

Methods of Assessment: One three-hour written paper.

Marine Insurance

(Not available 1997-98)

Availability and Restrictions: For LL.M. students. A general knowledge of the law of contract is essential.

Core Syllabus: A detailed analysis of the law of marine insurance, including its historical evolution and commercial context.

Course Content:

1. *Introductory Topics:* The evolution of marine insurance, the marine insurance business, the development of legal regulation of marine insurance transactions, the Marine Insurance Act 1906.

2. *The Principles of Marine Insurance Law:*

(a) *The making of the contract:* The nature of the marine insurance contract, the avoidance of wagering or gaming contracts, insurable interest, duties of a broker in effecting the policy, non-disclosure, misrepresentation, the premium.

(b) *The Policy:* The types of policies, form and contents, designation of subject-matter, attachment and duration of risk, perils insured against, risks covered by Protection and Indemnity Associations, exceptions, termination and cancellation, rectification and alteration, warranties, assignment, construction of the policy, the duties, authority, and rights of the broker after effecting the policy.

(c) *Loss and Abandonment:* Type of loss, actual total loss, constructive total loss, abandonment.

(d) *The Measure of Indemnity:* Total loss, partial loss of ship, freight and goods, liabilities of third parties, sue and labour clause.

(e) *The Rights of the Insurer on Payment:* Subrogation, the right of contribution.

(f) *Reinsurance:* The relation between the original assured and the reinsurer, the relation between the reassured and the reinsurer.

(g) *Mutual Insurance*

Teaching Arrangements: There is a weekly seminar (LL472) of one-and-a-half hours duration (10 Michaelmas, 10 Lent and six in the Summer Term respectively).

Reading List: The recommended text is Ivamy, *Marine Insurance* (4th edn.).

Other Books: Chalmers, *Marine Insurance Act 1906* (9th edn., Ivamy 1983); Arnould, *The Law of Marine Insurance and Average* (16th edn., by Mustill & Gilman, 1981, Vols. 9 & 10, British Shipping Laws); Dover, *Analysis of Marine Insurance Clauses* (8th edn., 1960); Martin, *The History of Lloyds and of Marine Insurance in Great Britain* (1876); Wright & Fayle, *A History of Lloyds* (1928).

A full reading list will be distributed at the beginning of the course.

Methods of Assessment: There is a three-hour written examination in the period August-September following the course. Candidates may take unmarked copies of the Marine Insurance Act 1906 and the Institute Clauses into the examination.

Modern Legal History

Teacher Responsible: Mr. W. T. Murphy, Room A372

LL472

Availability and Restrictions: For LL.M. students. 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.

Course Content: Sources and methods; Social change, law reform and the main movements in political and economic thought, Constitutional and administrative law; reform of Parliament and local government; Judicial review; Police and criminal law; The legal system: courts, legal profession, procedural reform; Contract: theoretical basis, commercial contracts, consumer contracts, public policy; Tort: negligence, nuisance, economic torts; Land law: settlements, married women, conveyancing; Personal status: marriage and divorce, family support, children; Associations: incorporation and other forms of business organisation; trade unions and legal regulation of labour; Social welfare law; relief of poverty, public health, environmental control, safety, education.

Teaching Arrangements: One weekly two-hour seminar (LL474).

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.

Methods of Assessment: By means of 15,000 word long essay.

LL476

Multinational (Transnational) Enterprises and the Law

Teacher Responsible: Mr. P. T. Muchlinski, Room A156

Availability and Restrictions: For LL.M. students. Some knowledge of at least one of the following subjects is preferred: Public International Law; Private International Law; Company/Commercial Law.

Core Syllabus: An interdisciplinary analysis of the legal issues relating to the activities of multinational (MNEs) enterprises both in national and international law.

Course Content:

1. *Introduction:* MNEs and ideas of business and industrial organisation; the historical growth of the modern MNE; economic analysis of the evolution of the MNE.

2. *Structure and Organisation of MNEs:* The forms of international corporate organisation; the legal organisation of MNEs and the doctrine of incorporation; other types of international economic entities.

3. *The Problems created by MNEs:* The political and economic impact of MNEs on home and host states and upon international relations; the regulation of MNEs; liberalisation of investment conditions; policies and problems involved.

4. *The Role of Law in the Regulation of MNEs:* The relationship between different jurisdictions and the

LL474

MNE, the MNE as an object of international regulation.

5. *Regulation by the Home Country* (with emphasis on UK and US law): The control of overseas subsidiaries; the remission of overseas profits and their taxation.

6. *Regulation by the Host Country:* Restrictions on entry and establishment, investment incentives and export processing zones, control of capital flows and transfer pricing, control through company, law corporate disclosure, control through anti-trust law, labour relations, expropriation, technology transfer.

7. *International Regulation:* The work of the UN, UNCTAD, ILO, OECD codes of conduct on MNEs, The World Bank Convention for the Settlement of Investment Disputes. The Multilateral Investment Guarantee Agency. Bilateral Investment Treaties. The Uruguay Round, GATT and investment issues.

Teaching Arrangements: A two-hour weekly seminar (LL476), (10 Michaelmas, nine Lent and eight Summer Term respectively).

Reading List: Recommended Texts: P. T. Muchlinski, *Multinational Enterprises and the Law*.

Further Reading: Dunning, *Multinational Enterprises and the Global Economy* (1992).

A full reading list will be supplied at the beginning of the course.

Methods of Assessment: There will be a formal three-hour paper in September after the end of the course.

LL478

Policing and Police Powers

Teacher Responsible: Professor R. Reiner, Room A207

Availability and Restrictions: For LL.M. and M.Sc. Criminal Justice Policy.

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. In the last decade policing and police powers have been 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 research and policy about policing and policing policy.

Course Content:

1. *The nature and functions of 'policing'.* What is the role of the police in the State and legal system?

2. *The historical development of policing.* Theoretical debates about the explanation and interpretation of this.

3. *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'.

4. *The characteristics and dynamics of police organisations.* Particular attention will be paid to questions of management, personnel issues, and 'canteen culture' i.e. informal organisation.

5. *Specialist aspects of policing organisations,* notably criminal investigations, and the control of public order, will be examined.

6. *The relationship between State and 'private' forms of policing.*

7. *The legal powers of the police.* Their operations and the controls over their exercise will be analysed.

8. *Police accountability and control.* The complaints system and the debates about governance will be discussed.

9. *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.

Teaching Arrangements: A weekly 1½ hour seminar (LL478) Sessional.

Reading List: General surveys of the field include: R. Reiner, *The Politics of the Police* (2nd edn. 1992) and M. Brogden, T. Jefferson & S. Walklate, *Introducing Police Work* (1988).

Useful collections of research papers include: R. Reiner (Ed.), *Policing Vols. 1 and II* Dartmouth (1996); S. Savage et al., *Core Issues in Policing*.

For police powers: L. Leigh, *Police Powers in England and Wales* (1985) and the volumes on the *Police and Criminal Evidence Act* by M. Zander or M. Freeman (as well as subsequent research on this).

For the accountability debate: L. Lustgarten, *The Governance of the Police* (1986); R. Reiner, *Chief Constables* (1991); R. Reiner & S. Spencer (Eds.), *Accountable Policing* (1993).

Methods of Assessment: One three-hour examination, counting for 100% of the marks.

LL480

Principles of Civil Litigation

Teachers Responsible: Professor Michael Zander, Room A457 with Professor Cyril Glasser at University College and Dr. Adrian Zuckerman of Oxford University

Availability and Restrictions: For LL.M. students.

Core Syllabus: The course, as its title indicates, is concerned more with the principles than with the details of civil procedure. Its focus is the English system but reference is made throughout to other models.

Course Content: The 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. The remedies afforded by civil proceedings (both interlocutory 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 of present system of civil litigation.

Teaching Arrangements: There is one lecture per

week (LL480) on a Monday at University College at 6.15–7.45 p.m.

Written Work: No written work is set during the year but students wishing to do essays can get them marked.

Reading List: Students will be issued with a full reading list at the beginning of the year with reading suggested for each lecture topic. The subject does not have a single book that covers the course. Students will probably wish to buy one or two books. The most useful are: W. B. Odgers, *Pleading and Practice*; P. St. Langan & D. G. Lawrence, *Civil Procedure*; D. Barnard, *The Civil Court in Action*; D. B. Casson & I. H. Dennis, *Modern Developments in the Law of Civil Procedure*; M. Zander, *Cases and Materials on the English Legal System*; Sir Jack Jacob, *The Fabric of English Civil Litigation*; Sir Jack Jacob, *The Reform of Civil Procedural Law*.

Methods of Assessment: There is a three-hour formal examination in September based on the syllabus and the series of lectures.

There are normally ten or eleven questions out of which the candidate is expected to answer four.

LL481

Economic Analysis of Law

(Not available 1997–98)

Availability and Restrictions: For LL.M. degree. Students would benefit from some knowledge of elementary microeconomics.

Core Syllabus: First to introduce students to the economics of law and second to build from this to deal in depth with some important policy problems.

Course Content: Economic theories of legal topics such as:

- (1) Property Rights – allocation and transfer of rights, pollution control.
- (2) Torts – negligence, foreseeability and risk, strict liability, products liability, medical malpractice, valuation of human life.
- (3) Contract – consideration, frustration, mistake, specific performance, damages, fraud, penalty clauses, unilateral contracts, bargaining power.
- (4) The Legal System – class action suits, reimbursement of costs, contingent fees, payment into court, legal aid, the efficiency of the common law, precedent.
- (5) Crime and Law Enforcement.
- (6) Racial and Sexual Discrimination.
- (7) Divorce and Alimony.
- (8) Rent Control.

Teaching Arrangements: One Seminar (LL481) each week.

Students are advised to attend lectures in LL.B. (LL223) course as grounding in basic analysis.

Written Work: Students are required to present one paper each term in seminar.

Reading List: Posner, *Economic Analysis of Law* (2nd edn.); Burrows & Veljanovski (Eds.), *The Economic Approach to Law*; Ackerman (Ed.), *Economic Foundations of Property Law*; Kronmann & Posner (Eds.), *Economics of Contract Law*; Rabin (Ed.), *Perspectives on Tort Law*.

Papers in the following journals: Journal of Legal Studies, Journal of Law & Economics, Yale Law Journal, Univ. of Chicago Law Review.

Methods of Assessment: Three-hour formal exam in September, 10 questions, four to be attempted.

LL483

Administrative Law

Optional course for the LL.M. taught jointly with other colleges

Teachers Responsible: Mr. R. Austin (UCL), Professor C. Harlow (LSE), Professor J. Jowell (UCL) and Mr. A. Tomkins (KCL)

Core Syllabus: This course provides a critical evaluation of the development of administrative law in postwar Britain. Students who have never studied administrative law or who are unfamiliar with British constitutional arrangements will be required to undertake preliminary reading and introductory lectures are provided.

Course Content: The legislative, administrative and judicial powers of the administration. The importance of the distinction between these powers.

The legislative powers of the administration: bills and subordinate legislation.

Parliamentary control, judicial control, publicity, consultation. Delegated legislation emanating from the EU.

The judicial and quasi-judicial powers of the administration. Statutory enquiries and administrative tribunals. Grounds and methods of judicial control.

Administrative powers of the administration. Grounds and methods of judicial control. Recent trends regarding the importance or otherwise of the distinction between administrative and judicial powers of the administration. The Parliamentary Commissioner and his work.

Proceedings against the Crown; tort liability; contract and other forms of liability; procedural advantages enjoyed by the crown.

The nature and constitution of public corporations. Relation to ministers and to Parliament. Powers, duties, liabilities and privileges.

Influence of EC Law on national administrative law.

Teaching Arrangements: Twenty seven two-hour seminars.

Written Work: is set and marked by the teaching staff.

Reading List: A detailed and coordinated reading list is issued. Any student unfamiliar with the British constitution should start by reading Turpin, *British Government and the Constitution*, 3rd edn., 1996.

Methods of Assessment: One three-hour written paper.

LL484

Regulation of Financial Markets

Teachers Responsible: Mr. M. Andenas (KCL), Professor J. Norton (QMW) and Dr. J. Black

Availability and Restrictions: For LL.M. and M.Sc. in Regulation.

Core Syllabus: This course examines the regulation of financial markets in the context of economic theory relating to such markets focusing on various theories

of how markets operate and different forms of financial market regulation.

Course Content:

1. Economic Theory and Financial Markets
2. Why Regulate Financial Markets?
3. The Impact of Internationalisation of Markets
4. Form and Structure of Regulation
5. Governmental Involvement in Financial Markets
6. Regulation of Financial Markets
7. Regulation of Market Participants
8. Regulation of Marketing of Investments
9. The Ability of the Regulatory System to Adapt to New Developments

Teaching Arrangements: There is a weekly seminar (LL484) of two hours duration.

Reading List: Posner & Scott, *Economics of Corporation Law and Securities Regulation*; Ogus & Veljanovski, *Readings in the Economics of Law and Regulation*; and J. Franks & C. Mayer, *Risk, Regulation and Investor Protection*.

A full reading list will be distributed during the course.

Methods of Assessment: This subject is examined by means of either:

- i. One three-hour written paper, or
- ii. One two-hour written paper and one course essay not exceeding 8,000 words on a topic chosen in consultation with and with the approval of the teacher of the course.

LL487

Law of Restitution

Teachers Responsible: Mr. R. O'Dair, (UCL) and Dr. S. Worthington

Availability and Restrictions: For LL.M. The course assumes a knowledge of the common law of contract, tort and trusts. Students with only a civil law background have in the past taken the course successfully but only after very intensive study.

Core Syllabus: The course considers in detail the various elements that could properly constitute a law of restitution and the general case for such a classification of rights.

Course Content: The general principles of the law of restitution, including: theoretical basis; personal and proprietary claims. Acquisition of benefit from plaintiff: mistake; compulsion; necessity; ineffective transactions. Acquisition of benefit from third party: attornment; subrogation and related rights; intervention without right; improperly paid beneficiaries etc.; voidable preferences and dispositions in fraud of creditors; imperfect gifts. Acquisition of benefit through a wrongful act: waiver of tort; crime; breach of fiduciary relationship. Defences to restitutionary claims.

Teaching Arrangements: The course has a weekly meeting (LL487) for two hours once a week during each of the three terms. Students are expected to have read and analysed set cases and other materials before each meeting. Discussion of these materials forms the major part of each meeting.

Reading List: The main textbooks are Lord Goff of Chieveley & G. H. Jones, *Law and Restitution* (3rd edn., Sweet & Maxwell, 1986) and P. B. H. Birks, *Introduction to Restitution* (1985). Further material

will be found in the Course guide issued at the beginning of the course.

Methods of Assessment: A three-hour formal examination in which both essay and problem questions will be set. Four questions must be answered.

LL489

Sentencing and the Criminal Process

Teachers Responsible: Dr. J. Peay, Room A462 and others

Availability and Restrictions: For LL.M. It is also available to M.Sc. Criminal Justice Policy. It is provided on an intercollegiate basis and held at the Institute of Advanced Legal Studies.

Core Syllabus: This course is taught on an intercollegiate basis and held at the Institute of Advanced Legal Studies. It aims to consider sentencing principles and practices both in theory and in the context of the criminal process as a whole. The materials studied are of three kinds – empirical research on sentencing and on pre-trial decisions; theoretical perspectives on pre-trial justice and sentencing; and also the relevant legal rules and principles.

Course Content: The syllabus falls into seven main sections. First, the concept of “process” and the aims of the criminal process. Second, pre-trial decisions, including diversion, prosecution, bail, mode of trial and plea. Third, “informal justice” – rights, principles and policies at the pre-trial stage. Fourth, the aims of sentencing. Fifth, sentencing principles, policies and practices (including outlines of imprisonment, and with special reference to non-custodial sentences, such as community service orders, probation, fines, compensation and so on). Sixth, the impact of parole decisions on sentences. And seventh, reform of sentencing and the criminal process: the rights and roles of the state, victims of crime and offenders.

Teaching Arrangements: LL489 27 MLS (1½ hours each).

Reading List: A. Ashworth, *Sentencing and Criminal Justice* (1992); C. Harding & L. Koffman, *Sentencing and the Penal System* (1987); J. Baldwin & A. K. Bottomley, *Criminal Justice: Selected Readings* (1978); D. Moxon (Ed.), *Managing Criminal Justice: a Collection of Papers* (1985).

Supplementary Reading List: Will be given during the course.

Methods of Assessment: There will be one three-hour examination which will count for 100 per cent of the marks.

LL491

Taxation of Business Enterprises

Teachers Responsible: Dr. I. Roxan, Room A460, Professor John Avery Jones, Professor David Oliver and others

Availability and Restrictions: For LL.M. degree. Students will be expected to have working knowledge of the U.K. tax system, or to be studying the Taxation

Principles and Policy option. Although essentially a UK tax course, this course provides a useful grounding in the tax system for students interested in detailed comparative taxation and combines well with the International Tax Law Course.

Core Syllabus: The course examines the principles governing United Kingdom taxation of business enterprises. It deals with companies, partnerships, individuals, and combinations of these persons. The course deals primarily with income tax, capital gains tax, corporation tax and value added tax. The foreign element is covered and tax planning is considered.

Course Content:

General structure of business taxation: income tax, capital gains tax, corporation tax, value added tax, stamp duties and stamp duty reserve tax, inheritance tax (in outline).

Schedule D Cases I and II (and aspects of cases III and VI), focusing on problems of taxation of trading and professional incomes and of intellectual property. Relationship between income tax and corporation tax. Alternative business structures and taxation: partnerships; corporations and corporate partnerships. Alternative methods of corporate taxation.

Corporation tax on income: Imputation system: ACT and Schedule F. Distributions. Computation of income for tax purposes. Charges on income; management expenses; loan relationships; losses; groups and consortia, close companies; reconstructions, mergers and demergers.

Value added tax (excluding foreign element).

Anti-avoidance. *Furniss v Dawson* doctrine. Specific anti-avoidance legislation, especially cancellation of tax advantages, migrations, and transactions between associated persons.

Foreign elements. Residence. Location of trading. Controlled foreign companies. Treatment of U.K. branches and agencies and foreign trading income of U.K. entities.

Capital taxation relating to businesses. CGT on the business: special provisions. The business owner and CGT. Aspects of inheritance tax.

Proposals for reform.

Reading List:

Textbooks: *Butterworths U.K. Tax Guide (latest edition); Whitehouse, *Revenue Law, Principles and Practice* (latest edition).

Detailed reading lists will be provided during the course.

Teaching Arrangements: 27 two-hour seminars (LL491). Sessional (weekly).

Methods of Assessment: The examination will be by three-hour written paper.

Candidates will be permitted to take into the examination room unannotated copies of the *Butterworth Yellow Tax Handbook* and *Butterworths Orange Handbook*, or *CCH British Tax Legislation* Vols. 1a, 1b, and 2, or any Act contained therein and any Finance Act.

LL492

Taxation Principles and Policies

Teachers Responsible: Mrs. J. Freedman, Room A540 and others

Availability and Restrictions: For LL.M. degree. 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 a pre-requisite for those wishing to take **Taxation of Business Enterprises** and/or **International Tax Law** and 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.

Course Content:

A. Policy Issues

1. Objectives of taxation and various criteria for evaluating tax systems.

2. Introduction to basic concepts used in the economic analysis of taxation. (e.g., neutrality, vertical and horizontal equity, progressivity, etc.).

3. Economic analysis of types of taxation – direct/indirect, capital/income/expenditure.

4. Theoretical introduction to income tax and corporation tax and the problem of integration, distinctions between income and capital. Theory of capital taxation, and non-technical introduction to inheritance tax and capital gains tax. Introduction to structure of value added tax.

5. Historical background.

6. Sources of tax law.

7. Interpretation of taxing statutes and introduction to tax avoidance debate.

B. Administration and Enforcement

1. Structure of the Inland Revenue and Customs and Excise.

2. The Court System in relating to tax cases, including Law and Fact.

3. Assessment.

4. Enforcement and Collection (including the Black Economy).

5. Inland Revenue discretion – practice statements and extra-statutory concessions – judicial review and the Inland Revenue.

C. Income Taxation

1. *The Schedular System*.

2. *Personal* allowances, rates of tax, computing personal liability to taxation.

3. *Schedule D*, Cases I and II and Class 4 social security contributions.

4. *Schedule E* and Class 1 social security contributions (omitting profit-sharing schemes and profit-related pay). Including foreign element.

5. *Losses* (in outline).

6. *Capital Expenditure* (in outline).

D. Capital Taxes

Capital gains tax in detail – basic structure – assets, exemptions and reliefs, disposal; computation.

E. Foreign Element

Domicile and Residence of individuals. Relevance to UK taxation.

F. Detailed Discussion of control of tax avoidance Legislative and judicial treatments. Proposals for Reform.

Teaching Arrangements: Seminars (LL492) 27 Sessional (weekly)

Reading List: Whitehouse, *Revenue Law Principles and Practice*, Butterworths; *Butterworths U.K. Tax Guide and Policy Supplement*, current edition; A. Easson, *Cases and Materials on Revenue Law*; Kay & King, *The British Tax System*. Current editions should be used. Detailed reading lists will be provided during the course.

Methods of 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 British Tax Legislation* may be used if unannotated.)

LL493

Tax, Social Security and the Family

(Not available 1997–98)

Availability and Restrictions: For LL.M. 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.

Course Content:

1. *Introduction*

Purposes of the tax law and social security systems and how they interact.

2. *Introduction to the Income Tax System* (in outline only).

The schedular system; rates of tax; personal allowances; method of assessment; deduction at source. Introduction to capital taxation.

3. *The Unit of assessment*

(a) Husband and wife: taxation of spouses (including capital taxation); aggregation for 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) Dependents: 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 provisions.

(b) State provision for the family; family credit, child benefit, one-parent benefit, maternity benefits, guardian's allowance.

(c) The impact of other welfare benefits upon the family: income support and the social fund, housing benefit.

5. *Income Replacement and the Family*

(a) The impact of "income replacement" benefits on the family: maternity benefits, unemployment benefits for sickness and disability, retirement pensions, widows pensions.

(b) Taxation of benefits and state pensions.

6. *Marriage Breakdown*

(a) 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.

(d) Interaction between taxation and social security on marriage breakdown and proposals for reform.

7. *Impact of EEC Law*

The application of EEC equal treatment principles to English social security and tax law.

8. *Integration of Tax and Social Security*

(a) The Poverty and Unemployment Traps.

(b) Analysis of suggested models of integration (tax credit and negative income schemes).

Teaching Arrangements: 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; S. Mayson, *A Practical Approach to Revenue Law*, 1987; Meade Committee, *The Structure and Reform of Direct Taxation*, 1978; Moores and Rowland, *Tax Guide (latest edition)*. *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*.

Methods of 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.

LL494

Value Added Tax

Teachers Responsible: Professor David Williams (QMW) and others, with contribution from Professor John Avery Jones (LSE)

Availability and Restrictions: For LL.M. degree. Students will be assumed to have 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.

Course Content: The course is in two parts. Section A covers an introduction to VAT and 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; procedural

aspects. Section B will 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 VAT and land transactions; VAT and financial and related services; taxation of international transactions and taxation of acquisitions from another member state.

Teaching Arrangements: One weekly lecture or seminar lasting two hours.

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 outlines and reading lists for the course, together with selected materials for further study.

Methods of Assessment: Students will be examined by means of a three-hour formal written examination.

LL495

Theoretical and Comparative Criminal Law

Teacher Responsible: Professor I. Dennis (UCL)

Availability and Restrictions: For LL.M. students.

Core Syllabus: Theories of substance and form in criminal law; the moral limits of criminal law; theories of responsibility and punishment. General principles of liability, including fault, complicity, group liability, strict and vicarious liability, mental disorder and defences. Case studies, including personal security and the preservation of life; interests in sexual integrity; interests in security of property; endangerment, negligence; driving offences.

Teaching Arrangements: 27 seminars (LL495) Sessional of 1½ hours duration.

Selected Bibliography: Law Commission No. 177, *A Criminal Code for England and Wales* (1989); Law Reform Commission of Canada, *Recodifying Criminal Law* (1986); Fletcher, *Rethinking Criminal Law* (1978); Hart, *Punishment and Responsibility* (1968); Packer, *The Limits of the Criminal Sanction* (1968); Duff, *Trials and Punishments* (1986); Smith, *Justification and Excuse in the Criminal Law* (1989); Duff & Simmonds (Eds.), *Philosophy and the Criminal Law* (1984); Dennis (Ed.), *Criminal Law and Justice* (1987); Kadish, *Blame and Punishment* (1988); Feinberg, *The Moral Limits of the Criminal Law* (1984-7); Shute *et al.*, *Action and Value in Criminal Law* (1994).

Methods of Assessment: Three-hour paper.

LL496

Theoretical Criminology

Teachers Responsible: Professor R. Reiner, Room A463, Professor R. Cotterrell (QMW), Dr. W. Morrison (QMW) and Dr. E. Genders (UCL)

Availability and Restrictions: For LL.M. students.

Core Syllabus: This course is given at the I.A.L.S. with teachers from UCL and QMW.

Course Content: The origin and development of

crime studies; the classical and positivist schools of criminology, and their relation to modern criminology.

Individual theories of crime: psychological, psychoanalytic and biological. Sociological factors, area influences, gang studies. Cultural and subcultural theories of crime. The influence of social class and economic factors. The interactionist approach, labelling theory and the social deviance perspective. Radical criminology. Female crime. The facts about crime as derived from official sources and self-report and victim studies. Prediction studies.

Teaching Arrangements: A weekly seminar (LL496) lasting one-and-a-half-hours in the Michaelmas, Lent and Summer Terms.

Reading List: F. Heidensohn, *Crime and Society* (1989); (Introductory); G. Vold & T. Bernard, *Theoretical Criminology* (1986); D. Downes & P. Rock, *Understanding Deviance* (1988); P. Rock, *A History of British Criminology* (1988); J. E. Hall Williams, *Criminology and Criminal Justice* (1986); R. Hood & R. Sparks, *Key Issues in Criminology*, 1970 Taylor, Walton & Young, *The New Criminology* (1973); M. Maguire, R. Morgan & R. Reiner (Eds.), *The Oxford Handbook of Criminology* (1994); W. Morrison, *Theoretical Criminology*.

Supplementary Reading List: Will be given during the course.

Methods of Assessment: There will be one three-hour examination which will count for 100 per cent of the marks.

LL498

Urban and Environmental Law in Developing Countries

(Not available 1997-98)

Availability and Restrictions: For LL.M. students. No previous knowledge of urbanisation or developing countries is required but some knowledge of planning law and/or administrative law is desirable.

Core Syllabus: An introduction to the phenomenon of urbanisation in developing and newly industrialising countries, the uses and limits of law and public administration in the regulation and management of land, the environment and its use in the process of urban development. The course will focus principally but not exclusively on developing countries within the Commonwealth.

Course Content: The phenomenon of urbanisation; third world cities and their contexts; indigenous and colonial legacies; a diagnosis of the urban policy problem. The role of law in development and social change. The government of cities; local government central governments; the regional dimension; management and participation in urban development; alternatives to local government. Land policy and the law; land tenure in the city; conflicts between statutory and customary law; land registration; land transactions and their control; land use planning and the regulation of land development; compulsory acquisition and compensation; the institutions of planning. Urban services; paying for urban services; taxes and charges; housing, provision and financing; unauthorised urban settlements; building control; the

regulation and management of water and sewerage; environmental protection and pollution control.

Teaching Arrangements: There is a seminar of two hours duration each week (LL498) accompanied by classes (LL498.A) as required.

Reading List: There is no set book that covers the course. Students will receive some handouts of materials and a detailed reading list for each topic.

S. Angel *et al.*, *Land for Housing the Poor*; R. W. Bahl, *The Taxation of Urban Property in Less Developed Countries*; H. U. Bijlani & M. K. Balachandran, *Law and Urban Land*; R. Bristow, *Land Use Planning in Hong Kong*; K. J. Davey, *Financing Regional Government*; W. A. Doebele (Ed.), *Land Readjustment: A different approach to financing urbanisation*; H. B. Dunkerley, *Urban Land Policies: Issues and Opportunities*; A. Gilbert & J. Gugler, *Cities, Poverty and Development*; Habitat, *Global Report on Human Settlements* (1986); G. W. Kanyeihamba & J. P. W. B. McAuslan, *Urban Legal Problems in Eastern Africa*.

In addition, students will be referred to articles in appropriate journals.

Methods of Assessment: One two-hour paper covering the course counting for 60% of the marks in which three out of not less than eight questions must be answered and one essay of between 6,000-8,000 words counting for 40% of the marks. The essay topic must be approved by Professor McAuslan and must be derived from the syllabus for the course.

LL500

Law Department Research Seminar

Teachers Responsible: Mr. R. W. Rawlings, Room A356, Dr. J. Peay, Room A462 and Dr. C. Beyani, Room A456

Availability and Restrictions: For M. Phil. and Ph.D. research students and interested LL.M. students.

Course Content: Presentations by currently registered research students on aspects of their own research, focusing on problems of methodology and theory underlying their work. Additional presentations may be made by members of staff and by visiting speakers, upon topics of interest to the research student body of the Department.

Teaching Arrangements: 15 seminars (LL500) in Michaelmas, Lent and Summer Terms (subject to number of currently registered research students).

Methods of Assessment: There are no examination arrangements. However, each research student is expected to attend regularly and to make periodic presentations.

LL501

European Community Law Relating to Monetary and Economic Policy

(Half subject)

Teachers Responsible: Dr. C. Hadjiemmanuil (LSE) and Mr. M. Andenas (KCL)

LL502

International Trade Law

Teachers Responsible: Professor J. Norton (QMW), Mr. Dutson (QMW) and Dr. C. Hadjiemmanuil (LSE)

LL503

Securities Regulation

Teachers Responsible: Ms. E. Lomnicka (KCL), Professor J. Norton (QMW) and Dr. C. Hadjiemmanuil (LSE)

LL900

Issues in Taxation

Teachers Responsible: Dr. Jonathan Leape, Room R502, Professor J. F. Avery Jones and Mrs. Judith Freedman, Room A540

Availability and Restrictions: For all with an interest in taxation including LL.M. and M.Sc. students.

The aim of the meetings is to discuss tax problems which are of interest to lawyers, economists, accountants and government officials in an interdisciplinary way.

Course Content: The precise topics for the seminars are chosen each year from subjects of current interest. Discussion is often centred around recent official or semi-official publications and the meetings provide a forum for discussion on taxation involving a wide variety of participants. Those attending the meetings are encouraged to participate but students wishing to observe only are also very welcome.

Teaching Arrangements: Monthly seminars of 1½ hours each. Sessional (LL900).

Reading List: There is no fixed list, selections being made from year to year on the basis of topicality.

Methods of Assessment: There is no separate examination but the knowledge acquired may help to improve examination answers in other taxation courses. LL.M. taxation students will be informed in class which sessions would be of particular value to them.

ID480

Labour Law

(Please refer to Industrial Relations course guides).

GV488

The Law and Politics of Regulation

(Please refer to Government course guides).

GV489

Law and Politics of Utilities Regulation

(Please refer to Government course guides).

M.Sc. Management and M.Sc. Management (Public Sector)**Duration of Course of Study**

Full-time: One calendar year.

Examination

In the regulations which follow, each course has a value of one unit unless otherwise specified.

Paper Number	Paper Title	Course Guide Number
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I Written papers to the value of 3 whole units as follows:

Students taking M.Sc. Management:

1.	(a) Design and Management of Organisations (A) (half unit) and	MN403
	(b) Design and Management of Organisations (B) (half unit)	MN404
2.	A paper to the value of at least <i>one</i> half unit from:	
	(a) The Analysis of Strategy A (half unit)	MN415
	(b) The Analysis of Strategy B (half unit)	MN416
	(c) (i) Marketing and Market Research: An International Perspective	MN412
	or (ii) Marketing and Market Research: An Introduction for Post-Graduates (half unit)	MN413
	(d) Marketing and Market Research Topic (half unit)	MN414
	(e) Managing Economic Development	MN405
	(f) European Economic Development Management	MN406
	(g) Economic Development: Global Change and Local Response (half unit)	MN418
	(h) Economic Development: Institutions, Networks and Evaluation (half unit)	MN417
	(i) Public Management Theory and Doctrine (half unit)	MN401
	(j) Contested Issues in Public Sector Management (half unit)	MN402
	(k) Aspects of Managing Economic Development (half unit)	MN407
	(l) Aspects of European Economic Development Management (half unit)	MN408

Students taking M.Sc. Management (Public Sector):

1.	(a) Public Management Theory and Doctrine (half unit) and	MN401
	(b) Contested Issues in Public Sector Management (half unit)	MN402
2.	Design and Management of Organisations (A) (half unit)	MN403

Students taking M.Sc. Management and M.Sc. Management (Public Sector):

3.	Papers to the value of up to three half units (depending on the number of units taken under Paper 2) selected from the following list:	
	(a) Financial Reporting and Management	AC490
	(b) Financial Reporting (half unit)	AC491
	(c) Interpreting Modern Business: The USA, Europe and Japan	EH455
	(d) Introduction to Comparative Public Administration (half unit)	GV480
	(e) Public Choice and Public Policy I – Introduction (half unit)	GV481
	(f) Public Choice and Public Policy II – Advanced Topics (half unit)	GV482
	(g) Management of Human Resources	ID407
	(h) Human Resource Management and Business Performance	ID409

Paper Number	Paper Title	Course Guide Number
(i)	International Business in the International System	IR456
(j)	Aspects of Information Systems (half unit)	IS441
(k)	Systems Analysis and Design (half unit)	IS440
(l)	Information Systems Management (half unit)	IS442
(m)	Information Systems Development Methodologies (half unit)	IS443
(n)	Quantitative Analysis in Social Research I (half unit)	MI411
(o)	Quantitative Analysis in Social Research II (half unit)	MI412
(p)	Methods of Evaluation, Monitoring and Quality Assurance (half unit) (<i>not available 1997–98</i>)	MI443
(q)	Public Management Theory and Doctrine (half unit)**	MN401
(r)	Contested Issues in Public Sector Management (half unit)**	MN402
(s)	Design and Management of Organisations (B) (half unit)**	MN404
(t)	Managing Economic Development**	MN405
(u)	European Economic Development Management**	MN406
(v)	Marketing and Market Research: An International Perspective**	MN412
(w)	Marketing and Market Research: An Introduction for Post-Graduates (half unit)**	MN413
(x)	Marketing and Market Research Topic (half unit)**	MN414
(y)	The Analysis of Strategy A (half unit)**	MN415
(z)	The Analysis of Strategy B (half unit)**	MN416
(aa)	Techniques of Operational Research (half unit)	OR401
(bb)	Problem Structuring Methods (half unit)	OR411
(cc)	Operational Research Techniques and Applications	OR416
(dd)	Decision Analysis in Theory and Practice	OR422
(ee)	Organisational Social Psychology	PS404
(ff)	Sociology of Employment	SO412
(gg)	Management Accounting	AC410
(hh)	Introduction to Comparative Public Administration (half unit)	GV480
(ii)	Operational Research in Less Developed Countries (half unit) (<i>not available 1997–98</i>)	OR413
(jj)	Concepts and Methods in Social Inquiry (half unit)	MI420
(kk)	Social Research Design (half unit)	MI421
(ll)	System Dynamics Modelling (half unit)	OR431

**If not taken in Paper 1 or 2

II A report of not more than 10,000 words on an approved topic

A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Dates of Examinations

Written papers:	May–June
Report:	15 September

M.Sc. Management (CEMS ROUTE)/FIPSE Programme

The CEMS (Community of European Management Schools) is a consortium of fifteen European Management Schools of which LSE is the UK representative. The CEMS offers an additional qualification to students who complete study in required subject areas, and both a

period of study and work internship in another member country. Students must also demonstrate competence in three languages. Entry onto the CEMS programme has a number of pre-requisites including undergraduate study in Economics, Maths and Statistics, Marketing and Finance. The other member organisations of CEMS are: ESADE, Barcelona, Spain; Universitat zu Koln, Germany; Universita Luigi Bocconi, Milan, Italy; Universite Catholique de Louvain, Belgium; Erasmus Universiteit, Rotterdam, The Netherlands; Copenhagen Business School, Denmark; Universitat St. Gallen, Switzerland; Stockholm School of Economics, Sweden; Wirtschaftsuniversitat Wien, Austria; Budapest University of Economic Sciences, Hungary; Groupe HEC, Paris, France; Norwegian School of Economics and Business Administration, Bergen, Norway; Prague University of Economics, Czech Republic; Warsaw School of Economics, Poland.

Opportunities also exist for students to study in North America as part of their M.Sc. Management Studies, via the FIPSE programme. Schools participating in this arrangement are: Stern School of Business, New York University; University of Chicago; and the Fuqua School of Business, Duke University. Full details of the CEMS and FIPSE programmes are available from the Interdisciplinary Institute of Management (Room G506).

Duration of Course of Study

Full-time: One calendar year.

Examination

Paper Number	Paper Title	Course Guide Number
I	Written papers to the value of 2 whole units as follows:	
1.	(a) Design and Management of Organisations (A) (half unit) and	MN403
	(b) Design and Management of Organisations (B) (half unit)	MN404
2.	Papers to the value of <i>one</i> whole unit from:	
	(a) The Analysis of Strategy A (half unit)	MN415
	(b) Systems Analysis and Design (half unit)	IS440
	(c) Techniques of Operational Research (half unit)	OR401
	(d) Problem Structuring Methods (half unit)	OR411
	(e) Public Management Theory and Doctrine (half unit)	MN401
	(f) Aspects of Managing Economic Development (half unit)	MN407
	(g) Aspects of European Economic Development Management (half unit)	MN408
	(h) International Accounting (half unit)	AC470
	(i) Aspects of Human Resource Management (half unit)	MN409
	(j) Politics of Regional and Urban Planning (half unit)	GV491
	(k) Marketing and Market Research Topic (half unit)	MN414
	(l) Quantitative Analysis in Social Research I (half unit)	MI411

II Courses to the value of *one* unit to be taken at one of the CEMS/FIPSE partner Schools.

III A Report of not more than 10,000 words on an approved topic.

Dates of Examination

Written papers: May-June
Report: 15 September

Course Guides

GV483
(MN401)
Public Management Theory and Doctrine
(Half unit course)
Please refer to Government Course Guide GV483

GV494
(MN402)
Contested Issues in Public Sector
Management
(Half unit course)
Please refer to Government Course Guide GV494

MN403
Design and Management of
Organisations (A)
(Half unit course)

Teacher Responsible: Dr. James Montgomery, Room G508
Availability and Restrictions: Core Course for M.Sc. Management students *not* taking GV483 Public Management Theory and Doctrine/GV494 Contested Issues in Public Sector Management. It is an essential requirement for students wishing to follow the 'CEMS' route. Students opting for this course should be aware that the material covered will pre-suppose a basic knowledge of statistics and mathematical analysis. Students who are unclear about whether their previous training will prove adequate should consult the course director.
Core Syllabus: The course will adopt an interdisciplinary perspective, covering ideas from economics, psychology and sociology, on the design of organisations.
Course Content: Topics covered will be: managerial objectives; motivation; boundaries of the firm; internal organisation; corporate culture; and management in different cultures.
Teaching Arrangements: 12 lectures with additional seminars and computer classes (MN403) and 12 classes (MN403.A).

Reading List: P. Milgrom & J. Roberts, *Economics, Organisation and Management*, Prentice Hall (1992); G. J. Miller, *Managerial Dilemmas*, Cambridge (1992); J. McMillan, *Games, Strategies, and Managers*, Oxford (1992); J. Child, *Organisation: Guide to Problems and Practice*, Chapman (1989); C. Perrow, *Complex Organizations*, Scott Foresman (1986).

Method of Assessment: Examination of two hours.

Design and Management of Organisations (B) (Half unit course)

Teachers Responsible: Dr. Diane Reyniers, Room G510 and Dr. A. Fauré-Grimaud, Room G511
Availability and Restrictions: Core Course for M.Sc. Management students *not* taking GV483 Public Management Theory and Doctrine/GV494 Contested Issues in Public Sector Management. It is an essential requirement for students wishing to follow the 'CEMS' route. Students opting for this course should be aware that the material covered will pre-suppose a basic knowledge of statistics and mathematical analysis. Students who are unclear about whether their previous training will prove adequate should consult the course director.

Core Syllabus: The course will draw on various disciplines including management science, industrial organisation and microeconomics.

Course Content: Topics covered will include: coordination, motivation, bargaining, adverse selection and moral hazard with applications to human resource management, risk sharing, corporate control and financial structures.

Teaching Arrangements: 12 lectures (MN404) and 10 classes (MN404.A).

Reading List: P. Milgrom & J. Roberts, *Economics, Organization and Management*, Prentice Hall (1992). Additional materials (articles and case studies) will be distributed during the lectures.

Method of Assessment: Examination of two hours.

MN405 Managing Economic Development

Teachers Responsible: Dr. G. Durantou, Room S412 and Professor P. C. Cheshire, Room S506

Availability and Restrictions: Primarily for students taking M.Sc. Management, M.Sc. Local Economic Development, and M.Sc. Geography. Also available to other suitably qualified graduate students as permitted by the regulations for their degrees.

Core Syllabus: Analysis of the theory of management of economic development focusing on response to change, stimulation of development, project management and methods of local or regional delivery.

Course Content: Semester A: This course introduces students to key economic ideas and concepts relevant to the field of economic development with an emphasis at the local level. The course seeks to give an overview of the field and to develop concepts and theories on how individuals, private firms and public institutions interact at the local level. The topics covered include the analysis of local interactions, information problems and the necessity of formal and informal institutions. The behaviour of households, entrepreneurs, and small and large firms is also reviewed. Eventually, the emphasis is put on the implications of the division of power between central and local institutions.

Semester B: This course starts with an analysis of how globalization and increased mobility may impose constraints but also provide new opportunities for

local and regional development. The topics covered include local vs global growth, regional and international location, cities, infrastructure and urban development. It then moves on to consider local capacity and capacity building, including both human capital and institutional aspects of capacity building. This is followed by an introduction to the principles of evaluation and then application in the context of development projects and capacity building.

Teaching Arrangements: Each semester will have 12 one-hour lectures and six 1.5-hour seminars (MN405.1 and MN405.2).

Reading List: A. Atkinson & J. Stiglitz, *Lectures on Public Economics*, McGraw-Hill (1986); H. Armstrong & J. Taylor, *Regional Economics and Policy*, Harvester Wheatsheaf (1993); P. Dicken, *Global Shift*, Paul Chapman (1992); G. Grossman & E. Helpman, *Innovation and Growth in the Global Economy*, MIT Press (1991); V. Henderson, *Urban Development, Theory, Facts and Illusions*, Oxford University Press (1988); P. Krugman, *Geography and Trade*, MIT Press (1991); P. Milgrom & J. Roberts, *Economics, Organization and Management*, Prentice Hall (1992); M. Temple, *Regional Economics*, St Martin's (1994); R. Bennett & A. McCoshan, *Enterprise and Human Resource Development: Local Capacity Building*, Paul Chapman (1993). A number of more specialised texts will be recommended.

Methods of Assessment: One unseen examination of three hours (75%) and written work to be submitted during the session (25%).

MN406

European Economic Development Management

Teachers Responsible: Professor P. C. Cheshire, Room S506, Dr. A. Rodriguez-Posé, Room S408 and Mr. G. Duranton, Room S412

Availability and Restrictions: Primarily for students taking M.Sc. Management, M.Sc. Local Economic Development, M.Sc. Politics and Economics of Transition and M.Sc. Geography. 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.

Course 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 growth in recent decades and the factors associated with it. The strengths and weaknesses of traditional theories of growth are analysed in detail in the European context. Focuses on the role of capital and technology; the connection between social conditions and regional growth; labour market structure and education; human resources in development organisations and in local economies, mobility, technology transfer 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 Arrangements: Each semester will have twelve one-hour lectures and six 1.5-hour seminars (MN406.1 and MN406.2).

Reading List: R. Boyer, *The Search for Labour Market Flexibility: the European Economies in Transition*, Oxford University Press (1988); G. Rodgers & J. Rodgers (Eds.), *Precarious Jobs in Labour Market Regulation: the Growth of Atypical Employment in Western Europe*, ILO (1989); Commission of the European Communities, *Competitiveness and Cohesion: Trends in the Regions. 5th Periodic Report on the Social and Economic Situation of the Regions of the Community*, OPOCE (1994); K. Ohmae, *The End of the Nation State: the Rise of Regional Economies*, The Free Press (1995); F. Pyke & W. Sengenberger (Eds.), *Industrial Districts and Local Economic Regeneration*, ILO (1992); D. Keeble & E. Wever (Eds.), *New Firms and Regional Development in Europe*, Croom Helm (1986); P. Cheshire & D. Hay, *Urban Problems in Western Europe: an economic analysis*, Unwin-Hyman (1989); L. Rodwin & H. Sazanami (Eds.), *Industrial Change and Regional Economic Transformation: Western Europe*, Harper Collins (1991); R. J. Bennett & G. Krebs, *Local Economic Development: public-private partnership initiatives in Britain and Germany*, Belhaven (1991); R. J. Bennett & A. McCoshan, *Enterprise and Human Resource Development: local capacity building*, Paul Chapman (1993); P. C. Cheshire & I. R. Gordon (Eds.), *Territorial Competition in an Integrating Europe*, Avebury 1995; H. W. Armstrong & J. Taylor, *Regional Economics and Policy*, Harvester Wheatsheaf (1993); M. Olson, *The Logic of Collective Action*, Harvard University Press 1965.

Methods of Assessment: One unseen examination of three hours (75%) and two essays of 1500 words on a title approved by the course convener, to be submitted by 1 May 1998 (25%).

MN407

Aspects of Managing Economic Development (Half unit course)

Teachers Responsible: Dr. G. Duranton, Room S412 and Professor P. Cheshire, Room S506

Availability and Restrictions: Primarily for students taking the 'CEMS' Route of M.Sc. Management. Also available to other students as permitted by the regulations of their degrees.

Course Content: This course introduces students to key economic ideas and concepts relevant to the field of economic development with an emphasis at the

local level. The course seeks to give an overview of the field and to develop concepts and theories on how individuals, private firms and public institutions interact at the local level. The topics covered include the analysis of local interactions, information problems and the necessity of formal and informal institutions. The behaviour of households, entrepreneurs, small and large firms is also reviewed. Eventually, the emphasis is put on the implications of the division of power between central and local institutions.

Teaching Arrangements: 12 one-hour lectures and six 1.5-hour seminars (MN405.1).

Reading List: A. Atkinson & J. Stiglitz, *Lectures on Public Economics*, McGraw-Hill (1986); H. Armstrong & J. Taylor, *Regional Economics and Policy*, Harvester Wheatsheaf (1993); P. Dicken, *Global Shift*, Paul Chapman (1992); G. Grossman & E. Helpman, *Innovation and Growth in the Global Economy*, MIT Press (1991); V. Henderson, *Urban Development, Theory, Facts and Illusions*, Oxford University Press (1988); P. Krugman, *Geography and Trade*, MIT Press (1991); P. Milgrom & J. Roberts, *Economics, Organization and Management*, Prentice Hall (1992); M. Temple, *Regional Economics*, St. Martin's (1994). A number of more specialised texts will be recommended.

Method of Assessment: One unseen examination of two hours.

MN408

Aspects of European Economic Development Management (Half unit course)

Teachers Responsible: Professor P. C. Cheshire, Room S506 and Dr. A. Rodriguez-Posé, Room S408

Availability and Restrictions: For students taking the 'CEMS' route of M.Sc. Management. Also available to other students as permitted by the regulations of their degree.

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, stimulation of development (includes EEA and central Europe as well as EU).

Course 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, 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 Arrangements: 12 one-hour lectures and six 1.5-hour seminars (MN406.1).

Reading List: R. Boyer, *The Search for Labour Market Flexibility: the European Economies in Transition*, Oxford University Press (1988); G.

Rodgers & J. Rodgers (Eds.), *Precarious Jobs in Labour Market Regulation: the Growth of Atypical Employment in Western Europe*, ILO (1989); Commission of the European Communities, *Competitiveness and Cohesion: Trends in the Regions. 5th Periodic Report on the Social and Economic Situation of the Regions of the Community*, OPOCE (1994); K. Ohmae, *The End of the Nation State: the Rise of Regional Economies*, The Free Press (1995); F. Pyke & W. Sengenberger (Eds.), *Industrial Districts and Local Economic Regeneration*, ILO (1992); D. Keeble & E. Wever (Eds.), *New Firms and Regional Development in Europe*, Croom Helm (1986); P. Cheshire & D. Hay, *Urban Problems in Western Europe: an economic analysis*, Unwin-Hyman (1989); L. Rodwin & H. Sazanami (Eds.), *Industrial Change and Regional Economic Transformation: Western Europe*, Harper Collins (1991); R. J. Bennett & G. Krebs, *Local Economic Development: public-private partnership initiatives in Britain and Germany*, Belhaven (1991).

Method of Assessment: One unseen examination of two hours.

MN409

Aspects of Human Resource Management (Half unit course)

Teacher Responsible: Dr. R. Richardson, Room H711

Availability and Restrictions: For students taking the 'CEMS' route of the M.Sc. Management.

Core Syllabus: The course considers the policies that organisations adopt in order to deal with a range of human resource problems.

Course 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. The role of the personnel manager. Internal labour markets and labour market segmentation. Manpower planning models.

Teaching Arrangements: There are 26 hours of lectures (ID407) given by Dr. B. Benkhoff, Dr. R. Peccei and Dr. R. Richardson, and 8 hours of classes.

Reading List: There is no text book covering the range of material presented. However, students are advised to make extensive use of R. Steers and L. Porter (Eds.), *Motivation and Work Behaviour*, 5th edn., McGraw-Hill.

Method of Assessment: Assessment in the paper is determined by performance in a two-hour examination in which the candidate is expected to answer two from approximately six questions.

MN412

Marketing & Market Research: An International Perspective

Teacher Responsible: Dr. Celia Phillips, Room G509

Availability and Restrictions: For M.Sc. Management students. Students must have previously studied statistics for one year. Students without the required background may be admitted to the course by the special agreement of **Dr. Celia Phillips**.

Core Syllabus: This course aims to provide the Management postgraduate students with an overview of the Marketing process and an introduction to the research skills needed in this area.

Course Content: The course has 2 parts: (1) A lecture programme on marketing methods and (2) an opportunity for students to carry out their own research project. The lectures for the first part of the course are as for course ST327.1 **Marketing and Market Research**. In the second part of the course students will use the techniques discussed in ST327.1 to develop their ideas and technical capacity in an area connected with Marketing. They will be expected to demonstrate an understanding of social research methodology and present their work in class in the Summer Term. The course is given a strong international perspective throughout by the use of European case studies. Comparisons are also made between North American, European and UK-type practices where they exist, and the place of Market Research in marketing in different cultures.

Teaching Arrangements: Lecture programme: 20 hours of lectures (ST327.1) in the Michaelmas Term, and 8 hours classes in the Lent Term. Research topic: 10 workshops in Michaelmas Term at the end of which students will be expected to give their presentations, 5 hours lectures in Michaelmas Term.

Reading List: No one book covers the entire syllabus. Students are however advised to purchase: T. C. Kinnear & J. R. Taylor, *Marketing Research: An Applied Approach* (available in paperback).

Books which students may wish to consult include: C. A. Moser & G. Kalton, *Survey Methods in Social Investigation*; R. W. Worcester & J. Downham (Eds.), *Consumer Market Research Handbook*.

Methods of Assessment: The course will be examined by two-hour unseen written paper in the Summer Term (50%). In addition students will be required to give project presentations in the Summer Term (50%).

MN413**Marketing & Market Research: An Introduction for Post-Graduates (Half unit course)**

Teacher Responsible: **Dr. Celia Phillips**, Room G509

Availability and Restrictions: For M.Sc. Management students + M.Sc. Media and Communications students. Students from other M.Sc. programmes may also be admitted by agreement where regulations permit. Students must have previously studied statistics for one year. Students without the required background may be admitted to the course by special agreement of **Dr. Celia Phillips**.

Core Syllabus: The course provides an overview of marketing and market research topics and techniques. Examples will be taken from students' areas of study interest.

Course Content: Marketing information systems. Problem formulation and research designs for market and opinion research. Random sampling and statistical inference; stratification, clustering, multistage, multiphase, and area sampling. Sampling frames and non-response. Quota sampling. Data collection methods; interviews, mail questionnaires, observation, panel studies, retail audits and some more qualitative methods. Attitude measurement. Causal designs. Demand forecasting, test marketing, product tests, advertising and public opinion research.

Teaching Arrangements: Lectures (MN413): 20 hours in Michaelmas Term, 10 hours classes in Lent Term.

Reading List: No one book covers the entire syllabus. Students are however advised to purchase: T. C. Kinnear & J. R. Taylor, *Marketing Research: An Applied Approach* (available in paperback).

Books which students may wish to consult include: C. A. Moser & G. Kalton, *Survey Methods in Social Investigation*; R. W. Worcester & J. Downham (Eds.), *Consumer Market Research Handbook*; Jordi Montana (Ed.), *Marketing in Europe: Case Studies*.

Method of Assessment: Students will be assessed by two-hour unseen examination in the Summer Term.

MN414**Marketing & Market Research Topic (Half unit course)**

Teacher Responsible: **Dr. Celia Phillips**, Room G509

Availability and Restrictions: For M.Sc. Management students. Students must have previously taken either ST236 **Marketing and Marketing Research** or MN302 **International Marketing and Market Research**.

Core Syllabus: This course is designed for students who have followed an introductory course in the **Marketing and Marketing Research** area and wish to develop their research skills in this area.

Course Content: Students will use the techniques they have acquired in previous **Marketing and Marketing Research** courses to develop their ideas and technical capacity in an area connected with Marketing. They will be expected to demonstrate an understanding of Social Research Methodology and present their work in class in the Summer Term.

Teaching Arrangements: There will be 20 hours of Workshops in the Michaelmas Term (MN414). Students will also be directed to lectures relevant to the research area they have chosen.

Reading List: No one book covers the entire syllabus. Students are however advised to purchase: T. C. Kinnear & J. R. Taylor, *Marketing Research: An Applied Approach* (available in paperback).

Books which students may wish to consult include: C. A. Moser & G. Kalton, *Survey Methods in Social Investigation*; R. W. Worcester & J. Downham (Eds.), *Consumer Market Research Handbook*; Jordi Montana (Ed.), *Marketing in Europe: Case Studies*.

Method of Assessment: Students will be assessed on a project presentation given in the Summer Term.

MN415**The Analysis of Strategy (A) (Half unit course)**

Teacher Responsible: **Dr. S. Datta**, Room G516

Availability and Restrictions: For M.Sc. Management students.

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 – about interactions in 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 competitors. These two courses will convey to students 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 of being strategic.

Course Content: In this course, students will be introduced to ideas of behaving in strategic situations. This is best illustrated with reference to game theory where the stress is on outplaying a competitor who is trying to outplay you. About 5 lectures and classes will be devoted to building up the flavour of game theory and basic equilibrium concepts (Nash). Then students will be introduced to models of negotiations and cooperation. The focus then switches to the costs and benefits of using markets instead of producing the inputs in-house. We also look at economies of scale and scope, vertical integration and diversification.

Teaching Arrangements: There will be 12 two-hour lectures and 10 one-hour classes in the Michaelmas and Lent Terms.

Reading List: Important Texts: D. Besanko, D. Dranove & M. Shanley, *Economics of Strategy*, John Wiley (1996); A. Dixit & B. Nalebuff, *Thinking Strategically: The Competitive Edge in Business, Politics and Everyday Life*, W.W. Norton and Co. (1991); J. Kay, *Foundations of Corporate Success*, Oxford University Press (1993); A. Brandenburger & B. Nalebuff, *Co-opetition*, Harper Collins (1996); M. Porter, *Competitive Strategy*, The Free Press (1980). Additional material (case studies and articles) will be provided later on.

Method of Assessment: The course will be examined by one two-hour unseen paper.

MN416**The Analysis of Strategy (B) (Half unit course)**

Teacher Responsible: **Dr. S. Datta**, Room G516

Availability and Restrictions: For M.Sc. Management students. Students need to have attended The Analysis of Strategy (A) before.

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 – about interactions in 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 competitors. These two courses will convey to students 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 of being strategic.

Course Content: This is a continuation of the build up started in MN415. This part of the course focuses more on industry and firm analysis. We look at how market structure affects competition. We will use techniques developed in the first half of the course to analyse some of the dynamic issues in the competition, entry and exit. Also in focus will be the issue of strategic commitment. We will discuss the foundations of corporate strategies and focus on innovations, reputation and relationships within and outside of a firm. Emphasis will be given on how to build distinctive capabilities of a firm into long-term advantages.

Teaching Arrangements: There will be 12 two-hour lectures and 10 one-hour classes in the Lent and Summer terms.

Reading List: Important Texts: D. Besanko, D. Dranove & M. Shanley, *Economics of Strategy*, John Wiley (1996); A. Dixit & B. Nalebuff, *Thinking Strategically: The Competitive Edge in Business, Politics and Everyday Life*, W.W. Norton and Co. (1991); J. Kay, *Foundations of Corporate Success*, Oxford University Press (1993); A. Brandenburger & B. Nalebuff, *Co-opetition*, Harper Collins (1996); M. Porter, *Competitive Strategy*, The Free Press (1980). Additional material (case studies and articles) will be provided later on.

Method of Assessment: The course will be examined by one two-hour unseen paper.

MN417**Economic Development: Institutions, Networks and Evaluation (Half unit course)**

Teachers Responsible: **Dr. G. Duranton**, Room S412 and **Professor P. Cheshire**, Room S506

Availability and Restrictions: For students taking M.Sc. Management, M.Sc. Local Economic Development, 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: Project management and methods for local or regional economic development.

Course Content: This course starts with an analysis of how globalization and increased mobility may impose constraints but also provide new opportunities for local and regional development. The topics covered include local vs global growth, regional and international location, cities, infrastructure and urban development. It then moves on to consider local capacity and capacity building, including both human capital and institutional aspects of capacity building. This is followed by an introduction to the principles of evaluation and then application in the context of development projects and capacity building.

Teaching Arrangements: 12 one-hour lectures and six 1.5-hour seminars (MN405.2).

Reading List: H. Armstrong & J. Taylor, *Regional Economics and Policy*, Harvester Wheatsheaf (1993); P. Dicken, *Global Shift*, Paul Chapman (1992); G. Grossman & E. Helpman, *Innovation and Growth in the Global Economy*, MIT Press (1991); V. Henderson, *Urban Development, Theory, Facts and Illusions*, Oxford University Press (1988); P. Krugman, *Geography and Trade*, MIT Press (1991); R. Bennett and A. McCoshan, *Enterprise and Human Resource Development: Local Capacity Building*, Paul Chapman (1993). A number of more specialised texts will be recommended.

Method of Assessment: Two-hour unseen examination.

MN418

Economic Development: Global Change and Local Response

(Half unit course)

Teacher Responsible: Dr. A. Rodriguez-Posé, Room S408

Availability and Restrictions: For students taking M.Sc. Local Economic Development, M.Sc. 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.

Course Content: This course deals mainly with socio-economic restructuring and growth in recent decades and the factors associated with it. The strengths and weaknesses of traditional theories of growth are analysed in detail in the European context. Focuses on the role of capital and technology; the connection between social conditions and regional growth; labour market structure and education; human resources in development organisations and in local economies, mobility, technology transfer 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 Arrangements: 12 one-hour lectures and six 1.5-hour seminars (MN406.2).

Reading List: A. Amin & N. Thrift (Eds.), *Globalization, Institutions, and Regional Development in Europe*, Oxford University Press (1994); P. C. Cheshire & D. Hay, *Urban Problems in Western Europe: an Economic Analysis*, Unwin-Hyman (1989); Commission of the European Communities, *Competitiveness and Cohesion: Trends in the Regions. 5th Periodic Report on the Social and Economic Situation of the Regions of the Community*, OPOCE (1994); G. Esping-Andersen (Ed.), *Changing Classes: Stratification and Mobility in Post-industrial Societies*, Sage (1993); E. Matzner & W. Streeck (Eds.), *Beyond Keynesianism*, Elgar (1991); D. C.

North, *Institutions, Institutional Change, and Economic Performance*, Cambridge University Press (1990); K. Ohmae, *The End of the Nation State: the Rise of Regional Economies*, The Free Press (1995); F. Pyke & W. Sengenberger (Eds.), *Industrial Districts and Local Economic Regeneration*, ILO (1992); G. Rodgers & J. Rodgers (Eds.), *Precarious Jobs in Labour Market Regulation: the Growth of Atypical Employment in Western Europe*, ILO (1989); J. Wolch & M. Dear (Eds.), *The Power of Geography. How Territory Shapes Social Life*, Unwin & Hyman (1989).

Method of Assessment: Two-hour unseen examination.

AC470

International Accounting

(Half unit course)

Teacher Responsible: To be announced

Availability and Restrictions: For students taking the 'CEMS' route of the M.Sc. Management. Students should have undergraduate level knowledge (or equivalent) of Accounting and Finance (for example, a good grade in AC100 Elements of Accounting & Finance).

Core Syllabus: The course aims to provide a review of the international dimensions of accounting. Comparative aspects are also emphasised.

Course Content: The impact of social and cultural variables on accounting. Comparative aspects of accounting. Accounting in Europe, Russia, Japan and the Third World. Comparative strategies for accounting policy making and regulation. The international standardization of accounting.

Teaching Arrangements: Ten meetings of two and a half hours in the Michaelmas Term (AC450).

Reading List: H. P. Holzer (Ed.), *International Accounting*, Harper and Row (1984); A. G. Hopwood, *International Pressure for Accounting Change*, Prentice-Hall (1989); C. W. Nobes & R. H. Parker, *Comparative International Accounting*, 3rd edn., Prentice-Hall (1991); J. Samuels & A. Piper, *International Accounting: A Survey*, Croom-Helm (1985).

Method of Assessment: Assessment is determined by an essay of approximately 5,000 words.

GV491

The Politics of Regional and Urban Planning

(Half unit course)

This course guide is listed under the M.Sc. Regional and Urban Planning Studies in the section on Interdepartmental degrees

Department of Mathematics

M.Sc. Mathematics

Additional Entry Qualifications

A candidate for registration will normally be expected to have obtained a B.Sc. with First or Second Class honours, or an equivalent qualification, with Mathematics (or an appropriate branch of Mathematics) as a main field of study. In certain cases, qualifications in other subjects may be acceptable, for example, a First or Second Class Honours degree in Physics or Astronomy.

Curriculum

1. Candidates are required to follow a number of lecture courses and to work on a project. The project shall be approved by the student's Head of Department on behalf of the University. It need not be connected with any of the courses taken.

2. The combination of courses to be offered by a student for examination must be approved by the University through the student's Head of Department. This is an intercollegiate degree, the courses may not overlap in any important respect and together must form a coherent curriculum.

3. A candidate may enter for the examination only in examinable courses listed in the booklet entitled 'Advanced and Postgraduate Lectures in Mathematics', (a copy of which may be obtained from the Secretary of the Mathematics Department). The School's contribution is chiefly in the areas of discrete and applicable mathematics, including operational research.

4. The detailed regulations on the numbers of courses to be taken are set out in the booklet referred to in the previous paragraph.

Duration of Course of Study

For a suitably qualified student, not less than one calendar year of full-time study or not less than two years of part-time study. If a qualifying examination is prescribed, the prescribed period of study for the M.Sc. will only commence after the student has satisfied the qualifying conditions. In some cases candidates may be registered for a course of two calendar years of full-time study with a qualifying examination of the standard described above at the end of the first year.

Examination

Each course is examined separately and the examination is normally by a written paper. Candidates are required to submit a report based on their project. The examiners may hold an oral examination.

A student following a part-time course may either (a) on completion of his course enter for the examination or (b) enter on two occasions (at the end of appropriate academic years) for examination on any of the approved courses completed, provided that the total number of courses examined is the same as is required for the whole examination. Under (b) the first examination shall consist of at most 2 course-units, including at least 1/2 course-unit at the postgraduate level.

No candidate may submit a report until after sitting all the course examinations.

Dates of Examination

Course examinations the last week of May and the month of June.
Report: by 10 September.

Course Guides

MA401

Computational Learning Theory (Half unit course)

Teacher Responsible: Dr. M. Anthony, Room H632
Availability and Restrictions: For M.Sc. Mathematics (Intercollegiate), M.Sc. in Information Processing and Neural Networks (Kings). 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 post-graduate students.

Course Content:

1. Concepts, Hypotheses, Learning Algorithms
2. Learning Boolean Formulae
3. Probabilistic Learning
4. Consistent Algorithms and Learnability
5. Practical Considerations
6. Growth Functions and the VC Dimension
7. VC Dimensions and Learnability
8. Neural Networks

Teaching Arrangements: 20 lectures in the Michaelmas Term.

Reading List: M. Anthony & N. Biggs, *Computational Learning Theory* (Cambridge, 1992).

Methods of Assessment: M.Sc. students will take a written examination paper in the Summer Term.

MA402

Game Theory I (Half unit course)

See MA300

MA403

Theory of Graphs (Half unit course)

Teacher Responsible: Professor N. Biggs, Room H638

Availability and Restrictions: The course is available to M.Sc. students in Mathematics, Operational Research, Statistics, and related areas. Students are expected to familiarise themselves with the definitions of path, cycle, tree and so in advance.

Core Syllabus: An introduction to the theoretical results which form the basis for using graphs and networks in applications, including algebraic methods and theories.

Course Content: Graph colouring, Brooks' theorem, The five-colour theorem, Chromatic polynomials, Planarity, Connectivity and matchings, Hamiltonian properties, Ramsey Theory, Adjacency matrix, eigenvalues, strongly regular graphs, Cycle and cut spaces, applications to networks.

Teaching Arrangements: A course of 30 lectures (MA308) in the Lent Term.

Written Work: Regular sets of examples will be distributed to students, and students' work will be collected and marked.

Reading List: *Introduction to Graph Theory* by R. J. Wilson; *Graph Theory with Applications* by J. A. Bondy & U. S. R. Murty; *Algebraic Graph Theory* by N. L. Biggs.

Methods of Assessment: There is a written examination paper taken in the Summer Term.

MA405

Complexity Theory (Half unit course)

Teacher Responsible: To be announced

Availability and Restrictions: There are no formal pre-requisites, but ideally students should have attended a course such as **Introduction to Pure Mathematics** (MA103) and should be familiar with the fundamental concepts of discrete mathematics (as presented, for instance, in **Discrete Mathematics** (MA205)).

Core Syllabus: The aim of the course is to provide an introduction to the theory of algorithmic complexity for problems arising in mathematics and computer science.

Course Content: Algorithms and running time, The time-complexity of a problem, Turing machines and computability, The complexity classes P and NP, Polynomial transformations, polynomial reducibility and NP-completeness, Cook's Theorem, Examples of NP-complete problems, e.g., Vertex Cover, Graph Colouring and Hamilton Cycle, Randomised algorithms, The problems of primality testing and factorisation, The polynomial hierarchy, NP-hardness.

Teaching Arrangements: 20 lectures (MA309) and 10 class (MA309.A), in the Michaelmas Term.

Written Work: Weekly exercises will be set and marked.

Reading List: H. S. Wilf, *Algorithms and Complexity* (Prentice-Hall); M. Garey & D. S. Johnson, *Computers and Intractability: A guide to the theory of NP-completeness* (Freeman).

Methods of Assessment: There is a written examination in the Summer Term.

Department of Operational Research

M.Sc. Analysis for Health Care Decisions

Additional Entry Qualifications

Students will require a level of mathematics and statistics to the level of Quantitative Methods (MA105). A student who applies without previous study of one or more of these subjects to an appropriate level may be required to pass a qualifying examination before admission, or attend a preliminary course of study.

Duration of Course of Study

Full-time: One calendar year. *Part-time:* Two calendar years.

Examination

Students are required to be examined on courses to a total of four units as detailed below. All courses are half-units unless specified to the contrary. Some courses are examined by means of a two- or three-hour unseen examination paper; some are examined by means of essays, reports, etc.; and others employ a combination of these assessment methods. In addition, course work may be taken into account in the assessment. Applied Health Care Analysis is assessed by means of a project report.

Paper Number	Paper Title	Course Guide Number
I Compulsory courses:		
1.	One of the following:	
	(a) Techniques of Operational Research	OR401
	(b) Operational Research for Management	OR201
2.	Models for Health Care Analysis	OR420
3.	Health Services Evaluation and Management	SA420
4.	One of the following:	
	(a) Foundations of Health Policy	SA447
	(b) Health Economics (B)	SA410
	(c) Basic Epidemiology	LSH2001
5. & 6.	Applied Health Care Analysis (one unit)	OR421
II Courses totalling two half-units selected from the following:		
1.	Topics in Decision Analysis	OR423
2.	Problem Structuring Methods	OR411
3.	Further Simulation	OR410
4.	Design and Analysis of Epidemiological Studies (if I.4c is taken)	LSH2417
5.	One of the following:	
	(a) Prevention of Disease: Epidemiology and Policy	LSH1801
	(b) Epidemiology and Control of Communicable Diseases	LSH2437
6.	Financial Management	LSH1603
7. & 8.	Any other course(s) approved by the student's tutor. (Students who wish to take a paper organically connected with Health Care Analysis but not in the above list will be able to do so, provided the necessary teaching and examining arrangements can be made.)	

Not all the courses listed in Part II will necessarily be available every year. Students who have already covered material comparable to that in compulsory courses will normally be required to replace them with other listed courses.

For students taking the part-time course, the written examination and coursework assessment will take place in the year in which the particular courses are taken; the project report assessment in the final year of study. A candidate following the part-time course who fails in the written papers and/or the coursework assessment may at the examiners' discretion proceed with the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Additional Information

Teaching occurs on both the LSE and LSH sites. Courses taught at LSE are generally scheduled at the same weekly times throughout the teaching term, and may sometimes stretch over more than one term. Teaching is by a mixture of lectures and seminars; lectures in technical subjects may have associated classes. Much of the teaching at LSH is on a block basis; courses typically occupy half or whole days and may run for all or part of a teaching term.

This is an intensive 12 month course. Students will be expected to carry out some work during both the Christmas and Easter vacations. Applied Health Care Analysis (I.5 and I.6 above) is an extended practical project. Students will work intensively on it during the summer months. The project report deadline is in early September.

Examination papers may be scheduled during the period from early May to late June. Part-time students should not accept any work commitments which could conflict with examination requirements.

In order to pass the course, a genuine attempt at all parts of the examination must be made; in particular all the required pieces of coursework must be submitted.

Dates of Examination

Written papers	May-June
Report	First Thursday in September

M.Sc. Decision Sciences

Duration of Course of Study

Full-time: One year. *Part-time:* Two academic years.

Examination

Students are required to be examined on courses to a total of four units as detailed below. All courses are half-units unless specified to the contrary. The examination for each half-unit will normally be by means of a two- or three-hour unseen examination paper. In addition, course work may also be assessed. (Applied Decision Sciences, Computer Modelling in Operational Research, System Dynamics Modelling, and Decision Science Methods are examined entirely by means of essays and project reports.)

Paper Number	Paper Title	Course Guide Number
I Compulsory courses:		
1. & 2.	Decision Analysis in Theory and Practice (1 unit)	OR422
3.	Problem Structuring Methods	OR411
4.	Advanced Topics in Decision Analysis	OR417
5. & 6.	Applied Decision Sciences (1 unit)	OR418
II Courses totalling two half-units selected from the following:		
1.	Game Theory I	MA402

Paper Number	Paper Title	Course Guide Number
2.	Techniques of Operational Research	OR401
3.	Decision Science Methods	OR430
or	Computer Modelling in Operational Research	OR403
4.	System Dynamics Modelling	OR431
5.	Information Systems Management	IS442
6.	Topics in Applied Computing (to include IS447.5)	IS447
7.	The Analysis of Strategy (A)	MN415
8.	Decision Making and Decision Support Systems	PS417
9.	Introduction to Organisational Analysis	ID404
10. & 11.	Any other course(s) approved by the student's tutor. (Students who wish to take a paper organically connected with Decision Sciences but not in the above list will be able to do so, providing the necessary teaching and examining arrangements can be made.)	

Not all the courses listed in Part II will necessarily be available every year. Students who have already covered material comparable to that in I.1 and I.2 will normally be required to replace them with courses listed in II.

For students taking the part-time course, the written examination and coursework assessment will take place in the year in which particular courses are taken; the project report assessment in the final year of study. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Additional Information

The course is an intensive 12 month course. Students will be expected to do some work during both the Christmas and Easter vacations.

Applied Decision Sciences (I.5 and I.6 in the regulations) is an extended practical project. Students will be introduced to their project during the Lent Term (January to March), and will work intensively on it through the summer months. The project report deadline is the first Thursday in September.

Examinations of formally taught topics will occur during the period from early May to late June. Part-time students should not accept any work commitments which could conflict with examination schedules.

In order to pass a course, a genuine attempt at all parts of the examination must be made; in particular all the required pieces of coursework must be submitted. It is possible to obtain the M.Sc. without passing every course, but students should note that a bad failure in a compulsory course (I.1 to I.6) may lead to overall failure.

Dates of Examination

Written papers	May-June
Report	First Thursday in September

M.Sc. Operational Research

Duration of Course of Study

Full-time: One calendar year. *Part-time:* Two calendar years.

Examination

Students are required to be examined on courses to a total of four units, as detailed below. All courses are half-units unless specified to the contrary. The examination for each half-unit will normally be by means of a two or three hour unseen examination paper. (Courses I.2, I.3, I.4&5, II.5, II.6, II.8, II.11, II.12 and II.13 are examined by means of essays and project reports.) In addition, coursework may also be assessed.

Paper Number	Paper Title	Course Guide Number
I Compulsory courses:		
1.	Techniques of Operational Research	OR401
2.	Operational Research in Context	OR402
3.	Computer Modelling in Operational Research	OR403
4. & 5.	Applied Operational Research (one unit)	OR404
II Courses totalling three half-units, of which at least one must be from subjects II.1 to II.15.		
1.	Mathematical Programming 1	OR406
2.	Mathematical Programming 2 (if II.1 is also taken) (not available 1997-98)	OR407
3.	Combinatorial Optimisation	OR408
4.	Advanced Operational Research Techniques	OR409
5.	Applied Statistics (Students who specialised in Statistics in their first degree should <i>not</i> choose this paper)	ST420
6.	Further Simulation	OR410
7.	Topics in Decision Analysis	OR423
8.	System Dynamics Modelling	OR431
9.	Problem Structuring Methods	OR411
10.	Transport Models	OR412
11.	Operational Research in Less Developed Countries (not available 1997-98)	OR413
12.	Models for Health Care Analysis	OR420
13.	Advanced Topics in Operational Research	OR414
14.	Basic Time Series and Stochastic Processes	ST407
15.	Surveys and Market Research Methods	ST415
16.	Introduction to Organisational Analysis	ID404
17.	Financial Reporting for Operational Research	AC491
18.	Systems Analysis and Design	IS440
19.	Information Systems Development Methodologies	IS443
20 & 21.	Any other subject(s) approved by the student's teachers (Students who wish to take a paper organically connected with OR but not in the above list will be able to do so, providing the necessary teaching and examining arrangements can be made)	

Not all the courses listed in Part II will necessarily be available every year. Students who have already covered material comparable to that in I.1 or in I.3 will normally be required to replace them with courses listed in (II). Where the exemption is from course I.1, the normal requirement will be that it is replaced by an additional option drawn from courses II.1 to II.13. Overall at least two whose evaluation is based primarily on unseen written examination papers must be taken.

For students taking the part-time course, the written examination and coursework assessment will take place in the year in which the particular courses are taken; the project

report assessment in the final year of study. A candidate following the part-time course who fails in the written papers and/or the coursework assessment may at the examiners' discretion proceed with the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Additional Information

The course is an intensive 12 month course. Students will be expected to work during both the Christmas and Easter vacations, and must stay in London for most of the Christmas vacation to work on a group project.

Applied Operational Research (I.4 and I.5 in the regulations) is an extended practical project normally carried out with and for an external organisation. Students will be introduced to their projects during the Lent Term (January to March), and will work intensively on it through the summer months. The project report deadline is the first Thursday in September.

Examinations of formally taught topics will occur during the period from early May to late June. Part-time students should not accept any work commitments which could conflict with examination schedules.

Dates of Examination

Written papers	May-June
Report	1 September

M.Sc. Operational Research and Information Systems**Duration of Course of Study**

Full-time: One calendar year. *Part-time:* At least two calendar years.

Examination

Students are required to be examined on courses to a total of four units as detailed below. All courses are half units unless specified to the contrary. The examination for each half-unit will be normally by means of a two or three-hour unseen examination paper or, for courses 2, 3, 4 and 7 & 8, by essays and project work. In addition coursework may also be assessed. At least two half-units whose evaluation is based primarily upon unseen written examination papers must be taken.

Paper Number	Paper Title	Course Guide Number
1.	Techniques of Operational Research	OR401
2.	Operational Research in Context	OR402
3.	Computer Modelling in Operational Research	OR403
4.	Aspects of Information Systems	IS441
5.	Systems Analysis and Design	IS440
or	Information Systems Development Methodologies	IS443
6.	Information Systems Development Methodologies (if not taken under 5 above)	IS443
or	Information Systems Management	IS442
or	Any other half-unit Master's course from the Department of Information Systems subject to the approval of the Information Systems tutor	
7. & 8.	Applied Operational Research and Information Systems (one unit)	OR404

Students who have already covered material comparable to that in Papers 1 or 3 will be required to replace them, under the guidance of their teachers, with additional choices from the available masters level operational research courses taught in the School.

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of three taught half units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Dates of Examination

Written papers	May - June
Applied project report	1 September

Course Guides

OR401

Techniques of Operational Research (Half unit course)

Teacher Responsible: Dr. J. Howard, Room S209

Availability and Restrictions: Students must have a knowledge of mathematics and statistics to the level of the undergraduate paper in **Quantitative Methods**.

Core Syllabus: The course is compulsory for most M.Sc. Operational Research students and gives an introduction to the theoretical techniques of Operational Research.

Course Content: **Basic Operational Research Techniques** (OR401.1): An introduction to stock control, scheduling, queueing theory, replacement, critical path analysis, dynamic programming, markov chains, game theory and mathematical programming. **Applied Statistical and Forecasting Techniques for Operational Research** (OR401.2): Point and interval estimation. Tests of normal hypotheses. Goodness of fit tests. Linear regression. The moving average and exponential smoothing techniques of forecasting.

Teaching Arrangements:

OR401.1 16 Michaelmas Term, OR401.1A 18 Michaelmas Term

OR401.2 Nine Michaelmas Term, OR401.2A five Michaelmas Term

Written Work: Written answers to set problems 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; T. H. Wonnacott & R. J. Wonnacott, *Introductory Statistics for Business and Economics*, Wiley & Sons, 1990.

Students may also wish to consult: R. L. Ackoff & M. W. Sasieni, *Fundamentals of Operations Research*; F. S. Hillier & G. J. Lieberman, *Operations Research*;

H. M. Taylor & S. Karlin, *An Introduction to Stochastic Modelling*.

Methods of Assessment: A single three-hour examination is held around the middle of the Summer Term. The paper contains at least seven questions, sampled from the two lecture courses. Five of these questions must be attempted. It is important to attempt five questions: only the best five answers will be counted, and one fifth of the marks is available for each of these five questions. On the other hand, it is not necessary to answer fully all parts of a question to obtain a reasonable mark on it.

OR402

Operational Research In Context (Half unit course)

Teacher Responsible: Dr. David Lane, Room G412

Availability and Restrictions: The course is intended for the M.Sc. Operational Research, for which it constitutes a compulsory half-unit paper. Other students will not normally be admitted - but should consider OR416 **Operational Research Techniques and Applications**.

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.

Course 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 O.R. and to the nature of O.R.'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 O.R. in business or in public agencies.

Operational Research Tutorial Class (OR402.3): Students will be given an O.R. 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 Lent Term. A one day session will be held during the last week of the Michaelmas Term on presentation skills, and there will be sessions in the first and second week of the Lent Term at which each student group will make a presentation of its report to the other students and the O.R. staff.

Financial Reporting and Management (AC490) Mr. J. Dent: 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. A. Poulmenakou: The relationship of O.R. and information systems (historical review, methodological, professional, practical). The life-cycle of system development, its strength and weaknesses contrasted with O.R. model based approaches. Changing information technologies (micros, networks, office systems etc.) Alternative view of systems development (participation, experimental techniques, prototyping). Other influences on systems development (human computer interface, databases, AI and expert systems, decision support systems). Information systems management and planning. The politics of computers and the politics of O.R.

Economics of Operational Research (OR402.6) Dr. D. Reyniers: An introduction to economics.

Teaching Arrangements:

OR402.1 5 x 1 hour Michaelmas; 7 x 1.5 hours Lent Term

OR402.2 13 x 1.5 Michaelmas and Lent Terms

OR402.3 1 x 5 Michaelmas Term and 2 x 4 Lent Term

AC490 5 x 2 Michaelmas Term (weeks 1-5 only)

OR402.4 8 x 1.5 Lent Term

OR402.5 8 Lent Term

OR402.6 5 x 2 hours Michaelmas Term

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. Horngren & G. L. Sunden, *Introduction to Management Accounting*. Reading for other elements of the course will be recommended by the teachers.

Methods of Assessment: There is no formal examination of this course. Assessment weight of 40% is given to a 2 to 3,000 word essay from a list of topics based on the **Operational Research Methodology** course. Another 40% is given to the report and presentation mentioned above under **Operational Research Tutorial 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;
- Strategic Planning and Management;
- Information Systems Issues;
- Economics for Operational Research.

OR403

Computer Modelling In Operational Research (Half unit course)

Teacher Responsible: Dr. S. Powell, Room G409

Availability and Restrictions: Students must have a knowledge of mathematics and statistics to the level of the undergraduate papers in **Quantitative Methods** and **Elementary Statistical Theory**. Students must be prepared to use computer packages and computer terminals.

Core Syllabus: An introduction to simulation, computer software in O.R., graph theory and mathematical programming.

Course Content:

Basic Operational Research Techniques (OR401.1): Lectures 1 and 3 only. An introduction to mathematical 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.

Workshop in Computer Software (OR403.3): Applications of computers in O.R.

Graph Theory (OR403.4): Fundamental concepts in graph theory, planar graphs, maximum-minimum problems in networks.

Pascal Programming (OR403.5): The syntax of the Pascal programming language.

Teaching Arrangements:

OR401.1 2 Michaelmas Term

OR403.1 9 Michaelmas Term, OR403.1A 9 Michaelmas Term and 10 x 2 computer workshop hours Michaelmas Term

OR403.2 10 Michaelmas Term and OR403.2A 9 Michaelmas Term

OR403.3 6 x 2 Michaelmas Term

OR403.4 9 Michaelmas Term

OR403.5 29 September - 2 October, and 5 Michaelmas Term.

Reading List: Recommended are: R. Paul & D. W. Balmer, *Simulation Modelling*; H. P. Williams, *Model Building in Mathematical Programming*; Wiley, 1990, (3rd edn.), available in paperback.

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, 1993, available in paperback; D. Smith, *Linear Programming Models in Business*; S. Vajda, *Readings in Linear Programming*; S. Zionts, *Linear and Integer Programming*; J. A. Bondy & U. S. R. Murty, *Graph Theory with Applications*.

Methods of Assessment: This course is examined entirely by course work and a project. The course is assessed as follows: 50% for a management report covering the results of a computer simulation program. The problem to be simulated is given during the second half of the Michaelmas Term for completion in the first two weeks of the Lent Term. 40% for mathematical programming based on weekly exercises and/or a final project. 10% for graph theory written work from the lecture course. Written work is marked on presentation as well as on content.

OR404

Applied Operational Research

Teacher Responsible: Dr. Gwyn Bevan

Restrictions and Availability: M.Sc. Operational Research only.

Core Syllabus: A substantial project as an introduction to practical operational research.

Course 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 the candidate's teachers.

Teaching Arrangements:

Lectures: OR404 Applied Operational Research and Decision Sciences

Four Michaelmas Term, seven Lent Term.

In addition 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: Chapman & Mahon, *Plain Figures*; Margerison, *Managerial Consulting Skills*; Sussams, *How to Write Effective reports*; Tufte, *The Visual Display of Quantitative Information*. Detailed suggestions for reading will be provided in the course of supervision.

Methods of Assessment: Assessment is based entirely on the report, three copies of which must be submitted to G403 and a receipt obtained at the beginning of September.

OR406

Mathematical Programming I (Half unit course)

Teacher Responsible: Dr. G. Appa, Room G413

Availability and Restrictions: Students must have a knowledge of linear algebra sufficient to handle matrix inversion and manipulation of partitioned vectors and matrices. It is NOT necessary to have any previous experience of computers and no computer

programming will be called for, although 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.

Course Content: As described under the headings of the lecture courses below.

OR404.1 Basic Operational Research Techniques, Lectures 1 and 3. An introduction to mathematical programming.

OR403.1 Basic Mathematical Programming

OR406 Mathematical Programming I Introduction to theory of linear programming and duality; Simplex algorithm, (primal and dual basis change, Phase I/Phase II, sensitivity, etc); unimodular models; integer linear programming (ILP) methods (branch and bound, enumeration, cutting planes); some special ILP models; quadratic programming.

OR403.4 Graph Theory.

Teaching Arrangements:

OR401.1 Two Michaelmas Term

OR403.1, OR403.1A see Course Guide OR403

OR406 18 Michaelmas and Lent Terms, OR406A 18 Michaelmas and Lent Terms

OR403.4 see Course Guide OR403.

Written Work: Written answers to set problems will be expected weekly.

Reading List: G. B. Dantzig, *Linear Programming and Extensions*; A. Land & S. Powell, *Fortran Codes for Mathematical Programming*; J. A. Bondy & V. S. R. Murty, *Graph Theory with Applications*; W. L. Price, *Graphs and Networks*; H. P. Williams, *Model Building and Mathematical Programming*; Nemhauser & Wolsey, *Integer and Combinatorial Optimization*; A. Schrijver, *Theory of Linear and Integer Programming*; H. P. Williams, *Model Solving in Mathematical Programming*.

Methods of Assessment: A formal three-hour examination. The paper will contain at least 7 questions of which 4 must be attempted.

OR407

Mathematical Programming II (Half unit course)

(Not available 1997-98)

Teacher Responsible: Dr. G. Appa, Room G413

Availability and Restrictions: Students must also take Mathematical Programming I OR406

Core Syllabus: Theory and computational methods behind successful methods for solving very large mathematical programming problems.

Course Content: The foundations of mathematical programming; different methods for sparse and dense problems; introduction to large scale unconstrained and constrained non-linear optimization; further ILP methods (strong cuts, heuristic methods); special ILP models (e.g. location problems).

Teaching Arrangements: OR407 17 Lent Term OR407A 17 Lent Term.

Reading List: V. Chvatal, *Linear Programming*; R. Fletcher, *Practical Methods of Optimization*; W. Murray, *Numerical Methods for Unconstrained Optimization*; A. Schrijver, *Theory of Linear and*

Integer Programming; Nemhauser & Wolsey, *Integer and Combinatorial Optimization*; G. L. Nemhauser, A. H. G. Rinnoy Kan & M. J. Todd (Eds.), *Optimization*; M. S. Bazaraa, H. D. Sherali & C. M. Shetty, *Nonlinear Programming: Theory and Algorithms*; H. P. Williams, *Model Solving in Mathematical Programming*; V. Rayward-Smith, *Applications of Modern Heuristics*.

Methods of Assessment: A formal three-hour examination. The paper will contain at least 7 questions of which 4 must be attempted.

OR408

Combinatorial Optimization (Half unit course)

Teacher Responsible: Dr. G. Appa, Room G413

Availability and Restrictions: 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 optimization problems, mainly involving graphs and networks.

Course Content: Lecture course OR303

Teaching Arrangements: See course guide OR303.

Written Work: Lecture notes containing problems are supplied. These problems will be discussed in the problem class.

Reading List: See course guide OR303.

Methods of Assessment: Students will be assessed by a three-hour formal examination in the Summer Term.

OR409

Advanced Operational Research Techniques (Half unit course)

Teacher Responsible: Dr. J. Howard, Room S209

Availability and Restrictions: 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 of Operational Research to the level of **Basic Operational Research Techniques**. Students must be prepared to use micro computers.

Core Syllabus: This is an advanced half-unit course in Operational Research Techniques but excluding System Dynamics and Simulation (for which there are specialist companion courses available).

Course Content: The main techniques covered may include some of: Replacement Theory, Discrete Dynamical Systems, Queueing Theory, Game Theory, Advanced Mathematical Programming, Dynamic Programming and other topics which may change from year to year.

Teaching Arrangements: OR409 18 Lent Term, OR409A 18 Lent Term.

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). The class teacher is usually the lecturer.

Reading List: Recommended books are: N. A. J. Hastings, *Dynamic Programming with Management*

Applications; F. S. Hillier & G. J. Lieberman, *Operations Research*; D. W. Jorgenson, J. J. McCall & R. Radner, *Optimal Replacement Policy*; 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*; G. Nemhauser and L. Wolsey, *Integer and Combinatorial Optimization*.

Methods of Assessment: There is a two-hour formal examination in the Summer Term covering the whole syllabus. The paper usually contains five questions, of which three must be attempted. It is important to attempt three questions: only the best three answers will be counted, and one third of the marks is available for each of these three attempts. On the other hand, it is not necessary to answer fully all parts of the question to obtain a reasonable mark on it.

OR410

Further Simulation (Half unit course)

Teacher Responsible: Mr. D. Balmer, Room S208

Availability and Restrictions: The course is intended primarily for M.Sc. Operational Research students, who must have taken the course **Workshop in Simulation OR403.2**.

Core Syllabus: Advanced topics in discrete event simulation - an introduction to research.

Course Content: Alternative methodologies for simulation studies, diagramming techniques for formal modelling, approaches to validation and verification, software support for simulation modelling, algorithms and data structures, experimental design, variance reduction techniques, statistical approaches to the analysis of simulation output.

Teaching Arrangements:

OR403.2 See Course Guide for OR403

OR410 10 lectures + 10 classes + nine seminars.

Reading List: A. M. Law & W. D. Kelton, *Simulation Modelling and Analysis*, McGraw-Hill; M. Pidd, *Computer Modelling for Discrete Simulation*, J. Wiley & Sons; W. Kreutzer, *System Simulation - Programming Style and Languages*, Addison-Wesley; *Proceedings of the Winter Simulation Conference*, SCS; plus others to be specified during the lectures.

Examination Arrangements: This course will be assessed entirely by project work. Students will be offered three mini-projects. They must complete and hand in reports on at least two of these projects. Subject to prior agreement a student may substitute alternative project work for any or all of the standard projects.

OR411

Problem Structuring Methods (Half unit course)

Teacher Responsible: Mr. Gwyn Bevan

Availability and Restrictions: This course is available without prerequisites to students on any M.Sc. programme where the regulations permit. However it is most likely to be of interest to those on

the M.Sc. in Operational Research, M.Sc. in Decision Sciences, M.Sc. in Analysis Design and Management Information Systems and M.Sc. in Management.

Core Syllabus: The course provides an introduction to a range of generally participative methods now available for structuring the understanding of problems situations under conditions of complexity, uncertainty and conflict. The relative advantages and disadvantages of these methods as compared with more conventional and highly formalized techniques will be brought out by a discussion of the debate on planning theory.

Course Content: Planning Theory (OR411.1) The debate on planning theory (rational comprehensive planning, incrementalism, mixed scanning, transactive planning, political economy school) with special attention to the limitations of holistic and mathematized approaches.

Introduction to Problem Structuring Methods (OR411.2) The classical techniques of operational research provide solutions to well-structured problems. Their applicability is more limited where the primary aim of analysis is to achieve a structuring, perhaps only partial, of recalcitrant problems characterized not only by complexity and uncertainty, but also by multiple interests and perspectives. The course will cover, both descriptively and critically, the variety of approaches which have been developed to structure such situations or aspects of them. These include Soft Systems Methodology, Strategic Choice, Robustness Analysis, Cognitive Mapping and Metagames.

Teaching Arrangements:

OR411.1 7 Lent Term

OR411.2 9 Michaelmas Term and 11 Lent Term;
OR411.2a, 4 Michaelmas Term, 5 Lent Term.

Written Work: Students will be expected to produce a short essay in the Lent Term.

Reading List: Students should buy A. Faludi (Ed.), *A Reader in Planning Theory* and 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, S. Jones & D. Sims, *Messing About in Problems*; R. Flood & M. C. Jackson, *Creative Problem Solving: total systems intervention*; 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.

Methods of Assessment: Examination will be by a three-hour paper, normally containing six questions of which three should be answered. Questions will require students to demonstrate knowledge of how the various approaches operate, and an ability to compare and contrast their relative merits and disadvantages. Students will not be expected to 'solve' particular problems.

OR412

Transport Models (Half unit course)

Teacher Responsible: Dr. S. Powell, Room G409

Availability and Restrictions: Students must have a knowledge of mathematics and statistics to the level of the courses **Quantitative Methods** and

Elementary Statistical Theory. An elementary knowledge of basic O.R. techniques and economic concepts is essential.

Core Syllabus: The course introduces students to the use and limitations of operational research and model building in transport planning.

Course Content:

Economics for Operational Research (OR402.6)

Transport Economics for Operational Research (OR412.1): Consumer surplus, peak load pricing, congestion, urban transport models, public enterprise economics and transport policy.

Operational Research in Transport (OR412.2): Various types of problems in both private and public transport to which operational research has been applied will be described. This will include models of traffic behaviour and public transport operation, applications of scientific techniques to the practical problems of siting, location routing, scheduling and control.

Economic Aspects of Project Appraisal (GY455): see course guide GY455.

Cost Benefit Analysis Class (OR412.3): This class is for Operational Research students and discusses cost benefit analysis case studies.

Teaching Arrangements:

OR412.1 10 Lent Term

OR412.2 4 Michaelmas Term and 10 Lent Term

OR412.3 5 Lent Term

GY455 10 Lent Term

OR402.6 see Course Guide OR402.

Reading List: No one book covers the entire syllabus. Students are recommended to read the following: S. Glaister, *Fundamentals of Transport Economics*, Basil Blackwell; T. A. Domencich & D. McFadden, *Urban Travel Demand*; S. Eilon, C. D. T. Watson-Gandy & N. Christofides, *Distribution Management*; J. A. Bondy & U. S. R. Murty, *Graph Theory with Applications*; R. Lane, T. J. Powell & P. Prestwood-Smith, *Analytical Transport Planning*, Duckworth; P. R. Stopher & A. H. Meyburg, *Urban Transportation Modelling and Planning*; J. de D. Ortuzar & L. G. Willumsen, *Modelling Transport*.

Methods of Assessment: A formal three-hour examination. The examination paper is made up of two sections each containing at least four questions. Students are expected to answer four questions only and at least one question from each section. The two sections on the examination paper are made up of the following questions:

Section A: Questions on **Operational Research in Transport**.

Section B: Questions on **Transport Economics Treated Mathematically and Economic Aspects of Project Appraisal**.

OR413

Operational Research in Less Developed Countries (Half unit course)

(Not available 1997-98)

Teachers Responsible: Professor J. Rosenhead, Room G411

Course Content: The course addresses the content and practice of operational research in less developed

countries, and explores its similarities to and differences from O.R. 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 Arrangements: OR413 15 sessions of 1.5 hours, Michaelmas and Lent Terms. Students may be asked to attend some sessions of IS450. 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.

Methods of 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 O.R. 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 Summer Term.

OR414

Advanced Topics in Operational Research (Half unit course)

Teacher Responsible: Dr. G. Appa, Room G413

Availability and Restrictions: The course is intended for students on the M.Sc. 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.

Course Content: The topics selected differ year to year; information is available from the Operational Research office in G403.

Teaching Arrangements: Weekly two-hour sessions for 15 weeks in the Michaelmas and Lent Terms (OR414).

Written Work: Details will be provided at the start of the course.

Reading List: There is no textbook suitable for the course. Detailed suggestions for reading will be given in the sessions.

Methods of Assessment: This course is examined entirely by course work and/or project work. The nature of the work will depend on the topics offered.

OR416

Operational Research Techniques and Applications

Teacher Responsible: Dr. J. Howard, Room S209

Availability and Restrictions: The course is suitable for students on the M.Sc. in Accounting and Finance, and other students with an adequate quantitative background. A knowledge of mathematics and statistics to the level of the undergraduate papers **Quantitative Methods** and **Elementary Statistical Theory** is required.

Core Syllabus: The course gives an introduction to the methodology and techniques of Operational Research.

Course Content: See separate entries in Operational Research course guides.

Basic Operational Research Techniques (OR401.1) Applied Statistics and Forecasting Techniques for Operational Research (OR401.2)

Operational Research Methodology (OR402.1)

Selected Topics in Operational Research (OR402.2)

Basic Mathematical Programming (OR403.1)

Operational Research Tutorial Class (OR402.3)

Pascal Programming (optional) (OR403.5)

Teaching Arrangements: See separate entries in Operational Research course guides.

OR401.1 and OR401.1A; OR401.2 and OR401.2A; OR402.1; OR402.2; OR402.3; OR403.1 and OR403.1A and 10 x 2 computer workshop sessions; OR403.5.

Reading List: See separate entries in Operational Research course guides.

Written Work: See separate entries in Operational Research course guides.

Methods of Assessment: A single three-hour examination is held around the middle of the Summer Term. The examination covers the syllabus for the two courses, **Basic Operational Research Techniques** and **Applied Statistics and Forecasting Techniques for O.R.**

The paper contains seven questions, sampled from the two lecture courses. Five of these questions must be attempted. It is important to attempt five questions; only the best five answers will be counted, and one fifth of the marks is available for each of these five questions. On the other hand, it is not necessary to answer fully all parts of a question to obtain a reasonable mark on it.

45% of the total assessment of the course is based on the examination paper – the other 55% is awarded as follows:

20% for the report and presentation mentioned above under **Operational Research Tutorial Class**;

20% for an essay on a subject based on the **Operational Research Methodology** lecture course; 15% for written work from the **Mathematical Programming** Course.

Written work is marked on presentation as well as on content. Students should not assume that a bad performance in any part of the written work can necessarily be compensated by good performance in the examination or vice versa.

OR417

Advanced Topics in Decision Analysis (Half unit course)

Teacher Responsible: Professor L. D. Phillips, Room G414

Availability and Restrictions: M.Sc. Decision Sciences only.

Core Syllabus: This half-unit course is intended to deepen and extend students' understanding of decision analysis, and to show how the theory can be applied.

Course 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.

Pre-Requisites: Mathematics, Statistics and Probability Theory to be level of the course **Quantitative Methods**.

Teaching Arrangements: OR417 10 x 2 Lent Term, OR417A 10 Lent Term.

Reading List: Students are advised to purchase S. 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; L. D. Phillips, 'A Theory of Requisite Decision Models', *Acta Psychologica* 56, 1984; E. H. Schein, *Process Consultation, Volume II*, Addison-Wesley, 1987.

Methods of Assessment: The course is examined by a three-hour examination in the Summer Term. In addition a satisfactory standard must be achieved on 3 of the 4 case studies to be submitted during the course.

OR418

Applied Decision Sciences

Teacher Responsible: Dr. L. D. Phillips, Room G414

Other Teachers Involved: Members of the Operational Research and Statistics groups.

Availability and Restrictions: M.Sc. Decision Sciences only.

Core Syllabus: This unit is designed to give the student an introduction to the use of decision sciences in practice. 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 the candidate's teachers.

Teaching Arrangements: 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.

Methods of Assessment: See course guide OR404.

Models for Health Care Analysis (Half unit course)

Teachers Responsible: Mr. Gwyn Bevan and Dr. C. Sanderson, London School of Hygiene Room 34a

Availability and Restrictions: A knowledge of mathematics and statistics to the level of the undergraduate paper **Quantitative Methods** is required. Some knowledge of operational research, such as is provided by the papers OR401 **Techniques of Operational Research** or OR201 **Operational Research for Management**, will be an advantage. The course is intended primarily for M.Sc. in Analysis for Health Care Decisions and M.Sc. Operational Research; students taking other taught masters programmes may take the paper where appropriate.

Core Syllabus: Models are simplified representations, often computer-based, of complex organisational situations which are developed and employed to assist decision making. In this course a range of applications of such models in the commissioning and provision of health care will be described and evaluated. In practical sessions, students will have opportunities to explore existing computer-based models and develop simple models of their own. The course seeks to provide a survey of the field rather than expertise in specific techniques. Students will also receive an introduction to computer simulation, which will involve the development of a simple simulation model. In addition there will be a series of presentations on the British health service and the role of model-based analysis within it, and students will audit an introductory course on information systems.

Course Content: Models for Health Care Analysis (OR420.1): Synthetic methods for estimating levels of disease in a population. Modelling transmission dynamics. Aggregative models for the appropriate balance of local provision. Spatial allocation models for examining the effects of facility siting on utilisation. Weighted capitation methods for equitable sharing of resources. Models of system throughput, queues and costs. Assessing the relative efficiencies of service delivery organisations. Problem structuring methods for medical audit. Models of patient progress.

Health Services Operational Research (OR420.2): This course is designed to provide a forum within which a number of integratory activities can take place. In the Michaelmas Term sessions will provide an overview of the M.Sc. course's purpose and philosophy, cover introductory material on British health service institutions, and include discussion of case studies of analytic work in practice.

Workshop in Simulation (OR403.2): See entry in course guide for OR403.

Information Systems Issues (OR402.5): See entry in course guide for OR402.

Teaching Arrangements: OR420.1 15 lectures and 10 x 1.5 hour seminars in the second half of the Lent Term.

OR420.2 8 x Michaelmas Term.

See separate course guides for OR403.2, OR402.5.

Reading List: For OR420.1 and 420.2: E. Quade, *Analysis for Public Decisions*; J. Rosenhead, *Rational Analysis for a Problematic World*; E. H.

OR420

Kaplan & M. L. Brandeau, *Modelling the AIDS Epidemic*. For OR402.5 and OR403.2, see separate course guides. Details of other relevant reading will be provided at the start of the course.

Methods of Assessment: There is no formal examination for this course. Students will be assessed on a 2,000 word essay (weight 30%), on a computer-based exercise (weight 30%) and a simulation project report (weight 40%).

OR421

Applied Health Care Analysis

Teachers Responsible: Mr. Gwyn Bevan and Dr. C. Sanderson, London School of Hygiene Room 34a

Availability and Restrictions: Only for M.Sc. in Analysis for Health Care Decisions.

Core Syllabus: This paper is designed to give the student an introduction to practical operational research applied to a health care problem. The student will carry out and report on a substantial practical piece of operational research. The projects will either be found by the Department or may be suggested by the student, with the approval of the candidate's teachers.

Course Content: Identification and development of individual student projects.

Teaching Arrangements: See course guide OR404. Students will be assigned an individual supervisor who will monitor their progress on a continuing basis and give tutorial guidance as required.

Reading List: See Course Guide OR404.

Methods of Assessment: See Course Guide OR404.

OR422

Decision Analysis in Theory and Practice (Full unit course)

Teacher Responsible: Dr. J. Howard, Room S209

Availability and Restrictions: 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.

Course 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:

OR201.1 **Elements of Probability** (Lectures only)

ST324.1 **Fundamentals of Decision Theory**

OR304.1 **Behavioural Decision Theory**

ST324.2 **Bayesian Statistical Methods**

OR304.2 **Decision Analysis in Practice**

Teaching Arrangements: 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 OR201.1

ST324.1 and ST324.1A, ST324.2 and ST324.2A see separate course guide ST324

OR304.1 and OR304.1A, OR304.2 and OR304.2A see separate course guide OR304

OR201.1 see separate course guide OR201.

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.); S. French, *Decision Theory: An Introduction to the Mathematics of Rationality*; S. J. Press, *Bayesian Statistics: Principles, Models, and Applications*; J. Baron, *Thinking and Deciding* (2nd edn.), Cambridge University Press, 1994; R. Dawes, *Rational Choice in an Uncertain World*, Harcourt Brace Jovanovich, 1988; R. Clement, *Making Hard Decisions: An Introduction to Decision Analysis* (2nd edn.), Duxbury Press, 1996.

Methods of Assessment: The course is examined by an essay or project assignment during the year (20%) and by one three-hour formal examination (80%) in the Summer Term. 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 ST324.1. It is important to attempt five questions: only the best five marks will be counted, and one fifth of the marks is available for each of these five attempts. On the other hand, it is not necessary to answer all parts of a question to obtain a reasonable mark on it.

OR423

Topics in Decision Analysis (Half unit course)

Teacher Responsible: Dr. J. Howard, Room S209

Availability and Restrictions: 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.

Course 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:

ST324.1 **Fundamentals of Decision Theory**

OR304.1 **Behavioural Decision Theory**

ST324.2 **Bayesian Statistical Methods**

OR304.2 **Decision Analysis in Practice**

Teaching Arrangements: There are four lecture courses.

ST324.1 and ST324.1A, ST324.2 and ST324.2A see separate course guide ST324

OR304.1 and OR304.1A, OR304.2 and OR304.2A see separate course guide OR304.

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 Behavioral Research*; D. V. Lindley, *Making Decisions* (2nd edn.); S. French, *Decision Theory: An Introduction to the Mathematics of Rationality*; S. J. Press, *Bayesian Statistics: Principles, Models, and Applications*; J. Baron, *Thinking and Deciding* (2nd edn.), Cambridge University Press, 1994; R. Dawes, *Rational Choice in an Uncertain World*, Harcourt Brace Jovanovich, 1988; R. Clement, *Making Hard Decisions: An Introduction to Decision Analysis* (2nd edn.), Duxbury Press, 1996.

Methods of Assessment: The course is examined by an essay or project assignment during the year (20%) and by one two-hour formal examination (80%) in the Summer Term. 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 ST324.1. It is important to attempt three questions: only the best three marks will be counted, and one third of the marks is available for each of these three attempts. On the other hand, it is not necessary to answer all parts of a question to obtain a reasonable mark on it.

technological forecasting and futures studies; strategic management; strategic formulation; organizational structure and strategy; implementation of strategy.

Pascal Programming (OR403.5): The syntax of the Pascal programming language.

Teaching Arrangements: See separate entries on O.R. course guides: OR402.1; OR402.4; OR403.2; OR403.2A; OR403.5.

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.

Methods of 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. The problem to be simulated is given during the second half of the Michaelmas Term for completion in the first two weeks of the Lent Term. 35% weight is given to a 2 to 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

System Dynamics Modelling (Half unit course)

Teacher Responsible: Dr. D. C. Lane Room G412

Availability and Restrictions: The course is intended for students on the M.Sc. 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.

Course 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 Arrangements: Three sessions per week (primarily lectures but including some problems classes) for the 10 weeks of Lent Term.

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 BLPES offprints collection.

Methods of Assessment: The course is examined by four pieces of individual course work. These involve the following general areas and mark weightings: problem conceptualisation using causal loop diagrams (20%), loop polarity (10%), 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 Summer Term.

OR430

Decision Science Methods

Teacher Responsible: Dr. J. Howard, Room S209

Availability and Restrictions: The course is an option for the M.Sc. Decision Sciences. It cannot be taken with OR402 Operational Research in Context nor with OR403 Computer Modelling in Operational Research nor with OR416 Operational Research Techniques and Applications. Numbers may be restricted.

Core Syllabus: The course gives students an introduction to simulation and to strategic planning. It also gives an appreciation of the non-technical factors which enter into the successful execution of projects in Operational Research and Decision Sciences.

Course Content:

Workshop in Simulation (OR 403.2): Computer simulation models: design, construction and implementation.

Operational Research Methodology (OR402.1): The practice and context of O.R. – how they affect each other. Topics covered range from problem formulation and model building through to the scientific status of O.R. and to the nature of O.R.'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.

Strategic Planning and Management (OR402.4): Mr. J. Hargreaves: The competitive environment;

Department of Philosophy, Logic and Scientific Method

M.Sc. Philosophy and History of Science (Joint with King's College, London)

Duration of Course of Study

Full-time: One calendar year. *Part-time:* Two calendar years.

Examination

Paper Number	Paper Title	Course Guide Number
I	Three written papers selected with the approval of the Coordinating Committee from the range of options listed below. Not all the options listed may be available in any one year. Students following the part-time course may, with the approval of the Coordinating Committee, take the examination in two parts, the first part consisting of up to two papers, the second part consisting of the remaining papers and the dissertation and taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the Coordinating Committee to re-enter for the first part and enter the second part at the same time.	
1.	Philosophy of Science and Scientific Method	PH400
2.	Philosophical Logic and Metaphysics	PH402
3.	History of Epistemology	PH401
4.	History of Science	PH404
5.	Philosophical Foundations of Physics	PH409
6.	Philosophy of Mathematics	PH403
7.	Foundations of Probability	PH407
8.	Philosophy of Biological and Cognitive Sciences	PH411
9.	Philosophy of the Social Sciences	PH405
10.	Philosophy of Economics	PH413
11.	Advanced Social Philosophy	PH410
12.	Logic or Mathematical Logic	PH406 PH408
II	A dissertation of not more than 10,000 words	

Dates of Examination

Written papers	May or June
Dissertations	15 September

M.Sc. Philosophy of the Social Sciences

Duration of Course of Study

Full-time: One academic or calendar year, depending on the Scheme of Examination.
Part-time: Two academic or calendar years, depending on the Scheme of Examination.

Stream 1

Examination

Paper Number	Paper Title	Course Guide Number
I	Three written papers selected with the approval of the candidate's teachers as follows (paper (j), under 2 and 3 below is not available to candidates who do not possess a first degree in Philosophy or equivalent training in Philosophy):	
1.	Philosophy of the Social Sciences	PH405
2. & 3.	Two of the following:	
(a)	Advanced Social Philosophy	PH410
(b)	One of	
(i)	Logic	PH406
(ii)	Mathematical Logic	PH408
(c)	History of Epistemology	PH401
(d)	Philosophical Logic and Metaphysics	PH402
(e)	Philosophy of Mathematics	PH403
(f)	History of Science	PH404
(g)	Foundations of Probability	PH407
(h)	Philosophy of Science and Scientific Method	PH400
(i)	Philosophy of Economics	PH413
(j)	An approved paper from any other course for the M.Sc. in the Faculty of Economics	

and

II An dissertation of not more than 10,000 words, normally on a topic falling within the field of any of the papers.

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Dates of Examination

Written papers	May or June
Essay	15 September

Stream 2

Students spend one semester at the London School of Economics (i.e. October–January) and one semester at Nanterre (i.e. February–late May). All examinations are held in London.

Examination

Paper Number	Paper Title	Course Guide Number
I		
1.	Philosophy of the Social Sciences	PH405

Paper Number	Paper Title	Course Guide Number
2. & 3.	Students select options from papers 2 and 3 in stream I during the first semester and undertake a course of tuition in Nanterre during the second semester. The Department will advise students on their selection of papers at the beginning of the Michaelmas Term. The availability of papers under 2 and 3 will partly depend on the options offered by the Department of Philosophy at the University of Paris X (Nanterre). Students will sit special semester examination papers in three areas at the end of the first semester in January and sit examinations based on two subject areas at the end of the second semester in May or June	

and

II	Students are required to write a dissertation of not more than 10,000 words during the Summer to be submitted by 15 September	
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Dates of Examination

Written papers	January (for first semester courses)
May or	June (for second semester courses)
Dissertation	15 September

Students should refer to the section Interdepartmental Degrees for information on the M.Sc. Economics and Philosophy.

Stream 3**Examination**

Paper Number	Paper Title	Course Guide Number
I	Three written papers selected with the approval of the candidate's teachers as follows (all candidates must select <i>at least one</i> of the options (a), (b) and (c)):	
(a)	Philosophy of the Social Sciences	PH405
(b)	Philosophy of Economics	PH413
(c)	Methodology of the Social Sciences	PH454
(d)	Advanced Social Philosophy	PH410
(e)	<i>One of</i>	
(i)	Logic	PH406
(ii)	Mathematical Logic	PH408
(f)	History of Epistemology	PH401
(g)	Philosophical Logic and Metaphysics	PH402
(h)	Philosophy of Mathematics	PH403
(i)	History of Science	PH404
(j)	Foundations of Probability	PH407
(k)	Philosophy of Science and Scientific Method	PH400
(l)	Philosophy of Economics	PH413

Paper Number	Paper Title	Course Guide Number
(m)	An approved paper from any other course for the M.Sc. in the Faculty of Economics	
and		
II	A dissertation of not more than 10,000 words, normally on a topic falling within the field of any of the papers.	

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Dates of Examination

Written papers	May or June
Essay	15 September

Course Guides

In addition to the courses listed here, Master's students are welcome to attend a number of seminars and courses for research students – Course Guides are provided in the Philosophy entry relating to M.Phil. and Ph.D. degrees.

PH400**Philosophy of Science and Scientific Method**

Teachers Responsible: To be announced

Availability and Restrictions: The course is primarily intended for M.Sc. Philosophy & History of Science, M.Sc. Philosophy of the Social Sciences, M.Sc. Economics & Philosophy. The associated seminar is also available to research students.

Core Syllabus: The nature of physical theories, and the relation between the theory and the physical world. The principles of inductive reasoning and scientific method and some issues in the metaphysics of science.

Course Content: The course covers some of the central issues in contemporary philosophy of science – which issues are chosen depends to some extent on student interest, but may include:

Theory and evidence: probabilistic approaches to confirmation, especially the personalist Bayesian approach; the Duhem problem; the alleged underdetermination of theory by data; the alleged theory-ladenness of observation; simplicity and *ad hocness*. Paradigms and research programmes: theory-change in science. The nature and status of methodological rules of appraisal. Problems with

testing statistical theories. "Causal" theories and their relationship to statistical data. Reductionism. Philosophical problems associated with the general theory of relativity, quantum theory, and the Darwinian theory of evolution.

Teaching Arrangements: Lectures: PH201 Scientific Method, 20 ML. Seminar: PH451, 20 ML. Students on this course may also benefit from attendance at PH555 and PH557.

Reading List: See course PH201.

Methods of Assessment: A three-hour written examination in the Summer Term.

PH401**History of Epistemology**

Teacher Responsible: Dr. John Milton (King's College)

Availability and Restrictions: The course is primarily intended for M.Sc. Philosophy & History of Science; M.Sc. Philosophy of the Social Sciences.

Core Syllabus: Epistemological issues in 17th and 18th century philosophy.

Course Content: Bacon's reform of traditional philosophy and his inductive methodology; the *Novum Organum*; Descartes: the pursuit of certainty and the mechanical philosophy; the method of the *Principles of Philosophy*. Boyle and the Corpuscular Philosophy. Locke and limits of human knowledge. Leibniz's metaphysics and his debate with the Newtonians. Berkeley and idealism; the instrumentalist natural philosophy of *De Motu*; Hume and inductive scepticism.

Teaching Arrangements: 40 x one-hour lectures and a back-up seminar.

Reading List: Bacon, *The New Organon*; Descartes, *The Discourse on Method* and *The Principles of Philosophy*; Boyle, *Selected Philosophical Writings*, (Ed.), M. A. Stewart; Locke, *An Essay concerning Human Understanding*; The Leibniz-Clarke Correspondence; Berkeley, *The Principles of Human Knowledge* and *De Motu*; Hume, *A Treatise of Human Nature*.
Methods of Assessment: A three-hour written examination in the Summer Term.

PH402**Philosophical Logic & Metaphysics**

Teacher Responsible: Professor J. Worrall, Room A286

Availability and Restrictions: The course is primarily intended for M.Sc. Philosophy & History of Science, M.Sc. Philosophy of the Social Sciences.

Core Syllabus: Some of the main contemporary philosophical problems in philosophical logic and in metaphysics.

Course Content: For Philosophical Logic: reference, names and descriptions, validity, truth, logical truth, conditionals, necessity and modality, existence and quantification, vagueness and non-classical logics. For Metaphysics: universals and particulars, materialism and dualism, free-will and determinism, personal identity, substance, events, causation, time, realism and idealism.

Reading for Philosophical Logic: Saul Kripke, *Naming and Necessity*; R. M. Sainsbury, *Logical Forms*; P. Geach, *Reference and Generality*; Gareth Evans, *The Varieties of Reference*; Simon Blackburn, *Spreading the Word*; Paul Horwich, *Truth*; Robert Stalnaker, "Possible Worlds" in Honderich & Burnyeat (Eds.), *Philosophy As It Is*.

Reading for Metaphysics: J. Perry (Ed.), *Personal Identity*; J. L. Mackie, *The Cement of the Universe*; D. Davidson, *Actions and Events*; A. Goldman, *A Theory of Human Action*; P. Churchland, *Matter and Consciousness*; N. Block (Ed.), *Readings in Philosophy of Psychology*; R. Gale (Ed.), *The Philosophy of Time*; H. Mellor, *Real Time*; A. N. Prior, *Papers on Time and Tense*; P. Horwich, *Asymmetries in Time*; S. Shoemaker, *Identity, Cause and Mind*; M. Johnstone & G. Forbes, 'Is There a Problem About Persistence,' *Proceedings of the Aristotelian Society*, supp. vol. LXI 1987; D. Lewis, *The Plurality of Worlds*.

Teaching Arrangements: PH209: 36 intercollegiate lectures, twice weekly in the first term, once a week in the second term. **Philosophical Logic and Metaphysics** is a federal University of London lecture course, whose syllabus is designed for a 2 year cycle, permitting, but not requiring, students to attend lectures in adjacent years with no overlap in content. Since LSE students will attend for only one year, the specific course content will vary in alternative years. The descriptions above reflect the lectures' contents over the whole of the two year cycle. There will be associated tutorials or back up seminars.

Written Work: Students are expected write at least two essays per term.

Methods of Assessment: A three-hour written examination in the Summer Term.

PH403**Philosophy of Mathematics**

Teacher Responsible: Professor John Worrall, Room A286

Availability and Restrictions: The course is primarily intended for M.Sc. Philosophy & History of Science, M.Sc. Philosophy of Social Science. The associated seminar is also open to research students.

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.

Course Content: Introduction: is mathematical knowledge analytic, empirical or synthetic a priori?; Leibniz, Mill and Kant. Logicism: Frege and Russell. Platonism: philosophical significance of Set Theory. Formalism: philosophical significance of Gödel's completeness and incompleteness theorems. Intuitionism: Brouwer and Dummett. Wittgenstein's philosophy of mathematics. Recent developments.

Teaching Arrangements: A course of 24 intercollegiate lectures (PH210) (Michaelmas and Lent Terms) given by Dr. Keith Hossack and others at Birkbeck College), and an associated graduate seminar (PH403.A)

Written Work: Students will be expected to produce at least two essays per term and to give class papers.

Reading List: The most important single book is P. Benacerraf & H. Putnam (Eds.), *Philosophy of Mathematics—Selected Readings*. Students will also need to consult: A. Fraenkel, Y. Bar-Hillel & A. Levy, *Foundations of Set Theory*. Further readings will be announced during the course.

Methods of Assessment: A three-hour written examination in the Summer Term.

PH404**History of Science**

Teacher Responsible: Professor John Worrall, Room A286

Availability and Restrictions: The course is primarily intended for M.Sc. Philosophy of the Social Sciences and M.Sc. 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.

Course Content: The course consists of three parts: PH213.1, PH213.2, (Scientific revolutions: philosophical and historical issues) and PH404.3. For course contents for PH213.1, PH213.2 see their entries.

Course Content for PH404.3: Early Greek natural philosophy from the Presocratics to Aristotle. Mathematical astronomy from the Babylonians to Ptolemy. The decline of ancient science and the transmission of its legacy. 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.

Teaching Arrangements: PH213.1: 15 lectures ML (Professor John Worrall); PH213.2 5 lectures L (Dr. Helena Cronin); PH404.3 40 lectures ML (Dr. John Milton, Kings College). There is also a back-up seminar (PH404.A) given on alternate occasions by Dr. Milton and Professor Worrall.

Written Work: Students will be expected to write at least two essays per term and give class papers.

Reading Lists: For PH213.1 and PH213.2: consult the readings lists for PH213.1 and PH213.2.

For PH404.3: G. E. R. Lloyd, *Early Greek Science, Thales to Aristotle*; *Greek Science after Aristotle*; 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*; A. Koyré, *From the Closed World to the Open Universe*; 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*.

Methods of Assessment: A three-hour written examination in the Summer Term.

PH405**Philosophy of the Social Sciences**

Teacher Responsible: Dr. T. Uebel, Room A211

Availability and Restrictions: The course is primarily intended for M.Sc. Philosophy of the Social Sciences; M.Sc. Philosophy & History of Science; M.Sc. Economics & Philosophy. The seminar is also open to research students.

Core Syllabus: Some central philosophical questions that arise out of the social sciences.

Course Content: Michaelmas Term: The nature and alleged limits of explanation in the social sciences: naturalism, hermeneutics, critical theory. The problem of value-freedom and ideology. Relativism and objectivity. Methodological individualism.

Lent Term: Problems in understanding social action. What makes an action a social action? What is an action? Can actions have causal explanations? Are there, or can there be, natural laws about actions?

Teaching Arrangements: Philosophical Problems in the Social Sciences (20 lectures ML, PH203, Dr. Uebel and others; MI431 (10 lectures, ML) and the M.Sc. Seminar PH452 (10 x two-hour meetings, ML).

Written Work: Students will be expected to write at least two essays per term and give seminar papers.

Reading List: Selected articles from A. Ryan (Ed.), *Philosophy of Social Explanation*; M. Martin & L. McIntyre (Eds.), *Readings in the Philosophy of Social Science*; M. Hollis & S. Lukes (Eds.), *Rationality and Relativism*.

Methods of Assessment: A three-hour written examination in the Summer Term.

PH406**Logic**

Teacher Responsible: Professor Colin Howson, Room A201

Availability and Restrictions: The course is primarily intended for M.Sc. in Philosophy & History of Science; M.Sc. in Philosophy of Social Sciences; M.Sc. Economics & Philosophy.

Core Syllabus: The formalisation of deductive arguments within propositional and predicate languages and the use of the popular tree method to evaluate validity. General considerations on the scope of formal logic.

Course Content: Propositional languages and truth-functions. Propositional trees, and their completeness. First-order logic and full first-order trees, and their completeness. The theory of identity.

Teaching Arrangements: 40 lectures – two each week (ML) – see PH101 and a weekly one-hour class/seminar PH406A.

Written Work: Problem-sheets, requiring written answers, will be distributed on a weekly basis.

Reading List: C. Howson, *Logic with trees*, Routledge, 1997. Auxiliary text: R. C. Jeffrey, *Formal Logic: Its Scope and Limits*.

Methods of Assessment: A three-hour written examination in the Summer Term.

PH407**Foundations of Probability**

Teacher Responsible: Professor D. A. Gillies, Department of Philosophy, King's College

Availability and Restrictions: The course is primarily intended for M.Sc. in Philosophy & History of Science; M.Sc. in Philosophy of Social Sciences; M.Sc. Economics & 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.

Course Content: The classical, logical, subjective, frequency, and propensity interpretations of probability. 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 Arrangements: One lecture per week (PH407), and a back-seminar.

Written Work: Students are expected to write at least two essays 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*.

Methods of Assessment: A three-hour written examination in the Summer Term.

Mathematical Logic

Teacher Responsible: Professor Moshé Machover, King's College

Availability and Restrictions: The course is primarily intended for M.Sc. Philosophy & History of Science; M.Sc. Philosophy of the Social Sciences. **Logic** (PH101) or a similar first course in deductive (symbolic) logic, including propositional and predicate logic, is required. A knowledge of set theory is required; students may attend the lectures on Set Theory (PH201.1) given at King's or LSE in the Lent Term; or they may read a recommended text.

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.

Course 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. Diagonalization 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 Arrangements: A course of about 32 lectures in the Michaelmas and Lent Terms (PH200.2), 16 problem classes and 10 back-up seminars.

Recommended Reading: The texts for the course are *Set Theory, Logic and their Limitations*, M. Machover (1996); *A Course in Mathematical Logic*, J. Bell & M. Machover (1977), second printing, 1986). Also recommended: *Computability and Logic*, G. S. Boolos & R. C. Jeffrey.

Methods of Assessment: A three-hour written examination in the Summer Term.

PH408

three major 'revolutions' in twentieth century physics: quantum theory and a section on statistical mechanics, with a short discussion of relativity in each part.

Course Content: Issues concerning quantum theory, (e.g.) the mathematical formulation of the theory; the measurement problem; the EPR thought experiment; hidden variable supplementations; interpretations of quantum mechanics. Special relativity theory, the experimental disconfirmation of the Bell inequalities and the tension between quantum mechanics and relativity. Issues concerning statistical mechanics; (e.g.) the status of thermodynamics, entropy and kinetic theory; the problems of relativistic thermodynamics; the Boltzmann and Gibbs approaches to statistical mechanics; the problems of equilibrium theory; the justification of the standard measure; probability and explanation in statistical mechanics; the problems of nonequilibrium theory; the problem of the direction of time.

Teaching Arrangements: 20 lectures (PH409.1) plus a back-up seminar (PH409.2). There is also an optional research seminar in philosophy of physics (PH554).

Background Reading: J. Earman, *World Enough and Space-time*; M. Friedman, *Foundations of Space-Time Theories*, plus additional readings on specific topics.

Methods of Assessment: A three-hour written examination in the Summer Term.

PH409.2

Masters Students' Seminar in Philosophy of Physics

Teacher Responsible: Dr. C. Callender, Room A209
Availability and Restrictions: The course is primarily intended for students taking M.Sc. Philosophy & History of Science

Course Content: The teaching will constitute the back-up seminars for **Philosophical Foundations of Physics** (PH409). Topics discussed will follow those of the lectures.

Teaching Arrangements: 10 two-hour sessions (ML).

PH410

Advanced Social Philosophy

Teachers Responsible: Professor John Worrall, Room A286

Availability and Restrictions: M.Sc. Philosophy of the Social Sciences. Students should have taken an introductory course in either ethics or political philosophy.

Core Syllabus: An advanced discussion of selected texts in the history of moral and political philosophy; problems and topics in contemporary normative philosophy, including their relation to central metaphysical and normative disputes. The possibility of objectivism in morals; the metaphysics of value. Issues in moral psychology; weakness of the will. The moral and political philosophy of Karl Marx.

Philosophical Foundations of Physics

Teacher Responsible: Dr. C. Callender, Room A209
Availability and Restrictions: The course is primarily intended for M.Sc. Philosophy & History of Science. Although others may benefit from the course, it will be aimed at students with either mathematics or physics at least to A-level or the equivalent. The seminar is also open to research students.

Course Syllabus: The philosophical analysis of the

Course Content: The ethical theories of Plato, Aristotle, Hume, Mill and Kant. Realism and anti-realism in moral philosophy. Theories of virtue and the good life. Autonomy and ethics. Moral psychology. Self-interest and contractarianism. Consequentialism and deontology.

The political philosophies of Plato, Aristotle, Hobbes, Rousseau, Locke, Mill and Marx. The State; Power and Authority; the Market and Justice; Liberalism and Communitarian arguments about the Good; Conservatism and Socialism; the nature of property rights.

Teaching Arrangements: The teaching for this course is by 72 intercollegiate philosophy lectures. **Ethics** (24 lectures, ML, Thursdays, 10 a.m.) and **Political Philosophy** (24 lectures, ML, Thursdays, 11 a.m.) (PH205); **Marxism** (20 lectures, ML, Tuesdays, 3 p.m.) (PH410). These lecture courses are given for students taking the B.A. London federal philosophy degree over a two year period; M.Sc. students from the LSE attend the three sets of lectures for one year only, and are examined by a single LSE paper reflecting their year's work. The specific course content therefore varies in alternative years: the descriptions above reflect the lectures' contents over the two year cycle. Students are also advised to consult the *Calendar* for details of undergraduate and M.Sc. lecture courses in **Political Philosophy** offered by the LSE Government Department.

Reading List: Plato, *Gorgias*; *The Republic*; Aristotle, *The Nichomachean Ethics*; Hobbes, *Leviathan*; Rousseau, *The Social Contract*; Locke, *Two Treatises of Government*; Hume, *Treatise*; Book III, *Essays*; Kant, *Groundwork of the Metaphysics of Morals*; Mill, *Utilitarianism*; Rawls, *A Theory of Justice*; Nozick, *Anarchy, State, and Utopia*; Mill, *On Liberty*; *Representative Government*; *Essay on Bentham*; Marx, *Marx Selected Writings* (Ed.), McLellan. A number of contemporary books and articles will also be recommended.

Methods of Assessment: A three-hour written examination in the Summer Term.

PH411

Philosophy of Biological and Cognitive Sciences

Teacher Responsible: Professor David Papineau, King's College

Availability and Restrictions: The course is primarily intended for M.Sc. in Philosophy and History of Science

Core Syllabus: The course covers the philosophy of psychoanalysis and cognitive psychology and includes a series of lectures on special topics in the philosophy of psychology, Darwinism.

Course Content: Philosophy of Psychology: Commonsense psychological explanation and its extension to psychoanalytic theory. Philosophical exposition of some main concepts of Freudian and post-Freudian theory, including some of: dreams, the unconscious, repression, primary and secondary process, psychosexual development, and the structural theory of the mind; fantasy, the inner world, Kleinian theory

of positions, envy, projection, symbol-formation. Computers and the mind; specific theories in empirical psychology (e.g. Marr's computational theory of vision, Fodor's modularity hypothesis); their methodology, and the types of representation appealed to in their construction, application and evaluation. The mind-body problem, consciousness.

PH202.2 The Darwinian revolution:

1. The problems of adaption and diversity, how Darwinism solves them; why rival theories fail
2. Nineteenth-century Darwinism and the revolution of recent decades
3. The problem of altruism; modern solutions; and past confusions.

4. Sexual selection - why males are often ornamental and promiscuous whereas females are drab and discriminating; the century-long neglect of Darwin's solution; current views.

5. Humans as Darwinian animals; what can natural selection explain about us?

Reading List: Sigmund Freud, *Five Lectures on Psychoanalysis*; *Introductory Lectures*; Richard Wollheim, *Freud*; Hanna Segal, *Klein*; J. Neu (Ed.), *The Cambridge Companion to Freud*; J. Hopkins & R. Wollheim (Eds.), *Philosophical Essays on Freud*; Paul Churchland, *Matter and Consciousness*; Jerry Fodor, *The Modularity of Mind*; J. Haugeland, *Mind Design*; J. Haugeland, *Artificial Intelligence*; Jerome Barkow, Leda Cosmides & John Tooby (Eds.), *The Adapted Mind: Evolutionary psychology and the generation of culture*; Charles Darwin, *On the Origin of Species*, chapters 3, 4, 6, 7, 13, 14 (or sixth edition chapters 3, 4, 6, 7, 8, 14, 15); Martin Daly & Margo Wilson, *Homicide*, chapter 1; Richard Dawkins, *The Blind Watchmaker*; John Maynard Smith, *On Evolution*, chapters 1, 2, 6, 7; Michael Ruse, *The Darwinian Revolution*; also Helena Cronin, *The Ant and the Peacock*.

Teaching Arrangements: The main teaching for this course is a seminar (PH411) given by David Papineau at King's College. Students must also attend the intercollegiate Philosophy of Psychology lectures (Birkbeck); and the 5 lectures on Darwinism that form part of the course on **Scientific Revolutions: Philosophical and Historical Issues** (PH213.2)

Methods of Assessment: A three-hour written examination in the Summer Term.

PH413

Philosophy of Economics

Teacher Responsible: Professor Nancy Cartwright, Room T11

Availability and Restrictions: The course is primarily intended for students taking M.Sc. Philosophy of the Social Sciences, M.Sc. Economics & Philosophy or M.Sc. Philosophy & History of Science. The seminar is also open to research students; and there is an optional research seminar in **Philosophy of Economics** (PH453).

Core Syllabus: Philosophical issues in economics.
Course Content: Methodological problems in economics. The status of economic theory. Social judgements, social choice and interpersonal comparisons. Consequentialism, welfarism and utilitarianism. The Liberal Paradox. Arrow's

Theorem. Distributive justice and the economics of redistribution. Idealization in economics, the nature of economic law, the requirement of micro foundations, the Austrian School, expectations as causal factors, causal inference in economics.

Teaching Arrangements: 20 lectures in Philosophy of Economics (PH211 ML), plus 10 seminars (PH453) – given by Max Steuer and Thomas Uebel.

Written Work: Students will be expected to write at least two essays per term and to give class papers.

Reading List: F. Hahn & M. Hollis (Eds.), *Philosophy and Economic Theory*; D. Little, *Varieties of Social Explanation*; L. C. Robbins, *The Nature and Significance of Economic Science*; J. Rawls, *A Theory of Justice*; F. Hahn & M. Hollis (Eds.), *Philosophy and Economic Theory*; *Interpersonal Comparisons of Well-Being* (1991) (Eds., J. Elster & J. E. Roemer); A. K. Sen & B. Williams (Eds.), *Utilitarianism and Beyond*; S. Krupp, *The Structure of Economic Science*; F. Hahn & M. Hollis (Eds.), *Philosophy and Economic Theory*; D. Hausman, *The Philosophy of Economics and The Separate and Inexact Science of Economics*; B. Bateman & J. Davis, *Keynes and Philosophy*. Additional reading, particularly of articles, may be suggested in the lectures and the seminars.

Methods of Assessment: A three-hour written examination in the Summer Term.

PH414

Causal Analysis (Half unit)

Teacher Responsible: Professor Nancy Cartwright, Room T11

Availability and Restrictions: The course is primarily intended for students taking the M.Sc. Social Research Methods with Philosophy of the Social Sciences.

Core Syllabus: A review of statistical and philosophical approaches to causal inference in the context of social science research.

Course Content: The Humean tradition and counters to it. Probabilistic analyses of causation. Econometric modelling: from statistics to models to causes. Connection with experiment and quasi-experiments. Tetrad methods and their presuppositions.

Teaching Arrangements: 10 x two-hour lectures in the Michaelmas Term (PH414); 10 one-hour seminar/support classes.

Reading List: T. D. Cook & B. T. Campbell, *Quasi-Experimentation: Design and Analysis Issues for Field Settings*; Nancy Cartwright, *How the Laws of Physics Lie*; Herbert Simon "Spurious Correlation: A Causal Interpretation" in H. Blalock (Ed.), *Causal Models in the Social Sciences*; C. Glymour, P. Spirtes, Richard Scheines & Kevin Kelly, *Discovering Causal Structure*.

Methods of Assessment: Coursework and a two-hour written examination in the Summer Term.

PH451

Seminar in Scientific Method

Teacher Responsible: To be announced

Availability and Restrictions: The course is primarily intended for M.Sc. students. M.Phil./Ph.D. students are also welcome to attend.

Course Content: Any topics from contemporary philosophy of science may be covered. The selection will be governed by student interests, but generally includes topics such as scientific explanation, realism vs anti-realism, reductionism, different approaches to theory confirmation and topics in the foundations of the particular sciences

Teaching Arrangements: 20 two-hour seminars (PH451). Students are advised to attend PH201 if the material has not been covered before.

Reading: To be advised during the course.

PH452

Seminar in Philosophy of the Social Sciences

Teacher Responsible: Dr. T. Uebel, Room A211

Availability and Restrictions: The course is primarily intended for M.Sc. students. M.Phil./Ph.D. students are also welcome to attend.

Course Content: Topics for discussion in the first term will be selected from among the following: reduction, individualism and holism; objectivity in social science; sociology of (scientific) knowledge. Depending on student interest, a topic for discussion in the second term may be: the philosophical foundations of critical theory.

Teaching Arrangements: Ten two-hour seminars (PH452).

Reading: Selections from M. Martin & L. C. McIntyre (Eds.), *Readings in the Philosophy of Science*; H. Longino; *Science as Social Knowledge*; T. McCarthy, *The Critical Theory of Jürgen Habermas*; J. Habermas, *The Theory Communicative Action*.

PH453

Seminar in Philosophy of Economics

Teachers Responsible: Mr. M. Steuer, Room S183 and Dr. Thomas Uebel, Room A211

Availability and Restrictions: The course is primarily intended for M.Sc. students. M.Phil./Ph.D. students are also welcome to attend.

Course Content: Topics include: idealization in economics, the nature of economic law, the requirement for micro foundations, the Austrian School, expectations as causal factors.

Teaching Arrangements: 10 seminars in the philosophy of economics (PH453).

Reading: F. Hahn & M. Hollis (Eds.), *Philosophy and Economic Theory*; D. Hausman, *The Philosophy of Economics and The Separate and Inexact Science of Economics*; selected articles.

PH454

Methodology of the Social Sciences

Teacher Responsible: Professor Nancy Cartwright, Room T11

Availability and Restrictions: The course is primarily intended for students taking M.Sc. Philosophy of the Social Sciences, or M.Sc. Philosophy and History of Science, and M.Phil./Ph.D. **Core Syllabus:** Some foundational and methodological issues in the social sciences, especially concerning the applicability of scientific methods in the social field and concerning the nature of causal inference in social science.

Course Content: MI431: Naturalism and its critics: the rise and fall of the DN-model of explanation and the unity of science thesis; the hermeneutic challenge (understanding vs explanation); the challenge of critical theory to the ideal of value-neutrality. Prediction and reflexivity in social science: the possibility of historical predictions; reflexive predictions and social ontology. Evolutionary models in the social sciences: what can Darwinian theory tell us about ourselves? Darwinian theory and the human sciences.

PH414: A review of statistical and philosophical approaches to causal inference in the context of social science research. The Humean tradition and counters to it. Probabilistic analyses of causation. Econometric modelling: from statistics to models to causes. Connection with experiment and quasi-experiments.

Tetrad methods and their presuppositions.

Teaching Arrangements: The course consists of the teaching for course MI431 – 10 lectures in the Michaelmas Term; and PH414 10 lectures in the Michaelmas Term; plus 20 one-hour seminar/support classes (PH454.A)

Reading List: T. D. Cook & B. T. Campbell, *Quasi-Experimentation: Design and Analysis Issues for Field Settings*; Nancy Cartwright, *How the Laws of Physics Lie*; Herbert Simon, "Spurious Correlation: A Causal Interpretation" in H. Blalock (Ed.), *Causal Models in the Social Sciences*; C. Glymour, P. Spirtes, Richard Scheines & Kevin Kelly, *Discovering Causal Structure*; H. Kincaid, *Philosophical Foundations of the Social Sciences*; M. Martin & L. McIntyre (Eds.), *Readings in the Philosophy of Social Science*; P. Urbach, "The Scientific Status of Evolutionary Theories of Society", *LSE Quarterly* 1987; J. Searle, *The Construction of Social Reality*; M. Daly & M. Wilson, *Homicide*; H. Cronin, *The Ant and the Peacock*.

Students on the M.Sc. Philosophy of the Social Sciences, or M.Sc. Philosophy and History of Science are also welcome to attend certain Seminars for Research Students (please see pp. 889–890).

Department of Social Policy and Administration

M.Sc. Criminal Justice Policy

Duration of Course of Study

Full-time: One calendar year. *Part-time:* Two calendar years.

Examination

Paper Number	Paper Title	Course Guide Number
I Three written papers as follows:		
1.	Criminal Justice Policy	SA403
2. & 3.	Two of the following, subject to availability and the approval of the teachers concerned	
(a)	Rehabilitation of Offenders	SA444
(b)	Psychology and Crime	SA446
(c)	Sociology of Crime, Deviance and Control	SO409
(d)	Sentencing and the Penal Process	LL489
(e)	Law and Social Theory	LL465
(f)	Policing and Police Powers	LL478
(g)	Regulation and Law	
(h)	Juvenile Justice	LL457
(i)	A paper from another Master's programme agreed after discussion with the Course Tutor	
II	A dissertation of not more than 10,000 words on an approved topic.	SA465

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Dates of Examination

Written Papers	June (Paper 1) June or September (Papers 2 & 3)
Dissertation	September

M.Sc. Demography

Duration of Course of Study

Full-time: One calendar year. *Part-time:* At least two calendar years.

Examination

Paper Number	Paper Title	Course Guide Number
1.	All candidates must take:	
(a)	Social and Economic Demography (half unit)	SA494
(b)	Demography of Developed Societies (half unit)	SA484
	and	
	Population Trends and Processes in the Developing World (half-unit)	SA493
(c)	Basic Population Analysis (half unit)	SA481
(d)	Advanced Population Analysis (half unit)	SA480
2.	All candidates must also take:	
	<i>Either</i>	
(a)	Demographic Data Collection, Sampling and Surveys (half unit)	SA482
	and	
(b)	Population Programmes: Design, Implementation and Evaluation (half unit)	SA492
	<i>Or</i>	
	<i>One</i> paper drawn from the following list (subject to relevant teacher's agreement)	
(c)	Foundations of Health Policy	SA411
(d)	European Social Policy	SA405
(e)	Social Policy Planning and Participation in Developing Countries	SA452
(f)	Third World Urbanization	GY411
(g)	An approved M.Sc. paper (or two half units) in a related discipline	
3.	All candidates must also take:	
	A dissertation of not more than 10,000 words on a topic approved by the candidate's teachers.	
	All students are expected to take Statistics and Computing for Demographers (SA495) (20 hours)	

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Dates of Examination

Written papers	June
Dissertation	15 September

M.Sc. European Social Policy

Duration of Course of Study

Full-time: One academic year. *Part-time:* Two academic years.

Examination

Paper Number	Paper Title	Course Guide Number
I Three written papers as follows:		
1.	European Social Policy	SA405
2.	One of the following:	
	(a) The EU: Government, Law and Policy	EU401
	(b) European History since 1945	HY418
	(c) European Institutions III	IR413
	(d) Economic Organisation of the European Community	EC433
	(e) European Community: Politics and Policy (half unit)	GV452
	and	
	Socio-Economic Cohesion Policies in the EC (half unit)	GV453
3.	One of the following:	
	(a) Social Policy and Administration	SA450
	(b) Jean Monnet Module in European and Comparative Health Policy	SA406
	(c) Income Maintenance and Social Security Policies	SA425
	(d) Planning of Personal Social Services	SA440
	(e) Sociology of Deviant Behaviour	SO409
	(f) Social Exclusion, Inequality and the 'Underclass' debate (half unit)	SA429
	(g) Social Policies for Ageing Populations (half unit)	SA402
	(h) With the consent of the candidate's teachers, a paper from any other M.Sc. course in the Faculty of Economics	SA466
II European Social Policy – Long Essay		

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Dates of Examination

Written papers	June
Report	20 June

M.Sc. in Health and Social Services**Duration of Course of Study**

Part-time: Two calendar years.

Examination

Paper Number	Paper Title	Course Guide Number
I Papers to the value of six half units		
1.	Two half units from:	
	(a) Foundations of Health Policy	SA447

Paper Number	Paper Title	Course Guide Number
	(b) Foundations of Social Service Policy	SA448
	(c) Management in Health and Human Services	SA449
	(d) Managing Change in Health and Social Services	SA457
2. & 3.	Papers to the value of <i>four</i> half units from the following:	
	(e) Any paper not taken under 1	
	(f) Financial Aspects of Service Development and Provision	SA476
	(g) Legal Aspects of Service Development and Provision	SA477
	(h) Social Policies for Ageing Populations	SA402
	(i) Social Exclusion, Inequality and the 'Underclass' debate	SA429
	(j) Child Protection: Risk Assessment and Decision Making	SA458
	(k) Children In Need: Developing Preventive and Supportive Services	SA459
	(l) Rehabilitation of Offenders	SA444
	(m) Methods of Social Policy Research	SA451
	(n) Health Economics (A)	SA414
	(o) Planning of Personal Social Services	SA440
	(p) The Jean Monnet Module in European and Comparative Health Policy	SA406
	(q) Social Policy and Administration	SA450
	(r) Any other course (unit or half unit) approved by the student's tutor (subject to availability of places and timetabling constraints)	
	Papers (a) to (i) are half units. Papers (l) to (r) are full units. Papers (j) to (k) are double units.	
<i>and</i>		
II Health and Social Services Dissertation		SA467

Students will take the examination in two parts. The first part will consist of papers to the value of four half units. The second part will consist of the remaining half unit and Report.

Dates of Examination

Written papers	January for SA402 June for all other courses
Dissertation	21 June

M.Sc. Health Policy, Planning and Financing

(This course is taught jointly with the London School of Hygiene and Tropical Medicine)

Duration of Course of Study

Full-time: One academic year. *Part-time:* Two academic years.

Examination

Paper Number	Paper Title	Course Guide Number
Written papers (or written papers and a report) together with assessment of course work, as follows:		
1.	Foundations of Health Policy	SA411
2.	Three of the following:	
	(a) Health Economics (A)	SA414

Paper Number	Paper Title	Course Guide Number
(b)	Health Policy: Process and Power	SA415
(c)	Social Science Methods for Health Research	SA453
(d)	Applied Epidemiology	SA400
(e)	Health Services Evaluation and Management	SA420
(f)	The Jean Monnet Module in European and Comparative Health Policy	SA406
(g)	Population and Health	SA486
(h)	An extra LSE course on a subject approved by course conveners (Subject to timetabling and the requisite academic background for the particular subject)	
(i)	Any two study units at the London School of Hygiene and Tropical Medicine on a subject approved by course convener. (Subject to timetabling and the requisite academic background for the particular subject) These study units may be those forming part of courses (a) to (c) listed above but not already taken, or may be any other study units	
(j)	Health Policy, Planning and Financing – Report	SA468

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Dates of Examination

Written papers	June
Report	1 June

M.Sc. Housing and M.Sc. Housing (International)

Duration of Course of Study

Full-time: One calendar year. *Part-time:* Two calendar years.

Candidates for the M.Sc. Housing degree are required to take papers I(a) and I(b) and either II(a) and II(b) or IV(c) and IV(d); 10,000 word dissertation (VI); papers to the value of one unit from the remaining options.

Candidates wishing to be awarded the M.Sc. Housing with special subject **International** degree are required to take papers I(a), III and papers to the value of one and a half units from I(b), II(a), II(b), IV and V, provided that not more than one unit is taken from V, and submit a dissertation with an international housing focus (VI). Successful candidates taking the international options will have their specialism reflected in the title of their degree (i.e. M.Sc. Housing (International)).

Examination

Paper Number	Paper Title	Course Guide Number
I	(a) Housing Policy and Development (half unit)	SA479
	(b) Housing Organisation and Management (half unit)	SA464
II	(a) Housing Economics (half unit)	SA463
	(b) Housing Finance (half unit)	SA487
III	International Housing and Social Change	SA478
IV	(a) Social Exclusion, Inequality and the 'Underclass' debate (half unit)	SA429
	(b) Development of Social Policy (half unit)	SA488
	(c) Housing Law (half unit)	SA431
	(d) Planning and Regeneration (half unit)	SA436
V	With the permission of the candidate's teachers, the agreement of the department/institute concerned and subject to timetabling constraints, a full or half unit from one of the following degree programmes: Social Policy and Planning in Developing Countries; Regional and Urban Planning; European Studies; Development Studies; Voluntary Sector Organisation; or other courses offered within the Department of Social Policy and Administration including Social Policies for Ageing Populations.	
VI	A dissertation of not more than 10,000 words on an approved topic.	

Dates of Examination

Written papers	June (except for Social Policies for Ageing Populations, which is examined in January)
Dissertation	1 September

M.Sc. Housing and M.Sc. Housing (International) with Professional Diploma

This programme leads to a University of London Master's degree and a professional Diploma recognised by the Chartered Institute of Housing.

Duration of Course of Study

Full-time: Two calendar years. *Part-time:* Three calendar years.

Students wishing to complete the professional diploma alongside the M.Sc. Housing/M.Sc. Housing (International) must take the following modules additional to those listed above for M.Sc. Housing and M.Sc. Housing (International):

Examination

Paper Number	Paper Title	Course Guide Number
1.	Planning Studies	SA441
2.	Building Studies	SA401
3.	Management Studies and Management Skills	SA433
4.	Welfare Rights	SA462
5.	Race and Housing	SA443

Full-time students must also complete three work placements.

M.Sc. Management of Non-Governmental Organisations**Duration of Course of Study***Full-time:* One academic year. *Part-time:* Two academic years.**Examination**

Paper Number	Paper Title	Course Guide Number
I	Three written papers as follows:	
1.	Voluntary Sector Policy and Administration	SA461
2.	NGO Management, Policy and Administration	SA435
3.	One of the following:	
(a)	Organisation Theory and Behaviour	ID403
(b)	Government and Administration in New and Emergent States	GV496
(c)	Development: Theory, History and Policy	DV400
(d)	One from any course provided for the M.Sc. in Social Planning in Developing Countries	
(e)	An approved paper from any other M.Sc. course in the Faculty of Economics	
and		
II	NGO Management – Dissertation	SA470

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination, for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Dates of Examination

Written papers	June
Report	Last week in August

M.Sc. in Population and Development**Duration of Course of Study***Full-time:* One calendar year. *Part-time:* At least two calendar years.**Examination**

Paper Number	Paper Title	Course Guide Number
1.	All candidates must take four half units from:	
(a)	Population and Development: An Analytic Approach	SA490
(b)	Population Policies: Evolution and Impact	SA491
(c)	Population Programmes: Design, Implementation and Evaluation	SA492

Paper Number	Paper Title	Course Guide Number
(d)	Population Trends and Process in the Developing World	SA493
(e)	Basic Population Analysis	SA481
(f)	Methods for Population Planning	SA485
2.	All candidates must take additional courses totalling one unit from: (Courses from outside Population Studies may be subject to an adequate background and the relevant teacher's agreement)	
(a)	Any half unit courses not taken from 1(a) to 1(f) above	
(b)	Advanced Population Analysis (half unit)	SA480
(c)	The Population of the Indian sub-continent (half unit)	SA254
(d)	Social Policy Planning and Participation in Developing Countries	SA452
(e)	Urbanization and Social Planning	SA460
(f)	Gender, Development and Social Planning	SA412
(g)	Social Planning for Rural Development	SA445
(h)	Foundations of Health Policy	SA411
(i)	Education and Social Planning	SA404
(j)	International Politics: Environment and Development	DV401
(k)	Development: Theory, History and Policy	DV400
(l)	Third World Urbanization	GY411
(m)	Gender, Space and Society	GY414
(n)	Information Technology and Socio-Economic Development (half unit)	IS446
(o)	Information Systems in Developing Countries (half unit)	IS450
(p)	Sociology of Development	SO404
(q)	An approved M.Sc. paper (or two half units) in a related discipline	
3.	All candidates must also take:	
	A dissertation of not more than 10,000 words on a topic approved by the candidate's teachers	SA499

Dates of Examination

Written papers	June
Dissertation	15 September

M.Sc. Social Policy and Planning**Duration of Course of Study***Full-time:* One academic year. *Part-time:* Two academic years.**Examination**

Paper Number	Paper Title	Course Guide Number
I	Three written papers as follows:	
1.	Social Policy and Administration	SA450
2. & 3.	Courses to the equivalent of two whole units from the following:	
(a)	Foundations of Health Policy	SA411
(b)	Income Maintenance and Social Security Policies	SA425
(c)	Planning of Personal Social Services	SA440
(d)	Sociology of Crime, Deviance and Control	SO409
(e)	European Social Policy	SA405

Paper Number	Paper Title	Course Guide Number
(f)	Social Exclusion, Inequalities and the 'Underclass' debate (half unit)	SA429
(g)	Social Policies for Ageing Populations	SA402
(h)	A full or half unit course (With the consent of the candidate's teachers) from any other M.Sc. programme at the School	
and II	Social Policy and Planning – Long Essay	SA471

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Part-time students who follow the **Diploma in Innovation in Mental Health Work** or the **Certificate in the Management of Community Care for Older People** in their first year will, in their second year, take paper 1 and one other whole unit from sections 2 and 3 and submit a report which may be their first year project report, extended and revised if necessary.

Dates of Examination

Written papers	June
Report	20 June

M.Sc. Social Policy and Planning in Developing Countries

Additional Entry Qualification

Practical work experience in developing countries.

Duration of Course of Study

Full-time: One calendar year.

Examination

Paper Number	Paper Title	Course Guide Number
I	Three written papers as follows:	
1.	Social Policy, Planning and Participation in Developing Countries	SA452
2. & 3.	Two of the following:	
(a)	Foundations of Health Policy	SA411
(b)	Planning Welfare Services and Social Security	SA442
(c)	Urbanisation and Social Planning	SA460
(d)	Social Planning for Rural Development	SA445
(e)	Education and Social Planning	SA404
(f)	Gender, Development and Social Planning	SA412

Paper Number	Paper Title	Course Guide Number
(g)	An approved paper from another branch of M.Sc. study	
and II	Social Policy and Planning in Developing Countries – Dissertation	SA472
and III	Project report related to the course work for paper 1 above.	
and IV	One assessed essay of not more than 3,000 words for each of the two elective courses (papers 2 and 3).	

Dates of Examination

Project report	Last day of Lent Term
Assessed essays	First day of Summer Term
Written papers	Third week of June
Dissertation	The last week in August

M.Sc. Voluntary Sector Organisation

Duration of Course of Study

Full-time: One academic year. *Part-time:* Two academic years.

Examination

Paper Number	Paper Title	Course Guide Number
I	Three written papers as follows:	
1.	Voluntary Sector Policy and Administration	SA461
2.	Social Policy and Administration	SA450
3.	One of the following:	
(a)	Organisational Theory and Behaviour	ID403
(b)	A paper from Social Policy and Planning not already taken	
(c)	A paper from any other M.Sc. course in the Faculty of Economics (Subject to the approval of the Course Tutor)	
and II	A Dissertation of not more than 10,000 words on a topic related to Paper 1 above approved by the candidate's teachers	SA475

Students following the part-time course, take the examination in two parts. The first part will consist of papers for compulsory courses Voluntary Sector Policy and Administration and Social Policy and Administration. The second part will consist of the remaining paper and the dissertation, and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Dates of Examination

Written papers	June
Report	15 June

Course Guides

SA400

Applied Epidemiology

Teachers Responsible: Dr. C. Stephens and Dr. A. Zwi, Department of Public Health and Policy, London School of Hygiene and Tropical Medicine.

Availability and Restrictions: For M.Sc. Health Policy Planning and Financing. This course is most suitable for students with a background in the health professions and non-medical graduates with a good honours degree in one of the social sciences, interested in applying epidemiological skills to planning, organisation and evaluation.

Core Syllabus: Specialised course designed to introduce epidemiological concepts and methods and apply them to health planning, organisation and evaluation.

Course Content: One linear unit followed by one study unit to be chosen among options outlined in the LSHTM Prospectus. Basic epidemiological concepts and methods; measurement of need and demand for health care services; screening procedures and programmes; surveillance, monitoring and health information systems; health and socioeconomic indicators; evaluation of efficiency, effectiveness and impact of health services; contribution of epidemiology to health planning and management at national, regional and local levels; uses of epidemiology in health services research and evaluation of technologies, procedures and specific interventions.

Teaching Arrangements: This course consists of 10 lectures (SA400.1) in the Michaelmas Term (10 x 1½ hour seminars/practicals (SA400.2); plus one study unit (occupying 2½ days a week for 5 weeks) in the Lent or Summer Terms. Students will be expected to participate in seminars and practicals and will be required to produce at least one seminar paper each term. Some of the lectures and seminars will be given by specialists in the particular topics. This course will be given at the LSHTM.

Written Work: As well as seminar papers and practical work, the students will be expected to produce two pieces of written work (an essay or practical exercise).

Reading List: The following is a basic reading list for the course; C. H. Hennekens & J. E. Buring, *Epidemiology in medicine*; J. N. Morris, *Uses of Epidemiology*; R. J. Donaldson & L. J. Donaldson, *Essential Community Medicine*; D. J. P. Barker & G. Rose, *Epidemiology in Medical Practice*.

Supplementary Reading List: This is given at the beginning of the course and covers specialized texts and articles on each subject covered within the course.

Methods of Assessment: Assessment includes one unseen three-hour paper written in June (60%) plus one piece of continuous assessment taken within the study unit of the course (40%).

Building Studies

Teacher Responsible: To be announced

Availability and Restrictions: For M.Sc./Diploma in Housing final year students and M.Sc. Housing (International) students taking the Diploma. Other students are welcome to attend although this is not a full M.Sc. 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 repairs programmes will also be covered.

Course Content: A series of lectures/seminars will cover the following topics: structural elements of buildings; finishings and fittings; services to buildings; additional building requirements, such as services of high rise dwellings, fire precautions, sound and thermal insulation; the management of maintenance organisations; maintenance programmes, including structural defects, non structural repairs, preventive maintenance, repairs to voids, emergency repairs systems, and tenant initiated repairs; modernisation and improvements to dwellings.

Teaching will be backed up by a field study programme undertaken by the students during their work as housing trainees.

A field studies notebook is an essential ingredient of the course and counts for 20% of the examination marks; the written examination counts for 80% of the marks.

Teaching Arrangements: 20 combined lectures/seminars, Michaelmas & Lent Terms.

Reading List: A. Woodhead, *House Construction: a basic guide*, Institute of Housing, Coventry, 1985; D. Marshall & D. Worthing, *The Construction of Houses*, The Estates Gazette Ltd., London, 1990; B. A. Richardson, *Defects and Deterioration in Buildings*, E. & F. N. Spon, London, 1991; W. B. McKay, *Building Construction*, Longman, London, 1982, 4 vols.

Methods of Assessment: There is a three-hour written examination in June. Students must answer four questions. The Building Studies Fieldwork Notebook must be submitted by the end of the Lent term and non-submission will lead to candidates being excluded from examinations.

SA401

available in different societies, taking demographic, economic, social and political conditions into consideration.

Course 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 Arrangements: 10 sessions of 2½ hours combining lectures and seminars in the Michaelmas Term.

Written Work: Students will write one essay by week 4, which will not count towards the final mark, and a course work essay of 1,500–2,000 words which must be submitted by 12 January 1998.

Reading List: S. Arber & J. Ginn, *Gender and Later Life*, Sage, 1991; P. Johnson & J. Falkingham, *Ageing and Economic Welfare*, 1992; P. Johnson et al. (Eds.), *Workers versus Pensioners* (1989); 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.

Examination Arrangements: The course will be examined by a two hour unseen examination paper in January. Candidates must answer two questions on subjects other than their coursework essays. The examination will count for 60% of the total mark. The course work essay will count for 40% of the total mark.

SA403

Criminal Justice Policy

Teacher Responsible: Dr. J. A. Rungay, Room A258

Availability and Restrictions: Compulsory course for M.Sc. 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 will address major theories, issues and methods in the analysis of criminal justice practice and policy.

Course Content: Policy processes will be 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 will be examined in relation to major theories of punishment: e.g. functionalist, Marxist and structuralist. The course has a distinct comparative emphasis, both historically and in relation to criminal justice systems and policies, particularly in Europe and North America.

Teaching Arrangements: Lectures: SA403.1. 10 lectures given in alternate weeks in the Michaelmas and Lent Terms.

Seminars: SA403.2. 25 weekly seminars of 1½ hours duration, Sessional.

Written Work: One essay per term is strongly recommended. One introductory paper per term is expected in seminar.

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*, 1994. 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*; R. Reiner & M. Cross (Eds.), *Beyond Law and Order: Criminal Justice Policy and Politics into the 1990's*; T. P. Morris, *Crime and Criminal Justice Since 1945*; R. Reiner, *The Politics of the Police*; P. E. Rock, *A View from the Shadows*; M. Zander, *A Matter of Justice*.

Methods of Assessment: Students sit one three-hour examination in the Summer Term. Three questions must be answered from a total of c. 15.

SA404

Education and Social Planning

Teacher Responsible: Dr. A. Hall, Room A260

Availability and Restrictions: For M.Sc. in Social Policy and Planning in Developing Countries. Students in other Master's degrees may also take this paper by agreement with their supervisors and as permitted by the regulation. Work experience in education is desirable, but not essential.

Core Syllabus: The course is designed to consider the role of education in national development and its relation to human resource needs, with particular reference to the situation in developing countries.

Course Content: Education and development: the current crisis, education and social theory. Educational access and policy-making: social class, ethnicity and religion bias, gender issues. Educational planning and reform: cost-benefit analysis, training provision and financing issues, curriculum development (primary and secondary, vocational, university), education for literacy and basic needs, distance education, environmental education, the politics and the role of foreign aid, the impact of economic recession and structural adjustment on the education sector.

Teaching Arrangements: Four introductory lectures (SA404) in the Michaelmas Term and followed by weekly seminars in the Michaelmas, Lent and Summer Terms.

For the seminar, SA404, a detailed programme is handed out at the beginning of the session. Students are required to present papers for group discussion, and must provide an outline on the blackboard or by handouts. Extensive reading is an essential part of the course and students are encouraged to discuss seminar presentations with their supervisors or course teachers. During the Michaelmas Term, Dr. Chris Dougherty (Economics Department) will conduct four sessions on the planning of education and training from an economics perspective (EC423.2).

Written Work: In addition to seminar presentations, students write essays for their supervisors.

Reading List: A detailed reading list is included in

the seminar programme. The following is an introductory list of books:

W. Gould, *People and Education in the Third World*, 1993; K. King, *Aid and Education in the Developing World*, 1991; S. Graham-Brown, *Education in the Developing World*, 1991; S. Forjalla, *Educational Planning for Development*, 1993; World Bank, *Priorities and Strategies for Education*, 1995; G. Psacharopoulos & M. Woodhall, *Education for Development: An Analysis of Investment Choices*, 1985; K. Lillis (Ed.), *School and Community in Less Developed Areas*, 1985; "Adjusting Education to Economic Crisis", *IDS Bulletin*, January 1989.

Methods of Assessment: There is a three-hour written examination paper in June which accounts for 75% of the total marks. Students are required to answer three questions from a choice of 10 to 12 questions. In addition, students are required to write an extended elective essay, which accounts for 25% of the marks.

SA405

European Social Policy

Teacher Responsible: Dr. S. P. Mangen, Room A261

Availability and Restrictions: Compulsory for M.Sc. European Social Policy; M.Sc. Social Policy and Planning; M.Sc. European Studies; 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 important component.

Course Content: The comparative study of the development of Western European welfare states in their political, social and economic contexts. The first part of the course traces the emergence of collective provisions of welfare from the last quarter of the nineteenth century. In the second part seminars focus on present processes of policy-making and implementation, and these are discussed in the context of contemporary issues in social policy: demographic trends and the planning of welfare; privatisation and decentralisation of welfare states; the fiscal crisis and problems of funding pensions and health care; social inequality and social security; social exclusion; policies for priority groups; and women and the welfare state. Seminars in the third term are devoted to social policymaking by the EU and the Social Dimension of the Single Market.

Teaching Arrangements: 23 weekly seminars (SA405) beginning in week 3 of the Michaelmas Term; 20 weekly lectures (SA213) in Michaelmas and Lent Terms, but twice weekly in weeks 2 to 5 of the Michaelmas Term.

Written Work: In-session assessment is via a two-hour mock examination held in February. Students are expected to work in small groups to prepare presentations for the weekly seminar.

Reading List: Some introductory texts are: P. Baldwin, *The Politics of Social Solidarity*; P. Flora & A. J. Heidenheimer, *The Development of Welfare States in Europe and America*; A. J. Heidenheimer et

al., *Comparative Public Policy* (3rd edn.); L. Hantrais, *Social Policy in the EU*, Macmillan; R. Mishra, *The Welfare State in Capitalist Society*; M. Gold, *The Social Dimension*, Macmillan; Springer, *The Social Dimension of 1992*, Praeger; Esping-Andersen, *The Three Worlds of Welfare Capitalism*, Polity; C. Pierson, *Beyond the Welfare State*, Polity; C. Jones, *New Perspectives on the Welfare State in Europe*, Routledge.

A full list will be handed out with the seminar programme.

Methods of Assessment: There is a three-hour formal written examination in June. Three questions must be answered. The examination forms 100% of the final mark.

SA406

The Jean Monnet Module in European and Comparative Health Policy

Teachers Responsible: Mr. P. Kanavos, Room H650 and Dr. E. Mossialos, Room H646

Availability and Restrictions: For graduate students, mainly as an optional paper for Master's degrees (where regulations permit), in particular the M.Sc. in Health Policy Planning and Financing, M.Sc. in Health and Social Services, M.Sc. in European Social Policy, M.Sc. in Social Policy and Planning, M.Sc. in European Studies.

Core Syllabus: A comparative approach to the development of health systems in advanced countries emphasising present and future policy options and problems. Emphasis is also given to the development of health policies in the European Union institutions.

Course Content: Health systems: an analysis of existing and suggested models, cross-national comparisons limitations, alternative models of provision and finance, the state's role in health, setting the policy agenda, choices in health policy, priority setting in health systems, the role of the international organisations, policy-making in the European Commission, interest groups, pharmaceutical policies in the EU, the pharmaceutical industry, private health insurance, cost containment policies, assessing health care reforms, health professions in Europe, health care reforms in Eastern Europe.

Reading List: B. Abel-Smith, J. Figueras, W. Holland, M. McKee & E. Mossialos, *Choices in Health Policy: An Agenda for the European Union*, Dartmouth and the Office for Official Publications of the European Communities, 1995; B. Abel-Smith, *Cost Containment and New Priorities in Health Care: A Study of the European Union*, Avebury, 1992; H. Glennerster, *Paying for Welfare*, Harvester, 1992; T. Johnson et al., *Health Professions and the State in Europe*, Routledge, 1995; J. Fox (Ed.), *Health Inequalities in European Countries*, Gower, 1989; R. Robinson & J. Le Grand (Eds.), *Evaluating the NHS Reforms*, King's Fund Institute, 1994; C. Altensteter & S. Haywood (Eds.), *Comparative Health Policy and the New Right*, Macmillan, 1991; 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.

Teaching Arrangements: 22 lectures and 12 two-hour seminars.

Methods of Assessment: The course will be examined by a three-hour written paper. Candidates must answer three questions. In addition students will be required to submit two essays during the course. The examination will count as 60% of the final mark and each of the essays will count as 20% towards the final mark.

SA410

Health Economics (B)

Teachers Responsible: Dr. F. Sassi, Room A225, Professor A. Mills and Dr. B. McPake, Department of Public Health and Policy, London School of Hygiene and Tropical Medicine, and others

Availability and Restrictions: For M.Sc. Analysis of Health Care Decisions.

Core Syllabus: This course develops basic economic concepts as they are applied to the health sector, and provides for specialisation in health economics.

Course Content: Concepts of health as an economic good, externalities, public goods, risk and uncertainty. Supply and demand analysis, elasticity, taxes and subsidies and its application in health care and preventive programmes. Concepts of production, production functions, cost functions, size and scale; economic efficiency and optimisation. Concepts of value of health and health care, human capital theory, measures of value of life, including implicit values. The role of the market in health care organisational structures, including the concept of internal markets. The economics of financing health care, including health and social insurance. Quantification, measurement and estimation of economic relationships including measurement of health outcome by using health status indices. Techniques of economic evaluation and planning, including cost benefit analysis and cost effectiveness studies.

Teaching Arrangements: Michaelmas Term: Students follow the Michaelmas Term teaching for course SA414.

Lent Term: Students take a study unit in Health Economics (occupying 2 days a week for 5 weeks in the Lent Term) held at the London School of Hygiene and Tropical Medicine.

Written Work: As well as seminar papers and practical work, the students will be expected to produce two pieces of written work for assessment.

Reading List: The following is a basic reading list for the course: N. Barr, *Economics of the Welfare State*, Weidenfeld and Nicolson, 1987; A. J. Culyer (Ed.), *Competition in Health Care*, Macmillan, 1991; M. F. Drummond et al., *Methods for the Economic Evaluation of Health Care Programmes*, Oxford University Press, 1987; K. Lee & A. Mills, *The Economics of Health in Developing Countries*, OUP, 1983; A. McGuire et al., *The Economics of Health Care*, Routledge, 1987; 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; E. J. Mishan, *Cost-Benefit Analysis*, George Allen and Unwin, 1983.

Supplementary Reading List: This is given at the beginning of the course and covers specialized texts and articles on each subject covered within the course.

Methods of Assessment: An assessed essay, to be submitted in the Lent Term and a written examination in June.

SA411

Foundations of Health Policy

Teachers Responsible: Professor J. Le Grand, Room A244 and others

Availability and Restrictions: For M.Sc. in Health Policy, Planning and Financing, M.Sc. in Social Policy and Planning, M.Sc. Social Policy and Planning in Developing Countries, M.Sc. in European Social Policy, M.Sc. Demography, M.Sc. Population and Development, M.Sc. Development Studies, and other appropriate M.Sc.s. This course is most suitable for students with a background in the health professions or health management. Non-medical graduates should have a good honours degree in one of the social sciences.

Core Syllabus: This course provides the basic concepts, methods and techniques for health policy, planning and financing for countries at all levels of development.

Course Content: Trends in world health. The determinants of health. Instruments of health policy, including health promotion, screening, health education, public health measures, fiscal measures, regulation. Health care services: the market vs the state. Theories of market failure; theories of state failure. The growth of quasi-markets. The conditions for their success. The empirical record. Equity and health care systems. The finance of health care services. Private and public finance. The role of charges. Decentralization and health care planning. Types of decentralization and factors influencing implementation. Human resource development: the process and limits of planning. Pharmaceutical planning: process and limits. Planning hospital resources. Primary health care.

Teaching Arrangements: 24 lectures (SA411). 13 two-hour seminars (SA411).

Students will be expected to participate in seminars and make at least one seminar presentation per term.

Written Work: Students will be expected to produce at least one essay each term.

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; K. Lee & A. Mills, *Policy-making and Planning in the Health Sector*, Croom Helm, 1983; W. Reinke (Ed.), *Health Planning for Effective Management*, OUP, 1988; J. Le Grand & W. Bartlett, *Quasi-Markets and Social Policy*, Macmillan, 1993; World Bank, *Investing in Health*, 1993; T. McKeown, *The Role of Medicine*, OUP, 1976; S. B. Halstead et al., *Good Health at Low Cost*, Rockefeller Foundation, 1985.

Supplementary Reading List: This is given out at the beginning of the course.

Methods of Assessment: 1. An assessed essay, to be submitted by the first day of the Summer Term (40%). 2. A three-hour paper in which three questions have to be answered (60%).

SA412

Gender, Development and Social Planning

Teacher Responsible: Ms. Jo Beall, Room A267

Availability and Restrictions: Optional for M.Sc. in Social Policy and Planning in Developing Countries. Knowledge of economic and social aspects of development and work experience in developing countries is desirable.

Core Syllabus: This course reviews the development of gender policy and its role in social planning and participation in the context of developing countries. It aims to examine and integrate a gender perspective in planning concepts and techniques and the planning process.

Course Content: The first part of the course discusses conceptual and theoretical frameworks for studying gender difference and social relations in developing countries and seeks to identify entry strategies and methodologies for integrating a gender perspective into social development. The second part of the course explores sectoral policies which specifically target women (for example population, women's health and enterprise development). It also examines the impact on gender roles and relations of development policy in general (for example urban and rural development, economic reform, employment policy, education and housing). The third part of the course concentrates on the institutional context in which social policy makers, planners and participants inside and outside government, at the international, national and local levels. The focus of the course is on applied techniques and the use of case studies for analysis of policy formulation, planning and implementation. Input from students' experience in developing countries is required.

Teaching Arrangements: Four introductory lectures (SA412) in the Michaelmas Term, followed by lectures, workshops and 14 seminars (SA412) over the Michaelmas, Lent and Summer Terms.

Written Work: All students prepare presentations during the year, and are expected to read widely and participate in seminar discussions. In addition to seminar presentations students write essays on this subject for their tutors.

Reading List: Detailed reading lists will be given out at the beginning of the lecture and seminar programmes. The following is an introductory list of books:

N. Kaber, *Reversed Realities*; M. Marchand & J. Parpart, *Feminism, Postmodernism, Development*; G. Sen & C. Grown, *Development Crises and Alternative Visions*; C. Moser, *Gender Planning and Development Theory, Practice and Training*; J. Beall, *A City for All, Valuing Difference and Working with Diversity*; R. Jahan, *The Illusive Agenda: mainstreaming women in development*; K. Young et al., *Of Marriage and the Market*; I. Barker, *The*

Strategic Silence: gender and economic policy.

Methods of Assessment: There is a three-hour written examination paper in June which accounts for 75% of the total marks. Students are required to answer three questions from a choice of 10 to 12 questions. In addition, students are required to write an extended elective essay, which accounts for 25% of the marks.

SA414

Health Economics (A)

Teachers Responsible: Dr. F. Sassi, Room A225, Professor A. Mills and Dr. B. McPake, Department of Public Health and Policy, London School of Hygiene and Tropical Medicine, and others

Availability and Restrictions: For M.Sc. Health Planning and Financing. This course is most suitable for students wishing to develop health economics skills.

Core Syllabus: This course develops basic economic concepts as they are applied to the health sector, and provides for specialisation in health economics.

Course Content: Concepts of health as an economic good, externalities, public goods, risk and uncertainty, Supply and demand analysis, elasticity, taxes and subsidies and its application in health care and preventive programmes. Concepts of production, production functions, cost functions, size and scale; economic efficiency and optimisation. Concepts of value of health and health care, human capital theory, measures of value of life, including implicit values. The role of the market in health care organisational structures, including the concept of internal markets. The economics of financing health care, including health and social insurance. Quantification, measurement and estimation of economic relationships including measurement of health outcome by using health status indices. Techniques of economic evaluation and planning, including cost benefit analysis and cost effectiveness studies.

Teaching Arrangements: The course consists of 10 lectures (SA414.1) and 10 seminars (SA414.2) held at LSE in the first term followed in the second and third terms by a series of 14 lectures (SA414.1) and 14 seminars (SA414.2) held at the LSE.

Written Work: As well as seminar papers and practical work, the students will be expected to produce two pieces of written work for assessment.

Reading List: The following is a basic reading list for the course: N. Barr, *Economics of the Welfare State*, Weidenfeld and Nicolson, 1987; A. J. Culyer (Ed.), *Competition in Health Care*, Macmillan, 1991; M. F. Drummond et al., *Methods for the Economic Evaluation of Health Care Programmes*, Oxford University Press, 1987; K. Lee & A. Mills, *The Economics of Health in Developing Countries*, OUP, 1983; A. McGuire et al., *The Economics of Health Care*, Routledge, 1987; 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; E. J. Mishan, *Cost-Benefit Analysis*, George Allen and Unwin, 1983.

Supplementary Reading List: This is given at the beginning of the course and covers specialized texts

and articles on each subject covered within the course.

Methods of Assessment: 1. An assessed essay, to be submitted in the Lent Term (40%). 2. A three-hour paper in which three questions have to be answered (60%).

SA415

Health Policy: Process and Power

Teachers Responsible: Dr. G. Walt and Dr. K. Lee, Department of Public Health and Policy, London School of Hygiene and Tropical Medicine

Availability and Restrictions: For M.Sc. Health Policy Planning and Financing. This course is most suitable for students with a background in the health professions and non-medical graduates with a good honours degree in one of the social sciences.

Core Syllabus: This multidisciplinary course considers the context and process of health policy development and implementation, the actors involved in this process and develops skills of judgement and action for policy negotiations and option appraisal.

Course Content: *One Linear Unit:* followed by one of several study units. *Linear Unit:* Provides a framework for policy analysis centred around contextual factors that influence policy processes of policy making, policy actors at local, national and international level, and their relationship to policy identification, formulation and implementation. Introduces models of health policy, definitions of health policy and the policy process. Related study units may vary from year to year and may include the following: *Policy Analysis for Research and Decision Making Study Unit.* Covers the application of policy analysis by understanding how political and economic theories influence health policy; focuses on tools (e.g., political mapping, stakeholder analysis) to apply policy analysis retrospectively (for research) and prospectively (for decision making). *Policy in Food and Nutrition Study Unit.* Definition of nutrition problems by and for policy makers. Different policy mechanisms for addressing food and nutrition problems. Policy negotiations and strategy development. *Health Care in Conflict and Displaced (unstable) Populations.* Definition of unstable situations. Political and economic factors influencing conflict within/between countries. Assessing health and health systems in unstable situations. Critical review of mechanisms of health care delivery. Considering how to plan, organise and monitor health care during emergency and post-emergency phases.

Teaching Arrangements: (SA415) Students take the Health Policy Linear Unit in the Michaelmas Term and one of three study units in the Lent/Summer terms. Each study unit occupies two half days per week for five weeks. Students will be expected to participate in seminars. This course will be given at the LSHTM.

Written Work: As well as seminar papers and practical work, the students will be expected to produce one written piece of work for assessment.

Reading List: More detailed reading lists will be available for each course unit. Basic reading includes: C. Barker, *The health care policy process*, OUP, 1996; M. Griddle (Ed.), *Politics and Policy Implementation in the Third World*, Princeton University Press, 1980;

B. Hogwood & L. A. Gunn, *Policy Analysis for the Real World*, Oxford University Press, 1984; G. Walt, *Health Policy Process and Power*, Zed Press, 1994; W. Parsons, *Public Policy*, Edward Elgar, 1995.

Methods of Assessment: Assessment is through one three-hour unseen exam held in June (60%) and one piece of continuous assessment within the selected study unit (40%).

SA420

Health Services Evaluation and Management

Teachers Responsible: Dr. A. M. Rafferty, Professor N. Black, Dr. N. Graves, Dr. S. Lessof and others, Department of Public Health and Policy, London School of Hygiene and Tropical Medicine

Availability and Restrictions: For M.Sc. Health Policy Planning and Financing. This course is most suitable for students with a background in the health professions and non-medical graduates with a good honours degree in one of the social sciences, interested in applying scientific theory and methods to health care systems.

Core Syllabus: This course provides a core of concepts, methods and techniques for the evaluation and management of health care.

Course Content: *One Linear Unit:* followed by one of several study units. The meaning of health care, lay care and formal care. *Linear Unit:* The meaning of disease. Disease categories. Determinants of need. Conceptual model of need, demand and use. Professional power, communication. Describing and comparing health care systems. Healthcare financing and expenditure. Financial management. Outcomes. Related study units vary slightly from year to year but may include the following: *Health Care Evaluation Study Unit:* Disease measurement. Case mix and severity. Health status measurement. Evaluation of health services: effectiveness, equity, humanity, efficiency. Experimental methods. Cohort studies. Ecological studies. *Organisational Management Study Unit:* Management. Organisational structure, roles, culture, politics, motivation, politics and power. Improving managers' effectiveness within organisations. Assessing service quality. Organisational change. Managing clinicians. *Financial Management Study Unit:* Using financial information for planning and management of resources.

Teaching Arrangements: Students take the Linear Unit and one of the three Study Units. The Linear Unit consists of 10 lectures (SA420.1) and 10 x 1½ hours seminars or practical sessions (SA420.2), in the Michaelmas Term. Study units (each occupying two days a week for five weeks) in the Lent or Summer Term.

Written Work: As well as seminar papers and practical work, the students will be expected to produce two pieces of written work for assessment.

Reading List: The following is a basic reading list for the course. Specialised reading for seminar topics and background reading for practical sessions will be provided by lecturers responsible for particular aspects of the course.

M. F. Drummond, *Principles of Economic Appraisal in Health Care*; T. McKeown, *Role of Medicine*; Open University, *The Health of Nations*; M. Morgan, M. Calnan & N. Manning, *Sociological Approaches to Health and Medicine*; B. Davey et al., *Health and Disease*, A. Reader; R. Fitzpatrick et al., *The Experience of Illness*; A. L. Cochrane, *Effectiveness and Efficiency*; M. McCarthy, *Epidemiology and Policies for Health Planning*; G. Knox, *Epidemiology in Health Service Planning*; J. Osborn, *Statistical Exercises in Medical Research*; D. J. P. Barker & G. Rose, *Epidemiology in Medical Practice*; P. Townsend & N. Davidson, *Inequalities in Health*; R. Maxwell, *Health and Wealth*; Open University, *Caring for Health: History and Diversity*; Open University, *Caring for Health: Dilemmas and Prospects*; R. Kohn & K. L. White, *Health Care International Study*.

Supplementary Reading List: This is given at the beginning of the course and reflects the special interests of the subject lecturers.

Methods of Assessment: Assessment includes one unseen three hour paper written in June plus one piece of continuous assessment taken within the chosen study unit.

SA425

Income Maintenance and Social Security Policies

Teachers Responsible: Professor David Piachaud, Room A281 and Mr. Mike Reddin, Room H105

Availability and Restrictions: For M.Sc. Social Policy and Planning. This course is also open to students taking the M.Sc. in European Social Policy, M.Sc. in Social Policy and Planning in Developing Countries and other M.Sc.'s. This course will be offered if there is a sufficient number of students.

Course Content: The course analyses income maintenance and social security policies defined broadly to include not only national insurance and social assistance provisions but also fiscal, occupational and private provisions that maintain incomes. Definitions and measurements of need and poverty are reviewed. Economic and financial aspects of social security are considered as is the impact of social security (including its redistributive potential) on social and economic behaviour. A comparative approach is adopted where appropriate, and the relevance of income maintenance in both developed and developing economies will be explored.

Teaching Arrangements: Teaching comprises lectures and seminars.

Lectures: There are 15 lectures **Social Security Policy** (SA425.1) in the Michaelmas and Lent Term that cover; approaches to income maintenance; poverty; redistribution; provisions for the elderly, children and unemployed people; universal, selective, occupational and fiscal approaches to income support.

Seminar: The seminar (SA425.2) will hold 25 weekly meetings spread over the three terms. In the first term the seminar will pursue the same topics as the lectures. In the second and third terms the seminar will cover (subject to meeting the interests of

members as far as possible): political and economic dimensions of income maintenance; the inter-relationship of tax and benefit systems; alternative forms of benefit finance; the role of funded insurance systems; problems of equity and discretion; work incentives; manpower policies; provisions for a wide range of contingencies; comparative income maintenance systems; public/private delivery systems.

Written Work: Seminar members will be expected to make regular presentations to the seminar, and a written paper at the end of the first term.

Reading List: Basic reading for the course comprises A. B. Atkinson, *The Economics of Inequality*, 2nd edn., Oxford, 1983; S. Baldwin, G. Parker & R. Walker, *Social Security and Community Care*, Avebury, 1988; S. Baldwin & J. Falkingham (Eds.), *Social Security and Social Change*, Harvester Wheatsheaf, 1994; N. Barr, *Economics of the Welfare State*, 2nd edn., Weidenfeld, 1993; A. Deacon & J. Bradshaw, *Reserved for the Poor*, Blackwell, 1983; M. Hill, *Social Security Policy in Britain*, Edward Elgar, 1990; J. Hills & J. Ditch (Eds.), *Beveridge and Social Security*, Oxford, 1994; P. Townsend, *Poverty in the United Kingdom*, Allen Lane, 1979.

A wide range of additional reading for specific topics will be given at the start of the course.

Methods of Assessment: The examination in the Summer Term consists of a three-hour paper in which three questions have to be answered.

SA429

Social Exclusion, Inequality and the 'Underclass' Debate (Half unit course)

Teachers Responsible: Dr. M. Kleinman, Room A259 and Professor D. Piachaud, Room A281

Availability and Restrictions: For M.Sc. students. Students may attend at the discretion of the teacher responsible.

Core Syllabus: This course focuses on the related topics of the growth in inequality, the emergence of social exclusion as a key concept in social policy 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.

Course Content:

- Changes in inequality:
 - the history of the debate: long term trends
 - measurement issues
 - UK evidence
 - international trends
 - causes of changes: economic activity; earnings inequality; tax and benefit changes
- The demographic background and social trends
 - trends in marriage, family, births
 - divorce, single parents and female-headed households
 - evidence on effects of family breakdown on health, education, income
 - dynamics versus statics: longitudinal and cross-sectional studies
- The 'underclass' debate
 - historical parallels: deserving/undeserving poor;

culture of poverty; transmitted deprivation

is the concept of 'underclass' meaningful?

evidence from the US and the UK

social exclusion in Europe

unemployment and the 'underclass'

crime and the 'underclass'

spatial segregation and housing policy

Teaching Arrangements: 10 Lectures, Lent Term. 10 Seminars, Lent Term.

Written Work: A 2,500 word written assignment is required.

Methods of Assessment: A formal two-hour examination in the Summer Term: two questions from a choice of five (50%). A written assignment of not more than 2,500 words (50%).

SA431

Housing Law (Half unit course)

Teachers Responsible: Professor Michael Zander, Room A303, Mr. Russell Campbell, Visiting Lecturer c/o Room A255 and Dr. John Carrier, Room A238

Availability and Restrictions: For M.Sc./Diploma in Housing 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.

Course Content: The course will cover:

- Introduction; legal concepts relating to housing.
- Private rented sector; security of tenure, rent regulation.
- Public rented sector; security of tenure, allocation policies, managements, rents, sales.
- Homelessness; responsibilities of local housing authorities.
- Housing conditions, repairs, unfitnes, statutory nuisances, over-crowding, clearance, improvement.

Teaching Arrangements: Students without an adequate background in the law will attend 10 lectures (LL101) the **English Legal Institutions: The Law Making Process**, in the Michaelmas Term.

In the Lent Term students attend 10 lectures (SA431) on **Housing Law**. There will be 20 law classes (SA431.A and SA431.B) in Michaelmas and Lent Terms to relate the law to housing issues and practice.

Reading List: Michael Zander, *The Law Making Process*; D. Hoath, *Public Sector Housing Law*; A. Arden, *Manual of Housing Law*; A. Arden & M. Partington, *Housing Law*; H. Farrar & M. Dugdale, *Introduction to Legal Method*; Partington & Hill, *Materials on Housing Law*; J. Driscoll, *The Housing Act 1996* (1997); N. Madge, *Housing Law Casebook* (1996).

Methods of Assessment: There is a two-hour formal written examination in June. Students must answer three questions.

SA433

Management Studies and Management Skills

Teacher Responsible: Ms. Sarah Gregory, c/o A255

Availability and Restrictions: For M.Sc./Diploma in Housing and M.Sc.Housing (International)/Diploma students.

Core Syllabus: This course is in two parts; Management Studies and Management Skills.

(a) Management Studies. This course introduces students to the social science analysis of management; examines key contemporary issues in the management of people at work; and applies the study of management to the study of housing.

(b) Management Skills. Students are required to attend a two and a half day residential training course in applied management skills at Cumberland Lodge, the University of London's centre for residential courses. (There is a subsidised charge for this course which is detailed in Housing degree information.)

Course Content:

(1) **Introduction/History of organisations and management.**

(2) **Organisational Structures and Financial Control.** The relationship between financial control and organisational structure in housing organisations.

(3) **Motivation and the Management of People.** The role of managers in housing organisations. Leadership styles.

(4) **Change and adaption - how organisations respond to change.**

(5) **Managing conflict.** The future of management within housing organisations.

Teaching Arrangements: Five lectures (SA433) in the Michaelmas Term and five classes (SA433.A and SA433.B) in the Michaelmas and Lent Terms in **Management Studies**; plus a 2½ days residential course on management skills.

Reading List: H. Mintzberg, *Structure in Fives*, 1985; J. Child, *Organization*, 2nd edn., 1984; C. Handy, *Understanding Organizations*, 3rd edn., 1985; T. Peters, *Thriving on Chaos*, 1988; C. Handy, *Voluntary Organisations*, 1990.

Methods of Assessment: An essay of not more than 1500 words, to be submitted by the beginning of the Lent Term.

SA435

NGO Management, Policy and Administration

Teacher Responsible: Dr. D. Lewis, Room N13c

Availability and Restrictions: For M.Sc. in NGO Management. This course is compulsory for students on this degree. Students are expected to have some practical experience working in or with the voluntary sector in the South.

Core Syllabus: The course will provide an introduction to recent research on NGOs and the developing understanding of the role of NGOs and the voluntary sector in the South. 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 analyze organisational and management problems and concerns and to set them within broader contextual issues.

Course Content: Major themes considered during the course include: the role of Northern and Southern

NGOs in Third World development; typologies of NGOs and NGO activity; the political and economic context within which NGOs have become popular; strategic planning and programming under uncertainty and indeterminism; NGO projects and 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 organizations; NGO relations with government; NGO strategies for growth; NGO accountability to donors, governments and beneficiaries.

Teaching Arrangements: Lectures (SA435.1). Weekly, Michaelmas, Lent & Summer Terms.

Seminars (SA435.2). Weekly, Michaelmas, Lent & Summer Terms.

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, *Making a Difference*; J. Farrington & A. Bebbington with K. Wellard & D. Lewis, *Reluctant Partners? Non-governmental Organizations, the State and Sustainable Agricultural Development*; A. Gordon Drabek (Ed.), *Development Alternatives: The Challenge for NGOs. World Development, Volume 15 (supplement)*; D. Korten, *Getting to the 21st Century: Voluntary Action and the Global Agenda*; S. Paul & A. Israel (Eds.), *Nongovernmental Organizations and the World Bank*.

Methods of Assessment: There is a written formal three-hour examination in June which carries a maximum of 50% of the marks for this course. The average marks of the three essays submitted during the Michaelmas and Lent Terms also carry a maximum 50% of the marks.

SA436

Planning and Regeneration (Half unit course)

Teachers Responsible: Dr. A. Thornley, Room S420 and R. Tunstall, Room A240

Availability and Restrictions: For M.Sc. in Housing; M.Sc. Housing (International); Other students may attend where regulations permit.

Core Syllabus: The course is intended to help students understand the British planning system and how it relates to housing.

Course Content: The reasons for a planning system and the aims it seeks to achieve. The various 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

issues raised for new housing development. There will be a number of outside speakers and there may be opportunities for a 'planning for real' session and study visits.

Teaching Arrangements: 10 x 1½ hour combined lectures/seminars, Lent Term.

Reading List: B. Cullingworth & V. Nadin, *Town and Country Planning in Britain*, 11th edn., 1994; P. Hall, *Planning London 2001*, 1989; P. Hall, *Urban and Regional Planning*, 3rd edn., 1992; J. Simmie (Ed.), *Planning London*, 1994; Y. Rydin, *The British Planning System: An Introduction*, 1993.

Methods of Assessment: An essay of not more than 2,000 words (40%) to be submitted at the end of the Lent Term and a planning project of no more than 3,000 words (60%) to be submitted by the first day of the Summer Term.

SA440

Planning of Personal Social Services

(Not available 1997-98)

Teacher Responsible: Sally Sainsbury, Room A250

Availability and Restrictions: There are no prerequisites. This course will be offered only if there is a sufficient number of students.

Core Syllabus: The course will focus primarily on personal social services in Britain, although there is a comparative component.

Course Content: The evolution of the local authority social services departments. Problems of policy, organisation, staffing, and inter-agency coordination. Needs, demand and supply; theories about their determinants and inter-relationship. Social deviance and concepts of community welfare. Aims, objectives and evaluation in personal social services. The application of planning to personal social services provision.

Teaching Arrangements: Weekly seminars accompanied by an optional lecture course.

Seminars - SA440, 1½ hours, 10 Michaelmas, 10 Lent and five Summer Term.

Lectures - SA205, one-hour, 10 Michaelmas Term.

Written Work: Students are expected to prepare two papers for discussion in seminars and to write one essay before the end of Michaelmas Term.

Reading List: The following are useful introductory texts.

P. Townsend, *The Last Refuge*, RKP, 1962; *Report of the Committee on Local Authority and Allied Personal Social Services* (Seebohm), Cmnd. 3703, 1968; G. Wistow, *Social Care in the Mixed Economy*, Open University Press, 1994; S. Sainsbury, *Regulating Residential Care*, Avebury, 1989; K. Jones, *Asylums and After: A Revised History of the Mental Health Services*, 1993; M. Parry (Ed.), *The Children Act 1989: Conflict and Compromise*, 1992.

Full bibliographies will be provided with the programme of seminar topics.

Methods of Assessment: There is a three-hour formal examination in June. Three questions must be answered.

SA441

Planning Studies

Teacher Responsible: Dr. Andy Thornley, Room S420

Availability and Restrictions: Compulsory for M.Sc. Housing/Diploma and M.Sc. Housing (International)/Diploma students where the half-unit course *Planning and Regeneration* is not a chosen option.

Core Syllabus: The course is intended to help students understand the British planning system and how it relates to housing.

Course Content: A discussion of the reasons for a planning system and the aims it seeks to achieve. The various elements of the system are reviewed from national policy level through to local authority plans, to the factors affecting a development control decision. The issues raised for housing development is explored.

Teaching Arrangements: Five lectures (SA436 *Planning & Regeneration*), Lent Term.

Reading List: B. Cullingworth & V. Nadin, *Town and Country Planning in Britain*, 11th edn., 1994; P. Hall, *Planning London 2001*, 1989; P. Hall, *Urban and Regional Planning*, 3rd edn., 1992; J. Simmie (Ed.), *Planning London*, 1994; Y. Rydin, *The British Planning System: An Introduction*, 1993.

Methods of Assessment: An essay of not more than 1,500 words to be submitted by the end of Lent Term.

SA442

Planning Welfare Services and Social Security

Teachers Responsible: Lucy Bonnerjea, c/o Room A253 and Mike Reddin, Room H105

Availability and Restrictions: For M.Sc. in Social Policy and Planning in Developing Countries. This paper is one of the options available to M.Sc. students. Work experience in welfare services and/or social security administration in developing countries is desirable, but not essential.

Core Syllabus: This course is divided into two parts. The first part examines current debates in social welfare and the use of research in policy making and service planning. The second part of the course then discusses social security and cash benefit programmes in developing countries.

Course Content: The role of government, non-government organisations, international organisations in welfare planning; traditional and community based social welfare systems; planning for the welfare of elderly people, children, refugees; family tracing in wars; privatisation of welfare; accountability, evaluation and value for money. Social security: the relevance and significance of maintaining income in developing countries; ways of paying for welfare; the techniques of income support, through public and private agencies; taxes and benefits; insurance and assistance; the social and economic impact of social security; redistribution; developing traditional systems of income support.

Teaching Arrangements: Teaching is provided through preliminary lectures and then by a seminar (SA442). **The Planning of Family Welfare Services**

and Social Security) which is held weekly throughout the academic session. This course draws extensively on case study material from the Third World, and students are encouraged to bring with them information about welfare from a developing country.

Written Work: All students prepare presentations during the year, and are expected to read widely and participate in seminar discussions. In addition to seminar presentations students write essays on this subject for their tutors.

Reading List: A detailed reading list is included in the seminar programme. The following is an introductory list of books.

E. Ahmed *et al.*, *Social Security in Developing Countries*; E. Ahmed & N. Stern, *The analysis of tax reform for Developing Countries*; A. B. Atkinson & J. Hills, *Social Security in Developed Countries: Are there Lessons for Developing Countries?*; J. P. Platteau, *Traditional Systems of Social Security and Hunger Insurance*; R. Burgess & N. Stern, *Social Security in Developing Countries: What, Why and How?*; J. Midgely & J. MacPherson, *Comparative Social Policy and the Third World*; H. Jones, *Social Welfare in Third World Development*.

Students are also encouraged to consult the following journals which contain many relevant articles:

International Social Work; *International Social Security Review*; *International Labour Review*.

Methods of Assessment: There is a three-hour written examination paper in June which accounts for 75% of the total marks. Students are required to answer three questions from a choice of 10 to 12 questions. In addition, students are required to write an extended elective essay, which accounts for 25% of the marks.

SA443

Race and Housing

This is a one day training session between the first and second (full-time) and second and third (part-time) years, for all housing students. The Race and Housing module helps students understand and learn to deal with issues of equality, discrimination and participation in housing.

SA444

Rehabilitation of Offenders

Teachers Responsible: Dr. Judith Rumgay, Room A258 and Mr. Derek Cornish, Room A118

Availability and Restrictions: For M.Sc. Criminal Justice Policy; M.Sc. Criminology; LL.M. This course is also open to other M.Sc. 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.

Course 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 cognitive-behavioural 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 Arrangements: 10 fortnightly lectures, Michaelmas & Lent Terms.

23 x 1½ hour weekly seminars, Michaelmas, Lent & Summer Terms.

Written Work: Critical evaluation of a rehabilitation project within the student's area of interest.

Reading List: R. A. Feldman, T. E. Carlinger & J. S. Wodarski, *The St. Louis Conundrum: The Effective Treatment of Antisocial Youth*, 1983; C. R. Hollin, *Cognitive-behavioural Interventions with Young Offenders*, 1990; C. R. Hollin, *Criminal Behaviour: A Psychological Approach to Explanation and Treatment*, 1992; D. Lipton, R. Martinson & J. Wilks, *The Effectiveness of Correctional Treatment*, 1975; M. T. Nietzel, *Crime and its Modification: A Social Learning Perspective*, 1979; T. Palmer, *The Re-emergence of Correctional Intervention*, 1992; R. R. Ross & P. Gendreau (Eds.), *Effective Correctional Treatment*, 1980; E. Rotman, *Beyond Punishment: A New View on the Rehabilitation of Criminal Offenders*, 1990.

Methods of Assessment: There is a three-hour formal written examination in the Summer Term in which three questions must be answered.

SA445

Social Planning for Rural Development

Teacher Responsible: Dr. A. Hall, Room A260

Availability and Restrictions: For M.Sc. in Social Policy and Planning in Developing Countries. This paper is one of the options available to M.Sc. students. Knowledge of rural areas and relevant work experience is desirable but not essential.

Core Syllabus: The course is designed to introduce students to the problems of rural development in the Third World, to consider alternative strategies for improving levels of living in rural areas, and to increase the contribution of the rural sector to national development.

Course Content: The rural sector in national development, the agrarian transition, theories of peasant decision-making, land tenure and agrarian reform. Tools and strategies of rural development: resettlement, community development, integrated rural development, the green revolution, appropriate technology, cooperatives. Environmental aspects, management and community participation, the role of foreign aid and impact of structural adjustment policies on the rural sector, population policy, social welfare interventions, NGOs, sustainability.

Teaching Arrangements: Michaelmas Term – Dr.

Hall, "Contextual and Policy Issues"; Lent Term – Dr. S. Rifkin, "Sub-sectoral Interventions". Each part commences with two introductory lectures followed by seminars. Final sessions in the Summer term are shared.

A detailed programme is handed out at the beginning of the Session. Students are required to present papers for group discussion and must provide an outline on the blackboard or by handouts. Extensive reading is an essential part of the course and students are encouraged to discuss seminar presentations with their supervisors or with the course teachers.

Written Work: In addition to seminar presentations students write essays on this subject for their supervisors.

Reading List: A detailed reading list is included in the seminar programme. The following is an introductory list of books.

B. Crow & H. Bernstein (Eds.), *Rural Lives: Crises and Responses*, 1992; C. Dixon, *Rural Development in the Third World*, 1990; I. Jazairy, *The State of World Rural Poverty*, 1992; J. Harris (Ed.), *Rural Development*, 1982; N. Long, *An Introduction to the Sociology of Rural Development*, 1977; 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.), *Agricultural Development in the Third World*, 1983; C. Dixon, *Rural Development in the Third World*, 1990; I. Scoones et al. (Eds.), *Beyond Farmer First*, 1994.

Methods of Assessment: There is a three-hour written examination paper in June which accounts for 75% of the total marks. Students are required to answer three questions from a choice of 10–12 questions. In addition, students are required to write an extended elective essay, which accounts for 25% of the marks.

SA446

Psychology and Crime

Teachers Responsible: Mr. D. Cornish, Room A118 and Dr. J. Rungay, Room A258

Availability and Restrictions: This one-unit course is available as an option for M.Sc. Criminal Justice Policy, M.Sc. Criminology, LL.M. 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.

Course Content: Grouped into five areas:

The Development of Criminal Behaviour: crime and individual differences; developmental theories; criminal career research.

Preventing Criminality and Rehabilitating Offenders: early prevention; later prevention; rehabilitation.

Varieties of Criminal Behaviour: violent offending; drugs and crime; alcohol and crime; sex offending; mental disorder, psychopathy and crime.

Courtroom Processes: juror decision-making; sentencing decision-making.

Crime Prevention and Investigation: victims and lifestyles; procedural analysis of crime; situational crime prevention; profiling of serial offenders.

Teaching Arrangements: 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; J. C. Campbell (Ed.), *Assessing Dangerousness: violence by sexual offenders, batterers and child abusers*, 1995; D. B. Cornish & R. Clarke (Eds.), *The Reasoning Criminal: rational choice perspectives on offending*, 1986; D. C. Drummond, S. T. Tiffany, S. Glatzier & B. Remington (Eds.), *Addictive Behaviour: cue exposure theory and practice*, 1995; P. Feldman, *The Psychology of Crime: a social science textbook*, 1993; S. Hodgkins (Ed.), *Mental Disorder and Crime*, 1993; C. R. Hollin & K. Howells, *Clinical Approaches to Sex Offenders and their Victims*, 1991; S. Lloyd-Bostock, *Law in Practice: applications of psychology to legal decision making and legal skills*, 1988; L. N. Robins & M. Rutter (Eds.), *Straight and Devious Pathways from Childhood to Adulthood*, 1990; R. Stephens, *The Street Addict Role: a theory of heroin addiction*, 1991; G. M. Stephenson, *The Psychology of Criminal Justice*, 1992; N. L. Weiner & M. Wolfgang (Eds.), *Pathways to Criminal Violence*, 1989; J. Q. Wilson & R. J. Herrnstein, *Crime and Human Nature*, 1985.

Methods of Assessment: There will be a three-hour unseen examination in the Summer Term. Students will be required to answer three questions.

SA447

Foundations of Health Policy

(Half unit course)

Teachers Responsible: Professor J. Le Grand (Room A244) and others

Availability and Restrictions: For postgraduate students mainly as a compulsory option paper for the M.Sc. in Health and Social Services.

Core Syllabus: A comparative approach to the development of health care systems in advanced countries, emphasising present and future policy options and problems.

Course Content: The current problems facing health care systems (demographic change, new technology, rising public expectations, the spread of new diseases and behaviours); policy options and what we know of their effectiveness (e.g. the effectiveness of different kinds of curative medical care, options for preventive action); systems for providing and financing health care (informal and self care, private markets, state provision, planned and quasi-markets)

Teaching Arrangements: The course consists of 10 lectures and five seminars in the Michaelmas Term. 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: B. Abel-Smith, *An Introduction to Health Policy, Planning and Financing* (1994); N. Carter, R. Klein, & P. Day, *How Organisations Measure Success*, 1992; J. Le Grand & W. Bartlett,

Evaluating the NHS Reforms, 1994; T. McKeown, *The Role of Medicine*, 1976; P. Townsend et al., *Inequalities in Health*, 1992.

Methods of Assessment: The course will be examined by a coursework essay of not more than 2,000 words to be submitted at the end of the Michaelmas Term and a two-hour written examination in June. Students must answer two questions. The examination will count for 60% of the total mark and the course work essay for 40%.

SA448

Foundations of Social Service Policy

(Half unit course)

(Not available 1997–98)

Teachers Responsible: Miss S. Sainsbury (Room A250) and others

Availability and Restrictions: For postgraduate students mainly as a compulsory option paper for the M.Sc. in Health and Social Services.

Core Syllabus: A comparative approach to the development of social care systems in advanced countries, emphasising present and future policy options and problems.

Course 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 (e.g. 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 Arrangements: The course consists of 10 lectures and 10 seminars in the Lent Term. 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: 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; A. Netten & J. Beecham, *Costing Community Care*, 1993; M. Knapp et al., *Care in the Community*, 1992; M. Parry (Ed.), *The Children Act 1989: Conflict and Compromise*, 1992; S. Sainsbury, *Regulating Residential Care*, 1989; A. Schorr, *The Personal Social Services: an outside view*, 1992; G. Wistow et al., *Social Care in the Mixed Economy*, 1994.

Methods of Assessment: The course will be examined by a coursework essay of not more than 2,000 words to be submitted at the end of the Lent Term and by a two-hour written examination in June. Students must answer two questions. The examination will count for 60% of the total mark and the course work essay for 40%.

SA449

Management in Health and Human Services (Half unit course)

Teachers Responsible: Dr. D. Billis, Room N13b

and Professor H. Glennerster, Room A243

Availability and Restrictions: For postgraduate students mainly as a compulsory option paper for the M.Sc. in Health and Social Services.

Core Syllabus: The course analyses the nature of human service organisations: the management of professionals; the measurement of performance; the nature of the market for human services; governance and control; accountability and probity; efficiency and operability; financial and strategic planning; the high technology organisation.

Course Content: A multi-disciplinary approach to management issues in public and voluntary agencies, including semi-autonomous organisations such as health trusts.

Teaching Arrangements: The course consists of 10 lectures and 10 seminars though the time will be used flexibly for role play and case study work. Students will be expected to lead discussions drawing on their own organisational experience.

Written Work: Students will write one essay and present one piece of course work during the course.

Reading List: D. Billis, *Organising Public and Voluntary Organisations*, 1993; P. Day & R. Klein, *Accountabilities*, 1987; F. Donovan & A. C. Jackson, *Managing Human Service Organisations*; R. Hadley & D. Forster, *Doctors as Managers*, 1993; C. Handy, *Understanding Organisations*; Y. Hasenfeld (Ed.), 1992, *Human Services as Complex Organisations*; F. X. Kaufmann (Ed.), *The Public Sector: Challenges for Co-ordination and Learning*, 1991; K. Kernaghan & J. W. Langford, *The Responsible Public Servant*, 1990; R. Stewart, *The Reality of Organisations: a Guide for Managers*, 1993.

Methods of Assessment: The course will be examined by a coursework essay of not more than 1,500 words to be submitted by 5pm on the Friday of the first week of the Summer term. There will be a two-hour written examination in June. Students must answer two questions. The examination will count for 60% of the total mark and the course work essay for 40%.

SA450

Social Policy and Administration

Teachers Responsible: Dr. M. Kleinman, Room A259 and others

Availability and Restrictions: For M.Sc. in Social Policy and Planning; M.Sc. Voluntary Sector Organisation. Also open to students taking the M.Sc. in Criminal Justice Policy, the M.Sc. in Health Planning and Financing, the M.Sc. in Health and Social Services and the M.Sc. in European Social Policy and other M.Sc.s. Not available to any M.Sc./Diploma Housing students.

Core Syllabus: Broad themes affecting social policy in Britain and other advanced industrial societies; administrative and policy implementation issues largely focusing on Britain as an example.

Course Content: This course will be concerned in general terms with social policy and with social services covered by other papers, e.g. social security, medical care and the welfare services. It will take account of historical developments and include, where appropriate, comparative developments in

other countries, and focus on current policy questions. The course will be divided into two parts dealing with issues of policy in the first part and of policy implementation in the second. Part 1: the formation and development of social policy; the evolution of aims and principles in relation to the growth of social welfare, fiscal welfare and occupational welfare; the problems of redistributive justice and ethical issues in social policy; the assessment of the effects of the social services and social policies. Concepts of need and social welfare; social policy approaches to social issues. Part 2: the context of policy implementation; the impact of structure, functions and forms of administration of social services provided by the state, local authorities, charitable institutions, voluntary and private agencies; the impact of structure and function on policy delivery and service outcomes.

Teaching Arrangements: 20 weekly lectures (SA450.1) **Analysis of Social Policy and Administration**, 25 weekly seminars (SA450.2A) throughout the session. Lecture course SA305, **Principles of Social Policy** is also relevant for students.

Reading List: Some introductory texts are: M. Bulmer, J. Lewis & D. Piachaud (Eds.), *The Goals of Social Policy*, Unwin Hyman, 1989; L. Challis, *Organising Public Social Services*, Longman, 1990; N. Flynn, *Public Sector Management*, Harvester Wheatsheaf, 1993; H. Glennerster, *Paying for Welfare: the 1990s*, Harvester Wheatsheaf, 1992; M. Hudson, *Managing without Profit*, Penguin, 1995; J. Hills and others, *The State of Welfare*, Oxford, 1990; J. Hills, *The Future of Welfare*, JR Foundation, 1993; R. M. Titmuss, *Essays on the Welfare State* (3rd edn.), Allen & Unwin, 1976.

A full bibliography will be handed out with the programme of seminar topics. It is hoped that study packs will be available from 1997-98.

Methods of Assessment: There is a written formal three-hour examination in June. The paper is divided into two parts and three questions must be answered, including one from each section of the paper.

SA451

Social Policy Research

Teachers Responsible: Mr. John Hills, Room R407 (with colleagues)

Availability and Restrictions: For M.Sc. Social Research Methods (Social Policy), M.Sc. Social Policy and Planning and M.Sc. European Social Policy.

Students should have at least two years post-qualifying experience of working in child protection at either a fieldwork or senior level.

Core Syllabus: The course reviews applications of a wide variety of research methods to the study of social policy questions.

Course 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 policy-makers. Analysis of policy and of policy reform. Analysis of public expenditure. Social experiments and pilots.

Geographical methods. Social surveys and the analysis of large datasets. Longitudinal analysis. Microsimulation techniques. Comparative research. Research strategies and choices. Research programmes. The impact of social policy research.

Written Work: In addition to written versions of seminar presentations, students will write at least two essays for the course.

Teaching Arrangements: 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.

Reading List: 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*; J. Hills, *The State of Welfare*; C. Robson, *Real World Research*; B. S. Rowntree, *Poverty: a study of town life*; C. Wenger *The Research Relationship: Practice and Policy in Social Policy Research*; W. F. Whyte, *Street Corner Society*.

Additional references will be supplied at the start of the course and in lectures.

Methods of Assessment: Three hours unseen paper taken in June.

SA452

Social Policy, Planning and Participation in Developing Countries

Teachers Responsible: Dr. Anthony Hall, Room A260 and Ms. Jo Beall, Room A267

Availability and Restrictions: For M.Sc. in Social Policy and Planning in Developing Countries. This paper is a compulsory part of the M.Sc. in Social Policy and Planning in Developing Countries. Students are expected to have a background in the social sciences and 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, planning and participation in developing countries. It examines the interrelationship between theoretical approaches to Third World development and the formulation and practice of social policy, planning and community participation in relation to different social, economic and political contexts.

Course Content: Major theoretical approaches to development and their implications for social policy; contextual sociological and economic development issues important for social policy: poverty and income distribution, employment and unemployment, migration, 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, technology, refugees, the environment; the role of government, international organisations, and non-government

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 Development Planning for Real; gender planning methodology.

Teaching Arrangements: Teaching is by two 1½ hour lectures, one seminar and one workshop per week in the Michaelmas, Lent and half the Summer Terms. These are:

SA452.1: **Social Policy and Planning in Developing Countries** video series

SA452.2: **The Theory of Social Policy, Planning and Participation** (lecture and seminar series)

SA452.3: **The Methodology of Social Policy, Planning and Participation in Developing Countries** (lecture and workshop series)

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*; S. MacPherson, *Social Policy in the Third World*; M. Bulmer & D. Warwick (Eds.), *Social Research in Developing Countries*; M. Cernea, *Putting People First: Sociological Variables in Rural Development*;

Methods of Assessment: Assessment will be in two parts. Work covered in SA452.2 will be by a three-hour written examination in June which accounts for 75% of the marks. Students are required to answer three questions from a choice of 10-12 questions. SA452.3 will be evaluated through groupwork and a written report produced as part of the project planning exercise which accounts for 25% of the marks. SA452.3 will also form a useful foundation for the elective papers and some questions in those papers will require an understanding of the methodological issues covered in this core seminar.

SA453

Social Science Methods for Health Research

Teachers Responsible: Dr. K. Wellings, Dr. V. Berridge and others, Department of Public Health

and Policy, London School of Hygiene and Tropical Medicine

Availability and Restrictions: For M.Sc. Health Policy Planning and Financing. This course is most suitable for students with a background in the health professions and non-medical graduates with a good honours degree in one of the social sciences.

Course Content: *One Linear Unit:* followed by one of several study units. *Linear Unit:* Introduction to basic research methods including interviewing, focus groups, principles of classification and measurement, historical methods, participant observation; applications of qualitative and measurement techniques. Related study units vary slightly from year to year but may include the following. *Health: Psychological and Sociological Perspectives Study Unit:* Assessing health-related psychological outcomes. Personality and cognitive factors in health and illness. Adherence/compliance with preventive and treatment regimes. Social support and health. Improving health and coping with illness. Cultural conceptions of health. Health and social stratification. *Medical Anthropology in Public Health Study Unit:* Social cultural dimensions of health and medicine. Concepts and definitions of disease, illness and sickness. Understanding people in context. Anthropology and epidemiology. Medical pluralism, health care and prevention. *Design and Management of Research Study Unit:* The research process and policy relevant research. Writing a research proposal. Literature reviews. Funders' views of research. Managing research funding: ethics, presentation and dissemination.

Teaching Arrangements: (SA453) Students take the Social Science Methods and Methodology linear unit in the Michaelmas Term and one of three study units in the Lent/Summer terms. Each study unit occupies 2 half days per week for 5 weeks. Students will be expected to participate in seminars (SA453). This course will be given at the LSHTM.

Written Work: As well as seminar papers and practical work, the students will be expected to produce two pieces of written work for assessment.

Reading List: More detailed reading lists will be available for each course unit. Basic reading includes: D. L. Patrick & G. Scrambler (Eds.), *Sociology As Applied to Medicine*, Baillière Tindale, 1982; D. Landy, *Culture, Disease and Healing*, Macmillan, 1977; L. Eisenberg & A. Kleinman, *The Relevance of Social Science to Medicine*, D. Reidel & Co., 1981; D. J. Casley & D. A. Lurz, *Data Collection in Developing Countries: Surveys and Censuses in the Third World*, John Wiley, 1983; A. Cochrane, *Effectiveness and Efficiency*, Nuffield Provincial Hospitals Trust, 1971; G. Scrambler (Ed.), *Sociological Theory and Medical Sociology*, Tavistock, 1987.

Methods of Assessment: Assessment includes one three-hour unseen exam held in June (40%) plus one piece of continuous assessment within the selected study unit (60%).

national)/Diploma. Other students may attend where regulations permit (dependent on places available).

Core Syllabus: The course comprises eight short sessions lasting 20 minutes and covering basic study skills. The session is completed with a practice exercise of 10 minutes. The course is particularly helpful for students not experienced in LSE's formal lecture and examination structure

SA457

Managing Change in Health and Social Services (Half unit course)

Teachers Responsible: Dr. G. Wilson, Room A270

Availability and Restrictions: For postgraduate students mainly as a compulsory option paper for the M.Sc. in Health and Social Services.

Core Syllabus: A multi-disciplinary approach to management in agencies where the risk of staff burn out is high and inter-agency coordination and user participation are key aspects of service quality. The course covers issues relevant to service design and delivery in public, private and voluntary agencies. The approach is critical, comparative and historical.

Course Content: The course analyses the nature of service organisations providing health and social care; value dilemmas in public management; the management of professionals; motivation, incentives and rewards; control and ownership; emotions in organisations; service design and marketing; user choice and empowerment; efficiency and operability; mechanisms of co-ordination and control; management innovation, leadership and organisational learning.

Teaching Arrangements: 10 Lectures Michaelmas Term. 10 x 1½ hour Seminars Michaelmas Term. Students will participate in presenting at least one seminar paper.

Written Work: Students will write one essay and present one piece of course work.

Reading List: N. Flynn, *Public Sector Management*, 1993; L. Metcalfe & S. Richards, *Improving Public Management*, 1990; H. Mintzberg, *Structure in Fives*, 1983; R. Normann, *Service Management*, 1991; C. Perrow, *Complex Organisations*, 1986; C. Pollitt, *Managerialism and the Public Services*, 1993; S. Ranson & J. Stewart, *Management for the Public Domain*, 1994; L. Willcocks & J. Harrow (Eds.), *Rediscovering Public Sector Management*, 1992.

Methods of Assessment: The course will be examined by a course work essay of not more than 1,500 words to be submitted at the end of the Michaelmas Term. There will be a two-hour written examination in June. Students must answer two questions. The examination will count for 60% of the total mark and the course work essay for 40%.

SA458

Child Protection: Risk Assessment and Decision Making (Double unit)

Teachers Responsible: Dr. E. Munro, Room A272

Availability and Restrictions: For part-time students

who are experienced professionals working in the child protection system. The course is a double unit of the M.Sc. in Health and Social Services.

Core Syllabus: The course examines the content and the structure of risk assessment and decision making in child protection work.

Course 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. Lessons from child abuse inquiries.

Teaching Arrangements: Lectures 20 weekly, Michaelmas & Lent Terms.

Seminars 23 weekly, Michaelmas, Lent & Summer Terms.

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. Gambrell, *Critical Thinking in Clinical Practice*, 1990; J. Dowie & A. Elstein (Eds.), *Professional Judgement: A reader in clinical decision making*, 1988; D. Kahneman, P. Slovic & A. Tversky (Eds.), *Judgement under uncertainty: Heuristics and biases*, 1982; D. Lindley, *Making Decisions*, 1971.

Methods of Assessment: This course is examined by a 2¼ hour examination (50%) in the Summer term, and two items of course work, one submitted at the end of the Michaelmas Term (25%) and one at the end of the Lent Term (25%).

SA459

Children in Need: Developing Preventive and Supportive Services (Double unit)

Teacher Responsible: Dr. Eileen Munro, Room A272

Availability and Restrictions: For part-time students who are experienced professionals working in child welfare services. The course is a double unit of the M.Sc. in Health and Social Services. Students should have at least two years post-qualifying experience of working in child welfare services at either a fieldwork or senior level.

Core Syllabus: This course examines policy, research and a range of service options for children in need.

Course Content: Developments in law and policy relating to children in need; current implementation of policy. Assessment skills; family functioning, child development. Direct work with families: parenting skills, child management, family conferences. Service provision: day care, respite care, family centres, befriending systems.

Teaching Arrangements: Lectures 20 weekly, Michaelmas and Lent Terms.

Seminars 23 weekly, Michaelmas, Lent and Summer Terms.

Written Work: Students will be expected to prepare work for seminars.

Reading List: Audit Commission, *Seen but not Heard: Co-ordinating Community Child Health and Social Services for Children in Need*, HMSO, 1994; J. Gibbons (Ed.), *The Children Act 1989 and Family Support*, HMSO, 1992; J. Gibbons, S. Conroy & C. Bell (Eds.), *Operating the Child Protection System*, 1995; D. Gough, *Child Abuse Interventions: A review of the research literature*, 1993; M. Hill, R. Kirk, & D. Part (Eds.), *Supporting Families*, HMSO, 1995; D. Neville, L. King & D. Beak (Eds.), *Promoting Positive Parenting*, Arena, 1995; P. Reder & C. Lucey (Eds.), *Assessment of Parenting, psychiatric and psychological contributions*, Routledge, 1995; K. Stalker (Ed.), *Developments in Short-Term Care*, Jessica Kingsley, 1996.

Examination Arrangements: This course is examined by a two-hour examination (50%) in the Summer Term and two items of course work, one submitted at the end of the Michaelmas Term (25%) and one at the end of the Lent Term (25%).

SA460

Urbanisation and Social Planning

Teacher Responsible: Ms. Jo Beall, Room A267

Availability and Restrictions: For M.Sc. in Social Policy and Planning in Developing Countries. This paper is one of the options available to the M.Sc. students. Knowledge of economic and social aspects of urban development and work experience in developing countries is desirable, but not essential.

Core Syllabus: The course examines the contextual, social, economic and spatial problems associated with urbanisation in developing countries, and the different policies and planning practices designed to solve them.

Course Content: The course is divided into four parts. The first part explores different conceptual approaches to Third World development and their implications for the analysis of urbanisation and the city. The second part examines the urbanisation process and national urban planning: rural to urban migration; urban growth; national urbanization strategies; regional planning. The third part of the course discusses theories and policy prescriptions concerning social problems within developing cities: poverty and unequal income distribution; individual and community level survival strategies; gender roles and needs; urban social movements; employment and the informal sector; access to land; squatter settlements and housing; health and the environment; street children. The final part covers the management of planned intervention in the urban context: decentralized planning and urban management; community participation in urban projects; and the social impact of structural adjustment policies in cities.

Teaching Arrangements: Four introductory lectures (SA460) in the Michaelmas Term, followed by 21 seminars (SA460) and workshops over the Michaelmas, Lent and Summer Terms.

Written Work: All students prepare presentations

Study Skills

Teacher Responsible: Dr. Anne Power, Room A239
Availability and Restrictions: For M.Sc. Housing/Diploma and M.Sc. Housing (Inter-

SA456

during the year, and are expected to read widely and participate in seminar discussions. In addition to seminar and workshop presentations students write essays on this subject for their tutors.

Reading List: A detailed reading list will be included in the seminar programme. The following is an introductory list of books: A. Gilbert & J. Gugler, *Cities, Poverty and Development*; J. Hardoy & D. Satterthwaite, *Squatter Citizen*; R. Bromley & C. Gerry (Eds.), *Casual Work and Poverty in Third World Cities*; J. Turner, *Housing by People*; J. Gugler (Ed.), *The Urbanisation of the Third World*; C. Moser & L. Peake (Eds.), *Women, Human Settlements and Housing*; J. Hardoy et al., *Environmental Problems in Third World Cities*; T. Harpham et al., *In the Shadow of the City: Community Health and the Urban Poor*; N. Devas & C. Rakodi (Eds.), *Managing Fast Growing Cities*.

Methods of Assessment: There is a three-hour written examination paper in June which accounts for 75% of the total marks. Students are required to answer three questions from a choice of 10 to 12 questions. In addition, students are required to write an extended elective essay, which accounts for 25% of the marks.

SA461

Voluntary Sector Policy and Administration

Teacher Responsible: Dr. Margaret Harris, Room N12c

Availability and Restrictions: For M.Sc. in Voluntary Sector Organisation and M.Sc. in Management of Nongovernmental Organisations. Students on those degrees must take this course. This course is intended for people who have experience of the voluntary sector in the UK or abroad, or who wish to make their career in the sector.

Core Syllabus: The course is concerned with policy and practice, primarily in the UK voluntary sector although it also draws on relevant material from other countries. "The voluntary sector" is taken to refer to non-governmental, non-profit-seeking organisations. The course focuses particularly, but not exclusively, on welfare agencies.

Course Content: Themes: distinctive features of voluntary agency management; informality and bureaucracy; organisational change and growth; individual personality, organisational design and alternative agency structures; monitoring and control; inter-agency collaboration; policy formulation and change; values, legitimacy and agency structure; internal and external accountability. Topics: typologies and theories of the voluntary sector; relationships with government; self-help, mutual-aid and associations; volunteering; governing bodies; headquarters and local groups; funding and its organisational impact. Research-based and student case studies.

Teaching Arrangements: Weekly 1½ hour lectures in the Michaelmas, Lent and Summer Terms **Voluntary Sector Policy and Administration** (SA461.1); and Weekly 1½ hour seminars in the Michaelmas, Lent and Summer Terms **Institutions**

and Issues in the Voluntary Sector (SA461.2) and **Aspects of Voluntary Sector Policy and Administration** (SA461.3).

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. Much of the relevant literature is contained in pamphlets and journal articles and in the material produced by the Centre for Voluntary Organisation. Additional references will be provided at the start of the course and in lectures.

D. Billis, *Organising Public and Voluntary Agencies*; D. Billis & M. Harris (Eds.), *Voluntary Agencies: challenges of organisation and management*; M. Brenton, *The Voluntary Sector in British Social Services*; W. Powell (Ed.), *The Nonprofit Sector: A Research Handbook*; R. Butler & D. Wilson, *Managing Voluntary and Non-profit Organisations*; R. Kramer et al., *Privatization in Four European Countries: Government/Third Sector Relationships*.

Methods of Assessment: There is a written formal three-hour examination in June which carries a maximum 50% of the marks for the course. The average marks of the two "best" of the three course essays submitted during the Michaelmas and Lent Terms also carry a maximum 50% of the marks.

SA462

Welfare Rights

This is a one day training session between the first and second (full-time) and second and third (part-time) years, for all housing students. 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 income support system.

SA463

Housing Economics (Half unit course)

Teacher Responsible: Dr. C. Whitehead, Room S377

Availability and Restrictions: M.Sc. Housing; M.Sc. Housing (International). Other students may attend where regulations permit.

Core Syllabus: The course provides an introduction to economic analysis which is then applied to the particular problems of housing economics.

Course Content: The special attributes of housing. The demand for housing: income, price, tenure, finance, housing demand and housing need. The supply of housing and price determination. The rationale for government intervention; examples of government intervention – regulation, taxation and subsidy; income versus price subsidies; direct provision. The financing and subsidy system as it applies to owner-occupation – covering sources of finance and interest rates – and to private renting – covering the determination of rents, security of tenure, the taxation framework and the effect of the control system on the incentive to supply and demand rented accommodation.

Teaching Arrangements: 10 Lectures, Michaelmas Term. 10 classes, Michaelmas Term.

Reading List: A detailed reading list will be provided at the beginning of the course. Relevant texts include: G. Fallis, *Housing Economics*; D. MacLennan, *Housing Economics*; R. Robinson, *Housing Economics and Public Policy*; Le Grand, Propper & Robinson, *The Economics of Social Problems*; J. Stiglitz, *Economics of the Public Sector*.

Methods of Assessment: There is a two-hour formal written examination in June. Two questions must be answered.

SA464

Housing Organisation and Management (Half unit course)

Teacher Responsible: Dr. Anne Power, Room A239
Availability and Restrictions: Primarily for M.Sc./Diploma in Housing and optional for M.Sc. Housing (International). Other students may attend where regulations permit.

Core Syllabus: The organisation of housing in Britain, and other countries, with a focus on social housing.

Course Content: Different models of housing tenure; organisation and management of housing, restructuring, decentralisation, privatisation, tenant participation. Homelessness, access and affordability. Urban regeneration.

Teaching Arrangements: 10 Lectures, Lent Term. 10 Classes, Lent Term.

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, *Hovels to high rise*; P. Saunders, *A nation of homeowners*; Audit Commission, *Managing the Crisis in Council Housing*; E. Savas, *Privatization*.

Methods of Assessment: There is a two-hour written examination in June in which two questions must be answered.

SA465

Criminal Justice Policy – Long Essay

Teacher Responsible: Dr. J. Rumgay, Room A258

Availability and Restrictions: For M.Sc. Criminal Justice Policy.

Those taking the course part-time must submit the essay in their second year. The course is compulsory for all students taking the M.Sc. in Criminal Justice Policy.

Core Syllabus: The objective of the Long Essay is to write an original dissertation on an approved topic in the field.

Selection of the 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.

Methods of Assessment: The date for submission of the Long Essay is September. Essays 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: Course Tutor

Availability and Restrictions: For M.Sc. European Social Policy. The long essay 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 Long Essay should be approved by the course convener and tutor by the sixth week of the Michaelmas Term and the final title of the Long Essay should be submitted to the course convener by the end of the Michaelmas Term.

Arrangements for Supervision: An appropriate tutor will be appointed to advise each candidate and comment on the first draft of the Long Essay.

Methods of Assessment: The completed essay, which should be typewritten, must be submitted by 20th June in the year of the examination. It must not exceed 10,000 words – bibliography and tables will not be included in this total.

SA467

Health and Social Services Dissertation

Teacher Responsible: Dr. Gail Wilson, Room A270

Availability and Restrictions: Compulsory for M.Sc. Health and Social Services

Core Syllabus: The purpose of the dissertation is to allow students to make an in-depth examination of an aspect of theory or practice. The aim is to link theory to practice or to develop theory. Work placed based field work is usual but not essential.

Selection of topic: The general subject area should be approved by the sixth week of the Michaelmas Term in the final year and the title should be submitted to the Course Tutor by the end of the Michaelmas Term.

Arrangements for supervision: An appropriate tutor will be allocated to the student at the end of the first year. Normally this will be the course tutor.

Method of Assessment: The completed essay should be typewritten and must be submitted by 20 June in the final year of the course.

SA468

Health Policy, Planning and Financing – Report

Teachers Responsible: Dr. F. Sassi, Room A225 and Dr. H. Goodman, London School of Hygiene and Tropical Medicine

Availability and Restrictions: This course is intended for students studying on the M.Sc. 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 the course.

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 Michaelmas Term.

Arrangements for Supervision: An appropriate tutor will be appointed to advise each candidate and comment on the first draft of the Report.

Methods of Assessment: The completed Report, which should be typewritten, must be submitted by 1 June in the year of the examination. It should not exceed 10,000 words – bibliography and tables will not be included in this total.

the candidate's teachers. The dissertation offers the opportunity for detailed exploration, under supervision, of an area of special interest to the student. It may involve original field work or the analysis, appraisal and application of existing literature.

Supervision and Teaching Arrangements: Students will pursue their dissertations under the supervision of one of 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 weekly seminars, beginning in the Lent Term, to enable students to explore their proposals and plans as a group.

Methods of Assessment: The dissertation must be submitted to a course teacher by the last week in August. It should be not more than 10,000 words and typewritten.

SA471

Social Policy and Planning – Long Essay

Teachers Responsible: Professor D. Piachaud, Room A281 and Tutor

Availability and Restrictions: For M.Sc. Social Policy and Planning. The Long Essay 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 and some have been subsequently published.

Selection of Topic: The general subject area of the Long Essay should be approved by the course convenor and tutor by the sixth week of the Michaelmas term and the final title of the Long Essay should be submitted to the course convenor by the end of the Michaelmas Term.

Arrangements for Supervision: An appropriate tutor will be appointed to advise each candidate and comment on the first draft of the Long Essay.

Methods of Assessment: The completed essay, which should be typewritten, must be submitted by 20 June 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. A. Hall, Room A260

Availability and Restrictions: The dissertation is a course requirement for all those taking the M.Sc. in Social Policy and Planning in Developing Countries.

Core Syllabus: The 10,000 word dissertation enables students to analyse in greater depth a topic of relevance to social policy and planning.

Selection of Topic: The area of study is defined by the student, with the supervisor's assistance if necessary, during the Michaelmas Term.

Arrangements for Supervision: The supervisor will provide regular supervision and read drafts, providing feedback as required.

Methods of Assessment: The date for submission of the dissertation is the end of August. 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.

SA475

Voluntary Sector Dissertation

Teacher Responsible: Dr. Margaret Harris, Room N12c

Availability and Restrictions: For M.Sc. Voluntary Sector Organisation. Students on this degree must take this course.

Core Syllabus and objective: A dissertation on a topic related to voluntary sector organisation and approved by the candidate's teachers. The dissertation offers the opportunity for detailed exploration, under supervision, of an area of special interest to the student. It may involve original field work or the analysis, appraisal and application of existing literature.

Supervision and Teaching Arrangements: Students will pursue their dissertations under the supervision of one of the course teachers who will offer advice on choice and scope of subject, methodology, reading, construction and presentation of the work. Comments will be provided on an initial draft. There will be fortnightly 1½ hour seminars (SA475) beginning in the Michaelmas Term, to enable students to explore their proposals and plans as a group.

Methods of Assessment: The dissertation must be submitted to a course teacher by 15 June. It should be not more than 10,000 words and typewritten.

SA476

Financial Aspects of Service Development and Provision (Half unit course)

Teachers Responsible: Dr. T Ahrens, Room Y209 and others

Availability and Restrictions: An optional course for students on the M.Sc. Health and Social Services.

Core Syllabus: The course provides an introduction to management accounting, corporate financial reporting and investment capital appraisal. Emphasis will be put on both the technical aspects of these subjects and their use in a managerial context.

Course Content: Basic accounting concepts; the use of accounting in management; financial planning and control; company accounts. The application of these concepts to health and social services whether public, private or voluntary.

Teaching Arrangements: The course consists of 10 meetings of two hours each in the Michaelmas Term. The first five meetings follow the course AC490. The next five meetings will consist of case studies presented by practitioners.

Written Work: Students are required to attempt exercises and assignments during the course involving management accounting problems.

Reading List: A detailed reading list will be handed out at the beginning of the course. The following texts

are illustrative. C. T. Hongren & G. L. Sundem, *Introduction to Management Accounting* (latest edition), M. T. Pendlebury & R. Groves, *Company Accounts: Analysis, interpretation and Understanding* (latest edition).

Method of Assessment: A two-hour formal written examination in June.

SA477

Legal Aspects of Service Development and Provision (Half unit course)

Teacher Responsible: Dr. J. Carrier, Room A238

Availability and Restrictions: An optional course for students on the M.Sc. Health and Social Services. **Core Syllabus:** To provide an introduction to the major legal ideas, cases, and practices which affect Health and Social Services provision.

Course 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:

- Health care
- Social Services – with reference to community care; children (protection) and legal/financial relationships between Health and Social Services authorities, especially in the care of the elderly.
- Housing and the "vulnerable" homeless.
- Education with reference to "special needs".
- The impact of equality legislation – race, gender, employment.

Teaching Arrangements: 10 Lectures, Lent Term. 10 Classes (1½ hours), Lent Term.

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.

Methods of Assessment: A two-hour formal written examination in June. Students must answer three questions.

SA478

International Housing and Social Change

Teacher Responsible: Dr. Anne Power, Room A239

Availability and Restrictions: For M.Sc. Housing (International). Other students may attend where regulations permit.

Core Syllabus: Key housing issues facing developed and developing countries.

Course Content: Urbanisation and rapid urban growth, informal settlements, private owner-occupied and rented housing, housing finance and affordability, government intervention and housing provision, community development, self-help and participation.

Homelessness, social segregation and ethnic tensions.
Teaching Arrangements: 20 Lectures, Michaelmas and Lent Terms. 20 Classes, Michaelmas and Lent Terms. There will be revision classes in the Summer Term.

Written Work: Each student will prepare 4 x 2,000 word essays and make accompanying class presentations.

Reading List: Habitat 2, *Global report*; B. Aldrich, *Housing the urban poor*; A. Power, *Estates on the edge*; C. Jencks, *Homelessness*; Sathenthwaite and Hardy, *Squatter Settlements*; K. Mathey, *Beyond self help housing*; Van Vliet, *International Housing Policy*.

Methods of Assessment: There is a three-hour written examination in June in which four questions must be answered.

SA479

Housing Policy and Development (Half unit course)

Teacher Responsible: Dr. Anne Power, Room A239
Availability and Restrictions: For M.Sc./Diploma in Housing and M.Sc. Housing (International). 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. Topics include: the development of social housing, the post-war drive for mass house building, the growth of owner-occupation and the decline of the private rented sector, the emergence of problems within social housing, and the restructuring of social housing since the 1980s.

Teaching Arrangements: 10 lectures, Michaelmas Term. 10 classes, Michaelmas Term.

There will be revision classes in the Summer Term.

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 People*; *Hovels to High Rise*.

Methods of Assessment: There is a two-hour written examination in June in which two questions must be answered.

SA480

Advanced Population Analysis

Teacher Responsible: Professor John Hobcraft, Room A251

Availability and Restrictions: For M.Sc. in Demography. Also available to students taking M.Sc. in Population and Development. Students must have completed 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.

Course 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 Arrangements: Ten one-hour lectures and ten two-hour computer sessions in the Lent Term (SA480).

Methods of Assessment: The course will be assessed on the basis of an assignment for each block.

SA481

Basic Population Analysis (Half unit course)

Teacher Responsible: Mr. C. M. Langford, Room A269

Availability and Restrictions: For M.Sc. Demography and M.Sc. Population and Development. Also available to other M.Sc. 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.

Course 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 Arrangements: 10 one-and-a-half hour lectures and 10 one-and-a-half hour seminars (SA481) in the Michaelmas Term.

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.

Methods of Assessment: A two-hour examination paper.

SA482

Demographic Data Collection, Sampling and Surveys (Half unit course)

Teacher Responsible: Professor T. Dyson, Room A224

Availability and Restrictions: For M.Sc. in Demography. Also available as an optional course for M.Sc. in Population and Development.

Core Syllabus: The course aims to familiarise students with the main methods of collecting demographic data and the problems associated with such data. Given the increasing importance of retrospective sample surveys in the gathering of demographic data, particular attention is paid to such surveys and to techniques of sampling in general.

Course Content: The course considers the need for demographic statistics and the general difficulties involved in data collection in both developed and less developed countries. The historical development of demographic statistics is explored. Sources of demographic data that predate modern censuses and vital registration are discussed. The course then focuses on the three main methods of collecting demographic data in turn: census enumeration; vital registration and retrospective sample surveys (both large and small-scale).

In many less developed countries the census remains the main vehicle for the collection of demographic data. The course examines the definition of a modern census; the main principles and concepts associated with census taking; the stages involved in planning a census; the primary census topics as they appear in both developed and developing country censuses; and the principal errors in census data, in particular errors that will affect demographic calculations such as age-errors.

The course goes on to look at vital registration, with particular reference to the system used in England and Wales; problems in the establishment and use of vital registration in less developed countries; the collection of data on cause of death.

The course introduces basic survey design and the principles of sampling, stratification, clustering and the multi-stage sample, non-sampling errors. It then examines the application of sample surveys within demography: large-scale retrospective demographic surveys and associated 'indirect' questions; small-scale retrospective demographic sample surveys involving maternity histories (in particular the Demographic and Health Survey and World Fertility Survey programmes); major government social surveys within Britain. Questionnaire design and content.

In addition to the three main methods of data collection, various hybrid systems will also be examined: types of sample registration systems, large and small-scale "surveillance" studies.

Teaching Arrangements: Ten 1½ hour lectures and ten 1½ hour seminars (SA482) in the Lent Term.

Written Work: Students are expected to prepare a seminar presentation and a 1,500 word essay during the term.

Reading List: M. Bulmer & D. Warwick (Eds.), *Social Research in Developing Countries: Surveys and Censuses in the Third World*, John Wiley, 1983; C. Moser & G. Kalton, *Survey Methods in Social Investigation*, Heinemann, 1971; United States National Research Council, Panel on Data Collection, *Collecting Data for the Estimation of Fertility and Mortality*, National Academy Press, Washington, 1988; D. J. Casley & D. A. Lury, *Data Collection in Developing Countries*, 2nd edn., Clarendon Press, 1987; D. Lucas & P. Kane (Eds.), *Asking Demographic Questions*, Australian National University, 1985; H. S. Shryock & J. S. Siegel, *The Methods and Materials of Demography*, Academic Press, 1976, (condensed version).

Methods of Assessment: A two-hour examination paper.

SA484

The Demography of Developed Societies (Half unit course)

Teacher Responsible: Professor M. Murphy, Room A234

Availability and Restrictions: For M.Sc. in Demography.

Core Syllabus: The course provides an overview of recent demographic trends in developed societies, and an up-to-date critical evaluation of some of the main explanations which have been advanced. It covers the areas of fertility; marriage, cohabitation, divorce; household and family living arrangements, mortality and morbidity, internal and international migration and population prospects.

Course Content: Fertility trends in developed societies: similarities and divergences. The changing pattern of socio-economic fertility differentials. Discussion and evaluation of alternative explanations. Family structure, including the rise of cohabitation, extra-marital childbearing and divorce: the prospects of further convergences in developed countries in these areas. The role of ideational change and the labour market in these developments. The implications of these trends for parenting. The decrease in household size and complexity, and the changing pattern of intergenerational relations. Evolving patterns of international migration from non-Western societies; contrasting patterns among ethnic groups. Geographic population distribution and the implications of urbanization and counterurbanization. Recent mortality improvements and the changing pattern of mortality by cause of death: explanations for the divergent trends in Western and East European Societies. Socio-economic differentials in mortality. Levels and trends in morbidity and the relationship between mortality and morbidity. The likely future patterns of mortality, fertility and migration: population projections. Population policies in a cross-national context. The implications for family and state care of these evolving forms.

Teaching Arrangements: Ten one and a half hour lectures and ten corresponding seminars (SA484) in the Michaelmas Term.

Reading List: A detailed list will be provided at the start of the course.

Methods of Assessment: Two-hour examination.

SA485

Methods for Population Planning (Half unit course)**Teacher Responsible:** Professor M. Murphy, Room A234**Availability and Restrictions:** For M.Sc. in Population and Development. Some familiarity with personal computers is required.**Core Syllabus:** The course covers the main quantitative methods used in population and development. 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 M.Sc. Students will undertake a number of computer-based assignments.**Syllabus:** The role of population projections in the population development process. The basis of projections of international agencies. The formulation of projection assumptions and methods of making projections. Projections for particular sub-groups such as urban, sub-national and labour force ones. The implications of uncertainty for the planning process. The use of the UN programs for the integration of population into the planning process. The construction, quality and application of projections produced by international agencies. 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.**Reading Lists:** Relevant documents will be provided at the start of the course. In the first instance, see *Methods for integrating population in the development process*, United Nations, SER/R/90.**Teaching Arrangements:** 15 two-hour seminars/practicals (SA485).**Methods of Assessment:** Assessment will be by two coursework assignments, which will involve the formulation, execution and writing up of a project concerned with a model for population and development.**Course Content:** Trends in demographic processes of fertility, mortality, marriage, family and migration in developed and developing societies; differences and similarities between societies in demographic patterns; emerging trends in cohabitation and marital breakdown; the implications of changing population structures, ageing and living arrangements; the determinants of mortality and morbidity trends. Effectiveness and efficiency of population programmes, especially those that deliver services; the delivery of reproductive health services; design of programmes, effective implementation and evaluation.**Teaching Arrangements:** The course is divided into two parts. Students will attend Population Policies: Evolution and Impact (SA491) in the Lent term, and one of the following in the Lent term: Population Trends and Processes in the Developing World (SA493), or The Demography of Developed Societies (SA484), or Population Programmes: Design, Implementation and Evaluation (SA492). See relevant entries for teaching arrangements.**Reading list:** In addition to the reading lists provided for the specific half units which form part of the course (see relevant entries), students may consider the following references. *Health Transition Review*, a journal published by the Health Transition Centre at the Australian National University; R.G. Feacham, T. Kjellstrom, C. L. Murray et al. (Eds.), *The Health of Adults in the Developing World*, OUP, 1992; B. Bucht, "Mortality Trends in Developing Countries: A survey" in W. Lutz (Ed.), *The Future Population of the World: What can we assume today?*, Earthscan Publications, London, 1994.**Methods of Assessment:** Two two-hour examination papers (see relevant entries).

SA487

Housing Finance (Half unit course)**Teacher Responsible:** Dr. M. Kleinman, Room A259**Availability and Restrictions:** M.Sc. Housing; M.Sc. Housing (International). Other students may attend where regulations permit.**Core Syllabus:** The course provides an introduction to the financing of public and private housing.**Course Content:** The financing of housing in Britain in comparative context. Capital and revenue expenditure on social housing. Pricing and allocation decisions in social housing. The financing of stock transfer; paying for new investment in social housing; the introduction of private finance into social housing. Financing housing renewal as part of urban regeneration. Evaluating urban regeneration and the measurement of costs and benefits. Forecasting housing demand and housing need; assessing the need for new social housing. Housing and the national economy.**Teaching Arrangements:** 10 Lectures Lent Term. 10 Classes Lent Term.**Reading List:** A detailed reading list will be provided at the beginning of the course. Relevant texts include: J. Hills, *Unravelling Housing Finance*; K. Gibb & M. Munro, *Housing Finance in the UK*; P. Malpass, *Reshaping Housing Policy*; H. Glennerster, *Paying for***Population and Health****Teachers Responsible:** Professor J. Hobcraft, Room A251; Professor T. Dyson, Room A224; Professor M. Murphy, Room A234; Ms. J. Falkingham, Room A268**Availability and Restrictions:** For M.Sc. Health Policy, Planning and Financing**Core Syllabus:** This course explores recent trends in population and health in both developing and developed countries. Particular emphasis is placed on policies and programmes, their formulation process, the evaluation and monitoring of their impact in terms of effectiveness, efficiency and equity. The perspectives of different types of organisations are considered: international organisations, central and local governments, non-governmental organisations.

SA486

Welfare in the 1990s; M. Kleinman, *Housing, Welfare and the State in Europe*; G. MacCrone & M. Stephens, *Housing Policy in Britain and Europe*.**Methods of Assessment:** There is a two-hour formal written examination in June. Two questions must be answered.

SA488

Development of Social Policy**Teachers Responsible:** Dr. M. Kleinman, Room A259 and others**Availability and Restrictions:** For M.Sc./Diploma in Housing and M.Sc./Diploma Housing (International) only.**Core Syllabus:** Broad themes affecting social policy in Britain and other advanced industrial societies.**Course Content:** This course will be concerned in general terms with social policy and with social services. It will take account of historical developments and include, where appropriate, comparative developments in other countries, and focus on current policy questions. The course will cover: the formation and development of social policy; the evolution of aims and principles in relation to the growth of social welfare, fiscal welfare and occupational welfare; the problems of redistributive justice and ethical issues in social policy; the assessment of the effects of the social services and social policies. Concepts of need and social welfare; social policy approaches to social issues.**Teaching Arrangements:** 10 weekly lectures (SA450.1) **Analysis of Social Policy and Administration**, Michaelmas Term. 10 weekly seminars (SA488) Michaelmas Term.**Reading List:** Some introductory texts are: M. Bulmer, J. Lewis & D. Piachaud (Eds.), *The Goals of Social Policy*, Unwin Hyman, 1989; L. Challis, *Organising Public Social Services*, Longman, 1990; N. Flynn, *Public Sector Management*, Harvester Wheatsheaf, 1993; H. Glennerster, *Paying for Welfare: the 1990s*, Harvester Wheatsheaf, 1992; M. Hudson, *Managing without Profit*, Penguin, 1995; J. Hills & others, *The State of Welfare*, Oxford, 1990; J. Hills, *The Future of Welfare*, JR Foundation, 1993; R. M. Titmuss, *Essays on the Welfare State* (3rd edn.), Allen & Unwin, 1976.

A full bibliography will be handed out with the programme of seminar topics. It is hoped that study packs will be available from 1997-8.

Methods of Assessment: There is a written formal two-hour examination in June.

SA490

Population and Development: An Analytical Approach (Half unit course)**Teacher Responsible:** Professor T. Dyson, Room A224**Availability and Restrictions:** For M.Sc. in Population and Development. Also available to other M.Sc. students where regulations permit.**Core Syllabus:** This course critically examines the

different analytic approaches to the main interrelationships between population 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 analysis.

Course 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 the Malthusian and contrasting Populationist perspectives to 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 structural change. The sectoral implications of population growth for issues of labour markets, savings and investment are considered. Education, health, and food security are examined, as well as the family and international migration. Contemporary neo-Malthusian arguments, with their environmental components are also considered. So too are the influences of different theoretical approaches for policies and programmes.**Reading List:** A detailed reading list will be provided. Some essential sources are: R. H. Cassen (Ed.), *Population and Development: Old Debates, New Conclusions*, Overseas Development Council, Washington D.C., 1994; World Bank, *Population Change and Economic Development*, Washington D.C., 1985; and *Population and Development Review*, a Journal published quarterly by the Population Council, New York.**Teaching Arrangements:** Ten 1½ hour lectures and ten 1½ hour classes (SA490) will be given in the Lent Term.**Methods of Assessment:** Two-hour unseen written examination.

SA491

Population Policies: Evolution and Impact (Half unit course)**Teacher Responsible:** Professor J. Hobcraft, Room A251**Availability and Restrictions:** For M.Sc. in Population and Development.**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.**Course 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 organized 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.

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 L. A. Mazur (Ed.), *Beyond the Numbers: A Reader on Population, Consumption and the Environment*, Island Press, Washington, 1994.

Teaching Arrangements: 10 one and a half hour lectures and 10 one and a half hour seminars (SA491) in the Lent Term.

Methods of Assessment: A two-hour examination paper.

SA492

Population Programmes: Design, Implementation and Evaluation (Half unit course)

Teacher Responsible: Jane Falkingham, Room A268

Availability and Restrictions: For M.Sc. in Population and Development.

Core Syllabus: This course is primarily concerned with the effectiveness and efficiency of population programmes, especially those that deliver services. In particular the delivery of family planning and reproductive health services are considered in detail. The key issues addressed are: the design of programmes, their effective implementation, and their evaluation.

Course Content: The organisation of programmes; management structures and styles, including issues of control, participation, leadership, and meeting needs

of providers or clients; training; logistics and supply; information, education and communication initiatives.

The tools of management and evaluation: collecting the right information, management information systems, the role of operations research and the techniques of evaluation.

The delivery system: supplies of vaccines, medicines and contraceptives of choice; the cold chain; levels of training; levels of referral; quality versus quantity.

Information, education and communication: what is the appropriate balance between service delivery and trying to change attitudes? The role of the mass media: posters, television, and films. Innovative approaches to health education and to family planning. What is the role of formal education and curriculum content?

Measuring programme effectiveness: what are the goals of the programme; does the programme meet the needs of clients; is the programme achieving the targets of the providers; is it efficient in achieving these goals at costs which indicate value for money; what is the balance between choice and cost.

Reading List: A detailed reading list will be provided at the start of the course. There is no one text but the following journals are of key importance: *Studies in Family Planning*; *Population Reports*; *IPPF Challenges*.

Teaching Arrangements: 10 1½ hour lectures and ten 1½ hour seminars (SA492) in the Lent Term.

Written Work: Students are expected to prepare two seminar presentations and a 1,500 word essay during the term.

Methods of Assessment: A two-hour examination paper.

SA493

Population Trends and Processes in the Developing World (Half unit course)

Teacher Responsible: Professor T. Dyson, Room A224

Availability and Restrictions: For M.Sc. in Population and Development. Also available to other M.Sc. students where the regulations permit.

Core Syllabus: The main aim of the course is to provide an up-to-date and comprehensive account of demographic circumstances and trends in the developing regions. The course is primarily concerned with substantive aspects of demographic trends and developments in the contemporary Third World. It covers basic information on population size, distribution, and rates of population growth, and on fertility, mortality, disease and causes of death, and migration. The main determinants of these variables, and their principal consequences and patterns are also examined.

Course Content: The distribution of the world's population between major countries and regions; differentials in population age and sex composition; relatedly, variation in rates and patterns of fertility, mortality (infant, child, adult) and demographic growth; levels and trends of urbanization; the extent of national and international migration flows; principal proximate determinants of fertility –

marriage patterns (including divorce and cohabitation), breastfeeding, practice of contraception, abortion, coital frequency etc; relationships of these proximate determinants to socioeconomic variables such as income, educational levels etc; corresponding consideration of mortality determinants; major disease profiles: malaria, tuberculosis, cholera, HIV/AIDS, other STDs, diarrhoea, respiratory diseases etc; famine demography; extent and determinants of major types of migration – e.g. seasonal, marriage, rural-urban, rural-rural, refugee, high-skill emigration, colonization migration; intra-urban population variation and changing urban sizes and structures; consequences of high fertility and rapid population growth – social, economic, political, environmental etc. – for units such as the nation, region, village, and household; population growth and food provision; the consequences of rapid fertility decline (especially in Asia) including population ageing and related issues of old age support; future Third World population prospects.

Reading List: A reading list will be provided at the start of the course. Two useful general background sources are: United Nations Population Fund, *Population Growth and Economic Development*, UNFPA, New York, 1996; United Nations, *World Population Prospects: The 1994 Revision*, United Nations, New York, 1994.

Teaching Arrangements: 10 1½ hour lectures and 10 1½ hour seminars (SA493) in the Michaelmas Term.

Methods of Assessment: A two-hour examination paper.

SA494

Social and Economic Demography (Half unit course)

Teacher Responsible: Mr. C. M. Langford, Room A269

Availability and Restrictions: For the M.Sc. in Demography.

Core Syllabus: The course sets out to examine the main inter-relationships between social and economic factors and population, considering both historical and present-day examples from the Third World and the developed world.

Course Content: Thinking about population and resources: Malthus, Marx, Boserup, the Ehrlichs, Lester Brown; 'classical' demographic transition theory and its critics: Notestein, Davis, Caldwell, and others; the reasons behind fertility in the pre-transition period; the reasons for the decline in mortality in the West and the Third World; sex differentials in mortality; very low fertility in the modern West and parts of the Third World; demographic ageing.

Teaching Arrangements: 10 two-hour seminars (SA494) during the Michaelmas Term, which will include some presentations by teachers and some by students. All students will be required to make at least one seminar presentation and write a number of essays. In addition, all students are required to attend the seminar series SA496 *Fertility and Mortality in their Socio-Economic Context*.

Reading List: A detailed reading list will be provided at the start of the course. A useful general text to refer to is *A Concise History of World Population* by M. Livi-Bacci, 1992.

Methods of Assessment: There will be a two-hour written unseen examination in the Summer Term.

SA495

Statistics and Computing for Demographers

(Not available 1997–98)

Teacher Responsible: Professor M. Murphy, Room A234

Availability and Restrictions: M.Sc. Demography.

Core Syllabus: The course is a practical introduction to statistics and computing for demographic analysis. It does not presume any prior familiarity with computers. It includes: the importance of statistical approaches in demography; principles of sampling and practical problems; fitting and interpretation of statistical models; the use of micro computers in general; input and output of data; operating systems and editors; the use of statistical packages and special programs for demographic estimation.

Course Content: Types of data and their presentation; principles of sampling and estimation of standard errors; stratified and clustered designs; practical problems in demographic sampling; questionnaire design and wording; measures of association; correlation and regression; use of computers in demography; spreadsheet packages; use of statistical packages; programs for population projections and indirect estimation of demographic parameters; and word processing packages.

Teaching Arrangements: SA495 10 x two-hours Michaelmas Term.

Written Work: Students will undertake exercises.

Reading List: C. A. Moser & G. Kalton, *Survey Methods in Social Investigation*, 1971; P. Armitage & G. Berry, *Statistical Methods in Medical Research*, 1987; United Nations, *Mortpak-Lite*, 1988.

Methods of Assessment: Continuous assessment.

SA496

Fertility and Mortality in Their Socio-Economic Context: Research Seminars

Teacher Responsible: Professor J. Hobcraft, Room A251

Availability: Mainly for M.Sc. and Ph.D. students in Demography and Population and Development.

Course Content: Seminar presentations of work in progress or complete, by researchers inside and outside the School.

Method of Assessment: Non-examinable.

SA498

Demography – Dissertation

Teacher Responsible: M.Sc. Convener and personal supervisor

Availability and Restrictions: This course is intended for students taking the M.Sc. in Demography.

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.

Method of Assessment: The completed dissertation must be submitted by 15 September in the year of examination.

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.

Method of Assessment: The completed dissertation must be submitted by 15 September in the year of examination.

SA513

Housing Management Practice

Teacher Responsible: Tony Coppellotti

Availability and Restrictions: For full-time M.Sc. Housing/Diploma and M.Sc. Housing (International)/Diploma.

This course takes place every week for ten weeks during the Summer placements for first year full-time students. It comprises five field trips and five two-hour classes on applied housing management subjects. Students complete written reports as part of the course.

SA499

Population and Development – Dissertation

Teacher Responsible: M.Sc. Convener and personal supervisor

Availability and Restrictions: This course is intended for students taking the M.Sc. in Population and Development.

Core Syllabus: The purpose is to allow students to

Department of Social Psychology

M.Sc. Organisational and Social Psychology

Duration of Course of Study

Full-time: One calendar year. *Part-time:* Two calendar years.

Examination

Students are required to be examined on elements to a value of four units as detailed below. Precise examination arrangements for each paper are listed under each course guide.

Paper Number	Paper Title	Course Guide Number
I	Organisational Social Psychology	PS404
II	Courses to a value of one and a half units chosen from the following with the approval of the candidate's teachers:	
	(a) Social Representations (Advanced) (half unit)	PS410
	(b) History of Social Psychology (Advanced) (half unit)	PS426
	(c) The Social Psychology of Economic Life (Advanced) (half unit)	PS415
	(d) The Social Psychology of the Media (Advanced) (half unit)	PS411
	(e) Decision-Making and Decision Support Systems (Advanced)	PS417
	(f) The Psychology of Gender (Advanced) (half unit)	PS413
	(g) The Audience in Mass Communications (Advanced) (half unit)	PS412
	(h) The Psyche and the Social World (half unit)	PS406
	(i) Philosophical Psychology (Advanced) (half unit)	PS416
	(not available 1997–98)	
	(j) Cognitive Science and Natural Language (Advanced)	PS420
	(not available 1997–98)	
	(k) Issues in Social Psychology (not available 1997–98)	PS421
	(l) Social Psychology of Health (Advanced) (half unit)	PS418
	(m) Corporate Communications (half unit)	PS438
	(n) The Social Psychology of New Technology (half unit)	PS439
	(o) Representations, Institutions and Communities (half unit)	PS437
	(p) Contemporary Social Psychology	PS400
	(q) Paper(s) to the value of one unit from any other course for the M.Sc. in the Faculty of Economics	
	Options will not all necessarily be available in any one year.	
III	Methods of Research in Organisational and Social Psychology (half unit)	PS431
	(Alternatively, students may wish to take Methods of Research in Social Psychology PS430 for a more comprehensive knowledge of research methods, in which case they should take only one unit option under Part II)	
IV	A report of not less than 10,000 words and not to exceed 15,000 words approved by the candidate's supervisor	PS434

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has

entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Dates of Examination

Written papers	June
Report	First week in September

M.Sc. Social Psychology**Examination**

Students are required to be examined on elements to a value of four units as detailed below. Precise examination arrangements for each paper are listed under each course guide.

Duration of Course of Study

Full-time: One calendar year. *Part-time:* Two calendar years.

Paper Number	Paper Title	Course Guide Number
I	Contemporary Social Psychology	PS400
II	Two of the following half units:	
	(a) Social Representations (Advanced)	PS410
	(b) The Psychology of Economic Life (Advanced)	PS415
	(c) The Psychology of Gender (Advanced)	PS413
	(d) The Audience in Mass Communications (Advanced)	PS412
	(e) History of Social Psychology (Advanced)	PS426
	(f) The Psyche and the Social World (half unit)	PS406
	(g) The Social Psychology of the Media (Advanced)	PS411
	(h) Issues in Social Psychology (<i>not available 1997-98</i>)	PS421
	(i) Social Psychology of Health (Advanced)	PS418
	(j) The Social Psychology of New Technology	PS439
	(k) Representations, Institutions and Communities	PS437
	(l) Any other paper which is offered in the School at Master's level, subject to the consent of the candidate's teachers Options will not all necessarily be available in any one year.	
III	A Report of not less than 10,000 words and not to exceed 15,000 words on a project approved by the candidate's teachers	PS433
IV	Methods of Research in Social Psychology	PS430

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Dates of Examination

Written papers	June
Report	First week in September

M.Sc. Media and Communications (Theories, Concepts and Methods)**Duration of Course of Study**

Full-time: One calendar year. *Part-time:* Two calendar years.

Students are required to be examined on elements to a value of four units as detailed below with the approval of the candidate's teachers. Unless otherwise specified, all courses in list below have a value of one whole unit. Precise examination arrangements for each paper are listed under each course guide. Not all of the optional courses will be available in any one year.

Paper Number	Paper Title	Course Guide Number
I	Theories and Concepts in Media and Communications	PS405
II	Methods of Research in Media and Communications (half unit)	PS432
III	Plus courses to a value of one and a half units chosen from the following with the approval of the candidate's teachers:	
	(a) Political Communication (half unit)	PS423
	(b) Comparative Media Systems (half unit) (<i>not available 1997-98</i>)	PS424
	(c) The Audience in Mass Communications (Advanced) (half unit)	PS412
	(d) Social Psychology of the Media (Advanced) (half unit)	PS411
	(e) Citizenship and the Media (half unit)	PS407
	(f) Media, Technology and Everyday Life (half unit) (<i>not available 1997-98</i>)	PS408
	(g) Contemporary Issues in Media Policy (half unit)	PS422
	(h) Organisational Social Psychology	PS404
	(i) The Social Psychology of Economic Life (Advanced) (half unit)	PS415
	(j) Corporate Communications (half unit)	PS438
	(k) The Social Psychology of New Technology (half unit)	PS439
	(l) Current Issues in Media and Communications (half unit) (<i>not available 1997-98</i>)	PS436
	(m) Any other paper which is offered in the School at Master's level, subject to the consent of the candidate's teachers	
IV	A research report of not less than 10,000 words and not to exceed 15,000 words on a topic in media and communications approved by the candidate's teachers	PS435

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Dates of Examination

Written papers	June
Report	First week in September

Course Guides**PS400****Contemporary Social Psychology**

Teacher Responsible: Dr. G. Gaskell, Room S313
Availability and Restrictions: 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.
Course Content: Modern social psychology in its historical context. Sociological as well as psychological forms of social psychology. The theory of social representations and its critics. Attitudes and their relation to behaviour. Theories of attitude change. The study of widespread beliefs. Attribution theories and interpersonal and intergroup behaviour. Social identity theory and self categorisation theory. Applications of social identity theory to crowds, to ethnolinguistic identity and to relative deprivation. Models of the audience in relation to the mass media of communication. The effects of the mass media.
Teaching Arrangements: Lecture (PS400) (two-hours) x 20 Michaelmas Term.
Written Work: A written assignment of 5,000 words required.

Reading List: R. M. Farr, *The Roots of Modern Social Psychology*, Blackwell, 1996; R. Brown, *Social Psychology*, 2nd edn., Collier-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; C. Fraser & G. Gaskell, *The Social Psychological Study of Widespread Beliefs*, Clarendon Press, 1990; R. M. Farr & S. Moscovici (Eds.), *Social Representations*, Cambridge University Press, 1984; S. Livingstone, *Making Sense of Television*, Pergamon, 1990.

Methods of Assessment:

1. A formal three-hour examination in the Summer Term: 3 questions from a choice of 10 [50%]
2. A written assignment of not more than 5,000 words [50%]

PS404**Organisational Social Psychology (Advanced)**

Teacher Responsible: Professor P. C. Humphreys, Room S303. Other teachers: Mr. M. Ramella, Dr. D. Berkeley and Dr. M. Bauer
Availability and Restrictions: 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.

Course Content: 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. Organisational investigation, modelling, decision making and change management techniques are covered with emphasis on their social psychological aspects.

Lectures/seminars in the Michaelmas Term: Introduction: Critique of the tradition and logic underlying organisational psychology (to adapt, predict and control human behaviour); understanding and aiding the creative transformation of organisations; sensitivity to local cultural and social conditions; the language of observation and the language of action. History of organisational analysis: "scientific" management and the development of time and motion. Technology as a political tool. The autonomous working groups and its origins in the human relations movement. The open-systems approach. Motivation and work: rational-economic, social relations and self actualising models of worker motivation. Job design, work activities and effects. Organisational structure: leadership and the concept of bureaucracy; organisational culture, group processes, decision taking; organisations as self-active systems. Structuring organisational decision problems: representation techniques and techniques to improve communicative competence, frameworks for understanding organisational decision making. Organisations as systems: concepts and methodologies, resistance to change, problems and possibilities of doing research in organisations. Implications for practice.

Seminars in the Lent Term: These will centre around 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 Arrangements: Lecture (PS304) (1½ hour) x 20 Michaelmas Term; Seminar (PS304) (one-hour) x 10 Lent Term. Class (PS304.A) (one-hour) x five fortnightly Michaelmas Term devoted to the further analysis of specific organisational issues.

Written Work: A 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: M. Jackson, *Systems Methodologies for the Management Sciences*, Plenum 1991; E. H. Schein, *Organisational Psychology* (3rd edn.), Prentice Hall, 1988; G. Morgan, *Images of Organisation*, Sage, 1986; C. B. Handy, *Understanding Organisations* (3rd edn.), Penguin 1985; E. Jaques, *Requisite Organisation*, Casson Hall, 1989; A. Bryman (Ed.), *Doing Research in Organisations*, Routledge, 1988.

Methods of Assessment:

1. A formal three-hour examination in the Summer Term: 3 questions from a choice of 10 [50%]
2. A written assignment of not more than 5,000 words [50%]

PS405**Theories and Concepts in Media and Communications**

Teachers Responsible: Dr. S. M. Livingstone Room S366 and Dr. R. Collins Room S311

Availability and Restrictions: Students on degrees other than M.Sc. Media & Communications may only attend subject to numbers, their own degree regulations and only with the permission of the teachers responsible.

Course Content: An interdisciplinary, theoretical course to serve as the core course for M.Sc. Media and Communications, 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, debates and concepts in mass communications research, mass media and society, mass communication processes and effects, media representations, mass media and social problems, media law, media in developing countries, media and international relations.

Teaching Arrangements: 20 1½-hour lectures/seminars (PS405) over Michaelmas and Lent Terms, class (PS405A) one-hour x 10 fortnightly Michaelmas and Lent Terms.

Written Work: A written assignment of not more than 5,000 words is required plus additional coursework as set.

Reading List: J. Curran & M. Gurevitch (Eds.), *Mass media and society*, Edward Arnold, 1991; 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: Reflections on the future of the field*, OUP, 1994; S. J. Ball-Rokeach & M. G. Cantor (Eds.), *Media, audience and social structure*, Sage, 1986; O. Boyd-Barrett & C. Newbold, *Approaches to Media: A reader*, Arnold, 1995.

Methods of Assessment:

1. A formal three-hour examination in the Summer Term: 3 questions from a choice of 10 questions [50%].
2. A written assignment of not more than 5,000 words [50%].

PS406**The Psyche and the Social World**

Teacher Responsible: Dr. Malcolm Pines

Availability and Restrictions: Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Course Content: The topics that will be covered in this series are intended to illustrate the intimate intertwining of individuality and sociality. Topics covered will include: The evolution of the individual in society over different historical periods; looking at different concepts of Self; emotional development and theoretical approaches to the structure of emotions; shame and guilt as social regulators; intimacy and solitude; the rise of the psychoanalytic movement in relationship to socio-cultural factors; developments and deviances in psychoanalytic theory; an outline of group analytic theory and its connections to psychoanalysis and other contemporary psychologies.

Teaching Arrangements: Lecture/seminar (PS406) (two-hours) x 10 Lent Term.

Written Work: A 3,000 word written assignment is required.

Reading List: I. Burkitt, *Social Selves. Theories of Social Formation of Personality*, Sage, 1991 (chapters 7&8); A. Harris, 'Dialogues as Transitional Space: Rapprochement of Psychoanalysis and Developmental Psycholinguistics' in N. J. Skolnick & S. C. Warshaw (Eds.), *Relational Perspectives in Psychoanalysis*, The Analytic Press, 1992; M. Pines, 'On History and Psychoanalysis', *Psychoanalytic Psychology*, Vol. 6, No. 2 1989; S. Mennell, *Norbert Elias: Civilisation and the Human Self Image*, Blackwell, 1989; P. Miller & N. Rose, 'On Therapeutic Authority: Psychoanalytical Expertise under Advanced Liberalism', *Journal of the History of Human Sciences*, Vol. 7, No. 3, 1994; R. F. Baumeister, 'How the Self Became a Problem: A Psychological Review of Historical Research', *Journal of Personality and Social Psychology*, Vol. 52, No. 1, 1987; C. Morris, *The Discovery of the Individual 1050-1200*, SPCK, 1972; E. S. Person, 'Romantic Love: At the Intersection of the Psyche and the Cultural Unconscious' in T. Shapiro & R. Emde (Eds.), *Affects: Psychoanalytic Perspectives. Special Issue of the Journal of the American Psychoanalytic Association*, 1992.

Method of Assessment:

1. A formal two-hour examination in the Summer Term: 2 questions from a choice of 5 [50%]
2. A written assignment of not more than 3,000 words [50%]

PS407**Citizenship and the Media (Half unit course)**

Teacher Responsible: Dr. Steven Colman

Availability and Restrictions: 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.

Course Content: 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. Topics to include: Communicating citizenship; theories of public opinion; the media and democratisation in post-Cold War Eastern and Central Europe; citizens; access to the mass media; media regulation; the debate about pornography; the counter-media; civic journalism and community broadcasting; the media as a tool for democratic deliberation; and democracy and the future of the global media.

Teaching Arrangements: Lecture/seminar (PS407) (two-hours) x 10 Lent Term

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.

Methods of Assessment:

1. A formal two-hour examination in the Summer Term: 2 questions from a choice of 5 [50%]
2. A written assignment of not more than 3,000 words [50%].

PS408

Media, Technology and Everyday Life
(Half unit course)

(Not available 1997-98)

Teacher Responsible: Dr. L. Haddon

Availability and Restrictions: Available primarily for M.Sc. Media and Communications. Other students may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Course 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.

Topics covered will normally include the following: Mapping the field; issues around information and communication technology; factors shaping major domestic information and communication technologies; structure and agency debates and the study of information and communication technologies; understanding public consumption; information and communication technologies in domestic life; gender issues and information and communication technologies; information and communication technologies in public and private times and spaces; the media and information revolution.

Teaching Arrangements: Lecture/seminar (two-hours) (PS408) x 10 Lent Term.

Written Work: A 3,000 word (formally assessed) written assignment is required. Students may also be required to write a 2,000 word (informally assessed) assignment.

Reading List: A. Cawson, L. Haddon and I. Miles, *The Shape of Things to Consume: Bringing Information Technology into the Home*, Avebury, 1995; 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; A. Gray, *Video-Playtime: The Gendering of a Leisure Technology*, Routledge, 1992; T. Forester, *High-Tech Society: The Story of the Information Technology Revolution*, Blackwell.

Methods of assessment: (1) A formal two-hour examination in the Summer Term, 2 questions from a choice of 5 [50%]. (2) A written assignment of not more than 3,000 words [50%].

PS410

Social Representations (Advanced)
(Half unit course)

Teacher Responsible: Professor R. M. Farr, Room S302

Availability and Restrictions: 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 psychology, sociology, anthropology or philosophy is presumed.

Course Content: (The course as delivered in the 1996-97 academic session can be accessed via the internet: <http://www.psych.lse.ac.uk/socpsy/socreps.html>). 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 and the public understanding of science. 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 e.g. scripts, plans, scenarios, narratives, etc. The role of the mass media of communication in the creation and dissemination of representations. Is this tradition of research an anthropology of modern life or a historical social psychology?

Teaching Arrangements: Lecture (PS410) (one-hour) x 10 Lent Term; Class (one-hour) x 10 Lent Term.

Written Work: A 3,000 word written assignment required.

Reading List: Set text: One of: D. Jodelet, *Madness and Social Representations*, Harvester/Wheatsheaf, 1991; I. Marková & R. M. Farr (Eds.), *Representations of Health, Illness and Handicap*, Harwood, 1994.

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 Issues on 'Social Representations' 1987; S. Moscovici, *The Age of the Crowd: A historical treatise on mass psychology*, Cambridge University Press, 1985.

Methods of Assessment:

1. A formal two-hour examination in the Summer Term: 2 questions from a choice of 5 [50%]
2. A written assignment of not more than 3,000 words [50%].

PS411

Social Psychology of the Media
(Advanced) (Half unit course)

Teacher Responsible: Dr. Dina Berkeley, Room B711

Availability and Restrictions: 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.

Course Content: Conceptualisations of the media in terms of a system in context, and in terms of communication; interpretation of contents and effects. Political communication: techniques, analysis, interpretation. The power and social context of the media. Influence of the social context in imposing restrictions on the various forms of the media. Conflicting views on children and the media; children as an active audience. Drama and storytelling in the media, dramatic versus epic forms of theatre. Propaganda through the media; war propaganda, election campaigns, encouragement of stereotypes, mediation of myths. Publicity and advertising: contexts, methods and mechanisms. The media as agents of planned social change: health campaigns. Creating social reality: the process of news selection and construction.

Teaching Arrangements: Lecture/seminar (PS411) (two-hours) x 10 Lent Term; Classes (one-hour) x five fortnightly, devoted to in-depth analysis of specific material.

Written Work: 3,000 word written assignment required.

Reading List: J. Fiske, *Television Culture*, Routledge, 1987; A. Wernick, *Promotional Culture*, Sage, 1991; J. Hartley, *Understanding News*, Methuen, 1982; M. Blonsky, *On Signs*, Macmillan, 1985; J. Curran, J. Ecclestone, G. Oakley & A. Richardson (Eds.), *Bending Reality: The State of the Media*, Pluto Press, 1986.

Additional reading lists will be given out at the beginning of the Session.

Methods of Assessment:

1. A formal two-hour examination in the Summer Term: 2 questions from a choice of 5 [50%]
2. A written assignment of not more than 3,000 words [50%].

PS412

The Audience in Mass Communications
(Advanced) (Half unit course)

Teacher Responsible: Dr. S. M. Livingstone Room S366

Availability and Restrictions: Students on degrees without a psychology or media component may only attend subject to numbers, their own degree regulations and with the permission of the teacher responsible.

Course Content: The psychology of the television audience. The reception of television programmes. The links between theories of interpersonal and mass communications. Approaches to the television audience; the disappearing audience; the active audience; the 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. Developing models of communication and the future of audience research.

Teaching Arrangements: Lecture (PS412) (one-hour) x 10 Lent Term; Class (one-hour) x 10 Lent Term.

Written Work: A 3,000 word written assignment is required.

Reading List: S. M. Livingstone, *Making Sense of Television*, Butterworth-Heinemann, 1997; J. Fiske, *Television Culture*, Routledge, 1987; T. Liebes & E. Katz, *The Export of Meaning*, Polity, 1995; R. P. Hawkins, Weimann & Pingree, *Advancing Communication Science*, Sage, 1988; European Journal of Communication, 'Communication Research in Europe', Special Issue, Vol. 2-3, 1990; D. Morley, *Television, Audiences and Cultural Studies*, Routledge, 1992. A number of more specialised texts will also be recommended.

Methods of Assessment:

1. A formal two-hour examination in the Summer Term: 2 questions from a choice of 5 [50%]
2. A written assignment of not more than 3,000 words [50%].

PS413

Psychology of Gender (Advanced)
(Half unit course)

Teacher Responsible: Dr. J. E. Stockdale, Room S364

Availability and Restrictions: 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.

Course Content: Psychological gender attributes and their measurement; sex-role stereotyping, sex-typing and gender beliefs; identity and moral development; communication, and emotional expression; stress and mental health; male-female relations in the workplace; crime and violence; and opportunity, achievement and the societal context. The measurement and evaluation of gender differences and social-psychological theories of gender-related behaviour are recurrent themes.

Teaching Arrangements: Lecture/seminar (PS413) (two-hours) x 10 Lent Term; Class (PS413.B) (one-hour) x 10 Lent Term.

Written Work: A 3,000 word written assignment is required.

Reading List: S. Oskamp & M. Costanzo (Eds.), *Gender Issues in Contemporary Society*, Sage, 1993; P. Shaver & C. Hendrick (Eds.), *Sex and Gender*, Sage, 1987; M. S. Kimmel, *Changing Men: New Directions in Research on Men and Masculinity*, Sage, 1987; M. R. Walsh (Ed.), *The Psychology of Women: Ongoing Debates*, Yale University Press, 1987.

A full reading list will be available at the beginning of the course.

Methods of Assessment:

1. A formal two-hour examination in the Summer Term: 2 questions from a choice of 5 [50%]
2. A written assignment of not more than 3,000 words [50%].

PS415

The Social Psychology of Economic Life (Advanced) (Half unit course)

Teacher Responsible: Dr. G. Gaskell, Room S313
Availability and Restrictions: 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.

Course Content: Economic socialization and the development and change of economic values. Rationality in individual and collective decision taking. Consumer behaviour, advertising and social marketing. Equity, fairness and taxation. Behavioural economics.

Teaching Arrangements: Lecture (PS415) (one-hour) x 10 Lent Term; Class x 10 Lent Term.

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.

Methods of Assessment:

1. A formal two-hour examination in the Summer Term: 2 questions from a choice of 5 [50%]
2. A written assignment of not more than 3,000 words [50%].

PS416

Philosophical Psychology (Advanced) (Half unit course)

(Not available 1997-98)

Teacher Responsible: Dr. A. Wells, Room S384

Availability and Restrictions: 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.

Course Content: Historical approaches to the Mind-Body problem from Descartes to Davidson; dualist, behaviourist, identity and functionalist accounts of the mind-body relation. The requirements on a theory of meaning: Frege, Russell and Strawson. The Realism/Anti-Realism debate: Dummett and psychology. Externalism: a realist riposte.

Teaching Arrangements: Lecture/seminars (PS416) (two-hours) x 10 Lent Term.

Written Work: 3,000 word written assignment required.

Reading List: W. Bechtel, *Philosophy of Mind. An Overview for Cognitive Science*, Lawrence Elbaum Associates, 1988; P. M. Churchland, *Matter and Consciousness*, MIT Press, 1988; M. Dummett, *Truth and Other Enigmas*, 1978; J. A. Fodor, *The Language of Thought*, Harvester Press, 1975; A. Grayling, *An Introduction to Philosophical Logic*, Duckworth, 1990; M. Lockwood, *Mind, Brain and the Quantum: The Compound 'I'*, Blackwell, 1989; W. G. Lycan, *Mind and Cognition: A Reader*, Blackwell, 1990; C. McGinn, *Mental Content*, Blackwell, 1989.

Methods of Assessment:

1. A formal two-hour examination in the Summer Term: 2 questions from a choice of 5 [50%]

2. A written assignment of not more than 3,000 words [50%].

PS417

Decision Making and Decision Support Systems (Advanced) (Half unit course)

Teacher Responsible: Professor Rex Brown

Availability and Restrictions: 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. Some background knowledge is desirable in one or more of the fields of cognitive psychology, operations research, systems analysis, organisational behaviour or management. Only a very elementary level of mathematical ability is assumed.

Course Content: The course focuses on rational choice and uncertainty and modeling judgement. It teaches the basics of decision analysis, i.e. how to model the judgment of decision makers, in order to help them choose among clear cut, but perplexing or contentious options. It introduces a minimal set of analytic tools, that can be used to structure any decision, albeit at a coarse level. Decision theory is the underlying logic, based on probability and utility, but the human context is taken realistically into account. The central philosophy is that, in principle, a quantitative model can always be constructed to completely represent (coarsely or finely) whatever a person knows, believes or can learn that is relevant to a choice. Statistical decision theory assures coherence within a model and computes the logically implied conclusion. Social science helps to make its interface with the real world realistic. The tools examined are simplified versions of well established techniques, such as multiattribute utility analysis, maximization of subjective expected value, Bayes Theorem, preposterior analysis, joint probability. Major attention is paid to qualitative rational decision making and to the informal judgments that are to be modeled quantitatively. Normative modeling is balanced with cognitive and other descriptive considerations, to assure that the methods are used and useful. Domains of application include: personal choice; government; environmental management; legal suits; medical therapy decisions and others besides.

Teaching Arrangements: Lecture/seminar (PS417) (two-hours) x 10 Lent Term. Interactive computer-based techniques for modelling and aiding decision making will be introduced through the seminar; Class (PS417.B) (one-hour) x five fortnightly Lent Term in which students will have the opportunity to explore these techniques further.

Written Work: A 3,000 word written assignment is required.

Reading List: J. S. Carrol & E. J. Johnson, *Decision Research: A Field Guide*, LEA, 1990; P. C. Humphreys, O. Svenson & A. Vari (Eds.), *Analysing and Aiding Decision Processes*, North Holland, 1983; I. L. Janis & L. Mann, *Decision Making*, Free Press, 1977; F. Heller, *Decision Making and Leadership*,

Tavistock, 1992; J. Hawgood & P. C. Humphreys (Eds.), *Effective Decision Support Systems*, Technical Press, 1987; H. G. Sol & J. Vecsenyi (Eds.), *Environments for Supporting Decision Processes*, North Holland, 1991; E. McLean & H. G. Sol, *Decision Support Systems: A Decade in Perspective*, North Holland, 1987.

Detailed reading lists will be given out at the beginning of the term.

Method of Assessment:

1. A formal two-hour examination in the Summer Term: 2 questions from a choice of 5 [50%].
2. A written assignment of not more than 3,000 words [50%].

PS418

Social Psychology of Health (Advanced) (Half unit course)

Teacher Responsible: Dr. Catherine Campbell, Room S387

Availability and Restrictions: 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.

Course Content: Health and well-being: support, stresses and illness in the social context. Systems approach: 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; tolerance and acceptance of responsibility by the community. Epidemiological patterns and their interpretation: gender, class, age, region, ethnic minorities. Primary preventative health care systems: facilitation vs promotion vs prevention vs cure. Dominant and alternative models of intervention and therapy. Handling health problems; the ICPC episode model; encounters; communication and decision-making in social networks. Levels of health management: self, face to group, community, regional strategies.

Teaching Arrangements: Lecture/Seminar (PS418) (two-hours) x 10 Lent Term. Class (PS418.A) (one-hour) x five fortnightly, directed to indepth analysis of specific material.

Written Work: 3,000 word written assignment required.

Reading List: W. Stroebe & M. Stroebe, *Social Psychology and Health*, The Open University Press, 1995; A. Beattie, M. Gott, L. Jones & M. Sidell (Eds.), *Health and Wellbeing: A Reader*, Macmillan/Open University, 1993; C. L. Cooper, R. D. Cooper & L. H. Eaker, *Living with Stress*, Penguin, Harmondsworth, 1988; P. Bennett, J. Weinman & P. Spurgeon, *Current Developments in Health Psychology*, Harwood, 1990; V. Coleman, *The Health Scandal*, Sigwick & Jackson, 1988; C. Herzlich, *Health and Illness*, Academic Press, 1973; M. Foucault, *Mental Illness and Psychology*, Harper & Row, New York, 1976; H. J. Bursztajn, R. I. Feinbloom, R. M. Hamm & A. Brodsky, *Medical Choices, Medical Chances*, Routledge, 1990.

Methods of Assessment:

1. A formal two-hour examination in the Summer Term: 2 questions from a choice of 5 [50%]
2. A written assignment of not more than 3,000 words [50%].

PS419

Political Beliefs and Behaviour (Advanced) (Half unit course)

(Not available 1997-98)

Availability and Restrictions: 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. Some background knowledge of survey research methodology and attitude research is desirable.

Course Content: The course examines research into the political beliefs and behaviour of citizens in Western democracies. Most attention is given to survey research undertaken in Britain and the United States. The literature on which the course is based is interdisciplinary and includes contributions from political scientists, sociologists and psychologists. Competing models of voting behaviour; Ideology and political attitudes; Authoritarianism; Social structure and political behaviour; Political tolerance; Recent changes in political attitudes, values and behaviour.

Teaching Arrangements: Lecture (PS419) (one-hour) x 10 Lent Term; Class (PS419.B) x 10 Lent Term.

Written Work: 3,000 word written assignment required.

Preliminary Reading List: P. Abramson, *Political Attitudes in America*, W. H. Freeman, San Francisco, 1983; G. Evans, J. Field & S. Witherspoon, *Understanding Political Change*, Pergamon, Oxford, 1991; H. Himmelweit, H. Humphreys & M. Jeager, *How Voters Decide*, OUP, Milton Keynes, 1985; D. R. Kinder & D. O. Sears, 'Public opinion and political protests' in G. Lindzey & E. Aronson (Eds.), *Handbook of Social Psychology*, Vol. 2 (3rd edn.), Random House, New York.

Methods of Assessment:

1. A formal two-hour examination in the Summer Term: 2 questions from a choice of 5 [50%]
2. A written assignment of not more than 3,000 words [50%].

PS420

Cognitive Science and Natural Language (Advanced) (Half unit course)

(Not available 1997-98)

Teacher Responsible: Dr. Bradley Franks Room S385

Availability and Restrictions: 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.

Course Content: Nature and problems of cognitive science. Semantic, syntactic and lexical knowledge. Semantics: compositionality; sense and reference;

opacity; proper names and descriptions; possible worlds semantics. Grammar: phrase structure grammars; unification; categorial grammar. Parsing: augmented and recursive transition networks; shift-reduce parsers. Psycholinguistics: models of the human sentence processing mechanism and lexical access. World knowledge and lexical semantics: concepts, typicality and word meaning; intensional and extensional models; sense generation; default inheritance in knowledge representation; nonmonotonic inference.

Teaching Arrangements: Lecture/seminar (PS420) (two-hours) x 10 Lent Term. Class (one-hour) x 10 Lent Term.

Written Work: 3,000 word essay required.

Preliminary Reading List: No single text covers the course. Detailed reading lists will be provided for the individual blocks. Some introductory sources are the relevant chapters in: P. N. Johnson-Laird, *Mental Models*, Cambridge, 1983; N. Stillings *et al.* *Cognitive Science*, MIT Press, 1987.

Slightly more technical sources are: J. Allen, *Natural Language Understanding*, Benjamin Cummings, 1987; B. Grosz *et al.* (Eds.), *Readings in Natural Language Processing*, Morgan Kaufman, 1986; G. Chierchia & S. McConnell-Gillet, *Meaning and Grammar*, MIT, 1990.

Methods of Assessment:

1. A formal two-hour examination in the Summer Term: 2 questions from a choice of 5 [50%]
2. A written assignment of not more than 3,000 words [50%]

Issues in Social Psychology

(Not available 1997-98)

Teacher Responsible: TBA

Availability and Restrictions: Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Course Content: TBA

Teaching Arrangements: Lecture/seminar (PS421) (two-hours) x 10 Lent Term.

Written Work: A 3,000 word written assignment is required.

Reading List: TBA

Method of Assessment:

1. A formal two-hour examination in the Summer Term: 2 questions from a choice of five [50%]
2. A written assignment of not more than 3,000 words [50%]

Contemporary Issues in Media Policy (Half unit course)

Teacher Responsible: Dr. R. Collins, Room S311
Availability and Restrictions: Available primarily for M.Sc. Media & Communications. Other students may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Course Content: An introduction to contemporary issues in media and communication policy and to concepts relevant to their understanding. Notably: 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 Arrangements: 10 Lecture/seminars (two-hours) Michaelmas Term.

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. Murrone, *New Media New Policies*, Polity, 1996; I. de Sola Pool, *Technologies of Freedom*, Belknap, 1983; N. Garnham, *Capitalism and Communications*, Sage, 1990; Home Office, *Report of the Committee on Financing the BBC*, HMSO, 1986; M. Tehranian, *Technologies of Power*, Ablex, 1990.

Methods of Assessment:

1. A formal two-hour examination in the Summer term: 2 questions from a choice of five [50%]
2. A written assignment of not more than 3,000 words [50%].

Political Communication (Half unit course)

Teachers Responsible: Mr. S. Barnett and Dr. P. Lunt

Availability and Restrictions: Available for M.Sc. Media & Communications only.

Course Content: The relationship between the mass media and political influence. The course will address a range of interconnected issues from among the following: political coverage and political beliefs; the role of opinion polls and media coverage in election campaigns; the development of political communications in Britain and America; the impoverishment of civic communication; the current state of political communication and prospects for the future.

Teaching Arrangements: Lecture/seminar (two-hours) (PS423) x 10 Michaelmas Term.

Written Work: A 3,000 word written assignment required.

Reading List: D. Hallin, *We Keep America on Top of the World: Television journalism and the public sphere*, Routledge, 1994; R. Negrine, *Politics and the Mass Media in Britain*, Routledge, 1989; M. Ferguson (Ed.), *Political Communication: The new imperative*, Sage, 1990; J. Keane, *The Media and Democracy*, Polity Press, 1991; J. Curran & J. Seaton, *Power Without Responsibility: The press and broadcasting in Britain* (4th edn.), Routledge, 1991; C. Seymour-Ure, *The British Press and Broadcasting since 1945*, Basil Blackwell, 1991.

Methods of Assessment:

1. A formal two-hour examination in the Summer term: 2 questions from a choice of five [50%]
2. A written assignment of not more than 3,000 words [50%].

Comparative Media Systems (Half unit course)

(Not available 1997-98)

Teacher Responsible: Dr. R. Collins, Room S311

Availability and Restrictions: Available primarily for M.Sc. Media & Communications. Other students may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Course Content: [Details will be made available from the Department].

Teaching Arrangements: Lecture/seminar (two-hours) (PS424) x 10 Lent Term.

Written Work: A 5,000 word written assignment required.

Reading List: A reading list will be provided for each topic.

Methods of Assessment:

1. A formal two-hour examination in the Summer term: 2 questions from a choice of five [50%]
2. A written assignment of not more than 3,000 words [50%].

History of Social Psychology (Advanced) (Half unit course)

Teacher Responsible: Professor R. M. Farr, Room S302

Availability and Restrictions: An advanced knowledge of one of the social sciences.

Course Content: The influence of positivism both in and on the history of psychology. The creation of false origin myths and the choice of ancestors. The uses of history for apologetic purposes. The emergence, in Germany, of psychology as an experimental and social science. The influence of Wundt on the development of social sciences other than psychology. Sociological as well as psychological forms of social psychology. F. H. Allport and the establishment, in America, of social psychology as an experimental and social science. Successive *Handbooks of Social Psychology*, 1935-85. Varieties of behaviourism - Watson, Mead and Skinner. The migration of the Gestalt psychologists from Germany and Austria to America.

Teaching Arrangements: Lecture (PS426) (one-hour) x 10 Lent Term; Class (PS426.B) (one-hour) x 10 Lent Term.

Written Work: A 3,000 word written assignment required.

Reading List: Required text: R. M. Farr, *The Roots of Modern Social Psychology (1872-1954)*, Cambridge University Press, 1996; Other texts include: F. K. Ringer, *The Decline of the German Mandarins: The German academic community, 1890-1933*, Harvard University Press, 1969; K. Danziger, 'The positivist repudiation of Wundt', *Journal of the History of the Behavioural Sciences*, 15, 1979; R. M. Farr, 'The long past and the short history of social psychology', *European Journal of Social Psychology*, Vol. 21, No. 5, 1991; J. M. O'Donnell, *The Origins of Behaviourism: American Psychology 1870-1920*, New York University Press, 1985; K. Danziger,

Constructing the Subject: Historical origins of psychological research, Cambridge University Press, 1990; M. G. Ash, *Gestalt Psychology in German Culture (1890-1967)*, Cambridge University Press, 1995.

Methods of Assessment:

1. A formal two-hour examination in the Summer Term: 2 questions from a choice of five [50%]
2. A written assignment of not more than 3,000 words [50%].

Methods of Research in Social Psychology

Teacher Responsible: Dr. M. Bauer, Room B804

Availability and Restrictions: M.Sc. Social Psychology students only.

Course Content: The course is intended to give students an advanced knowledge of concepts and methods of social psychological research and broad experience in the use of various research techniques. The course has four components:

(i) **Principles of Social Research and Research Techniques.** Introduction to the philosophy of scientific method, the design and analysis of experiments and quasi-experiments, social artefacts in research, interviewing and participant observation, attitude measurement, evaluation research, personality assessment and the criteria for assessing social research.

A series of workshops and practicals covering attitude measurement and questionnaire design, the assessment of personality, interviewing, content analysis of text and visual media, case studies, policy analysis and organisational research. The presentation of research reports.

(ii) **Statistics** - students will take two of the following courses offered by the Methodology Institute: MI411 Quantitative Analysis in Social Research I, MI412 Quantitative Analysis in Social Research II and MI413 Applied Multivariate Analysis. For details please consult the relevant course guides.

Teaching Arrangements: Course work includes regular assignments and exercises on research techniques, computer analysis of data and statistics.

(i) Lectures & Laboratory Sessions: (PS430) (two-hours) x 16 Michaelmas and Lent Terms

(ii) MI411 (three-hours) x eight Michaelmas Term; MI412 (three-hours) x eight Lent Term; MI413 (one-hour) x 10 plus MI413a (two-hours) x five.

Reading List: G. Hoinville & R. Jowell, *Social Research Practice*, Heinemann, 1978; T. D. Cook & D. T. Campbell, *Quasi-Experimentation Design and Analysis*, Rand McNally, 1979; L. J. Cronbach, *Essentials of Psychological Measurement*; W. M. Crano & M. Brewer, *Principles of Research in Social Psychology*, McGraw Hill, 1973.

Methods of Assessment:

1. Coursework [50%].
2. Statistics coursework and exam (three-hours) [50%].

PS431

Methods of Research in Organisational & Social Psychology (Half unit course)**Teacher Responsible:** Dr. M. Bauer, Room B804**Availability and Restrictions:** M.Sc. Social & Organisational Psychology students only.**Course Content:** Introduction to the philosophy of scientific method, the design and analysis of experiments and quasi-experiments, social artefacts in research, interviewing and participant observation, attitude measurement, evaluation research, personality assessment and the criteria for assessing social research.

A series of workshops and practicals covering attitude measurement and questionnaire design, the assessment of personality, interviewing, content analysis of text and visual media, case studies, policy analysis and organisational research. The presentation of research reports.

Teaching Arrangements: Lectures & Laboratory Sessions: (PS430) two-hours) x 16 Michaelmas & Lent Terms**Reading List:** G. Hoinville & R. Jowell, *Social Research Practice*, Heinemann, 1978; T. D. Cook & D. T. Campbell, *Quasi-Experimentation Design and Analysis*, Rand McNally, 1979; L. J. Cronbach, *Essentials of Psychological Measurement*; W. M. Crano & M. Brewer, *Principles of Research in Social Psychology*, McGraw Hill, 1973.**Methods of Assessment:**

1. Assessment of coursework assignments [100%].

Methods of Assessment:

1. Assessment of written coursework assignments [100%].

PS433

Report: M.Sc. 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 and Restrictions:** M.Sc. Social Psychology students only.**Course Content:** The research project, an empirical investigation of a social psychological issue, is one quarter of the year's work.

Towards the end of the Michaelmas Term a 'Project Shop Window' Meeting is held at which members of staff outline the research areas in which they would be willing to supervise projects. Students must obtain the approval of their Supervisors before embarking on the empirical part of their investigation.

Arrangements for Supervision: In the first instance students should approach the member of staff whom they think is most appropriate to supervise the research they have in mind. The function of the Supervisor is to advise the student by providing information and by identifying problems in the research that might not have occurred to the student. The student is not required to accept this advice.**Methods of Assessment:** Two copies of the Report must be handed into the Departmental Office by 12.00 noon, Tuesday 1 September 1998. It is preferable if the Report is typewritten. It should not be less than 10,000 words and should not exceed 15,000 words in length.

PS432

Methods of Research in Media and Communications (Half unit course)**Teachers Responsible:** Dr. M. Bauer Room B804, Dr. S. M. Livingstone and others**Availability and Restrictions:** Students on degrees other than M.Sc. Media & Communications may only attend subject to numbers, their own degree regulations and at the discretion of the teachers responsible.**Course Content:** This half unit course is intended to give students an advanced knowledge of concepts and methods of research in media and communications and broad experience in the use of various research techniques selected from among: the content analysis of the media; structural and semiotic analysis; media effects designs; survey research and questionnaire design; focus group discussions; interviewing; audience measurement; case studies/participant observation.**Teaching Arrangements:** The course is taught by means of 16 two-hour combined lecture/practical sessions (PS430.1) in the Michaelmas and Lent Terms.**Reading List:** R. P. Weber, *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. Jeusen & N. Jankowski (Eds.), *A Handbook of Qualitative Methodologies for Mass Communications Research*, Routledge, 1991; P. Alasuutari, *Researching Culture*, Sage, 1995.

PS434

Report: M.Sc. Organisational & 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 and Restrictions:** M.Sc. Social & Organisational Psychology students only.**Course 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.**Selection of Topic:** Towards the end of the Michaelmas Term a 'Project Shop Window' Meeting is held at which members of staff outline the research areas in which they would be willing to supervise projects. Students must obtain the approval of their Supervisors before embarking on the empirical part of their investigation.**Arrangements for Supervision:** In the first instance students should approach the member of staff whom they think is most appropriate to supervise the research they have in mind. The function of the Supervisor is to advise the student by providing

PS435

Report: M.Sc. Media and Communications**Teacher Responsible:** All teachers contributing to the M.Sc. courses, from the Departments of Social Psychology or other departments, may be involved in the supervision of the research project on which the report is based.**Availability and Restrictions:** M.Sc. Media and Communications students only.**Course Content:** The research project, one quarter of the year's work, is a quantitative or qualitative investigation of an issue in media and communications. It may take the form of a dissertation or an empirical research project. Students must obtain the approval of their supervisors for their project outline before completing the project.**Arrangements for Supervision:** In the first instance students should approach the member of staff whom they think is most appropriate to supervise the research they have in mind. The supervisor will advise the student, help provide information and bibliography, and identify likely problems with the research proposed.**Methods of Assessment:** Two copies of the report must be handed in to the Social Psychology Department office by 12.00 noon, Tuesday 1 September 1998. It is preferable if the Report is typewritten. It should not be less than 10,000 words and should not exceed 15,000 words in length.

PS436

Current Issues in Media and Communications (Half unit course)

(Not available 1997-98)

Teacher Responsible: TBA**Availability and Restrictions:** Available primarily for M.Sc. Media and Communications. Other students may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.**Course Content:** TBA**Teaching Arrangements:** Lecture/seminar (two-hours) (PS436) x 10 Lent Term.**Written Work:** A 3,000 word (formally assessed) written assignment is required. Students may also be required to write a 2,000 word (informally assessed) assignment.**Reading List:** TBA.**Methods of Assessment:** (1) A formal two-hour examination in the Summer Term, 2 questions from a choice of 5 [50%].

(2) A written assignment of not more than 3,000 words [50%].

PS437

Representations, Institutions and Communities (Half unit course)**Teacher Responsible:** Dr. S. Jovchelovitch, Room S307**Availability and Restrictions:** 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 knowledges, institutional functioning and community life.**Course 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 Arrangements:** Lecture (one-hour) (PS437) x 10 Lent Term, seminar/class (one-hour) x 10 Lent Term.**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).**Method of Assessment:**1. A formal two-hour examination in the Summer Term: 2 questions from a choice of 5 (50%).
2. A written assignment of not more than 3,000 words (50%).

PS438

Corporate Communications (Half unit course)**Teacher Responsible:** Dr. J. White

Availability and Restrictions: Only for: M.Sc. Social Psychology; M.Sc. Organisational and Social Psychology; and M.Sc. Media and Communications.
Course Content: Communication within, and by organisations. Understanding organisations as systems of communication. Communication behaviour by individuals for and on behalf of organisations. Techniques of communication used by organisations and the means by which these are managed. The practices of corporate communication and public relations. Specific topics in corporate communication: corporate identity, corporate symbols and the relationship of corporate communication to corporate culture. Organisations and the public channels of communication: the relationships of commercial and other organisations to the mass media; managed use of interpersonal communication.

Teaching Arrangements: Seminar (PS438) (two-hours) x 10 Lent Term

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: J. White, *How to Understand and Manage Public Relations*, Business Books, 1991; J. Grundig (Ed.), *Excellence in Public Relations and Communication Management*, L. Erlbaum, 1992; G. Broom & D. Dozier, *Using Research in Public Relations Practice: Applications to Program Management*, Prentice Hall, 1990; A. R. Raucher, *Public Relations and Business, 1900-1929*, The Johns Hopkins Press, 1968; J. White & L. Mazur, *Strategic Communications Management: Making Public Relations Work*, Addison-Wesley, 1995.

Methods of Assessment: 1. A formal two-hour examination in the Summer Term: 2 questions from a choice of 5 (50%).
 2. A written assignment of not more than 3,000 words (50%).

PS439

The Social Psychology of New Technology (Half unit course)

Teacher Responsible: Dr. Martin Bauer, Room B804

Availability and Restrictions: 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.

Course Content: According to Krantzberg's First Law technology is neither good nor bad, nor is it neutral. At any time it is a negotiated process: a growing web of designers and users held together by a changing configuration of ideas and matter. The course explores the 'pain analogy' of resistance: public resistance is the reality principle of

technological imagination. Resistance forces changes onto the trajectory of a technology that makes it compatible with local realities. Resistance is not reducible to a deficient understanding of science and technology. What influences resistance, what forms does it take, and what are the consequences for the development of new technology?

The course explores psychological conceptions of 'resistance' drawing upon research in psychotherapy, attitude change, risk perception, media audiences, group dynamics, and public understanding of science. The technologies discussed will be: nuclear power, computers and information technology, and new biotechnology and genetics. Analyses of media coverage of these technologies and surveys of public opinion provide the empirical basis of the course.

Teaching Arrangements: Lecture (one-hour) (PS439) x 10 Lent Term, seminar/class (one-hour) x 10 Lent Term.

Written Work: A 3,000 word written assignment required.

Reading List: M. Bauer 'Resistance to change - a monitor of new technology?', *Systems Practice*, 4, 1992; M. Bauer (Ed.), *Resistance to new technology - nuclear power, information technology, biotechnology*, CUP, 1995; J. Carloppio, 'A history of social psychological reactions to new technology', *Journal of Occupational Psychology*, 61, 1988; M.v. Cranach, G. Oehsenbein & L. Valach 'The group as a self-active system', *European Journal of Social Psychology*, 1986; B. Joerges, 'Technology in everyday life: conceptual queries', *Journal for the Theory of Social Behaviour*, 18, 1988; T. Marteau & M. P. M. Richards (Eds.), *The Troubled Helix: Social and psychological implications of the new human genetics*, CUP, 1996; L. Mumford, *The Future of Technics and Civilization*, Freedom Press, 1986; J. Van der Plicht, *Nuclear Energy and the Public*, Blackwell, 1992; S. R. Weart, *Nuclear Fear: A history of images*, Harvard University Press, 1988.

Method of Assessment:

1. A formal two-hour examination in the Summer Term: 2 questions from a choice of 5 (50%).
2. A written assignment of not more than 3,000 words (50%).

PS940

Psychology (Seminar)

Teachers Responsible: Professor P. C. Humphreys, Room S303 and Professor R. M. Farr Room S364

Availability and Restrictions: Open to all graduate students in Social Psychology Department.

Teaching Arrangements: Fortnightly seminars (PS940) Sessional. Papers will be presented by outside speakers.

Methods of Assessment: Non-examinable.

Methodology Institute

M.Sc. Social Research Methods (Philosophy)

Duration of Course of Study

Full-time: One academic year. *Part-time:* At least two academic years.

Examination

Students are required to be examined on courses to a value of three whole units. All courses below are half units unless specified to the contrary. For courses outside the Methodology Institute, a particular option may be excluded due to timetable incompatibility or for some other reason. The choice of courses under 1 is subject to the approval of the student's supervisor and the course tutor for the degree.

Paper Number	Paper Title	Course Guide Number
I Three units as follows:		
1.	Two of the following:	
(a)	Quantitative Analysis in Social Research I	MI411
	Quantitative Analysis in Social Research II	MI412
	Quantitative Analysis in Social Research III	MI413
or (b)	Approved courses in Statistics to the value of one whole unit	
2.	(a) Social Research Design	MI421
	and (b) Text, Image and Sound in Social Research	MI422
3.	One whole or two half units from the following list of approved courses for this field:	
	(i) Philosophy of the Social Sciences (whole unit)	PH405
	(ii) Foundations of Probability (whole unit)	PH407
	(iii) Philosophy of Science and Scientific Method (whole unit)	PH400
	(iv) Philosophy of Economics (whole unit)	PH413
	(v) Advanced Social Philosophy (whole unit)	PH410
	(vi) Philosophy of the Social Sciences (half unit)	MI431
	and	
	Causal Analysis (half unit)	PH414
and		
II	A project including a research report of not more than 10,000 words in length in the candidate's special field.	
	Supervision for the project will be provided by the department or Institute in which the candidate's special field is located.	

Dates of Examination

Written papers Courses under 1(a) above are examined by a combination of a forma 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 examination held in May/June.

Project/Report 15 September

M.Sc. Social Research Methods (Social Policy)**Duration of Course of Study***Full-time:* One academic year. *Part-time:* At least two academic years.**Examination**

Students are required to be examined on courses to a value of three whole units. All courses below are half units unless specified to the contrary. For courses outside the Methodology Institute, a particular option may be excluded due to timetable incompatibility or for some other reason. The choice of courses under 1 is subject to the approval of the student's supervisor and the course tutor for the degree.

Paper Number	Paper Title	Course Guide Number
I Three units as follows:		
1.	<i>Two of the following:</i>	
	(a) Quantitative Analysis in Social Research I	MI411
	Quantitative Analysis in Social Research II	MI412
	Quantitative Analysis in Social Research III	MI413
	<i>or (b) Approved courses in Statistics to the value of one whole unit</i>	
2.	(a) Social Research Design	MI421
	<i>and(b) Text, Image and Sound in Social Research</i>	MI422
3.	Social Policy Research (whole unit)	SA451

and

II A project including a research report of not more than 10,000 words in length in the candidate's special field. Supervision for the project will be provided by the department or Institute in which the candidate's special field is located.

Dates of Examination

Written papers	Courses under 1(a) above are examined by a combination of a 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 examination held in May/June.
Project/Report	15 September

M.Sc. Social Research Methods (Social Psychology)**Duration of Course of Study***Full-time:* One academic year. *Part-time:* At least two academic years.**Examination**

Students are required to be examined on courses to a value of three whole units. All courses below are half units unless specified to the contrary. For courses outside the Methodology Institute, a particular option may be excluded due to timetable incompatibility or for some other reason. The choice of courses under 1 is subject to the approval of the student's supervisor and the course tutor for the degree.

Paper Number	Paper Title	Course Guide Number
I Three units as follows:		
1.	<i>Two of the following:</i>	
	(a) Quantitative Analysis in Social Research I	MI411
	Quantitative Analysis in Social Research II	MI412
	Quantitative Analysis in Social Research III	MI413
	<i>or (b) Approved courses in Statistics to the value of one whole unit</i>	
2.	(a) Social Research Design	MI421
	<i>and(b) Text, Image and Sound in Social Research</i>	MI422
3.	<i>One whole or two half units from the following approved courses</i>	
	(a) Social Psychology of Health (Advanced)	PS418
	(b) Social Representations (Advanced)	PS410
	(c) History of Social Psychology (Advanced)	PS426
	(d) Philosophical Psychology (Advanced)	PS416
	<i>(not available 1997-98)</i>	
	(e) Social Psychology of the Media (Advanced)	PS411
	(f) The Social Psychology of Economic Life (Advanced)	PS415
	(g) Psychology of Gender (Advanced)	PS413
	(h) The Audience in Mass Communications (Advanced)	PS412
	(i) Decision Making and Decision Support Systems (Advanced)	PS417
	(j) Organisational Social Psychology (Advanced) (whole unit)	PS404
<i>and</i>		
II A project including a research report of not more than 10,000 words in length in the candidate's special field. Supervision for the project will be provided by the department or Institute in which the candidate's special field is located.		

Dates of Examination

Written papers	Courses under 1(a) above are examined by a combination of a 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 examination held in May/June.
Project/Report	15 September

M.Sc. Social Research Methods (Sociology)**Duration of Course of Study***Full-time:* One academic year. *Part-time:* At least two academic years.**Examination**

Students are required to be examined on courses to a value of three whole units. All courses below are half units unless specified to the contrary. For courses outside the Methodology Institute, a particular option may be excluded due to timetable incompatibility or for some other reason. The choice of courses under 1 is subject to the approval of the student's supervisor and the course tutor for the degree.

Paper Number	Paper Title	Course Guide Number
I Three units as follows:		
1.	<i>Two of the following:</i>	
	(a) Quantitative Analysis in Social Research I	MI411
	Quantitative Analysis in Social Research II	MI412

Paper Number	Paper Title	Course Guide Number
	Quantitative Analysis in Social Research III	MI413
or (b)	Approved courses in Statistics to the value of one whole unit	
2. (a)	Social Research Design	MI421
and(b)	Text, Image and Sound in Social Research	MI422
3.	One of the following approved courses (all courses are whole unit):	
(a)	Sociological Theory	SO402
(b)	Social Analysis of Industrial Societies (<i>not available 1997-98</i>)	SO403
(c)	Sociology of Development	SO404
(d)	Nationalism	EU405
(e)	Political Stability and Change (<i>not available 1997-98</i>)	SO406
(f)	Contemporary Political Sociology: Theories and Research Strategies (<i>not available 1997-98</i>)	SO407
(g)	Sociology of Religion	SO408
(h)	Sociology of Crime, Deviance and Control	SO409
(i)	The Sociology of Women	SO411
(j)	Society, Culture and Media	SO413
(k)	Sociology of Employment	SO412

and

- II** A project including a research report of not more than 10,000 words in length in the candidate's special field. Supervision for the project will be provided by the department or Institute in which the candidate's special field is located.

Dates of Examination

Written papers	Courses under 1(a) above are examined by a combination of a 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 examination held in May/June.
Project/Report	15 September

M.Sc. Social Research Methods (Statistics)

Duration of Course of Study

Full-time: One academic year. *Part-time:* At least two academic years.

Examination

Students are required to be examined on courses to a value of three whole units. All courses below are half units unless specified to the contrary. For courses outside the Methodology Institute, a particular option may be excluded due to timetable incompatibility or for some other reason. The choice of courses under 1 is subject to the approval of the student's supervisor and the course tutor for the degree.

Paper Number	Paper Title	Course Guide Number
I	Three units as follows:	
1.	Two of the following:	
(a)	Quantitative Analysis in Social Research I	MI411

Paper Number	Paper Title	Course Guide Number
	Quantitative Analysis in Social Research II	MI412
	Quantitative Analysis in Social Research III	MI413
or (b)	Approved courses in Statistics to the value of one whole unit	
2. (a)	Social Research Design	MI421
and(b)	Text, Image and Sound in Social Research	MI422
3.	Two of the following approved courses:	
(a)	Survey and Market Research Methods	ST415
(b)	Sampling Theory and Multivariate Methods	ST412
(c)	Statistical Aspects of Educational and Manpower Planning (<i>not available 1997-98</i>)	ST400
(d)	Statistical Sources, Packages and Data Analysis	ST401
and		
II	A project including a research report of not more than 10,000 words in length in the candidate's special field. Supervision for the project will be provided by the department or Institute in which the candidate's special field is located.	

Dates of Examination

Written papers	Courses under 1(a) above are examined by a combination of a 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 examination held in May/June.
Project/Report	15 September

Course Guides

MI411 Quantitative Analysis in Social Research I

Teachers Responsible: Dr. Matthew Mulford, Room B802, Colin Mills, Room S875, Dr. Fiona Steele, Room B808 and others

Availability and Restrictions: Optional for M.Sc. Social Research Methods; also available for research students.

Core Syllabus: An intensive introduction to the principles and methods of statistical analysis in social research.

Course Content: The course, designed specifically for research students with little or no past training in quantitative analysis, aims to impart a level of familiarity suitable for a moderately critical understanding of the statistical material in the journals being used by students in their work and the ability to use some elementary techniques. Topics include descriptive statistics, exploratory data analysis (EDA), basic ideas of inference and estimation, contingency tables and some forms of regression models. The course includes an introduction to the statistical program SYSTAT, which will be used during the computer sessions.

Teaching Arrangements: Eight three-hour sessions starting in the second week of the Michaelmas Term. In each session there will be two hours of lecture and one hour on the computer. Weekly assignments, both on and off the computer, will be required.

Reading List: Students should buy J. Healey, *Statistics: A Tool for Social Research, 4th Edition*. This will be the core text for this course and will be a useful reference book thereafter. Some additional reading will be suggested during the course.

Methods of Assessment: Two-hour in-class examination at the end of the Michaelmas Term and a take-home paper to be completed and submitted by the beginning of the Lent Term.

MI412 Quantitative Analysis in Social Research II

Teachers Responsible: Dr. Matthew Mulford, Room B802, Colin Mills, Room S875, Dr. Fiona Steele, Room B808 and others

Availability and Restrictions: Optional for M.Sc. Social Research Methods; also available for research students.

Core Syllabus: This course follows on from MI411, giving students further training with the statistical techniques used in social research.

Course Content: Students are required to have satisfactorily passed MI411 or an equivalent level statistics course. This course provides students with a

firm training in statistical methodology. Topics include multiple regression, log-linear models, logistic regression, as well as discussions of how inference and estimation should and should not be used in social science research. Students will be introduced to the statistical package Spss.

Teaching Arrangements: This course will be given twice, in eight three-hour sessions starting in the second week of each of the Michaelmas and Lent Terms. In each session there will be two hours of lecture and one hour on the computer. Weekly assignments, both on and off the computer, will be required. M.Sc. students' choice of term in which to attend will be constrained by their choice of other options.

Reading List: A useful text is D. Knoke & G. W. Bohrnstedt, *Statistics for Social Data Analysis*. Course materials will be handed out each week.

Methods of Assessment: Two-hour in-class examination at the end of the term plus a take home examination to be completed and submitted by the beginning of the following term.

MI413

Quantitative Analysis in Social Research III (Applied Multivariate Analysis)

Teachers Responsible: Jane Galbraith, Room S212, Professor D. J. Bartholomew, Room B809, Dr. Fiona Steele, Room B808 and others

Availability and Restrictions: Optional for M.Sc. Social Research Methods and for M.Sc. Social Psychology; also available for research students undertaking projects entailing an advanced level of statistical analysis. A basic knowledge of probability, statistical theory and survey methods up to first degree level is required.

Course Content: The course deals with some of the multivariate techniques used in the Social Science including a selection from principal components analysis, factor analysis, latent variable modelling, cluster analysis, multi-dimensional scaling, correspondence analysis and log-linear modelling.

Teaching Arrangements: 10 one-hour sessions (ST412.2) in the Lent Term and about five two-hour practical sessions. Additional classes will be provided for postgraduate students as necessary.

Reading List: The course does not closely follow any book but all the following cover most of the material. Students are advised to purchase at least one from the list having regard to their background and interests. Advice will be given by the lecturer.

B. S. Everett & G. Dunn, *Applied Multivariate Data Analysis* (1991); A. E. Maxwell, *Multivariate Analysis in Behavioural Research*; C. Chatfield & A. J. Collins, *Introduction to Multivariate Analysis*; D. J. Bartholomew, *Latent Variable Models & Factor Analysis*.

Methods of Assessment: A two-hour unseen written examination in the Summer Term. Students will also be assessed on work done during the course.

MI420

Concepts and Methods in Social Inquiry

Teachers Responsible: Dr. George Gaskell, Room B811 and others

Availability and Restrictions: For M.Sc. in Government and interested research students. Course MI425 may also be of interest.

Course Content: The objective is to give students an appreciation of the basic concepts, debates and methodologies in social scientific research. The purpose of the course is to enable students to understand and critically evaluate empirical research, and to provide a foundation for their own research projects. The course provides a broad coverage of the underlying assumptions and concepts, and of the major methodologies of the empirical social science enquiry. Epistemology and the philosophy of science; Habermas and forms of knowledge; Experimental and quasi experimental designs, observation and case studies, ethnography, correlation and association and comparative analysis; From constructs to indicators and the ladder of abstraction; Sampling, representativeness and generalisation; Attitudes and public opinion, forms of interviewing, questionnaire and survey design; The analysis of the media and texts, classical and structural content analysis and discourse analysis. The 'indication' of different methods, reliability, validity and credibility.

Teaching Arrangements: 10 sessions (MI420) of 1½ hours in Lent Term.

Reading List: G. King, R. O. Keohane & S. Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research*, Chapter 1, (Princeton University Press, 1994); J. Habermas, *Knowledge and Human Interest* (1987); P. Dunleavy, *Studying for a Degree in the Humanities and Social Sciences*, Chapter 5, (Pergamon, 1987); N. K. Denzin & Y. S. Lincoln, *Handbook of Qualitative Research* (Sage, 1994); D. L. Morgan (Ed.), *Successful Focus Groups: Advancing the State of the Art* (Sage, 1993); R. Krippendorff, *Content Analysis* (Sage, 1982); R. Barthes, *Mythologies* (Paladin, 1973); F. de Saussure, *Course in General Linguistics* (McGraw-Hill, 1969 (1915)); G. Hoinville et al., *Survey Research Practice* (Heinemann, 1978); G. Sartori, 'Concept Misformation in Comparative Politics', *American Political Science Review*, 64, (1970); 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. Fonow & J. Cook (Eds.), *Beyond Methodology: Feminist Scholarship as Lived Research* (Indiana University Press, 1991); S. Reinharz, *Feminist Methods in Social Research* (Oxford University Press, 1992); D. Held, *Introduction to Critical Theory* (Polity Press, 1990); R. Morro, *Critical Theory and Methodology* (Sage, 1990); 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); L. Griffin & C. Ragin, 'Some Observations on formal Methods of Qualitative Analysis', *Sociological Methods and Research*, Vol. 23, No. 1, (1994); C. Ragin, *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies* (University of California Press, 1987).

Methods of Assessment: One written assignment of no more than 2500 words.

MI421

Social Research Design

Teachers Responsible: Dr. George Gaskell, Room B811 and others

Availability and Restrictions: Compulsory for M.Sc. Social Research Methods; also available for research students.

Course Content: Introduction: an overview of social research methodologies, the nature of explanation, correlation and causation. From constructs to indicators: hypothetical constructs and intervening variables, operationalization. Sampling, representativeness and generalization. Experimental and quasi-experimental designs for research. Case studies in social research. Questionnaire design.

Teaching Arrangements: 10 two-hour sessions during Michaelmas Term.

Reading List: T. D. Cook & D. T. Campbell, *Quasi-experimentation: Design and analysis issues for field settings* (Rand McNally, Chicago, 1979); R. K. Yin, *Case study research* (Sage, Beverly Hills, 1984); G. King, R. O. Keohane & S. Uerba, *Designing social enquiry. Scientific Inference in qualitative research* (Princeton University Press, 1994); G. Kalton, *Introduction to Survey Sampling* (Sage Publications, California, 1987).

Methods of Assessment: One assignment.

MI422

Text, Image and Sound in Social Research

Teachers Responsible: Dr. Martin Bauer, Room B804, Dr. George Gaskell, Room B811 and others

Availability and Restrictions: Compulsory for M.Sc. Social Research Methods; also available for research students from other departments. Students should also be attending MI421. Course MI425 may also be of interest.

Core Syllabus: Qualitative social research comprises the collection, description and interpretation of data in the form of written texts, still or moving images, or recorded sound. On the other hand images, sound and written text are also forms of research outputs. The course will cover analytic methods for all three types of data and provide the student with technical competence in the selection between and the use of such methods through practical experience. Students will be introduced to computer aids which assist the qualitative research process, including the multi-media facilities at the school.

Course Content: Data collection methods will include various types of interviewing, participant observation in ethnographic research, systematic observation techniques, on-line data sources for press or tv, access to archival material, and the use of photographic and video material. Analytic approaches will include semiotics, rhetoric discourse and narrative analysis and classical content analysis; the development of notations, index transcriptions and coding systems; and an overview on qualitative computer aids such as TEXTBASE ALPHA, NUD*ist and ATLAS/ti. The course will cover the cycle from 'text as input' to 'text as output', issues of reliability, validity and relevance, and the graphical presentation of conceptual results.

Teaching Arrangements: 15 eighty minute lectures during Michaelmas and Lent Terms. For M.Sc. Social Research Methods a 40 minute seminar will follow each lecture.

Reading List: N. K. Denzin & Y. S. Lincoln, *Handbook of Qualitative Research* (Sage, 1994); M. Hammersley & P. Atkinson, *Ethnography*, (2nd edn.), (1995); A. Strauss, *Qualitative Analysis for Social Scientists* (1987); R. Tesch, *Qualitative Research: Analysis Types and Software Tools* (1990); D. Knoke & Kuklinski, *Network Analysis* (1983); J. Lofland, *Analyzing Social Settings* (1971); P. Thompson, *The Voice of the Past* (1988); K. Plummer, *Documents of Life* (1983); R. P. Weber, *Basic Content Analysis* (Sage, 1985); Krippendorff, *Content Analysis* (Sage, 1982); R. Wuthnow, *Vocabularies of public life* (Routledge, 1992); P. Loizos, *Innovations in ethnographic film* (MUP, 1993); J. Collier & M. Collier, *Visual Anthropology: Photography as a Research Methodology* (University of New Mexico Press).

Methods of Assessment: Two assignments of 3,000 words and three-hour unseen written exam.

MI423

Unstructured Interviewing

Teachers Responsible: Qualitative Research Unit members from Social and Community Planning Research (SCPR)

Availability and Restrictions: For M.Sc. Social Research Methods students and for research students undertaking projects in which unstructured, in-depth interviews comprise a substantial component. Students should be attending MI422.

Core Syllabus: The aim of this course is to provide students with an intensive introduction to the skills and techniques required to conduct effective unstructured interviews.

Course Content: During this short course, students will be introduced to the objectives and purposes of interviewing as a means of collecting qualitative data, and will receive expert training in all aspects of interviewing skills and techniques. Students will develop their own interview topic guides in groups and undertake 'role-play' interviews under the supervision.

Teaching Arrangements: Three consecutive one-day sessions (to be arranged).

Methods of Assessment: Non-examinable.

MI424

Interviewing Skills Workshop

Teachers Responsible: Dr. George Gaskell, Room B811 and others

Availability and Restrictions: For research students and M.Sc. students undertaking projects involving interviewing.

Course Content: The aim of this course is to give students the basic principles, conduct and analysis of in-depth interviewing of individuals, elites and groups. Syllabus: 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 Arrangements: Five half days 10.30 – 12.30, with practical exercises to be completed during the week (to be arranged).

Methods of Assessment: Non-examinable.

MI425**Computer Packages for Qualitative Analysis**

Teachers Responsible: Dr. Martin Bauer, Room B804 and others

Availability and Restrictions: For M.Sc. Social Research Methods and research students who intend to use qualitative computer packages in their research. Students also attend MI420 and/or MI422.

Course 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 Arrangements: Regular half-day introductory and two-day training courses on computer packages such as NUD*ist, TEXTBASE ALPHA, and ATLAS/ti all through the year.

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); E. A. Wittman & M. B. Miles, *Computer programs for qualitative data analysis* (Sage, 1995).

Methods of Assessment: This course is non-examinable.

MI431**Topics in the Philosophy of the Social Sciences**

Teachers Responsible: Dr. Thomas Uebel, Room A211 and others

Availability and Restrictions: Optional for M.Sc. Social Research Methods (Philosophy of the Social Sciences) students; designed specifically for research students.

Core Syllabus: Some of the main problems in the philosophy and methodology of the social sciences.

Course Content: Naturalism and its critics: the rise and fall of the DN-model of explanation and the unity of science thesis; the hermeneutic challenge (understanding vs. explanation); the challenge of critical theory to the ideal of value-neutrality. Prediction and reflexivity in social science: Reflexive predictions and social ontology. (Five lectures, Michaelmas Term).

Evolutionary models in the social sciences: What can we expect Darwinian theory to tell us about ourselves? Have recent developments in our understanding of Darwinian theory at last paved a way for more sophisticated studies of humans? (Five lectures, Lent Term).

Teaching Arrangements: 10 one-hour lectures (MI431), each followed by an informal discussion session, starting in the sixth week of the Michaelmas Term.

Reading List: H. Kincaid, *Philosophical Foundations of the Social Sciences*; M. Martin and L. McIntyre (Eds.), *Readings in the Philosophy of Social Science*; P. Urbach, *The Scientific Status of Evolutionary Theories of Society*, LSE Quarterly, (1987); J. Searle, *The Construction of Social Reality*; M. Daly & M. Wilson, *Homocide*; H. Cronin, *The Ant and the Peacock*.

Methods of Assessment: Course work and a written two-hour examination in the Summer Term.

MI443**Methods of Evaluation, Monitoring and Quality Assurance**

(Not available 1997–98)

Teachers Responsible: Dr. J. Dockrell, Dr. G. Wilson, Room A270 and Dr. Martin Bauer, Room B804

Availability and Restrictions: Postgraduate students, mainly as an optional paper for the M.Sc. in Management.

Core Syllabus: This course extends the depth and breadth of analysis of service evaluation, measurement and estimation of quality assurance. The syllabus will draw on case studies from a range of methodologies and subject groups.

Course Content: During the course, students will analyze evaluation techniques by in-depth examination of the underlying conceptual and theoretical bases. The sessions will offer an opportunity to gain understanding of the concepts by providing in-class activities which will allow students to apply principles to real evaluation problems. Examples will deal with the strengths and limitations of approaches and the appropriate tools for analyzing the data. The approaches considered will draw from: the use of controlled trials; single case studies and the analysis of time-series data; behavioural observation and the collection of behavioural data; computer-based analysis of qualitative data; questionnaire design; performance indicators; quality assurance and diagnostic assessment; quality of life measures; measurement of economy, efficiency and effectiveness; meta-analysis.

Teaching Arrangements: 12 lectures and 12 seminars (MI443).

Reading List: T. D. Cook & D. T. Campbell, *Quasi-Experimentation: Design and Analysis Issues for Field Research* (1979); D. Dooley, *Social Research Methods* (1984); M. Hersen & A. S. Bellack, *Behavioural Assessment: A Practical Handbook* (1981); W. Holland (Ed.), *Evaluation of Health Care* (1983); A. D. Lowe (Ed.), *New Developments in Statistics for Psychology and the Social Sciences* (1986); M. Miles & A. M. Huberman, *Qualitative Data Analysis: A Source Book of New Methods* (1984); C. A. Moser, *Survey Methods in Social Investigation* (1985); R. Tesch, *Qualitative Research: Analysis Types and Software Tools* (1990); R. Sapsford & P. Abbott, *Research Methods for Nurses and the Caring Professions* (1992); G. Smith & C. Cantley, *Assessing Health Care: A Study in Organizational Evaluation* (1985); N. Schnieden & J. P. Walsworth-Bell, *Evaluating Health Services'*

Effectiveness (1992); A. Strauss, *Qualitative Analysis for the Social Sciences* (1987); R. Walker, *Applied Qualitative Research* (1985).

Examination Arrangements: Students will be examined by a two-hour unseen written paper. Candidates must answer three questions. In addition, students will submit a short project. The examination will count as seventy per cent of the final mark and the project as thirty.

MI445**Ethical and Legal Aspects of Social Research**

Teachers Responsible: Dr. Martin Bauer, Room B804 and others

Availability and Restrictions: For M.Sc. Social Research Methods students, research students, and staff of all departments.

Course 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 Arrangements: 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. Timpone (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.

Methods of Assessment: Non-examinable.

Department of Sociology

M.Sc. Criminology

Duration of Course of Study

Full-time: One calendar year, depending on the choice of options.

Part-time: Two calendar years, depending on the choice of options.

Examination

Paper Number	Paper Title	Course Guide Number
I Three papers as follows:		
1.	Sociology of Crime, Deviance and Control	SO409
2. & 3.	Two other related courses [other than Theoretical Criminology (LL496)] from the LL.M., M.Sc. Sociology or M.Sc. courses in Social Policy and Administration chosen after discussion with the student's supervisor, subject to timetabling considerations and, where necessary, the permission of the department concerned	
II Methods of Criminological Inquiry: SO415		
	An essay of not more than 10,000 words on an approved topic	

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of two papers, taken after completion of courses for those papers. The second part will consist of the remaining paper and the dissertation, and will be taken in the final year of the course. Students following the part-time course who fail the first part of the examination may be permitted by the School to re-enter the first part and to re-enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers	June and September
Essay	1 September

M.Sc. Political Sociology (not available 1997-98)

Duration of Course of Study

Full-time: One calendar year. *Part-time:* Two calendar years.

Examination

Paper Number	Paper Title	Course Guide Number
I Three papers as follows:		
1.	Contemporary Political Sociology: Theories and Research Strategies	SO407

Paper Number	Paper Title	Course Guide Number
2. & 3.	Two of the following:	
(a)	Methods of Sociological Study	SO401
(b)	Nationalism	EU405
(c)	Sociology of Development	SO404
(d)	Contemporary Russian Society: Key Issues and Developmental Trends	SO417
(e)	The Sociology of Gender	SO411
(f)	Society, Culture and Media	SO413
(g)	Revolutions and the International System	IR420
(h)	Modernity and International Relations	IR426
(i)	Theories and Concepts in Media and Communications	PS405
<i>and</i>		
II	An essay of not more than 10,000 words on an approved topic	SO498

In exceptional circumstances **and only with the approval of the Course Director**, candidates may substitute a paper from another M.Sc. course for one of the papers (a) to (g) listed above. The substituted paper is to be taken at the time when it is normally taken by candidates offering the course under which the paper is listed.

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of two papers. The second part will consist of the remaining paper and the essay, and will be taken in the final year of the course.

Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination, and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers	June
Essay	1 September

M.Sc. Religion and Contemporary Society

Duration of Course of Study

Full time: One calendar year. *Part-time:* Two calendar years.

Examination

Paper Number	Paper Title	Course Guide Number
I Three papers as follows:		
1.	Methods of Sociological Study	SO401
2.	Sociology of Religion (<i>not available 1999-2000</i>)	SO408
3.	Cults, Sects and New Religions (<i>not available 1999-2000</i>)	SO416
<i>and</i>		
II	An essay of not more than 10,000 words on an approved topic	

In exceptional circumstances **and only with the approval of the Course Director**, candidates may substitute a paper from the M.Sc. Sociology list of options, or from a course related to religion in another department.

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two

whole units, taken after completion of those courses. The second part will consist of the remaining paper and the 10,000-word essay, and will be taken in the final year of the course. Students following the part-time course who fail the first part of the examination may be permitted by the School to re-enter the first part at the same time as entering for the second part. If, on that occasion, the examination is failed, the candidate may be allowed to make one further attempt at passing the whole examination.

Dates of Examination

Written papers June (Essays for SO408 and SO416 to be submitted 1 May)
Essay 1 September

M.Sc. Sociology**Duration of Course of Study**

Full-time: One calendar year. *Part-time:* Two calendar years.

Examination

Paper Number	Paper Title	Course Guide Number
I Three papers as follows:		
1.	Methods of Sociological Study	SO401
2. & 3.	Two of the following	
(a)	Social Analysis of Industrial Societies (not available 1997-98)	SO403
(b)	Sociology of Development	SO404
(c)	Sociology of Crime, Deviance and Control	SO409
(d)	Sociology of Religion (not available 1999-2000)	SO408
(e)	Sociology of Employment	SO412
(f)	(i) Contemporary Political Sociology: Theories and Research Strategies (not available 1997-98)	SO407
or	(ii) Political Stability and Change (not available 1997-98)	SO406
(g)	Medical Sociology (not available 1997-98)	SO410
(h)	Sociological Theory	SO402
(i)	Nationalism	EU405
(j)	Society, Culture and Media	SO413
(k)	The Sociology of Gender	SO411
(l)	Professions, Society and Policy: Lawyers, Engineers and Accountants (not available 1997-98)	SO414
(m)	Cults, Sects and New Religions (not available 1999-2000)	SO416
(n)	Contemporary Russian Society: Key Issues and Developmental Trends (not available 1997-98)	SO417
(o)	Genes and Society	SO418
(p)	Crime, Politics and Human Rights	SO419

and

II An essay of not more than 10,000 words on an approved topic

In exceptional circumstances, and subject to the approval of their teachers, candidates may substitute for paper 1 a further paper from 2 and 3 above. A paper from any other course for the M.Sc. in the Faculty of Economics may, with the approval of the teachers concerned, be substituted for one paper taken under 2 and 3. The substituted paper is to be taken at the time when it is normally taken by candidates offering the course under which the paper is listed.

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Dates of Examination

Written papers June
Essay 1 September

Course Guides**SO401****Methods of Sociological Study**

Teacher Responsible: Mr. C. Mills, Room S875

Availability and Restrictions: Compulsory course for the M.Sc. (Sociology). Part-time students taking the M.Sc. over two years may wish to note that the course can be taken in either the first or second year. M. Phil. (Sociology) students may attend with the permission of the course convenor.

Core Syllabus: The aim of the course is to discuss main aspects of the research methods used in sociology.

Course Content: The main problems arising in the logic of sociological research, the design of social investigations, the collection of data, and the analysis and interpretation of results.

Teaching Arrangements: SO401.1: Design and Analysis of Social Investigation 24 Sessional.

MI411: Quantitative Methods in Social Research I eight x three-hour lecture/laboratory sessions.

Each series of seminars will intersperse three methods of teaching:

- (a) lecture followed by discussion
- (b) workshops and practicals

Written Work: Students will be expected to submit the following coursework:

- a) a research design paper;
- b) field notes from an observational exercise;

Reading List: No one book covers the whole syllabus. Students are advised to purchase C. M. Judd, E. R. Smith & L. H. Kidder, *Research Methods in Social Relations* (6th edn.), Holt, 1991. Readings which students may wish to consult include; M. Bulmer (Ed.), *Sociological Research Methods* (2nd edn.), Macmillan, 1984; R. G. Burgess, *In the Field*, Allen & Unwin, 1984; D. A. de Vaus, *Surveys in Social Research*, Allen & Unwin; P. Hammersley & P. Atkinson, *Ethnography: Principles in Practice*, Tavistock, 1983; G. Hoineville, R. Jowell & Associates, *Survey Research Practice*, Heinemann, 1978; C. A. Moser & G. Kalton, *Survey Methods in Social Investigation*, Heinemann, 1971.

SO402**Sociological Theory**

Teacher Responsible: Dr. A. Swingewood, Room H621

Availability and Restrictions: For M.Sc. students.

Core Syllabus: A review of current theoretical developments in Sociology.

Course Content: Recent trends in sociological thought; theories of action, structure and system; ideology, culture and communication; power and domination; conflict; integration; post-modernism; critical theory; sociology of culture and knowledge, etc. Students are assumed to have a basic grounding in classical social theory. Selected classical themes will be pursued more intensely in the work of recent, prominent social theorists.

Teaching Arrangements: 22 two-hour seminars (SO402) weekly throughout the Session.

Reading List: Useful introductory books are: J. H. Turner, *The Structure of Sociological Theory*; A. Giddens, *Central Problems of Sociological Theory*; A. Giddens & J. Turner (Eds.), *Social Theory Today*; I. Craib, *Modern Social Theory*; G. Ritzer, *Frontiers of Social Theory*; Z. Baumann, *Intimations of Post-modernity*; J. Alexander (Ed.), *Culture and Society*.

Methods of Assessment: One three-hour formal examination in the Summer Term, comprising topics agreed with the students and covered in the course of the seminar series. Students must answer three from about ten questions.

SO403**Social Analysis of Industrial Societies**

(Not available 1997-98)

Teacher Responsible: Dr. E. A. Weinberg, Room S666

Availability and Restrictions: For M.Sc. 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 M.A. Area Studies (United States) are subject to different rules concerning prerequisites).

Core Syllabus: The aim of the course is to increase students' knowledge of a number of industrial societies by concentrating on the application to them of certain major sociological theories.

Course Content: Political power, labour movements and industrial relations, gender relations, education and work, stratification and social mobility in industrial societies. Problems of comparative analysis. The course will focus on Britain, France, Germany, Russia and the C.I.S., U.S.A. and Japan.

Teaching Arrangements: Course comprises 25 seminars (SO403) at which papers are presented by staff and students. During Michaelmas and part of Lent Term the seminars follow a prescribed pattern of topics. During the remainder of Lent and some weeks of Summer Term the papers are chosen by the students, reading material being discussed individually.

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, *Prophecy and Progress*.

Methods of Assessment: There is a conventional three-hour examination in the Summer Term, in which three questions must be answered.

SO404

Sociology of Development

Teacher Responsible: Dr. L. Sklair, Room A350

Availability and Restrictions: For M.Sc. Sociology, M.Sc. Economic History (Option B). 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.

Course Content: Theories of development; the role of transnational corporations; globalization; 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 Arrangements: Seminars: So404 24 Michaelmas, Lent and Summer Terms. The Lecture courses SO205 and SO206 are also relevant.

Written Work: Students are expected to write and present at least two seminar papers (one during the Michaelmas and one during the Lent Term).

Reading List: H. Alavi & T. Shanin (Eds.), *Introduction to the Sociology of 'Developing Societies'* (1982); L. Brydon & S. Chant, *Women in*

the Third World (1989); D. Harrison, *The Sociology of Modernization and Development* (1988); R. Peet, *Global Capitalism* (1990); L. Sklair, *Sociology of the Global System* (2nd edn., 1995); A. Webster, *Introduction to the Sociology of Development* (1990); L. Sklair (Ed.), *Capitalism and Development* (1994).

Supplementary Reading List: Detailed reading lists on specific topics are available from Dr. Sklair.

Methods of Assessment: A three-hour examination in June. Three questions to be answered.

SO406

Political Stability and Change

(Not available 1997-98)

Teacher Responsible: Mr. A. W. G. Stewart, Room S876

Availability and Restrictions: For M.Sc. and other graduate students. A working knowledge of basic sociological theory (i.e. of analysis in terms of norms, roles, structures, institutions, etc.) and an ability to integrate theoretical and empirical materials are required.

Core Syllabus: The aim of the seminar is to explore major problems in the analysis of political stability and change. Particular attention is paid to the discussion of alternative frameworks for the analysis of stability and change and of the differential contribution of social structural, cultural and organisational factors.

Course Content: Role attributed to politics and the state within macro-theories of social development; differential political implications of capitalism and modernisation; processes of state formation; material and cultural factors as determinants of stability and change; social movements as sources of stability and change; concepts of 'pre-political' movements; structure, culture and organization in the analysis of societal breakdown and revolution; case studies of the development of social democratic, fascist and communist regimes.

Teaching Arrangements: Seminars: SO406 Sessional. Papers are presented by one or more members of the seminar upon relevant topics agreed and assigned at the first meeting of the seminar. Students choosing the course are strongly recommended to attend the lecture course 'Political Processes and Social Change' (SO204) which deals with many of the same problems with which the seminar is concerned.

Written Work: Members of the seminar will be required to present two papers during the course of the session.

Reading List: C. Tilly, *As Sociology meets History*; A. Stinchcombe, *Theoretical Methods in Social History*; P. Blau (Ed.), *Approaches to the Study of Social Structure*; B. Moore, *Social Origins of Dictatorship and Democracy*; P. Anderson, *Lineages of the Absolutist State*; C. Tilly, *The Formation of Nation States in Western Europe*; N. Poulantzas, *Fascism and Dictatorship*; S. Woolf (Ed.), *The Nature of Fascism*; T. Skocpol, *States and Social Revolutions*.

Methods of Assessment: There is a three-hour formal examination in the Summer Term based on the full syllabus. The paper will consist of approximately twelve questions of which candidates must answer three.

SO407

Contemporary Political Sociology: Theories and Research Strategies

(Not available 1997-98)

Teacher Responsible: Mr. A. W. G. Stewart, Room S876

Availability and Restrictions: For M.Sc. Political Sociology students for whom it is required, M.Sc. Sociology and other interested M.Sc. and graduate students.

Core Syllabus: The course identifies key issues and debates concerning the distribution of power and consequent political processes in modern societies.

Course 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 Arrangements: Seminars: Teaching by seminar: SO407 Sessional. Papers will be presented by the Course Convener, participants and, on occasion, by guest 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 SO204 **Political Processes and Social Change**.

Written Work: Members of the seminar will be required to present a number of papers during the course of the session.

Reading List: I. Balbus, *Marxism and Domination*; D. Beetham, *Max Weber and the Theory of Modern Politics*; R. Michels, *Political Parties*; M. Mann, *The Sources of Social Power*, Vols. I & II; S. Lukes, *Power*; A. Jagger, *Feminist Politics and Human Nature*; R. Connell, *Gender and Power*; M. Foucault, *Power/Knowledge*; C. Calhoun (Ed.), *Habermas and the Public Sphere*; A. Giddens, *The Nation-State and Violence*; C. Tilly, *The Formation of Nation-States in Western Europe*; C. Chase-Dunn, *Global Formations*; J. A. Hall, *The State: Critical Concepts*; S. Crook et al., *Postmodernisation*.

Methods of Assessment: There is a three-hour formal examination in the Summer Term based on the full syllabus. Candidates will be required to answer three questions.

SO408

Sociology of Religion

(Undergraduate and Postgraduate)

(Not available 1999-2000)

See SO106

SO409

Sociology of Crime, Deviance and Control

Teachers Responsible: Professor S. Cohen, Room S684, Professor P. Rock, Room A454b, Professor D.

Downes, Room A246 and Dr. B. Hutter, Room S779. **Availability and Restrictions:** For M.Sc. Sociology, M.Sc. Social Psychology, M.Sc. Social Planning, M.Sc. Criminal Justice Policy, M.Sc. Criminology.

Core Syllabus: The analysis of deviance, crime and social control.

Course Content: The course falls into three parts: a systematic introduction to concepts and problems in the sociology of deviance; a chronological review of major theories of deviance and control; and a description of empirical examples of deviance.

Teaching Arrangements: Seminars: SO409 10 Michaelmas, 10 Lent and three Summer Term. There is a course of 15 undergraduate lectures (SO210) offered in the Michaelmas and Lent Terms to which M.Sc. students are invited.

Reading List: D. Downes & P. Rock, *Understanding Deviance*, 1995; J. Tierney, *Criminology: Theory and Context*; J. Mencie et al. (Eds.), *Criminological Perspectives*; S. Cohen, *Visions of Social Control*; M. Maguire et al. (Eds.), *The Oxford Handbook of Criminology*, 1994.

Supplementary Reading List: A more detailed list is available from Professor Cohen or secretary.

Methods of Assessment: Three-hour examination in June.

SO411

The Sociology of Gender

Teacher Responsible: Dr. B. Hutter, Room S779

Availability and Restrictions: For M.Sc. Sociology. **Core Syllabus:** Analysis of the nature and causes of gender divisions in society.

Course Content: Recent developments in the sociology of gender relations. Theoretical debates and contemporary issues. Employment; the rigidity of occupational segregation; culture; the development of new reproductive technologies; gender representations within the state; sexuality; the increase in non-married parenthood and divorce; violence; gender and crime; racism and ethnicity; gender and class stratification; research methodology; the concepts of patriarchy; essentialism and difference.

Teaching Arrangements: 23 Seminars (SO411) on a weekly basis. Students are also recommended to attend the lectures for Course SO208 **Gender and Society**. Students will write and present seminar papers.

Reading List: R.W. Connell, *Masculinities*, 1995; C. Delphy & D. Leonard, *Familiar Exploitation*, 1992; M. McNeil, I. Varcoe and S. Yearly, *The New Reproductive Technologies*, 1990; C. Smart, *Regulating Womanhood*, 1992; L. Stanley & S. Wise, *Breaking Out Again* (2nd edn.), 1993; S. Walby, *Theorizing Patriarchy*, 1990; I. Whelehan, *Modern Feminist Thought*, 1995.

A more detailed reading list will be provided at the beginning of the course.

Methods of Assessment: A three-hour unseen examination. Three questions to be answered.

SO412

Sociology of Employment

Teachers Responsible: Dr. P. McGovern, Room S668 and Professor S. Hill, Room S877

Availability and Restrictions: 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 teaching staff.

Core Syllabus: Coverage of recent sociology of employment at an advanced level, with an emphasis on economic restructuring and issues of political economy and linking with contemporary debates in Sociology and Industrial Relations.

Course Content: The Management of work. Labour market structures and employer strategy. Women in the labour market. Ownership and control of large corporations. Contemporary management. The globalization of production and the regulation of labour.

Teaching Arrangements: The course is taught by Dr. P. McGovern and comprises 23 seminars (SO412) and 20 lectures (SO212). The lectures are intended broadly to survey and introduce the relevant material on each subject while the seminars, with papers presented by students, are intended to pursue a topic or some specific aspects in more detail.

Written Work: One piece of written work is required in each of the first two terms.

Reading List: There is no recommended textbook. Books of a general nature that cover substantial parts of the syllabus are: T. Watson, *Sociology, Work and Industry* (3rd edn.); D. Gallie (Ed.), *Employment in Britain*; C. Lane, *Industry and Society in Europe*; C. Hakim, *Key Issues in Women's Work*; J. Scott, *Corporate Business and Capitalist Classes*.

A more comprehensive bibliography will be available to students taking this course.

Methods of Assessment: A three-hour written examination in the Summer Term, students choosing three out of twelve questions.

SO413

Society, Culture, Media

Teacher Responsible: Dr A. Swingewood, Room H621

Availability and Restrictions: For M.Sc. Sociology; also available as an outside option within other Master's degrees where regulations permit.

Core Syllabus: An examination of the development of cultural theory and cultural studies in relation to current issues and debates on modernity and mass culture, post-modern culture and media.

Course Content: Sociological theories of culture: Weber, Gramsci, the Frankfurt School, Bourdieu. The debate on mass culture. Theories of popular culture. The role of the media in modern society. Postmodernity and consumerism. Global culture. Culture and Social Change.

Teaching Arrangements: A two-hour seminar (SO413) during the Michaelmas and Lent terms.

Written Work: Two essays each term.

Reading List: P. Brantlinger, *Cultural Studies in Britain and America*; S. Doring (Ed.), *Cultural Studies Reader*; D. Crane (Ed.), *Sociology of Culture*; P. Bourdieu, *The Field of Cultural Production*.

Methods of Assessment: A three-hour, unseen examination.

SO414

Professions, Society and Policy: Lawyers, Engineers and Accountants

(Not available 1997-98)

Teacher Responsible: Mr. M. Burrage, Room A375
Availability and Restrictions: For M.Sc. Sociology, and all other graduate students, their regulations permitting.

Core Syllabus: Sociological and historical theories or interpretations of the professions relating in particular, but not exclusively to Britain, France and the United States; analysis of policy-oriented issues.

Course Content: The aspects considered cover three main areas:

1. Analytical and theoretical; sociological and historical theories or interpretations of the professions are outlined and critically examined;

2. Descriptive and analytical; the available historical and sociological evidence about lawyers, engineers and accountants, in selected industrial societies will be outlined and utilized to provide further critical commentary on the theories of the professions already introduced. The core countries will be Britain, France and the United States. However, additional, selected comparative references will, wherever possible, be made to Germany, Japan and Russia;

3. Polemical and policy-oriented; selected issues which, directly or indirectly, involve one or other of these three professions, are analyzed and debated.

Teaching Arrangements: Seminars SO414 20 Michaelmas and Lent, each two hours in length.

Written Work: Students are expected to write and present at least two seminar papers, one for each term.

Reading List: Robert Dingwall & Philip Lewis (Eds.), *The Sociology of the Professions*, Macmillan, 1983; Michael Zander, *The Thatcher Government's Onslaught on the Lawyers. Who Won?* International Lawyer, Vol. 24, No. 3, 1990; Michael Burrage, *Advokatura: In search of professionalism and pluralism in Moscow and Leningrad*, Law and Social Inquiry, Vol. 15, No. 3, Summer 1990; Stephen Crawford, *Technical Workers in an Advanced Society: the word careers and politics of French Engineers*, Cambridge, 1989; Allan Silver, *Is there one politics of the new middle class? Engineers in England, France and the United States*, paper to European Consortium for Political Research, Paris 1989; P. Armstrong, *The Rise of Accounting Controls in British Capitalist Enterprises*, Accounting, Organizations and Society, 1987; M. Power, *The Audit Explosion*, Demos, 1994.

Supplementary Reading List: A more detailed reading list is available from Mr. Burrage, or his Secretary.

Methods of Assessment: A three-hour examination in June. Three questions to be answered.

SO415

Methods of Criminological Inquiry

Teachers Responsible: Mr. Derek Cornish, Room A262 and Professor Paul Rock, Room A454b

Availability and Restrictions: For M.Sc. Criminology. This course is also open to students taking the M.Sc. in Criminal Justice Policy and other M.Sc. programmes.

Core Syllabus: The aim of the course is to discuss main aspects of the research methods used in criminological inquiry at a general level.

Course Content: Qualitative and quantitative aspects of criminological methodology, including interviewing techniques, problems of gaining access to subjects, ethnographic methods, methods of legal and psychological research, crime surveys, longitudinal analysis, crime trend analyses and evaluation techniques.

Teaching Arrangements: SO415: 10 seminars in the Lent Term. Compulsory attendance at MI411
Quantitative Methods of Social Research I Eight x three-hour lectures/laboratory sessions.

Reading List: A. Ashworth, *Criminal Law*; H. Becker, *Sociological Methods*; D. Douglas (Ed.), *Research on Deviance*; M. Hammersley & P. Atkinson, *Ethnography: Principles in Practice*; M. Miles & A. Huberman, *Qualitative Data Analysis*; 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*.

Methods of Assessment: A 10,000 word essay on an approved topic.

SO416

Cults, Sects and New Religions

(Undergraduate and Postgraduate)

(Not available 1999-2000)

See SO216

SO417

Contemporary Russian Society: Key Issues and Developmental Trends

(Not available 1997-98)

Teacher Responsible: Dr. E. A. Weinberg, Room S666

Availability and Restrictions: Primarily for M.Sc. Sociology, M.Sc. Russia and Post-Soviet Studies, and M.Sc. 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.

Course 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 Arrangements: 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 M.Sc. 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*, J. Bloomfield (Ed.), *The Soviet Revolution: Perestroika and the remaking of socialism*; A. Jones et al. (Eds.), *Soviet Social Problems*; M. Buckley (Ed.), *Perestroika and Soviet Women*; S. White et al., *Developments in Soviet and post-Soviet Politics*.

Methods of Assessment: There is a conventional three-hour examination in the Summer Term in which three questions must be answered.

Supplementary Reading List: A more detailed list will be distributed in the seminar.

SO418

Genes and Society

Teacher Responsible: Dr. C. Badcock, Room S777
Availability and Restrictions: This course is an option for the M.Sc. 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.

Course 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 Arrangements: 10 lectures in the first term plus 22 two-hour lecture/seminars, which will include videos, computer demonstrations and exercises.

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 & the Human Genome*, 1994; W. Cookson, *The Gene Hunters*, 1994; N. G. Cooper (Ed.), *The Human Genome Project*, 1994; H. Cronin, *The Ant & the Peacock: Altruism & 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*, S. 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 & Meanings of DNA*, 1994; S. 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 & Its Implications*, 1993; L. Wolpert, *The Triumph of the Embryo*; D. Young, *The Discovery of Evolution*.

In addition, a Teaching Pack of about a dozen key readings will be prepared with the assistance of the BLPES and made available to students.

Methods of Assessment: A three-hour unseen examination at the end of the Summer Term.

SO419

Crime, Politics and Human Rights

Teacher Responsible: Professor S. Cohen, Room S684

Availability and Restrictions: For M.Sc. Criminology; M.Sc. Sociology; M.Sc. Criminal Justice Policy; M.Sc. Political Sociology. Available as outside option for other Master's degrees where regulations permit.

Core Syllabus: "Crime" is studied by criminology, sociology or law and dealt with by the criminal justice system. "Politics" and "Human Rights" are studied by political science, history or international relations. This course will explore a series of connections between these otherwise separate areas.

Course Content: Five major connections between crime, politics and human rights will be covered: (1) Crime as a political issue: the emergence in many societies of crime (law and order, punishment, crime on the streets) as a major political issue; (2) The boundary lines between criminal and political phenomena: (a) What is "political crime" or "politically-motivated crime" (e.g. political assassination and terrorism) as distinguished from

"ordinary" crime? (b) When is a trial a "political trial?" (c) What is a "political prisoner" (or "prisoner of conscience" etc.) as distinguished from an ordinary prisoner? (3) "Crimes of the state" or "gross human rights violations:" what is the meaning of these and allied concepts such as war crimes or crimes against humanity? (Selected examples will include genocide, political massacres, and torture); (4) "Crimes of obedience:" the conditions under which atrocities are committed as a result of obedience to political authority; (5) Democratization and justice in transition: how societies in transition from authoritarian to more democratic governments, deal with human rights violations committed by the previous regime. We concentrate on recent and current transitions such as the end of military juntas in Latin America, the collapse of communism and the dismantling of apartheid in South Africa.

Teaching Arrangements: 20 weekly two-hour seminars in the Michaelmas and Lent Terms.

Written Work: Students will be required to present and write a paper in the Lent Term.

Reading List: S. Cohen, 'Crime and Politics: Spot the Difference', *British Journal of Sociology*, March 1996; E. McLaughlin, 'Political Violence, Terrorism and Crimes of the State' in J. Muncie & E. McLaughlin, *The Problem of Crime*; G. Rusche & O. Kirscheimer, *Political Justice*; S. Schafer, *The Political Criminal*; Paul Wilkinson, *Terrorism and the Liberal State*; Antonio Cassese, *Human Rights in a Changing World*; G. Lopez & M. Stohl (Eds.), *Government Violence and Repression*; Jeffrey Ross (Ed.), *Controlling State Crime*; Leo Kuper, *Genocide: Its Political Use in the Twentieth Century*, Frank Chalk & Kurt Johanson, *The History and Sociology of Genocide*; Zygmunt Bauman, *Modernity and the Holocaust*; Irving Horowitz, *Taking Lives: Genocide and State Power*; Edward Peters, *Torture*; Ronald D. Crelinston & Alex Schmid (Eds.), *The Politics of Pain: Torturers and their Masters*; Darius Rejali, *Torture and Modernity*; Stanley Milgram, *Obedience to Authority*; Herbert Kelman & Lee Hamilton, *Crimes of Obedience*; Lawrence Weschler, *A Miracle, A Universe: Settling Accounts with Torturers*; Alex Boraine et al. (Eds.), *Dealing with the Past: Truth and Reconciliation in South Africa*; S. Cohen, 'State Crimes of Previous Regimes: Knowledge, Accountability and the Policing of the Past', *Law and Social Inquiry*, Vol. 20 March 1996; Selected Reports from Human Rights Watch, Amnesty International etc.

Methods of Assessment: (1) Assessed essay, due at end of Lent Term (40%); (2) Three-hour written examination paper (60%).

Department of Statistics

M.Sc. Statistics

Duration of Course of Study

Full-time: One academic year. *Part-time:* At least two academic years.

Branch 1

Examination

Students are required to be examined on courses to a total of four whole units. All courses detailed below are half-units unless specified to the contrary. The examination for each half-unit will normally be by means of a two-hour unseen written examination paper. For each whole unit the examination will normally be by means of a three-hour unseen written examination. In addition course work may also be assessed.

Paper Number	Paper Title	Course Guide Number
I		
1.	Statistical Sources, Packages and Data Analysis	ST401
2.	Regression Diagnostics and Robustness	ST406
3.	Sampling Theory and Multivariate Methods	ST412
4.	Basic Time Series and Stochastic Processes	ST407
II Courses	totalling four half-units from II.1 to II.12	
1.	Multivariate Analysis and Linear Models	ST403
2.	Further Time Series and Stochastic Processes	ST408
3.	Survey and Market Research Methods	ST415
4.	Quantitative Techniques	EC480
5.	Advanced Econometric Theory	EC481
6.	Mathematical Programming I	OR406
7.	Computer Modelling for Operational Research	ST430
8.	Basic Population Analysis	SA481
9.	Mathematics (by special arrangement only) (whole unit)	
10.	A dissertation on some topic approved by the student's teachers (by special arrangement only) (whole unit)	
11. & 12.	Any other subject(s) approved by the student's teachers	

Not all the courses listed in Part II will necessarily be available every year.

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of four half-units at least two of which are from I.1 to I.4, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Dates of Examination

Written papers	June
Report	1 June

Branch 2

Examination

Students are required to be examined on courses to a total of four whole units. All courses detailed below are half-units unless specified to the contrary. The examination for each half-unit will normally be by means of a two-hour unseen written examination paper. For each whole unit the examination will normally be by means of a three-hour unseen written examination. In addition course work may also be assessed.

Paper Number	Paper Title	Course Guide Number
I		
1.	Statistical Sources, Packages and Data Analysis	ST401
2.	Regression Diagnostics and Robustness	ST406
3.	Sampling Theory and Multivariate Methods	ST412
4.	Basic Time Series and Stochastic Processes	ST407
5. <i>Either</i>	Social Research Design <i>or</i> Concepts and Methods in Social Inquiry	MI421 MI420
6.	One half-unit from	
	(a) Multivariate Analysis and Linear Models	ST403
	(b) Further Time Series and Stochastic Processes	ST408
	(c) Survey and Market Research Methods	ST415
	(d) Quantitative Techniques	EC480
	(e) Advanced Econometric Theory	EC481
	(f) Mathematical Programming I	OR406
	(g) Computer Modelling for Operational Research	ST430
	(h) Basic Population Analysis	SA481
	(i) Mathematics (by special arrangement only)	
	(j) Any other subject approved by the course tutor	
II	Statistics Project (one unit)	
	A maximum 10,000 words on a project agreed with the Course Tutor	

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of four half-units at least two of which are from I.1 to I.4, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

Dates of Examination

Written papers	May-June
Project	5 September

Course Guides

ST401

Statistical Sources, Packages and Data Analysis (Half-Unit Course)

Teacher Responsible: Miss S. Brown, Room S211
Availability and Restrictions: This course is intended primarily for M.Sc. Statistics. Statistics to the level of ST254 **Statistical Techniques for Management Sciences** is a pre-requisite of this course.

Core Syllabus: The course gives an introduction to the more important sources of statistical data and to several of the popular statistical computing packages. It aims to provide graduate students with the technical skills they will need in doctoral research or future employment.

Course Content:
ST401.1: **Introduction to Statistical Simulation Techniques (Mr. D. W. Balmer)** Monte Carlo Methods, Random Number Generators, Variance Reduction Techniques, Computer Systems for Monte Carlo Simulation.

ST401.2: **Statistical Sources (Dr. C. Phillips)** The sources and methodology used in major UK sample survey and census are discussed and their use as a starting point for research analysed. Students are encouraged to progress from this base to further study of other sources both in the UK and abroad with a view to researching particular social or economic problems.
ST401.3: **Packages and Data Analysis (Miss S. A. Brown)** Analysis of data using standard statistical packages such as MINITAB and SPSS. Students will work on a series of mini-projects presenting their results to the group.

Teaching Arrangements: There are three components of the course as below:

Lectures ST401.1: 10 Lent Term.
Lectures ST401.2: Five Michaelmas Term and five Summer Term.
Lectures ST401.3: 25 Michaelmas and Lent Terms.

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. ST401.3: Students will refer to the computer manuals of the packages being discussed.
ST401.1: Hammersley & Handscombe, *Monte Carlo Methods* (Chapman & Hall); Ripley, *Stochastic Simulation* (Wiley); Morgan, *Elements of Simulation* (Chapman & Hall).

Methods of Assessment: There will be no formal examination. The course will be assessed on the basis of mini-projects undertaken during the course. ST401.1 will account for 10%, ST401.2 for 30% and ST401.3 for 60%.

ST403

Multivariate Analysis and Linear Models (Half unit course)

Teacher Responsible: Dr. M. Knott, Room S203

Availability and Restrictions: This course is intended primarily for M.Sc. Statistics. Mathematics to the level of MA200 and MA201 **Further Mathematical Methods** and a sound undergraduate level of regression theory and distribution theory are pre-requisites of this course.

Core Syllabus: An introduction to the theory and application of modern multivariate methods to continuous and categorical data.

Course Content:
ST403.1: **Multivariate Analysis (Dr. M. Knott)** Multivariate normal distribution, multiple regression analysis, principal component analysis, canonical analysis, discriminant analysis, factor analysis, latent variable models for binary data.

ST403.2: **Analysis of Categorical Data (Dr. M. Knott)** Binary and multinomial logit models, ordered response models, nested logit models, log-linear models and multivariate probit models. Model estimation and inference.

Teaching Arrangements:
Lectures ST403.1: 10 Michaelmas Term, 10 Lent Term.

Lectures ST403.2: 10 Michaelmas Term.

Reading List:
ST403.1: W. J. Krzanowski, *Principles of Multivariate Analysis*, Oxford University Press, 1988.
D. J. Bartholomew, *Latent Variable Models and Factor Analysis*, Griffin, 1987.

ST403.2: T. Amemiya, *Advanced Econometrics*, Blackwell, 1985; J. Whittaker, *Graphical Models in Applied Multivariate Statistics*, Wiley, 1990. A. Agresti, *Categorical Data Analysis*, Wiley, New York, 1990.

Methods of Assessment: There is a two-hour examination in the Summer Term.

ST406

Regression Diagnostics and Robustness (Half unit course)

Teachers Responsible: Dr. M. Knott, Room S203
Availability and Restrictions: This course is intended primarily for M.Sc. Statistics. Mathematics to the level of MA100 **Mathematical Methods**, and of probability to the level of ST202 **Probability, Distribution Theory and Inference** are pre-requisites of this course.

Core Syllabus: An introduction to diagnostics for regression models and to robust estimation.

Course Content:
ST406.1: **Regression Diagnostics.** Diagnostic quantities, presentation of results, diagnostic plots for explanatory variables, transformations, constructed variables, the use of S-Plus for data analysis, generalized linear models.
ST406.2: **Robust Methods of Estimation.** M-estimators of location and scale, influence functions, robust methods for regression models.

Teaching Arrangements:
Lectures ST406.1: 10 two-hour lectures Michaelmas Term, including computer sessions.
Lectures ST406.2: 10 Lent Term

Reading List:
ST406.1: A. C. Atkinson, *Plots, Transformations, and*

Regression (Oxford); W. N. Venables & B. D. Ripley, *Modern Applied Statistics, with S-Plus* (Springer); P. McCullagh & J. A. Nelder, *Generalized Linear Models* (Chapman and Hall).

ST406.2: F. R. Hampel *et al.*, *Robust Statistics* (J. Wiley 1986); D. C. Hoaglin *et al.*, *Understanding Robust and Exploratory Data Analysis* (J. Wiley 1983); P. J. Huber, *Robust Statistics* (J. Wiley 1981); A. Marazzi *et al.*, *Algorithms, Routines and S-Functions for Robust Statistics* (Wadsworth and Brooks 1993); P. J. Rousseeuw & A. M. Leroy, *Robust Regression and Outlier Detection* (J. Wiley 1987).

Methods of Assessment: There is a two-hour written examination in the Summer Term.

ST407

Basic Time Series and Stochastic Processes (Half unit course)

Teacher Responsible: Mr. D. Balmer, Room S208

Availability and Restrictions: This course is intended primarily for M.Sc. Statistics, M.Sc. Operational Research, M.Sc. Econometrics and Mathematical Economics. Mathematics to the level of MA200 and MA201 **Further Mathematical Methods** and a good undergraduate knowledge of distribution theory and regression are pre-requisites of this course.

Core Syllabus: A broad introduction to time series and stochastic processes for postgraduates.

Course Content:

ST407.1: **Basic Time Series.** Stationary time series, autoregressive and moving average models, state space models and the Kalman filter, structural time series models, ARIMA models, forecasting, intervention analysis and explanatory variables.

ST407.2: **Stochastic Processes.** Poisson processes, renewal processes, Markov chains.

Teaching Arrangements:

Lectures ST407.1: 10 two-hour lectures Michaelmas Term.

Lectures ST407.2: 10 one-hour lectures Michaelmas Term.

Reading List: ST407.1: A. C. Harvey, *Time Series Models*, 2nd edn.; S. J. Koopman *et al.*, *STAMP 5.0 Tutorial Guide*; G. E. P. Box & G. M. Jenkins, *Time Series Analysis, Forecasting and Control*; W. A. Fuller, *Introduction to Statistical Time Series*; C. W. J. Granger & P. Newbold, *Forecasting Economic Time Series*; A. C. Harvey, *Forecasting, Structural Time Series Models and the Kalman Filter*.

ST407.2: S. M. Ross, *Stochastic Processes*; S. Karlin & H. M. Taylor, *A First Course in Stochastic Processes*; H. M. Taylor & S. Karlin, *Introduction to Stochastic Modelling*; S. M. Ross, *Introduction to Probability Models*.

Methods of Assessment: There is a two-hour written examination in the Summer Term.

ST408

Further Time Series and Stochastic Processes (Half unit course)

Teacher Responsible: tba

Availability and Restrictions: This course is intended primarily for M.Sc. Statistics; M.Sc. Econometrics and Mathematical Economics, Mathematics to the level of MA200 and MA201 **Further Mathematical Methods**, a good undergraduate level of regression theory and distribution theory and ST407 **Basic Time Series and Stochastic Processes** are pre-requisites for this course.

Core Syllabus: Time series analysis in the frequency domain; multivariate models and nonlinear models. Further stochastic processes.

Course Content:

ST408.1: **Further Time Series** (Tba) Time series in the frequency domain, the periodogram and spectral analysis, statistical inference on parametric models in the frequency domain, long-memory time series, multivariate time series, nonlinear time series.

ST408.2: **Further Stochastic Processes** (Dr. A. Dassios and Mr. D. W. Balmer) Random walks and martingales, Wiener processes, stochastic differential equations and diffusion processes.

Teaching Arrangements:

Lectures ST408.1: 10 two-hour lectures Lent Term.

Lectures ST408.2: 10 one-hour lecture Lent Term.

Reading List:

ST408.1: A. C. Harvey, *Time Series Models*, 2nd edn.; P. A. Brockwell & R. A. Davies, *Time Series: Theory and Methods*; W. A. Fuller, *Introduction to Statistical Time Series*; A. C. Harvey, *Forecasting, Structural Time Series Models and the Kalman Filter*.

ST408.2: S. M. Ross, *Stochastic Processes*; A. Friedman, *Stochastic Differential Equations and Applications*, Vol. I; R. S. Liptser & A. N. Shiriyayev, *Statistics of Random Processes*; I. B. Øksendal, *Stochastic Differential Equations*.

Methods of Assessment: There will be a two-hour written examination paper in the Summer Term.

ST412

Sampling Theory and Multivariate Methods (Half unit course)

Teacher Responsible: Mrs. J. I. Galbraith, Room S212

Availability and Restrictions: This course is intended primarily for M.Sc. Statistics. A basic knowledge of probability, statistical theory and survey methods up to first degree level is a pre-requisite of this course.

Course Content: The course deals with the theory and application of sample design and with some of the multivariate techniques used in the Social Sciences.

ST412.1: **Further Sampling Theory** (Mrs. J. I. Galbraith) The history of survey sampling. Techniques of sample design including stratification, clustering, pps selection, multi-phase sampling. Methods of estimation, including ratio and regression estimation. Methods of variance estimation.

ST412.2: **Applied Multivariate Analysis** (Professor D. J. Bartholomew) The course deals with some of the multivariate techniques used in the Social Sciences including a selection from principal components analysis, factor analysis, latent variable

modelling, cluster analysis, multi-dimensional scaling, correspondence analysis and log-linear modelling.

Teaching Arrangements:

Lectures ST412.1: 20 Michaelmas and Lent Terms.

Lectures ST412.2: 10 Lent Term and five computer sessions.

Reading List: ST412.1: W. G. Cochran, *Sampling Techniques* (3rd edn., 1977) Wiley; L. Kish, *Survey Sampling* (1965) Wiley.

ST412.2: The course does not closely follow any book but all the following cover most of the material. Students are advised to purchase at least one from the list having regard to their background and interests. Advice will be given by the lecturer.

B. S. Everitt & G. Dunn, *Applied Multivariate Data Analysis*; A. E. Maxwell, *Multivariate Analysis in Behavioural Research*; C. Chatfield & A. J. Collins, *Introduction to Multivariate Analysis*; D. J. Bartholomew, *Latent Variable Models and Factor Analysis*; W. J. Krzanowski, *Principles of Multivariate Analysis*.

Methods of Assessment: There is a two-hour written examination in the Summer Term.

ST415

Surveys and Market Research Methods (Half unit course)

Teacher Responsible: Dr. F. Steele, Room S207

Availability and Restrictions: This course is intended primarily for M.Sc. Statistics and M.Sc. Operational Research. A basic knowledge of statistics and probability up to first degree level is a pre-requisite of this course.

Course Content: The course deals with practicalities of the design and execution of sample surveys and social investigations.

ST415.1 **Survey Design, Execution and Analysis** (Dr. F. Steele) Problems of measurement and scaling, attitude measurement, questionnaire design, strategies and methods of data collection, response errors, structure of interviewer effect, problems of and procedures for compensation for non-response.

ST415.2 **Experiments in Social Research** (Colm O'Muircheartaigh, Room S213) The nature and limitation of some common experimental and quasi-experimental designs, retrospective and longitudinal studies used by researchers.

Teaching Arrangements:

Lectures ST415.1: 20 in Michaelmas and Lent Terms.

Lectures ST415.2: 10 Lent Term. In the last three hours students present papers to the group.

Reading List:

ST415.1 (pre-requisite): C. A. Moser & G. Kalton, *Survey Methods in Social Investigation*;

ST415.2 students are advised to purchase: D. T. Campbell & J. C. Stanley, *Experimental and Quasi-experimental Designs for Research* (paperback); P. Spector, *Research Designs* (Sage University, Paper Series No. 23).

Supplementary Reading List: C. A. Moser & G. Kalton, *Survey Methods in Social Investigations*; J. A. Caporaso & L. L. Roos, *Quasi-experimental Approaches*; C. J. Webb, *Unobtrusive Measure:*

Nonreactive Research in the Social Sciences.

Methods of Assessment: There is a two-hour written examination in the Summer Term.

ST420

Applied Statistics (Half unit course)

Teacher Responsible: Dr. J. Howard, Room S209

Availability and Restrictions: Pre-requisites are Statistics and Probability Theory to the level of the course ST102 **Elementary Statistical Theory**; Mathematics to the level of MA100 **Mathematical Methods**; or both subjects to the level of MA105 **Quantitative Methods**. Students with a more extensive knowledge of statistics should not take this course.

Core Syllabus: The course is intended as a second course in statistics, emphasising the practical context and applications within operational research. A distinctive feature of this course is its integration of theoretical development and practical data analysis. There will be extensive practical work using a computer package. The presentation of theoretical material is designed to provide the necessary framework for rigorous statistical investigations.

Course Content: The main topics covered are: exploratory data analysis and graphical presentation; association of variables; problems of model selection; design of experiments; analysis of variance; multiple regression; time series.

Teaching Arrangements:

Lectures ST420: Weekly two-hour sessions for 15 weeks, Michaelmas and Lent Terms.

Reading List: M. Chapman & B. Mahon, *Plain Figures*; J. D. Cryer, *Time Series Analysis*; W. W. Himes & D. C. Montgomery, *Probability and Statistics in Engineering and Management Science*; D. C. Hoaglin, R. J. Light, B. McPeck & F. Mosteller, *Data for Decisions*; J. A. Rice, *Mathematical Statistics and Data Analysis*; B. F. Ryan and 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*.

Methods of Assessment: This course is examined entirely by course work and/or project work.

ST430

Computer Modelling for Operational Research (Half unit course)

Teacher Responsible: Mr. D. W. Balmer, Room S208

Availability and Restrictions: Course Intended Primarily for M.Sc. Statistics. There are no specific prerequisites in computing, but some prior contact with computing, use of packages and programming would be useful.

Core Syllabus: The course is composed of distinct sections. Each of these in its own way provides some insight into the interface between computing methods and operational research.

Course Content:

OR403.2 – see OR Course Guides

OR403.3 – see OR Course Guides

OR402.5 – see OR Course Guides

Methods of Assessment: Each section of the course will be assessed independently by means of an extended essay or a project as appropriate.

ST450

Advanced Lectures on Special Topics in Statistics

Teacher Responsible: Mrs. J. I. Galbraith, Room S212

Seminar series, not always held at LSE.

Interdepartmental Degrees

Lecture/Seminar lists and Course Guides for these degrees will mainly be found in the Information on Master's degrees in the departments responsible for the courses concerned, as indicated by the prefix to the Course Guide number.

M.A. Area Studies

The School co-operates in the teaching for certain branches of the M.A. Area Studies degree offered by the University of London.

Duration of Course of Study

Full-time: One academic year for candidates offering four written papers. Once calendar year for candidates offering three written papers and a dissertation.

Part-time: Two academic years for candidates offering four written papers. Two calendar years for candidates offering three written papers and a dissertation.

Examination

For all programmes (1) either two papers or one paper and a dissertation of 10,000 words on a major subject and (2) either two papers on a minor subject or one paper in each of two minor subjects. For the Africa and Far East programmes the examination will also include an assessment of course work.

Candidates registered for the part-time course will be required to pass in all written papers taken in any one year before proceeding.

All candidates who fail the written papers will normally be required to be accepted for and to complete a further course of study before re-entering the examination.

Candidates offering a dissertation will not be permitted to proceed to its submission unless they have satisfied the examiners in the three written papers.

Dates of Examination	Full-time	Part-time
Written papers	June	June of the year in which each major and minor subject has been taken
Dissertation	Before 30 September of the same year	Before 20 September of the final year

M.Sc. Economics and Philosophy**Duration of Course of Study**

Full-time: One academic year. **Part-time:** Two academic years.

Examination

Paper Number	Paper Title	Course Guide Number
A. Two from:		
(a)	Microeconomics I	EC411
(b)	Macroeconomics I	EC413
(c)	Methods of Economic Investigation I	EC402
B. One from:		
(a)	Philosophy of Science and Scientific Method	PH400
(b)	Philosophy of the Social Sciences	PH405
(c)	Foundations of Probability	PH407
(d)	Philosophy of Economics	PH413

Paper Number	Paper Title	Course Guide Number
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- C. A dissertation of not more than 10,000 words on some aspects of the Philosophy of Economics.

In cases where the student is deemed by the Economics Department to have a sufficiently strong background in either Microeconomics or Macroeconomics, the paper EC420 History of Economic Thought, may be substituted for the core paper in which the student possesses the necessary background.

In special circumstances students may be permitted to substitute one or two of the 'II' options for the 'I' options listed under 'A'. All students will attend the seminar in Philosophy of Economics.

Dates of Examination

Written papers	May or June
Dissertation	15 September

M.Sc. Regional and Urban Planning Studies

Duration of Course of Study

Full-time: One calendar year. *Part-time:* Two to four calendar years.

Examination

Paper Number	Paper Title	Course Guide Number
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Candidates have to pass in four units of study

I Four written papers in the following compulsory half-units:

- | | | |
|----|--|-------|
| 1. | The Economics of Regional and Urban Planning | EC436 |
| 2. | Geographical Aspects of Regional and Urban Planning | GY453 |
| 3. | The Politics of Regional and Urban Planning | GV491 |
| 4. | Urban Policy and Planning (includes seminar on Regional and Urban Planning Problems) | GY454 |

and

II Written papers in two half-units or chosen from the following:

- | | | |
|----|---|-------------------------|
| 1. | <i>Either</i> Comparative Local Government and Urban Politics
<i>or</i> Socio-economic Cohesion Policies in the EU | GV492 |
| 2. | <i>Either</i> Economic Aspects of Project Appraisal
<i>or</i> Economic Aspects of Urban Change | GV453
GY455
EC437 |
| 3. | <i>Either</i> Issues in Environmental Regulation
<i>or</i> Economic Development: Local Capacity Building | MN418 |
| 4. | A related subject offered at Masters level as a half-unit with the approval of the course tutor | |

and

III An essay of not more than 10,000 words on an approved topic (full unit)

and

IV Candidates must also satisfy the examiners that they have achieved a sufficient level of attainment in the research methods course

Dates of Examination

Written paper	June
Essay	September

Course Guides

EC436

The Economics of Regional and Urban Planning (Half unit course)

Teacher Responsible: Dr. C. M. E. Whitehead, Room S377

Availability and Restrictions: M.Sc. in Regional and Urban Planning Studies. Other graduates may attend with permission. Students should normally have completed an introductory course in economics. Students without this background will be required to attend the micro-economic section of EC100 Economics A and the 12 classes which will take place in the Michaelmas and Summer terms.

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 level.

Course 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 and investment decisions. Urban and regional economic policy issues.

Teaching Arrangements: 10 lectures and five two-hour seminars in the Michaelmas Term. For those without previous economic background there will also be 10 classes in the Michaelmas and two classes in the Summer Terms. The course will be supplemented by a visiting speaker Seminar Series EC450 **Urban and Transport Economics**.

Reading List: R. W. Vickerman, *Urban Economics*; H. Armstrong & J. Taylor, *Regional Economic Policy and its Analysis*; M. Fujita, *Urban Economic Theory*; M. Common, *Environmental and Resource Economics*; H. Dunkerley (Ed.), *Urban Land Policy: Issues and Opportunities*. More detailed readings will be provided during the course.

Method of Assessment: A two-hour unseen examination taken in June.

EC437

Economic Aspects of Urban Change (Half unit course)

Teacher Responsible: Dr. M. Kleinman, Room A259 and other

Availability and Restrictions: Option for M.Sc. in Regional and Urban Planning Studies. Other graduate students are welcome to attend.

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 and regional inequalities and the functioning of urban labour markets. The syllabus will cover urban change in both developed countries, developing countries, and transition economies.

Course Content: 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; suburbanisation and the location of jobs and housing; functional urban regions; reurbanisation 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 developing countries.

Teaching Arrangements: 10 (one-hour) lectures in the Lent Term and 10 (one-and-a-half-hour) seminars in the Lent Term (EC437).

Reading List: Vickerman, *Urban Economics*; 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*; Stark, *The Migration of Labour*; de Soto, *The Other Path*.

Detailed reading lists will be provided for lecture and seminar topics.

Methods of Assessment: A two-hour unseen examination paper in June.

GY450

EC450

GY450 Seminar in Regional and Urban Planning Problems and

EC450 Urban and Transport Economics

Teachers Responsible: Dr. A. Thornley, Room S420 and Dr. C. M. E. Whitehead, Room S377

Availability and Restrictions: Course intended primarily for M.Sc. 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 practicing planners or policy-makers from central or local government, research agencies or consultancy.

Course Content: Issues of current concern and debate within urban development transport and planning.

Teaching Arrangements: 15 (one-and-a-half-hour) seminars throughout the Session.

Examination Arrangements: 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**.

GY453
Geographical Aspects of Regional and Urban Planning (Half unit course)**Teachers Responsible:** Dr. D. Perrons, Room S406 and Dr. Y. Rydin, Room S413**Availability and Restrictions:** This course is intended primarily for M.Sc. Regional and Urban Planning Studies. 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.**Course 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 Arrangements:** 10 lectures and 10 seminars in Michaelmas Term.**Reading List:** A detailed reading list will be issued at the start of the course.M. Dunford & G. Kafkalas (Eds.), *Cities and Regions in the New Europe*; H. Armstrong & P. Taylor, *Regional Economics and Policy*; A. & M. Storper, *Pathways to Industrialisation and Regional Development*; Hardy et al., *An Enlarged Europe - Regions in Competition*; A. Amin & N. Thrift, *Behind the Myth of European Union*; A. Amin & N. Thrift, *Globalisation, Institutions and Regional Development in Europe*; P. Cooke, *The Rise of the Rustbelt*; M. Breheny (Ed.), *Sustainable Development and Urban Form*, 1992; 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; A. Blowers (Ed.), *Planning for a Sustainable Environment*, 1993; P. Selman, *Local Sustainability*, 1996; R. Gilbert et al., *Making CitiesWork*, 1996.**Methods of Assessment:** A two-hour unseen examination paper taken in June.**GY454**
Urban Policy and Planning (Half unit course)**Teachers Responsible:** Dr. M. Kleinman, Room A259 and Dr. A. Thornley, Room S420**Availability and Restrictions:** For M.Sc. in Regional and Urban Planning Studies.**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.

Course Content: The impact of global economic change on urban policy and the interaction with local urban governance and culture. Debates over the world city hypothesis. The effect of increasing competition between cities. Marketing cities. Labour market changes, social polarisation and ethnic divisions in cities. Case studies of urban policy and plan formulation in a range of cities including London, New York and Tokyo. An exploration of the combined effect of global, local, economic and political forces on particular development projects.**Teaching Arrangements:** 10 (one-hour) Lectures in the Lent Term and 10 (one-and-a-half-hour) seminars (GY454). The course will be accompanied by seminar GY450 and EC450.**Reading List:** S. Sassen, *The Global City*; S. Sassen, *Cities in a World Economy*; S. Fainstein, *City Builders: property, politics and planning in London and New York*; J. Brotchie et al., *Cities in Competition*; G. Kearns & C. Philo, *Selling Places*; H. Savitch, *Post-Industrial Cities*; S. Fainstein et al., *Divided Cities*; M. Castells & J. Mollenkopf, *Dual City*.

Further reading will be provided at the start of the course to cover case studies of particular cities and development projects.

Method of Assessment: A two-hour unseen examination paper in June.**GY455**
Economic Aspects of Project Appraisal (Half unit course)**Teachers Responsible:** Dr. S. Glaister, Room S410 and Mr. A. Marin, Room S566**Availability and Restrictions:** Option for M.Sc. Regional and Urban Planning and M.Sc. Operational Research. Other graduate students are welcome to attend.**Core Syllabus:** This course is concerned with the foundations of applied welfare economics in the context of project appraisal and policy evaluation.**Course Content:** Theoretical issues of pricing and discount rates. The effects of risk and uncertainty in evaluating public investment decisions. Methods of evaluation: time saving, safety, the environment. The effect of income distribution. Case studies relating to regulation, pricing, and provision. Examples particularly from transport and environmental policy.**Teaching Arrangements:** 10 (one-hour) lectures and eight (two-hour) seminars (GY455) in the Lent Term.**Reading List:** R. Layard & S. Glaister, *Cost Benefit Analysis*; R. Turner, D. Pearce & I. Bateman, *Environmental Economics*. Further reading will be provided at the start of the course.**Methods of Assessment:** A two-hour unseen examination taken in June.**GY456**
Issues in Environmental Regulation (Half unit course)**Teachers Responsible:** Dr. Y. Rydin, Room S413.**Professor J. Rees**, Room S407 and **Mr. A. Gouldson**, Room S414**Availability and Restrictions:** Course intended primarily for M.Sc. Regional and Urban Planning Studies and M.Sc. Environmental Assessment and Evaluation. 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.**Course 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: Common property, equity issues, the role of NGOs, technology policy, integrated environmental planning, supranational agencies, the precautionary principle.**Teaching Arrangements:** 10 seminars (GY456) of two-hours each during the Lent Term.**Reading List:** D. Pearce & J. Warford, *World Without End: Economics, Environment and Sustainable Development*; W. Adams, *Green Development: Environment and Sustainability in the Third World*; M. Anderson, *Governance by Green Taxes: Making Pollution Prevention Pay*; D. Vogel, *National Styles of Regulation: Environmental Policy in Great Britain and the US*; A. Weale, *The New Politics of Pollution*; N. Vig & M. Kraft, *Environmental Policy in the 1990s*; N. Watts, *Distributional Conflicts in Environmental Resource Policy*.**Methods of Assessment:** An unseen two-hour examination taken in June.**GV453**
Socio-economic Cohesion Policies in the EU
See entry in the M.Sc. Government section.**GV491**
Politics of Regional and Urban Planning (Half unit course)**Teachers Responsible:** Dr. K. Dowding, Room K206 and Dr. A. Thornley, Room S420**Availability and Restrictions:** This course is intended primarily for M.Sc. Regional and Urban Planning Studies. Other graduate students may attend by permission.**Core Syllabus:** The aim is to explore the way in which regional and urban planning is influenced by political and institutional factors. The role of planning in both regulating development decisions and promoting public policy is explored.**Course Content:** Variety in the interaction between market processes and public intervention and its effect on planning. Debates over the purpose and scope of planning. Constraints and influences on planning including party control. Comparisons of UK and US. The interaction of the private sector, the public sector and local communities in development decisions. Public/private partnerships. Opportunities for participation in planning and the incorporation of different interests.**Teaching Arrangements:** 10 weekly one-hour lectures and eight one-and-a-half-hour seminars in the Michaelmas Term (GV491).**Reading List:** A full reading list will be handed out at the beginning of the course. M. P. Smith, *City, State and Market*; S. Fainstein, *Restructuring the City*; E. Reade, *British Town and Country Planning*; Y. Rydin, *The British Planning System*; A. Thornley, *Urban Planning under Thatcherism: the Challenge of the Market*; Barnekov, Boyle & Rich, *Privatism and Urban Policy in the US and UK*; R. A. W. Rhodes, *Beyond Westminster and Whitehall*; C. Gray, *Government Beyond the Centre*; L. J. Sharpe & K. Newton, *Does Politics Matter?*; D. Wilson & C. Game, *Local Government in the UK*; R. W. Caves (Ed.), *Exploring Urban America*; H. Wolman & M. Goldsmith, *Urban Politics and Policy*; J. Montgomery & A. Thornley (Eds.), *Radical Planning Initiatives*.**Methods of Assessment:** A 3,000 word essay (25%) and a two-hour unseen examination in June (75%).**GV492**
Comparative Local Government and Urban Politics
See entry in the M.Sc. Government section.**GY495**
Research Methods in Planning
Teachers Responsible: Dr. A. C. Pratt, Room S506b and Dr. J. Robinson, S515**Availability and Restrictions:** For M.Sc. Regional and Urban Planning Studies students.**Core Syllabus:** To introduce students to a range of approaches to planning oriented research. To provide students with some basic research skills and prepare them for their long essay.**Course Content:** The nature of social scientific research. Choosing a research topic, identifying sources and time management. Objectivity. Theory building and use. Information collecting and handling planning data. G.I.S. Quantitative and qualitative information. Sampling and case studies. Evaluation.**Teaching Arrangements:** 10 lectures (GY402) and 10 seminar/workshops in Michaelmas and Lent Term.**Reading List:** G. Gardner, *Social Surveys for Social Planners*; D. Massey & R. Meegan (Eds.), *Politics and Method*; A. Sayer, *Method in Social Science: a Realist Approach*; J. Cresswell, *Research Design: Qualitative and Quantitative Approaches*; J. Bell, *Doing Your Research Project*; E. Kane, *Doing your own research*. Further reading on particular techniques will be supplied during the course.**Methods of Assessment:** All students will have to reach the required standard in a particular research skill through passing in a given exercise. The course will also form the basis for the long essay.**MN418**
Economic Development: Local Capacity Building (Half unit course)
See entry in the M.Sc. Management section.

M.Sc. Regulation**Duration of Course of Study***Full-time:* Twelve months.**Examination**

<i>Paper Number</i>	<i>Paper Title</i>	<i>Course Guide Number</i>
I Three written papers as follows:		
1.	Law and Politics of Regulation	GV488
2. & 3.	Two courses or (where half courses are taken) courses to a total value of two full courses from the following:	
A. Environmental Regulation		
(a)	Environmental Regulation: Implementing Policy	GY420
(b)	Hazard and Risk Management	GY416
(c)	Geographical Aspects of Regional and Urban Planning	GY453
(d)	International Politics: Environment and Development	DV401
(e)	International Environmental Law	LL448
(f)	Environmental Law and Policy	LL426
B. Financial and Commercial Regulation		
(g)	History of Accounting	AC460
(h)	Financial Reporting and Management	AC490
(i)	Banking Law I: United Kingdom, European and International (half-unit course)	LL471
(j)	Regulation of Financial Markets	LL484
(k)	Multinational (Transnational) Enterprises and the Law	LL476
(l)	The European Internal Market	LL431
C. Social Regulation		
(m)	European Social Policy	SA405
(n)	European Community Law (Social Policy)	LL429
(o)	Gender, Space and Society	GY414
(p)	Criminal Justice Policy	SA403
(q)	Labour Law	ID480
(r)	Policing and Police Powers	LL478
(s)	<i>Either</i> Political and Legal Institutions	AN406
	<i>or</i> The Anthropology of Economic Institutions and their Social Transformation	AN407
D. Utilities Regulation		
(t)	International Political Economic of Energy	IR458
(u)	European Community Competition Law (Candidates must have a law degree to take this course)	LL430
(v)	Law and Politics of Utility Regulation	GV489
E. Government and Law		
(w)	Public Management Theory and Doctrine	GV483
(x)	Law and Social Theory	LL465
(y)	Jurisprudence and Legal Theory	LL400
(z)	Modern Legal History	LL474
(aa)	Public Choice and Public Policy I – Introduction	GV481
(bb)	Public Choice and Public Policy II – Advanced Topics	GV482
(cc)	Any other graduate level course, which is offered for the M.Sc., M.A. or LL.M., with the approval of the candidate's teachers.	

<i>Paper Number</i>	<i>Paper Title</i>	<i>Course Guide Number</i>
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II A dissertation of not more than 10,000 words on a topic approved by the candidate's supervisor.

Paper I will be examined by a three hour unseen written examination (75% of total marks) and by one essay to be written during the course (25% of total marks). All other papers will be examined as provided for in calendar entries.

Candidates who have offered two subjects from one of the categories set out below, or one subject and a dissertation which in the opinion of the School falls within the same category (in either case counting two half subjects as one full subject) may elect* to have the title of their subject grouping included on the degree certificate in parentheses after the degree title. Not more than one subject grouping may be included on the certificate.

* Such election to be made at the time of entry to the examination.

Subject Categories:

Category 1: Environmental Regulation. Papers (a), (b), (c), (d), (e), (f) or (cc) (where paper (cc), in the opinion of the School, properly falls within the category).

Category 2: Financial and Commercial Regulation. Papers (g), (h), (i), (j), (k), (l), (u) or (cc) (where paper (cc), in the opinion of the School, properly falls within the category).

Category 3: Social Regulation. Papers (m), (n), (o), (p), (q), (r), (s), or (cc) (where paper (cc), in the opinion of the School, properly falls within the category).

Category 4: Utilities Regulation. Papers (t), (u), (v) or (cc) (where paper (cc), in the opinion of the School, properly falls within the category).

Category 5: Law and Government. Papers (w), (x), (y), (z), (aa), (bb) or (cc) (where paper (cc), in the opinion of the School, properly falls within the category).

Dates of Examination

Written Papers	May/June or August/September
Dissertation	1 September

M.Sc. Regulation (Research Training)**Duration of Course of Study***Full-time:* Twelve months.**Examination**

<i>Paper Number</i>	<i>Paper Title</i>	<i>Course Guide Number</i>
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I Three written papers

1. Law and Politics of Regulation GV488

2. *One* whole unit or *two* half units from the following:

A. Environmental Regulation

(a)	Environmental Regulation: Implementing Policy	GY420
(b)	Hazard and Risk Management	GY416
(c)	Geographical Aspects of Regional and Urban Planning	GY453
(d)	International Politics: Environment and Development	DV401
(e)	International Environmental Law	LL448
(f)	Environmental Law and Policy	LL426

B. Financial and Commercial Regulation

(g)	History of Accounting	AC460
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Paper Number	Paper Title	Course Guide Number
(h)	Financial Reporting and Management	AC490
(i)	Banking Law I: United Kingdom, European and International (half-unit course)	LL471
(j)	Regulation of Financial Markets	LL484
(k)	Multinational (Transnational) Enterprises and the Law	LL476
(l)	The European Internal Market	LL431
C.	Social Regulation	
(m)	European Social Policy	SA405
(n)	European Community Law (Social Policy)	LL429
(o)	Gender, Space and Society	GY414
(p)	Criminal Justice Policy	SA403
(q)	Labour Law	ID480
(r)	Policing and Police Powers	LL478
(s)	<i>Either</i>	
	Political and Legal Institutions	AN406
	<i>or</i>	
	The Anthropology of Economic Institutions and their Social Transformation	AN407
D.	Utilities Regulation	
(t)	International Political Economic of Energy	IR458
(u)	European Community Competition Law (Candidates must have a law degree to take this course)	LL430
(v)	Law and Politics of Utility Regulation	GV489
E.	Government and Law	
(w)	Public Management Theory and Doctrine	GV483
(x)	Law and Social Theory	LL465
(y)	Jurisprudence and Legal Theory	LL400
(z)	Modern Legal History	LL474
(aa)	Public Choice and Public Policy I – Introduction	GV481
(bb)	Public Choice and Public Policy II – Advanced Topics	GV482
(cc)	Any other graduate level course, which is offered for the M.Sc., M.A. or LL.M., with the approval of the candidate's teachers.	
3.	Quantitative Analysis in Social Research I	MI411
	<i>and</i>	
	Qualitative Research Methods I	MI420
II	A dissertation of not more than 10,000 words on a topic approved by the candidate's supervisor.	

Paper I will be examined by a three hour unseen written examination (75% of total marks) and by one essay to be written during the course (25% of total marks). All other papers will be examined as provided for in calendar entries.

Candidates who have offered two subjects from one of the categories set out below, or one subject and a dissertation which in the opinion of the School falls within the same category (in either case counting two half subjects as one full subject) may elect* to have the title of their subject grouping included on the degree certificate in parentheses after the degree title. Not more than one subject grouping may be included on the certificate.

* Such election to be made at the time of entry to the examination.

Subject Categories:

Category 1: Environmental Regulation. Papers (a), (b), (c), (d), (e), (f) or (cc) (where paper (cc), in the opinion of the School, properly falls within the category).

Category 2: Financial and Commercial Regulation. Papers (g), (h), (i), (j), (k), (l), (u) or (cc) (where paper (cc), in the opinion of the School, properly falls within the category).

Category 3: Social Regulation. Papers (m), (n), (o), (p), (q), (r), (s), or (cc) (where paper (cc), in the opinion of the School, properly falls within the category).

Category 4: Utilities Regulation. Papers (t), (u), (v) or (cc) (where paper (cc), in the opinion of the School, properly falls within the category).

Category 5: Law and Government. Papers (w), (x), (y), (z), (aa), (bb) or (cc) (where paper (cc), in the opinion of the School, properly falls within the category).

Dates of Examination

Written Papers	May/June or August/September
Dissertation	1 September

Course Guides

GV488

The Law and Politics of Regulation

Teachers Responsible: Professor Christopher Hood (Government L203), Professor Robert Baldwin (Law A456) and Dr. Stephen Glaister (Geography S564)

Availability and Restrictions: This is the core course for the M.Sc. in Regulation. Other postgraduate students may have access to the course, when numbers permit, by arrangement.

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.

Course Content:

- Theories of Regulatory Origins, Development and Reform:** Functional, Chicago; non-instrumental; the problem of regulatory reform (ideas/ideology v. interests).
- Regulatory Styles and Processes:** classical versus 'less restrictive' alternatives (self-regulation, antitrust laws, taxes, marketable property right, franchises); light-rein/tight rein styles; public enterprise versus regulated private sector; juridification.
- Enforcement:** compliance and deterrence approaches; sanctions and optimal penalties; private

and public enforcement; enforcement pyramids and corporate sanctioning.

4) **Regulation in inter-organisational and international contexts:** federalism; regulatory competition, problems of supranational regimes.

5) **Evaluation and Accountability:** measuring regulatory success; accountability through legislative, judicial and administrative means; the consumer voice, cost-benefit review and Citizen's Charter.

Teaching Arrangements: The course is taught: (a) by twenty two, two hour sessions (GV488) in variable format (some lecture-discussions, student-paper led discussions, debates) comprising the academic core AND (b) by ten one-and-a-half-hour sessions in the second and third terms, of which five will consist of seminars presented by those involved in the practice of regulation and five will be on Research Design and Strategy in Regulation. The course organisers will use LSE contacts to field a number of well-placed speakers from a variety of regulated sectors.

Written Work: All students are expected to produce three written essays plus short presentations on topics assigned to them.

Core Reading: A. Ogun, *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); R. Epstein, *Takings* (1982); L. Hancher & M. Moran, *Capitalism, Culture and Regulation* (1989); M. Bishop, J. Kay & C. Mayer, *The Regulatory Challenge* (1995).

Methods of 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 twelve.

The Degrees of M.Phil. and Ph.D.

The degrees of Master of Philosophy and Doctor of Philosophy may be conferred (in the Faculties of Economics, Arts, Laws and Science as appropriate) in every field for which the School offers teaching. These degrees are awarded on the basis of a thesis written, on a topic of the student's choice, under supervision and guidance. There is a special form of M.Phil. in Philosophy, incorporating final examinations.

General regulations and qualifications for admission

The minimum entrance qualification required by the University of London for admission to the M.Phil. or the Ph.D. is a Second Class honours degree, but the School will normally expect candidates to have obtained Upper Second Class honours or qualifications of equivalent standard; candidates wishing to read for a Ph.D. may be expected to have obtained a Master's degree of this or another university.

Candidates whose initial qualifications in the field of study they wish to pursue are held by the School to be insufficient may be required to follow a course of study and to pass a preliminary examination not less than a year before submission of the dissertation.

The University of London requires students wishing to read for the Ph.D. to be registered for the M.Phil. in the first instance, from which they may be transferred to Ph.D. registration (with fully retrospective effect) if their work is of a suitable standard.

The University Regulations specify conditions of registration in certain subjects as follows:

Geography (M.Phil.)

A candidate must normally have obtained a B.A. or B.Sc. degree of the University of London with first or upper second class honours and Geography as the main field of study, or an M.Sc. degree in Geography of the University of London, or other degree accepted as equivalent to these degrees for this purpose. Other candidates may be accepted for registration, but will normally be required to pass a qualifying examination at which the standard will be at least upper second class honours.

History (M.Phil. and Ph.D.)

A candidate shall be required to have obtained a first or second class honours degree in History from a British university or another degree accepted as equivalent for this purpose. A candidate who does not fulfil this condition may be required to pass a qualifying examination before registration. Such candidates will be required to reach at least lower second class honours standard in each paper taken.

Philosophy (Ph.D.)

A candidate who does not possess the M.A. or M.Phil. degree in Philosophy must produce evidence of his competence to undertake research work of the standard required.

Psychology (M.Phil. and Ph.D.)

A candidate must normally have obtained a second class honours degree of a UK university or of the CNAU, having Psychology as the main field of study or other degree accepted by the University as equivalent (including an appropriate Master's degree). Other candidates may be accepted for registration but will normally be required to pass a qualifying examination.

Social Administration and Social Work (M.Phil.)

A candidate will be required to hold a degree normally with at least upper second class honours. A candidate holding a degree of a lower classification may be considered for registration but will normally be required to pass a qualifying examination as a condition of registration. A qualifying examination may be prescribed for any candidate.

Statistics (Ph.D.)

A candidate who does not possess a M.Phil. degree in Statistics of the University will normally be required to register in the first instance for the M.Phil. degree.

The Course of Study

The University of London requires every student to pursue a regular course of study at the School, the length to be determined by the School.

Minimum period of registration

The minimum period for the course of study is not less than two academic years for full-time students, and two years for part-time students for the M.Phil. or three years for part-time students for the Ph.D. The course length will be calculated in calendar years for students registering at any time other than the beginning of the academic year. The University of London is willing to consider under certain conditions applications to reduce the required minimum period to one year for students who transfer to the School to continue research which was previously being done for a research degree elsewhere in the United Kingdom.

Maximum period of registration (for students first registering in and after October 1993)

Students first registering in and after October 1993 for the M.Phil./Ph.D. are subject to a maximum period of registration of six years for full-time students and eight years for part-time students or students who have studied a mixture of full and part-time. Periods of leave of absence (see below) will count towards the maximum period of registration but periods of interruption of registration will not. Extensions to the maximum period will be allowed in exceptional cases only by permission of the student's department and the Dean and Chairman of the Graduate School Committee.

It is the School's expectation that full-time students should be able to complete their thesis within four years of initial registration and not more than six years; and part-time students within six years of initial registration and not more than eight years.

Continuous Registration rule

M.Phil. and Ph.D. students commencing their research in and after October 1989 are required:

- (a) to remain in registration, to consult their supervisors regularly about their 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 they wish to retain the right to submit a thesis for examination;
- (b) to pay full fees at the appropriate rate up to completion of the University of London's required minimum period of registration;
- (c) to pay for the first year thereafter fees at 75% of the appropriate full rate;
- (d) to pay the Continuation Fee thereafter until either a thesis is submitted for examination or the research is abandoned.

Interruption of registration

Interruption of registration will normally be approved for one or more of the following reasons – financial hardship, pregnancy and/or family commitments, work commitments or ill-health, with the written approval of the supervisor, the Research Student Tutor and the Dean of the Graduate School. Students wishing to interrupt their registration should contact the Graduate Office in the first instance. A maximum of two years interruption may be allowed by the School. In exceptional cases and subject to the approval of the Research Student Tutor, the Dean of the Graduate School shall have discretion to extend interruption beyond two years. 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.

Leave of absence for research

A student who wishes to spend time away from London, whether to consult original sources or to undertake fieldwork or for other reasons, and who wishes to continue working on the research, may apply to the School for leave of absence. No student may take leave of absence without the written permission of the supervisor and the Dean of the Graduate School. While on leave of absence students pay to the School the "leave of absence" fee to maintain their registration at the School. The fee will be set each year at the same level as the Continuation Fee. No student will be allowed leave of absence for more than a total of eighteen months unless exceptional permission has been given by the Dean of the Graduate School and the supervisor following an examination of the academic case for leave. Students on leave of absence are not issued with a Library card and are not expected to make heavy demands on their supervisor's time; up to three "supervisions" by correspondence per session may be expected. Periods of leave of absence *do not* count towards the minimum period of registration required by the University, nor do they count towards the qualifying period for eligibility to pay the Continuation Fee. University of London regulations require a total of at least nine months of full-time study (or the equivalent in part-time study) to be spent in regular attendance in London, whatever the period of absence allowed by the School. This normally includes the first and last three months of the course. Students may choose to pay full fees while on leave of absence. Any period of leave of absence for which full fees are paid will then count towards the minimum period of registration. 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.

Regulations for students commencing their research before 1989

Different arrangements apply for students who commenced their research before October 1989. Information on these is supplied to the students affected on request.

Assessment and review

Every student is required to pursue a regular course of study at the School. In most subjects, however, there are forms of collective assessment and review of students' progress at the departmental level including teachers other than the students' own supervisor. Students may be required to attend formal tuition (and to pass examinations) in subjects relevant to their research, and in research methods. Decisions as to whether or not to recommend their transfer to Ph.D. registration may also be a matter for such a collective decision. Students should normally expect that their progress will be reviewed annually at the departmental level, and that regular progress reports will be made and kept in central School records. Students are therefore advised to come to a clear understanding as soon as possible of what is expected of research students in their subject. In cases of difficulty the Dean of the Graduate School should be consulted.

Part-time registration and attendance requirement

- (a) students wishing to switch from full-time registration to part-time registration should not be refused on academic grounds provided the student met the School's published requirements for being registered as a part-time student and provided a student had completed at least one year of study on a full-time basis. Concern about a student's progress should be conveyed in writing as per the Code of Practice for Research Students and their Supervisors;
- (b) a department may, if it wishes, refuse to admit part-time students in the first instance and state publicly that it has no part-time doctoral programme;
- (c) all research students should normally be resident within the London area or in the UK, and within normal commuting distance of London;
- (d) a student, subject to the approval of his/her supervisor, the Research Student Tutor and the Dean, may apply to continue registration outside the London area and/or outside the UK in order to take up or resume employment, provided the minimum course of

study (i.e. two years for full-time students and three years for part-time students) had been completed and provided that the department was satisfied that the student would maintain regular communication and would make satisfactory progress. Continued registration, if approved, would be on a part-time basis;

- (e) individual departments/institutes may elect to exclude (d) above from their M.Phil./Ph.D. programme regulations and if so should publish their decision in the Calendar annually.

Retrospective transfer to the Ph.D.

If, as a result of the process of assessment and review referred to in 'The course of study' above, it is decided that a student's work is appropriate to registration for the Ph.D. degree, the student may be transferred to registration for the Ph.D. provided that the student's entrance qualifications have been approved for registration for the Ph.D. degree. The University's permission for transfer may be sought on behalf of those students whose qualifications have not been approved for Ph.D. registration. Where this is permitted, the student will normally be allowed to count all the period of registration for the M.Phil. degree towards registration for the Ph.D. degree. A decision to transfer a student to Ph.D. registration can only be taken while student is in registration.

Thesis requirements

As soon as possible after registration, students should decide with their supervisor(s) the subject of their research and inform the Graduate Office. Subsequent changes of the field of research should also be reported to the Graduate Office since, if they are substantial or have been made long after registration, they may need the consent of the Graduate School Committee. The final thesis title must be approved by the Committee, on the recommendation of the supervisor(s) (see the section on Examination Arrangements below).

The greater portion of the work submitted in a thesis must have been done after the registration of the student as a candidate for the M.Phil. or the Ph.D. degree.

The thesis must consist of the candidate's own account of his or her research. It may describe work done in conjunction with his or her supervisor and/or fellow research workers, provided that the candidate clearly states his or her personal share in the investigation, and that this statement is certified by the supervisor.

The candidate must indicate how far the thesis embodies the result of his or her own research or observation, and in what respect his or her investigations appear to him or her to advance the study of the subject. Work already published (including that published in joint names) may be included only if it forms an integral part of the thesis and thereby makes a relevant contribution to the main theme of the thesis. A series of publications alone is not acceptable as a thesis. All theses must include a full bibliography and references.

A candidate will not be permitted to submit a thesis which has been submitted for a degree or comparable award in this or any other university or institution, but a candidate shall not be precluded from incorporating work already submitted for a degree in this or any other university or institution in a thesis covering a wider field, provided that the candidate shall indicate on the entry form and also on the thesis any work which has been so incorporated.

An **M.Phil. thesis** shall be either a record of original work or an ordered and critical exposition of existing knowledge in any field. In the following fields the thesis or dissertation for the M.Phil. degree shall not normally exceed the number of words indicated, but a candidate wishing to exceed the prescribed limit may apply for permission to the University through the supervisor, such application being made at least six months before the presentation of the thesis or dissertation.

Fields in the Faculty of Economics: 55,000

Geography: 40,000

History: 75,000 (inclusive of footnotes and appendices, other than documentary or statistical appendices, but exclusive of bibliography). This number of words does not apply to editions of a text or texts.

Law: 80,000, inclusive of footnotes and appendices but exclusive of bibliography and references.

Philosophy: 30,000 (nor be less than 25,000)

Social Administration: 55,000 (inclusive of footnotes and appendices, but exclusive of bibliography).

A Ph.D. thesis must form a distinct contribution to the knowledge of the subject and afford evidence of originality, shown either by the discovery of new facts or by the exercise of independent critical power. It must be written in English and the literary presentation must be satisfactory, and, if not already published in any approved form it must be suitable for publication either as submitted or in an abridged or modified form.

In the following fields the thesis shall not normally exceed the number of words indicated but a candidate wishing to exceed the prescribed limit may apply for permission to the University through the Graduate Office, such application being made at least six months before the presentation of the thesis:

Anthropology: 100,000, excluding note, bibliography and appendices.

Economics and Sociology: 100,000, inclusive of footnotes and appendices, but exclusive of bibliography; this regulation does not apply to editions of a text or texts.

Geography and Philosophy: 75,000

History: 100,000, inclusive of footnotes and appendices, other than documentary or statistical appendices, but exclusive of bibliography.

Law: 100,000, inclusive of footnotes and appendices but exclusive of bibliography and references.

Social Administration: 100,000 inclusive of footnotes and appendices, but exclusive of bibliography.

Use of confidential material in theses

As indicated below, access to successful M.Phil. or Ph.D. theses may be restricted, but the University will *not* allow access to be restricted if the reason given is that the thesis contains sensitive or confidential material. To satisfy the criteria for the award of a research degree, theses should be available for teaching and study purposes, and should be based on material that can be checked; the University believes that theses should not be based on evidence which cannot be substantiated or tested by other researchers or which is given under conditions which render the thesis inaccessible to other researchers.

Collection of material outside the School

Research students wishing to issue questionnaires or collect unpublished material outside the School must secure their supervisor's approval before doing so; if the School's address is to be used, the text of any communication must be approved by the supervisor before it is sent.

Examination arrangements

Research degree students are asked to discuss with their supervisor(s) arrangements for the submission of their theses at least a year before their proposed date of submission, so as to avoid administrative difficulties.

Thesis Title and Requirements

The final thesis title should be submitted, with the supervisor's recommendation, to the Graduate School Committee through the Graduate Office, about nine months before the proposed date of submission.

For the University's Regulations concerning the length of the thesis, see the regulation for each degree (above).

The University's detailed instructions on layout and presentations are issued to candidates with the examination entry form.

Entry for Examination

Examination entry forms are available from the Graduate Office, and should be returned to the office four to six months before the proposed date of submission. With the entry form, every candidate is required to submit a signed statement authorising the University to make the thesis available for public reference, inter-library loan, photocopying, micro-filming and publication in a list and central file of abstracts; a copy of the full text of this declaration is available from the Graduate Office. Candidates may apply to the University to retain the sole right to grant access to the thesis for up to five years (but not on the grounds of confidentiality, see 'Use of confidential material in theses' above).

Candidates are invited to submit as subsidiary matter in support of their candidature any printed contribution or contributions to the advancement of the subject which they may have published independently or conjointly. If candidates submit such subsidiary matter they will be required to state fully their own share in any conjoint work.

The thesis or dissertation may be submitted on or after the first day of the month following that in which the prescribed course is completed. A candidate who is required to pursue a course extending over a specified number of academic years will be permitted to submit the thesis or dissertation on or after 1 June of the relevant year.

A candidate who will not be ready to submit the thesis or dissertation at the end of the prescribed course may defer submission of the form of entry up to one calendar year from the completion of the course. A candidate who does not submit the form of entry within one calendar year may apply to the School for permission to enter the examination.

If a candidate has not submitted the thesis or dissertation for examination within eighteen months after submission of the form of entry for the examination the entry will be cancelled.

Every candidate who is unsuccessful at the examination will be required on re-entry to comply with the regulations in force at the time of re-entry.

Candidates are reminded that the decision to submit a dissertation or thesis in any particular form rests with the candidate alone and that the outcome of the examination is determined by two or more examiners acting jointly.

Examination

- (a) For the purpose of the oral, practical or written examination held in connection with a thesis or dissertation, candidates will be required to present themselves at such a place as the University may direct and upon such a day or days as shall be notified.
- (b) After the examiners have read the thesis or dissertation they may, if they think fit, and without further test, determine that the candidate has not satisfied them in the examination.
- (c) Except as provided in paragraphs (b) and (e), the examiners, after reading the thesis or dissertation, shall examine the candidate orally, and at their discretion, by written papers or practical examinations or by both methods, on the subject of the thesis or dissertation, and if they see fit, on subjects relevant thereto.
- (d) If a thesis or dissertation is adequate, but the candidate fails to satisfy the examiners at any practical or written examination, the examiners may determine that the candidate be exempted on re-entry from presentation of a thesis or a dissertation and permitted to submit to a further practical or written examination within a period specified by them not exceeding twelve months for the M.Phil. and eighteen months for the Ph.D. If a thesis or dissertation is adequate, but the candidate fails to satisfy the examiners at the oral examination, the examiners may determine that the candidate be permitted to re-present the same thesis or dissertation, and submit to a further oral examination within a period specified by them not exceeding twelve months for the M.Phil. and eighteen months for the Ph.D.
- (e) If the thesis or dissertation, though inadequate, shall seem of sufficient merit to justify such action, the examiners may determine that the candidate be permitted to re-present the thesis or dissertation in a revised form within twelve months for the M.Phil., or eighteen months for the Ph.D. Examiners shall not, however, make such a decision

without submitting the candidate to an oral examination. The examiners may at their discretion exempt from a further oral examination on re-presentation of his thesis or dissertation a candidate who under this regulation has been permitted to re-present it in a revised form.

- (f) The examiners may require the candidate to make within one month specified amendments to their satisfaction or that of one of their number nominated by them.
- (g) If, after completion of the examination including the oral examination or re-examination for the Ph.D., the examiners determine that a candidate has not reached the standard required for the award of the degree nor for the re-presentation of the thesis in a revised form for that degree, they may determine, if they think fit, that the candidate has reached the standard required for the award of the M.Phil. subject to any minor amendments which may be required. Following such a decision of the examiners, the following conditions and procedures will apply:
- (i) The candidate will be informed that he has been unsuccessful at the examination for the Ph.D., but that he has reached the standard required for the award of the M.Phil., and that he may be considered for the award of the M.Phil. if he indicates within two months that he wishes to be so considered.
- (ii) A candidate who indicates that he wishes to be considered for the award of the M.Phil. under this regulation will be not required to submit the thesis or dissertation, as may be required under the regulations for the M.Phil. or to undergo an oral examination thereon, but will be required to fulfil the requirements for the M.Phil. examination in all other respects including the passing, at the next following occasion on which they are held, of any required written papers or other required tests prescribed for the M.Phil. in the relevant field.
- (iii) If additional forms of examination are prescribed, the candidate will be informed that he must satisfy the examiners in such forms of examination, and that if he fails, re-entry will be governed by the regulations for the M.Phil. so far as applicable.
- (iv) A candidate who applies for the award of the M.Phil. under these regulations must make any amendment that may be required by the examiners within a period of one month.
- (v) A candidate who has reached the standard for the award of the M.Phil. who does not indicate that he wishes to be considered for the award of that degree within the period given in (a) above, will be informed that he has failed to satisfy the examiners for the Ph.D. and that he may no longer be considered for the award of the M.Phil.
- (h) Subsequent consideration of a candidate's representations regarding the assessment of his submission may be arranged under procedures approved by the Senate of the University.

Notification of results

Every candidate will be notified by the University of the result of his examination after the examiners have reached a decision.

A diploma under the Seal of the University shall subsequently be delivered to each candidate who has been awarded a degree.

N.B. The School reserves the right to ask the University to withhold the award of the degree to a candidate owing fees to the School.

M.Phil./Ph.D. Programmes of Study

The following departmental sections list

- (a) programmes of study which M.Phil./Ph.D. students in the department concerned are expected to follow; if no programme is listed, students should ask their supervisor or departmental convener what is required of M.Phil./Ph.D. students in the department
- (b) a list of courses offered by the department for research students

Courses offered generally to M.Phil./Ph.D. students are described in the Methodology Institute entry below before the departmental sections.

The list of lectures and seminars in each department (which uses a three-digit number series) also appears in the Sessional Timetable, which is published in August, and sets out the times, places and beginning dates of the lectures and seminars in the coming session. Against each lecture/seminar is indicated the number of meetings and the term(s) in which they take place (M=Michaelmas, L=Lent, S=Summer).

To help students identify the courses and teachers dealing with particular subjects, there are subject and teacher indexes to Course Guides at the back of the Calendar.

Regular students (see definition in the section "Admission of Students") are at liberty to attend any course of lectures except those where a limitation is indicated by an asterisk in the Course Guide or in the lecture and seminar list.

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

Course Guides

Courses numbered MI5nn are offered by the Methodology Institute for research students in any relevant field subject to the advice of their supervisors. In addition, courses offered by the Institute for M.Sc. students will be of interest: details are given in the section on Social Research Methods under Master's Degrees above.

MI500

Introduction to Study for the M.Phil. and Ph.D.

Teachers Responsible: Professor Patrick Dunleavy, Room K300 and others

Availability and Restrictions: All first year research students preparing for the M.Phil. and Ph.D. degrees.

Course Content: Introduction to the methods and materials of study for the M.Phil. and Ph.D. The purpose is to provide a preliminary introduction (a) to practical problems likely to be encountered in working for a higher degree by thesis and (b) to resources available to assist students at the School. Issues to be covered include:

- Organising One's Time
- Bibliographical Tools
- Computing at the School
- Statistical Advice at the School
- Psychological Aspects of Ph.D. Study
- Drafting and Writing
- "Professional" Activities
- Theory and Empiricism
- Ethics, Rigour, Relevance

Teaching Arrangements: Two meetings in the second and third week of the Michaelmas Term.

Reading List: E. M. Phillips & D. M. Pugh, *How to*

Get a Ph.D.: J. Barzun & H. Graff, *The Modern Researcher*; G. Watson, *Writing a Thesis*; J. Calnan, *Coping with Research: A Complete Guide For Beginners*; C. J. Parsons, *Thesis and Project Work: A Guide to Research and Writing*; K. Howard & M. A. Sharp, *Management of a Student Research Project*; D. Madsen, *Successful Dissertations and Theses: A Guide to Graduate Student Research from Proposal to Completion*; T. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations*; H. Zeisel, *Say It With Figures*; E. R. Tuft, *The Visual Display of Quantitative Information*; C. J. Mullins, *A Guide to Writing and Publishing in the Social and Behavioural Sciences*; E. Harman & L. Montagnes (Eds.), *The Thesis and the Book*; S. Vartuli (Ed.), *The Ph.D. Experience: A Woman's point of view*; D. Sternberg, *How to Complete and Survive a Doctoral Dissertation*; Howard S. Becker, *Writing for Social Scientists: How to Start and Finish Your Thesis, Book or Article*.

MI501

Sources and Methods

Teachers Responsible: Rupert Wood and others, **British Library of Political & Economic Science**

Availability and Restrictions: First and second year research students and M.Sc. Social Research Methods students.

Core Syllabus: The aim of this course is to provide a link between Institute courses MI500 and MI502, in helping students to utilise fully the research tools (bibliographic and technological) available to them.

Course Content: The course will provide an introduction to some essential information skills needed for effective research. Five classes will be held: 1. Searching electronic bibliographic databases. This hands-on session will enable participants to

select the appropriate electronic sources for their research from the range available on the School network and develop an appropriate strategy for searching for references.

2. Using the Internet. This session will introduce participants to finding and accessing the wide range of research sources now 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 Plus. This hands-on training session uses the bibliographic software available on the School's network for storing references and outputting them into wordprocessed documents as citations.

5. Using datasets and sources of statistics. This session explores the statistical source material available in the Library and also enables participants to explore datasets elsewhere (such as at the Data Archive and at Manchester University) and to gain access to them.

Teaching Arrangements:

1. *Searching electronic bibliographic databases:* Tuesday 14 October 14.00–16.00

2. *Using the Internet:* Friday 17 October 14.00–16.00

3. *Citing references and creating a bibliography:* Tuesday 21 October 14.00–15.00 (repeated on Tuesday 28 October 14.00–15.00)

4. *Using EndNote Plus:* Friday 24 October 14.00–16.00 (repeated on Friday 31 October 14.00–16.00)

5. *Using datasets and sources of statistics:* Wednesday 5 November 14.00–16.00

All classes will be held in the Library's Training Suite, first floor, BLPEs.

Methods of Assessment: This course is non-examinable.

MI502

Drafting, Writing and Publishing a Ph.D. Thesis

Teachers Responsible: Professor Patrick Dunleavy, Room K300 and others

Availability and Restrictions: Students registered for the Ph.D. who have nearly completed the preliminary phases of their research, and who are starting to think about organising material with a view to drafting the thesis; or who have already begun writing their dissertation.

Course Content: The aim of the seminar is to assist research students in writing their thesis. The principal focus will be upon the process of writing, not upon the substantive content of the thesis. Among the topics covered will be:

- Preparing to Write
- Structuring a Thesis
- Replanning a Chapter
- Effective Communication
- English Expression, Style and Usage
- Statistical and Diagrammatic Presentation

- Preparing a Typescript for Publication

Publication in journals and in book form will be the subject of the final seminar. Some of the seminar work will involve the detailed analysis of short passages of students' own writing.

Teaching Arrangements: Five two-hour seminars (MI502) in the Lent Term.

Reading List: Howard S. Becker, *Writing for Social Scientists: How to Start and Finish your Thesis, Book or Article*; P. Dunleavy, *Studying for a Degree in the Humanities and Social Sciences*, ch.5, "Writing a Dissertation"; D. Sternberg, *How to Complete and Survive a Doctoral Dissertation*, esp. ch.5; M. Stoch, *A Practical Guide to Graduate Research*; G. Taylor, *The Students' Writing Guide for the Arts and Social Sciences*.

Methods of Assessment: This course is non-examinable.

MI515

Spatial Query and Analysis using Geographical Information Systems

Teacher Responsible: Dr. Elsa João, Room S512

Availability and Restrictions: Research Students, Research Officers and members of staff.

Course Syllabus: This course aims to provide an introduction to this rapidly growing field. Geographical Information Systems (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 – how the standard of living in different areas is related to health and disease, to environmental work – linking maps of different farming practices with environmental models of soil erosion – can be included.

Course Content: During the course the students will be made aware of the potential and applications of GIS for their own field of study. An introduction to the principles of GIS as well as the main state-of-the-art issues (from spatial data bases to data quality issues) will be covered in the theoretical lectures. The students will also use a computerised tutorial (the GISTutor) throughout the course which will complement the lectures. In combination with the lectures, a series of practical workshop sessions will introduce students to two different GIS software packages available at the LSE: IDRISI and ARC/INFO.

Teaching Arrangements: This four day intensive course will take place during the Summer term and will be organised into two parts:

Part 1 – Introduction to GIS and to IDRISI – Nine hours of lectures and three three-hour practical sessions (three consecutive days).

Part 2 – Introduction to ARC/INFO and/or Advanced use of IDRISI – Six hours of practical sessions (one day).

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:

D. Maguire, M. Goodchild & D. Rhind (Eds.), *GIS: Principles and Applications*, 1991; S. Aronoff, *GIS: A Management Perspective*, 1989; M. Goodchild & S. Gopal (Eds.), *Accuracy of Spatial Data Bases*, 1989; D. Martin, *GIS: Socio-Economic Applications*, (2nd edn.), 1996.

Methods of Assessment: This course is non-examinable but the students will receive feedback on the practical work done during the course.

MI526

Advanced Qualitative Analysis Workshop

Teacher Responsible: Dr. Martin Bauer, Room B804

Availability and Restrictions: Research Students undertaking projects using qualitative methods.

Course Content: The workshops will address advanced problems in qualitative social research. The programme will (a) bring together software developers and researchers, and (b) will present examples of researchers who put computer tools to creative use. The workshop will be a forum for open discussion on philosophical and technical issues that arise in qualitative research practice, in particular issues of validity, reliability and relevance of results, and the impacts of computerisation on the research process.

Teaching Arrangements: Ten sessions to be held during Michaelmas, Lent and Summer 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, *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).

Methods of Assessment: This course is non-examinable.

MI541

Seminar in Survey Methodology

(Not available 1997–98)

Teacher Responsible: Colm O'Muircheartaigh, Room S214

Availability and Restrictions: Research students, research fee students in all departments of the School.

Course Content: The course will provide a general introduction to the major areas of methodology for social surveys, and will also provide an introduction to some of the principal social surveys carried out in the UK. Recent developments in survey methodology will also be covered.

Teaching Arrangements: The seminar series will run for ten weeks in the Lent Term.

Methods of Assessment: There will be no formal assessment associated with the course.

MI550

Methodology Institute Seminar

Teacher Responsible: The Director of the Institute, Room B811

Availability and Restrictions: Open to research students, staff, and students on the Social Research Methods programme.

Course Content: Papers on topics of methodological interest will be presented by staff and visitors.

Teaching Arrangements: Three seminars per term on Mondays 1700–1830.

Methods of Assessment: This course is non-examinable.

MI551

Special Topics in Social Research Methodology

Teacher Responsible: The Director of the Institute, Room B811

Availability and Restrictions: Open to research students, staff and students on the Social Research Methods programme.

Course Content: Special topics is a generic title covering a range from core training to issue 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 Arrangements: Details will be circulated a term in advance.

Methods of Assessment: This course is non-examinable.

ACCOUNTING AND FINANCE

A candidate must normally have 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 M.Sc. degree in Accounting and Finance or International Accounting and Finance offered by the department may also meet the entrance requirements.

A structured programme of advanced study in both accounting and finance is provided. Attendance on research training courses provided by the department and in other specified subjects is usually required during the course of study. Regular presentations of research results to special doctoral seminars held by the department are also required. Progress is regularly monitored by the departmental Postgraduate Assessment Review Panel as well as through normal supervisory mechanisms.

Course Guides

AC500

Seminar on Current Developments in Accounting Research
Teacher Responsible: Professor M. Power, Room A384
Availability and Restrictions: Only research students in the Department of Accounting and Finance should attend.
Teaching Arrangements: 30 meetings arranged by the Department (AC500).

AC501

Seminar in Accounting Research Methods
Teachers Responsible: Professor P. B. Miller, Room E311 and Professor M. Power, Room A384
Availability and Restrictions: Only research students in the Department of Accounting and Finance should attend.
Teaching Arrangements: 30 meetings arranged by the Department (AC501).

ANTHROPOLOGY

Students registered for the M.Phil./Ph.D. in Anthropology 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. Such students are required to follow a programme of course work. During the first year, they are required to attend the weekly fieldwork methodology seminar and the bi-monthly seminar on theoretical approaches to social anthropology. Students will normally be required to make oral and written presentations in these seminars. They must also complete a Research Proposal of 8,000 – 12,000 words by 1 May during the first year (if registered in October), or by another appropriate date. The Proposal will be examined within the Department and must be passed before a student will be allowed to begin fieldwork research.

Students registered without the above qualifications are required to follow course work during the first year; normally, they follow the same course as M.Sc. students in anthropology, attending four lecture courses and a weekly teaching seminar, and meeting regularly with a supervisor for whom they write essays. In June, they sit a Qualifying Examination, which normally consists of the three papers sat by M.Sc. students. If they pass this examination, they are required during their second year to attend the fieldwork methodology seminar and the theoretical approaches seminar and to write a Research Proposal as outlined above.

Course Guides

AN500

Seminar on Anthropological Theory
Professor C Fuller and Dr C Stafford

AN501

Field Research Seminar
Professor C. Fuller and Professor P. Loizos

AN502

Teaching Seminar
Members of the Department

AN503

Thesis Writing Seminar
Dr M. Mundy, Professor M. Bloch and Dr F. Cannell

AN504

Intercollegiate Seminar
Details will be announced as available

AN505

Part-time M.Sc. teaching seminar
Members of the Department

AN506

Theoretical Issues in Anthropology: Precepts and Practice I
Teachers Responsible: Dr J. Harriss and Dr J. Woodburn
Availability and Restrictions: This seminar is for 1st Year M.Phil./Ph.D. students prior to field-work.
Course Content: Different members of the department will present theoretical issues in anthropology linked to their research and to the interests of the research students. The course will not only cover a wide range of theoretical issues but it

will also serve to introduce to the students the research done in the department.

Teaching Arrangements: Four seminars Michaelmas, four Lent, two Summer (AN506).

Written Work: Students are expected to prepare discussion material for presentation in the classes.

Reading List: Appropriate readings will be given during the course.

Methods of Assessment: This is a non-examinable course.

AN507

Theoretical Issues in Anthropology: Precepts and Practice II

Teachers Responsible: Dr. C. Stafford, Room A615 and Dr. H. Moore, Room A611

Availability and Restrictions: This seminar is for 3rd/4th year M.Phil./Ph.D. students post-fieldwork.

Core Syllabus: Recent theoretical developments in anthropology and the social sciences.

Course Content: The course will examine key theoretical concepts and approaches in anthropology. It will focus on a number of areas, including post-structuralist and post-modernist 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 Arrangements: Four Seminars Michaelmas, four Lent, two Summer (AN507).

Reading List: To be announced.

Methods of Assessment: This is a non-examinable course.

AN900

A Programme of Ethnographic Films
Teachers Responsible: Professor P. Loizos and Dr. J. Woodburn

10 Michaelmas, 10 Lent.

Titles will be announced at the beginning of each term.

DEVELOPMENT STUDIES

The Development Studies Institute (DESTIN) was established in 1990 to organise an interdisciplinary post-graduate taught-course and research programme on development at the London School of Economics and Political Science (LSE). Our programme of study is oriented particularly towards less developed countries and their relationships with the more advanced economies. 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. Our current staff concentrate expertise on rural development and change, institutional and organisational theory, democratic transition and democratisation, gender and development, environment and development, the analysis of poverty, human development and regional expertise primarily on Southeast, South and East Asia, as well as Eastern and Southern Africa.

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 (see LSE Annual *Calendar*). 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.

DESTIN runs a research seminar that meets every Monday, 5.00 – 6.30 throughout the academic year. This seminar is designed to provide a weekly 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 Lent Term. Continuing students may make a presentation based on a report of their field work, draft chapters or even their final draft of the dissertation. While the seminar is primarily intended for DESTIN research students and staff, all members of the LSE research community are welcome to attend. DESTIN staff will generally make a presentation of their own research to the seminar at least once during the academic year and other researchers in development studies both inside and outside the LSE will occasionally be invited to make a presentation.

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, first year MPhil students (who have not read our MSc) are required to take the course **Social Research Methods for Developing Countries** (also taken by our MSc students), which meets during the Michaelmas Term. This course covers scientific method and epistemology, data collection and analysis, ethical issues in research and qualitative research methods. In addition to a series of lectures from experienced researchers on these subjects, the course includes discussions of particular research experiences and a session on writing papers and research proposals.

MPhil/PhD students will find it advantageous to attend our weekly **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 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 Graduate Students at the LSE, DESTIN has elaborated its own procedures for research students. 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 two years in the programme while others will be upgraded to PhD status after satisfying the Research Committee that their project has doctoral potential.

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 the **Seminar for Research Students in Economics** 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 Group, 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. Full-time 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.

<i>Paper Number</i>	<i>Paper Title</i>	<i>Course Guide Number</i>
1.	Topics in Economic Analysis	EC502
2.	Normally a paper from the MSc in Economics to be approved by the Department In addition, students will be required to participate in the following:	
3.	Seminar in Research Strategy	EC500
Second and Subsequent Year		
4.	Seminar for research students in Economics	EC501

Course Guides**EC500****Seminar in Research Strategy**

Teachers Responsible: Mr. M. Steuer, Room S183 and Professor A. Manning, Room S681 and Professor K. Roberts, Room S477

Availability and Restrictions: 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 helpful criticisms.

Teaching Arrangements: Seminars EC500.: 25 Sessional

EC501**Seminar for Research Students in Economics**

Teachers Responsible: Mr. M. Steuer, Room S183 and Professor A. Venables, Room S277

Availability and Restrictions: This course is for MPhil or PhD students in Economics in the second and later years.

Core Syllabus: This seminar provides a forum for research students in economics beyond the first year to present their work. Outside speakers are also invited from time to time.

Teaching Arrangements: Seminars EC501.: 30 Sessional

EC502**Topics in Economic Analysis**

Teacher Responsible: Mr. M. Steuer, Room S183

Availability and Restrictions: 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 Arrangements: Lectures EC502.: 30 x two hours Michaelmas and Lent Terms. 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 Methods: A three-hour written examination in the Summer Term. 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.

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 an adequate 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 quantitative history, in which case they may be required to attend more advanced courses in the Statistics or Economics departments. Supervisors may require students in their first or subsequent years of study to take other relevant methodological courses provided by the Methodology Institute or the Institute of Historical Research.

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 M.Sc. courses.

Targets for Progress: Year 1 – In the Summer Term 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 Summer Term 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 Summer Term 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 M.Phil. to Ph.D. 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 Ph.D. thesis within three years of full-time study, and that no thesis should extend beyond four years of full-time study.

Part-time Students: Part-time students are expected to undertake the same training as full-time students, although the initial training may be spread over the first two years of part-time study. Training courses may be timetabled at any point between 9 am and 6 pm, but it is usually possible to ensure that they do not occur on more than two days per week. Part-time students are required to submit work to the Graduate Review Committee at the end of their second year for a decision about re-registration, and at the end of their fourth year for a decision about upgrade from M.Phil. to Ph.D.

Course Guide**EH505**
The Economic and Social History of Pre-Industrial England

Teachers Responsible: Dr. Peter Earle and others
Availability and Restrictions: For research students.
Teaching Arrangements: Fortnightly seminars (EH505), Michaelmas, Lent and Summer Terms, at the Institute of Historical Research.

EH506
Themes in Renaissance History

Teachers Responsible: Dr. S. R. Epstein, Room S466 and others
Availability and Restrictions: For graduates and post-graduates.
Teaching Arrangements: Meets 10 times during the Michaelmas and Lent Terms at the Institute of Historical Research, Thursdays 5 pm.

EH510**Seminar on Modern Economic History**

Teachers Responsible: Professor N. F. R. Crafts, Room C420

Availability and Restrictions: For research students.
Core Syllabus: The course deals with the period from the Industrial Revolution to the present.

Teaching Arrangements: Fortnightly seminars (EH510), in the Michaelmas, Lent and Summer Terms.

EH512**Seminar in Modern Social History**

Teachers Responsible: Dr. Paul Johnson, Room C415 and others

Availability and Restrictions: For research students.
Core Syllabus: The seminar provides a forum for the discussion of recent research in nineteenth and twentieth-century social history.

Teaching Arrangements: Fortnightly seminars (EH512) at the Institute of Historical Research.

EH518**Seminar on Comparative Economic History of Africa, Asia and Latin America**

Teachers Responsible: Dr. Gareth Austin, Room C319 and others

Availability and Restrictions: For research students.
Core Syllabus: The seminar provides for forum for discussing recent research in this field.

Teaching Arrangements: Meets fortnightly (EH518) in the Lent and Summer Terms.

EH520**Approaches to Economic and Social History**

Teachers Responsible: Dr. William Kennedy, Room C314 and other members of the Department

Availability and Restrictions: This course is restricted to 1st year M.Phil. students in the Department of Economic History, for whom attendance is compulsory.

Teaching Arrangements: Weekly one-and-a-half-hour seminars (EH520) during the Michaelmas and Lent Terms, during which members of the Department will give a talk, to be followed by group discussion. The term programme will be issued at the beginning of the Michaelmas Term.

Methods of 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: Professor Nick Crafts, Room C420 and Mr. Dudley Baines, Room C414

Availability and Restrictions: For M.Phil., Ph.D. and Research Fee students. There is a formal attendance requirement for M.Phil./Ph.D. 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 Arrangements: Two hours Weekly. (Additional classes will be provided in the Michaelmas Term for first year students.)

Methods of Assessment: This course is not examined but all first year M.Phil. and Ph.D. 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.

EUROPEAN INSTITUTE

EU550

European Political Economy Research Workshop

Teacher Responsible: Dr. S. Balfour, Room H677
Availability and Restrictions: Recommended for all students taking research degrees on "European" topics; core course for second and third year Ph.D. students in Government.
Course Content: This course includes some discussion of research design and methodology. Each series focuses on a major research theme.
Core Syllabus: A detailed syllabus is fixed at the start of each term.
Teaching Arrangements: 12 seminars, EU550, (fortnightly M,L,S).
Methods of Assessment: There is no examination for this course.

EU551

Russo-Eurasian Research Workshop

Teachers Responsible: Professor D. Lieven, Room K208 (on leave 1997/98) and Dr. M. Light, Room D411
Availability and Restrictions: all research students taking degrees on Russian, "Soviet" and East European topics.
Course Content: This course includes some discussion of research design and methodology but its main focus is on research in progress.
Core Syllabus: A detailed syllabus is fixed at the start of each term.
Teaching Arrangements: 15 seminars, EU551, (M,L,S).
Methods of Assessment: There is no examination for this course.

EU552

Ethnicity and Nationalism Research Workshop

Teacher Responsible: Professor A. D. Smith, Room H661
Availability and Restrictions: For M.Phil./Ph.D. students specialising in Ethnicity and Nationalism, who have attended at L.S.E. Undergraduate or Master's course in this or a related field, or equivalent at another University.
Course Content: Critical analysis of recent theories and research in the fields of Ethnicity and Nationalism.
Teaching Arrangements: Students should attend the Undergraduate lectures EU201 *Theories and Problems of Nationalism* plus seminar programme EU405.

EU553

European Political Economy Seminar

Teacher Responsible: Dr. H. Machin, Room H670
Availability and Restrictions: Core course for the European Institute Doctoral Programme - Political Economy stream in the first year. Other first year Ph.D. students may attend with the permission of the course teacher.
Course Content: Theoretical approaches, research design and methodologies for political economy research on Europe.
Core Syllabus: A detailed syllabus is fixed at the start of each term.
Teaching Arrangements: 12 seminars, EU553, (fortnightly M,L,S).
Examination Arrangements: There is no examination for this course.

GEOGRAPHY

MPhil/PhD Geography

Research at the M.Phil./Ph.D. level cannot be reduced to a simple formula; a particular candidates' 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.

In their first year of registration all students must normally attend **Research Methods in Human Geography** (GY402) and a seminar cognate to their interests (eg, GY403 **Contemporary Debates in Human Geography**, GY404 **Seminar in Local Economic Development**, or GY501 **Environmental Research Seminar**).

In addition, all students are required to attend the **Geographical Project Seminar** (GY500) and the **Geographical Research Seminar** (GY401 and GY502) throughout their period 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.

Course Guides

GY401

Geographical Research Seminar

Teacher Responsible: Director of Graduate Studies, Geography
Availability and Restrictions: For all M.Sc. and M.Phil./Ph.D. students registered in the Department of Geography.
Core Syllabus: Presentations by speakers normally from outside the Department on aspects of their own research in the fields of Geography, Local Economic Development, Urban and Regional Planning and Environmental Issues.
Teaching Arrangements: 10 two-hour seminars in the Michaelmas and Lent Terms.
Methods of 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.

GY402

Research Methods in Human Geography (Half unit course)

Teacher Responsible: Dr. J. Robinson, Room S515
Availability and Restrictions: For M.Sc. Human

Geography Research, M.Sc. Geography and M.Sc. Regional and Urban Planning. Geography M.Phil./Ph.D. students in the first year of registration.
Course Syllabus: An introduction to, and exploration of, alternative perspectives and their implications for human geography research practice. It comprises of 3 strands: philosophy of human geography, research design and practice; geographical information management.

Course Content: The nature of social scientific research: geographical research. Choosing a topic, writing and keeping track of sources, time management. Objectivity in social scientific research: the case of positivism and critical realism in geography. Theory building and use: the example of micro-macro questions in geographical research. Spatial data handling: tools and research areas. Spatial data: issues and problems. Information collection: techniques and ethical considerations. Quantitative and qualitative information: the (mis)use and (il-)legitimacy of samples and case studies. Evaluation and geographical research: the policy question.

Teaching Arrangements: 10 two-hour sessions comprising of lectures, seminars and workshops in Michaelmas and Lent Terms (alternate weeks). Students are expected to carry out directed reading in preparation for seminars.

Reading List:

P. Cloke, C. Philo & D. Sadler, *Approaching Human Geography*, PCP, 1991; J. Eyles (Ed.), *Research in Human Geography: Introductions and Investigations*, Blackwell, 1988; J. Eyles & D. Smith (Eds.), *Qualitative Methods in Geography*, Polity; R. Johnson, *Philosophy and Human Geography* (2nd

edn.), Edward Arnold, 1986; R. Johnston, D. Gregory & D. Smith (Eds.), *Dictionary of Human Geography* (3rd edn.), Blackwell, 1993; Massey & Meegan (Eds.), *Politics and Method*, Unwin Hyman, 1985; A. Sayer, *Method in Social Science: A Realist Approach* (2nd edn.), Routledge, 1993.

Methods of Assessment: An unseen examination of 2 hours (2 from 5) 75%, and one essay of 3,000 words (25%). Examinations take place in June.

GY403

Contemporary Debates in Human Geography

Teachers Responsible: Dr. J. Robinson, Room S515 and Dr. Y. Rydin, Room S413

Availability and Restrictions: M.Sc. Human Geography Research and nominated M.Phil./Ph.D. 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.

Course Content: This is a course based upon intensive reading of key and canonical texts within the discipline. As such the content will be flexible. Topics will be based upon the following: Positivism and space. Social justice and the city. Spatial divisions of labour. Realism and geography. Humanistic geography. Gender and geography. Space and time. Flexible accumulation. Post-structuralism and the turn to language. Geography, values and post-colonialism.

Teaching Arrangements: 10 x 2-hour introductory lectures and student-led seminars in Michaelmas and Lent Terms. Students are expected to carry out directed readings for seminars, and to produce a summary 2 page essay.

Reading List: U. Beck, *Risk Society: Toward a New Modernity*, Page, 1992; R. Chorley & P. Haggett (Eds.), *Models in Geography*, Methuen, 1967; P. Cloke, C. Philo & D. Sadler, *Approaching Human Geography*, PLP, 1991; D. Gregory, *Geographical Imaginations*, Blackwell, 1994; D. Gregory & T. Urry, *Social Relations and Spatial Structures*, Macmillan, 1985; D. Harvey, *Explanation in Geography*, Edward Arnold, 1969; D. Harvey, *The Condition of Postmodernity*, Blackwell, 1989; R. Johnston, D. Gregory & D. Smith, *The Dictionary of Human Geography* (3rd edn.), Blackwell, 1994; B. Macmillan (Ed.), *Remodelling Geography*, Blackwell, 1989; D. Massey, *Spatial Divisions of Labour* (2nd edn.), Macmillan, 1994; R. Peet & N. Thrift (Eds.), *New Models in Geography, Vols I and II*, Unwin Hyman, 1989; *Progress in Human Geography*; G. Rose, *Feminism and Geography*, Polity, 1993; D. Sayer, *Method in Social Science* (2nd edn.), Routledge, 1992; T. Unwin, *The Place of Geography*, Blackwell, 1994.

Methods of Assessment: An unseen exam of 2-hours

(2 from 5) (75%) and an essay of 3,000 words (25%). Examination takes place in June.

GY500

Geographical Project Seminar

Teachers Responsible: Director of Graduate Studies, Geography

Availability and Restrictions: For Geography and Regional & Urban Planning Studies Research Students (M.Phil. and Ph.D.) 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 Arrangements: 2 day-long workshops, one each in the Michaelmas and Lent Terms.

Methods of Assessment: This course is not intended as preparation for any particular examination.

GY501

Environmental Research Seminar

Teachers Responsible: Dr. Y. J. Rydin, Room S413 and Dr. I. H. Rowlands, Room C802

Availability and Restrictions: For M.Phil./Ph.D. students undertaking work on environmental topics in any Department or Institute.

Core Syllabus: The seminar will focus on a set of issues or problems selected by the students attending.

Teaching Arrangements: One meeting per month throughout the session, or as agreed by the participants.

Methods of Assessment: The course is non-examinable.

GY502

Small Staff-Graduate Student Seminar

Teacher Responsible: Director of Graduate Studies, Geography

Availability and Restrictions: For all M.Phil./Ph.D. students registered in the Department of Geography and staff.

Core Syllabus: Presentations by speakers normally from outside the Department on aspects of their own research.

Teaching Arrangements: 10 2-hour seminars in the Michaelmas and Lent Terms.

Methods of 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.

GOVERNMENT

Government Departmental Doctoral Programme

Admission requirements including prerequisites.

The department does not automatically require a prior MSc-level qualification though that will normally be necessary to equip students adequately for doctoral work. Where a previous MSc has been obtained an adequate mark, well above pass level, will be required.

Compulsory and optional methodological training and other courses/seminars in first and subsequent years.

The **Research Methods Seminar**, which is organised and chaired by the Research Student Tutor, **Dr. Rodney Barker**, is compulsory for all first year full-time 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 members of 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 crucial review process at the end of the first year.

None of the large number of seminars and courses offered by the School's *Methodology Institute* is compulsory, but 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 are required to take advice from their supervisors early on in their first term and attend those sessions deemed to be of particular relevance to their research. Upgrading from MPhil to PhD will usually depend on the successful completion of appropriate courses.

The Government Department's own 'Skills Programme' is also available to all research students under the aegis of the Methodology Institute. It caters for both beginners (MI411) and advanced students (MI412). **Dr. Matthew Mulford** (a member of the Government Department) is in charge of the Institute's programme. In addition MI513 course offers training in basic computer use and there is an annual ECPR Summer School in Data Analysis at Essex University, to which the Department can nominate two students.

For second- and subsequent-year students a series of research workshops are provided. Their content varies in detail from year to year, but a typical profile includes workshops in political theory, institutional analysis, political economy, European politics and policy and comparative politics.

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. Initially, students are allocated to workshops on the basis of their then-current thesis title, though 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.

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. There are such programmes within the Government Department in Political Theory, European Politics and Policy, Public Policy and Public Administration and Comparative Government and in addition members of the Department teach on MScs 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 the Law Department).

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 the second half 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.

Further to the School-wide arrangements governing the review process the Government Department's own arrangements provide:

- that the review entail assessment by the supervisor and one other teacher (normally the advisor); and
- that reports on attendance and performance (in particular in the form of presentations) at the Research Methods Seminar (first year) or relevant Workshop (subsequent years) form an important element in the review.

Details for 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.

Departmental expectations about completion

It is the expectation of the School and the Department that full-time students should be able to complete their thesis within four years and not more than six years of initial registration; and part-time students within six years and not more than eight years of initial registration.

Course Guides

Doctoral Programme Seminar

Teacher Responsible: Dr. R. S. Barker, Room K100
Availability and Restrictions: For M.Phil. and Ph.D. students in Government.

Course 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 solutions. All first year research students are required to attend, but more advanced students are also welcome.

Teaching Arrangements: 25 two-hour weekly seminars in the Michaelmas, Lent and Summer Terms. As part of this course students are required to attend GC550

Drafting and Writing a Ph.D. Thesis in the second half of the Lent Term.

MI408 **Skills Programme** is also relevant for students with empirical topics.

Assessment Arrangements: 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.

GV500

Doctoral Workshop: Political Theory

Teacher Responsible: Professor B. Barry (Michaelmas and Summer Terms), Room L104, Professor J. Charvet (Lent Term), Room K207

Availability and Restrictions: Primarily for second and subsequent year research students in Government specialising in political theory. First year students may attend if numbers permit.

Course Content: An opportunity for students to present chapters or papers related to their current research for critical discussion.

Teaching Arrangements: 15 two-hour seminars held fortnightly in the Michaelmas, Lent and Summer Terms.

GV501

Doctoral Workshop: European Politics and Policy

Teacher Responsible: Dr. S. Balfour, Room H677

Availability and Restrictions: Primarily for second and subsequent year research students in Government specialising in European politics and policy. First year students may attend if numbers permit.

Course Content: An opportunity for students to present chapters or papers related to their current research.

Teaching Arrangements: 12 one-and-a-half-hour seminars held fortnightly in Michaelmas, Lent and Summer Terms.

GV502

Political Philosophy Research Seminar

Teacher Responsible: Professor J. Charvet (Lent and Summer Terms), Room K207 Dr. D. Bubeck (Michaelmas Term), Room K301

GV503

Availability and Restrictions: M.Sc. Political Theory students. Other interested students are welcome to attend, if numbers permit.

Course Content: Guest speakers present papers and initiate discussion at seminars.

Teaching Arrangements: 15 two-hour seminars held fortnightly in the Michaelmas, Lent and Summer Terms.

Course Content: An opportunity for students to present chapters or papers related to their current research.

Teaching Arrangements: 15 two-hour seminars held fortnightly in Michaelmas, Lent and Summer Terms.

GV506

Doctoral Workshop: Comparative Politics

Teacher Responsible: Dr. E. Ringmar, Room K308

Availability and Restrictions: Primarily for second and subsequent year research students in Government specialising in comparative politics. First year students may attend if numbers permit.

Course Content: An opportunity for students to present chapters or papers related to their current research.

Teaching Arrangements: 15 two-hour seminars held fortnightly in Michaelmas, Lent and Summer Terms.

GV504

Doctoral Workshop: Political Economy and Institutional Analysis

Teacher Responsible: Dr. G. Philip, Room K205 and Dr. C. Schonhardt-Bailey, Room L105

Availability and Restrictions: Primarily for second and subsequent year research students in Government specialising in political economy and institutional analysis. First year students may attend if numbers permit.

INDUSTRIAL RELATIONS

Seminars

Course Guides

Research Methods for Industrial Relations

See Master's degree Course Guides.

ID499

Industrial Relations Research Forum (Seminar)

Teacher Responsible: Dr. R. Richardson, Room H711

Availability and Restrictions: For research students in Industrial Relations.

Teaching Arrangements: Seminars; (Id500), Sessional.

Methods of Assessment: None.

ID500

INFORMATION SYSTEMS

M.Phil./Ph.D. students will normally follow a structured programme. The goal of the programme is to facilitate the transition from M.Sc. work to active research by incorporating an element of directed course work in the first year. In addition to course work, participation in research training is required in the first year of work towards the M.Phil./Ph.D.

The course work in the first year has four elements, two courses and two seminars. The courses normally are Information and one other course suited to the students 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 examinations in their two courses and show progress with their research.

The first examination will consist of *two* papers as follows:

Paper Number	Paper Title	Course Guide Number
1.	Information	IS444
2.	Normally a paper from M.Sc. in Analysis, Design and Information Systems to be approved by the Department In addition, students will be required to participate in the following:	
3.	Research in Information Systems	IS555
4.	Seminar for research students in Information Systems	IS554

INTERNATIONAL HISTORY

There are no prerequisites for admission other than an upper second class degree in history or a related subject.

Students registered for the M.Phil. in International History are strongly urged in their first year to attend the department's research training programme which has four components: (1) the appropriate seminars and lectures offered by the Methodology Institute; (2) a series of talks on historical sources and methods and the general requirements for completing an M.Phil./Ph.D. in history organised by the Research Student Tutor; (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; (5) the Research Student Tutor also organises a departmental seminar/workshop at which research students and staff are encouraged to give papers on their research.

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 a departmental review committee of five members, 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 M.Phil. 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 biographical 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 Tutor. If the work is deemed entirely satisfactory, the department will recommend the student for transfer of registration from M.Phil. to Ph.D. status. If it is less than satisfactory it will be examined by the review committee who will determine whether the student will be allowed to re-register.

The review process is designed to determine whether the student will be able to meet the requirements of a Ph.D., 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 and the reviews of student progress are geared to achieving that goal.

Seminars

HY502
Earlier Middle Ages - Research Seminars
 (held at the Institute of Historical Research)
 Professor J. Gillingham and others

HY503
Sources and Methods in Early Modern History (Seminar)
 (Not available 1997-98)
 Dr. D. Starkey

HY505
International History Departmental Seminar/Workshop
 Research Student Tutor

HY507
History of Contemporary Spain (Seminar)
 (held at the Institute of Historical Research)
 Professor P. Preston and others

HY509
Modern Italian History: Nineteenth and Twentieth Centuries (Seminar)
 (held at the Institute of Historical Research)
 Professor MacGregor Knox and others

INTERNATIONAL RELATIONS

Students registered for the M.Phil. 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 M.Phil. and Ph.D. (MI500)**, **Sources and Methods (MI501)**, **Drafting, Writing and Publishing a Ph.D. Thesis (MI502)** and **Special Topics in Social Research Methodology (MI551)**. (Part-time students may attend the Methodology Institute courses over two years.) All research students (both M.Phil. and Ph.D.) 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.

Every research student registered in the Department meets during each Summer Term with a panel comprising three members of the academic staff. This panel normally includes the student's 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 all its research students, to reduce any sense of intellectual and social isolation which may be experienced by those whose research ploughs a lone furrow.

A senior member of Department serves as Research Students' Tutor, a post with overall responsibility for research students.

Course Guides

IR500 **International Relations Seminar for Staff and Research Students**

Staff Member Responsible: Dr. P. Wilson, Room D516

Availability and Restrictions: Course intended primarily for staff and research students.

Teaching Arrangements: 15 sessions each of one-and-a-half-hour's duration, five in the Michaelmas Term and 10 in the Lent Term (IR500).

IR501 **International Relations Research Methods Training Seminar**

Teacher Responsible: Professor M. Yahuda, Room D408

Availability and Restrictions: Course intended primarily for first-year research students.

Course 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 Ph.D. will also be carefully considered.

In addition, students will be introduced to the main research libraries 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 Michaelmas Term and complete the session on 'Introduction to PCs' and also WordPerfect. Students are advised to attend School-based inter-disciplinary seminars on basic statistical techniques, compiling surveys and conducting 'elite' interviews and any other relevant courses offered by the Methodology Institute.

Teaching Arrangements: The course will consist of 17 seminars in Michaelmas and Lent Terms (IR501). In addition, all students must participate in 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 suggested readings will be provided at the beginning of the course.

IR502

International Political Theory Seminar

Teacher Responsible: Dr. E. Benner, Room D615
Availability and Restrictions: Course intended primarily for staff and for interested research students by invitation.

Teaching Arrangements: 15 weekly seminars each of one-and-a-half-hour's duration, commencing in week 6 of Michaelmas Term (IR502). Interested students should also attend the International Relations Staff and Research Students Seminar (IR500) on a weekly basis.

IR503

International Political Economy Workshop

Teachers Responsible: Dr. M. Hodges, Room D407 and Dr. R. Sally, Room D416

Availability and Restrictions: Research students.
Teaching Arrangements: The workshop will meet on a weekly or fortnightly basis during the Michaelmas and Lent Terms (IR503). Each session will be of one-and-a-half-hour's duration.

IR504

Foreign Policy Issues Workshop

Teachers Responsible: Dr. W. Wallace, Room D413 and Dr. K. Smith, Room D415

Availability and Restrictions: 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 Arrangements: 15 meetings each of one-and-a-half-hour's duration, Michaelmas, Lent and Summer Terms (IR504).

IR505

Interacting Aspects of Security Policy Workshop

Teacher Responsible: Dr. C. Coker, Room D608
Availability and Restrictions: Course restricted to research students.

Teaching Arrangements: The workshop (IR505) will meet fortnightly by arrangement during Michaelmas, Lent and Summer Terms, Tuesday 4-5.30 pm, and provide for the presentation of papers on themes and issues in international security. Specific arrangements will be made between staff and interested students during the Michaelmas Term.

IR506

Africa Research Workshop

Teacher Responsible: Professor J. Mayall, Room D410

Availability and Restrictions: All interested research students.

Teaching Arrangements: 12 meetings, held fortnightly, commencing in week 2 of the Michaelmas Term, each of one-and-a-half-hour's duration.

IR507

International Institutions IV Research Seminar

Teachers Responsible: Mr. N. A. Sims, Room D609 and Professor P. Taylor, Room D610

Availability and Restrictions: 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 Arrangements: Eight meetings, Lent and Summer Terms (IR507), each of one-and-a-half-hour's duration.

Written Work: None.

Reading List: None.

IR509

Modernity and International Theory Research Seminar

Teachers Responsible: Mr. M. Hoffman, Room D512 and Dr. J. Rosenberg, Room D613

Availability and Restrictions: Course intended primarily for all interested research students. First year research students are encouraged to participate in **Concepts and Methods of International Relations** (IR421) and to attend the lecture for **Modernity and International Relations** (IR426).

Course Content: The purpose of this seminar is twofold. The first is to discuss issues, themes and topics arising within recent debates on 'modernity'. The second is to explore the implications of these debates for international theory, particularly those following from a replacement of the traditional 'anarchy problematique' with a 'modernity problematique'.

Teaching Arrangements: The research seminar will meet for two hours in alternate weeks, starting in week one of the Lent Term, following an organised course of readings (IR509).

IR511

Postmodernism and International Relations Research Workshop

Teacher Responsible: Mr. Mark Hoffman, Room D512

Availability and Restrictions: Course intended primarily for all interested research students.

Course Content: The workshop will provide a forum in which to read and discuss original postmodern,

critical theory and feminist texts and their extension into International Relations.

Teaching Arrangements: The workshop will meet on 13 occasions during the session on a fortnightly basis for two hours. Readings will be organised at the beginning of the Michaelmas Term (IR511).

IR512

Peace and Conflict Studies Workshop

Teacher Responsible: Mr. M. Hoffman, Room D512

Availability and Restrictions: Course intended primarily for research students.

Course Content: The workshop will provide a forum in which to discuss the concepts, problems, data sources, findings and conclusions of research in the areas of conflict analysis, resolution methods, and peace studies. Subject-matter will be drawn principally from research in progress within the membership, together with prominent new publications in the field.

Teaching Arrangements: 15 seminars of two hours, meeting fortnightly throughout the session (IR512).

IR513

Historical Materialism and International Relations Research Workshop

Teacher Responsible: Dr. J. Rosenberg, Room D613

Availability and Restrictions: Course intended primarily for all interested research students.

Course Content: The purpose of this seminar is twofold: first, to explore the relevance to the study of international relations of historical materialist writings across a range of disciplines including: sociology, anthropology, political economy, geography; and second, to provide a forum for the presentation of any students' work in progress which involves the above.

Teaching Arrangements: The research workshop will meet for two hours in alternate weeks, commencing in week 2 of the Lent Term, and will comprise an organized course of readings and student presentations (IR513).

IR514

Middle East Research Workshop

Teacher Responsible: Professor F. Halliday, Room D510

Availability and Restrictions: All interested research students.

Teaching Arrangements: Specific arrangements will be made between staff and students during the Michaelmas Term.

PHILOSOPHY

MPhil/PhD by thesis

The minimum entrance requirement for a research degree in philosophy is an upper-second class undergraduate degree or equivalent, in an approved field of study.

For full-time doctoral students, registration is normally as M.Phil./Ph.D. for the first two years. Entry to the second year is conditional on both passing a qualifying examination in May/June of the first year in two of the M.Sc. course subjects taught in the department, or equivalent, and submitting an acceptable piece of written work of about 5,000 words by the end of the Summer Term of that year. To qualify for Ph.D. registration the student must submit a piece of work, in the area of his/her thesis project, by the end of the Summer Term of the second year. If this is judged satisfactory, Ph.D. registration will be conferred and back-dated to the beginning of the second year.

The Ph.D. degree will be conferred on submission of a satisfactory dissertation. The final draft of the dissertation is expected to have been completed by the end of the third year of study.

Part-time M.Phil./Ph.D. students may divide their qualifying examination into two parts each to be passed at the end of the first and second years of registration.

All students, unless they already have the M.Phil. by thesis and examination, are encouraged to attend the Introduction to Study for the M.Phil. and Ph.D. and, at an appropriate stage of their research, the course on **Drafting and Writing a Ph.D. Thesis**. Students whose work involves any empirical research are also advised to attend the course on **Research Design and Data Collection**.

M.Phil. by thesis and examination

The School accepts students for the University of London M.Phil. in Philosophy. This is a full-time two-year course of study (the degree can also be taken part time), requirements for which include both a thesis and three unseen written examinations.

The main regulations are summarised below:

(1) Candidates for the M.Phil. degree in Philosophy must submit a thesis and be examined orally. The thesis should normally be about 30,000 words, including notes and appendices, but excluding bibliography, and must be submitted by 1 April of the second year of study. A candidate wishing to exceed the prescribed limit may apply for permission to the University, such application being made at least six months before the presentation of the thesis.

(2) Candidates for the M.Phil. sit three unseen written papers in May of the second year of study, at least one from List 1 and at least one from List 2:

List 1

- | | |
|---------------------------------------|---|
| 1 The Pre-Socratics | 19 The Empiricists |
| 2 Plato | 20 Kant |
| 3 Aristotle | 21 Hegel |
| 4 Greek philosophical texts | 22 Frege |
| 5 The Epicureans | 23 Marx |
| 6 The Stoics | 24 Schopenhauer |
| 7 Plotinus | 25 J.S. Mill |
| 8 Aquinas | 26 Bradley |
| 9 Medieval and Renaissance philosophy | 27 Existentialist philosophy from Kierkegaard |
| 10 Bacon | 28 Nietzsche |
| 11 Descartes | 29 Heidegger |
| 12 Hobbes | 30 The Pragmatists |
| 13 Leibniz | 31 Russell |
| 14 Spinoza | 32 Wittgenstein |
| 15 The Rationalists | 33 Quine |
| 16 Locke | 34 Davidson |
| 17 Berkeley | 35 Lewis |
| 18 Hume | |

- 36 Another philosopher, or school of philosophy, subject to approval by the University.

List 2

- | | |
|--------------------------------|---|
| a Logic and Metaphysics | i Philosophy of language |
| b Epistemology and methodology | j Philosophy of science |
| c Philosophy of mind | k Philosophy of mathematics |
| d Ethics | l The philosophical foundations of physics |
| e Aesthetics | m Philosophy of education |
| f Philosophy of religion | n Philosophy of social science |
| g Political philosophy | o Philosophy of psychology |
| h Symbolic logic | p Philosophy of history |
| | q Another area of philosophy, subject to approval by the University |

The occurrence of a topic in either list does not imply that in any given year teaching in the area will be available. The choice of topics is subject to the approval of the candidate's School.

Candidates may be allowed, with the approval of their School, to substitute three essays done in their own time, of up to 2,500 words each, in lieu of any one of the unseen written examination papers, on subjects from the field covered by that paper. Such essays must be submitted by 1 May each year. Candidates wishing to offer either an unseen written paper or three essays on a topic not appearing on either list must obtain the approval of the University before 1 May of the first year of his or her registration for this degree.

The oral examination prescribed in (1) above may include questions both on the candidate's thesis and about his answers to the three unseen written papers or to the two unseen written papers and the three short essays.

Although students are encouraged to attend relevant lectures and seminars, at the School and elsewhere in the University, the main tuition for this degree is by tutorial at the School. At the beginning of his course of study, the Department establishes, for each candidate, a tutorial programme for the two years, which will prepare the candidate to sit the papers of his or her choice, and which will provide suitable supervision for the thesis.

It should be noted that the phrase "with the permission of the University" refers to the University's Subject Panel for Philosophy.

Course Guides

Two-year M.Phil. and M.Phil./Ph.D. students must participate in **at least 2 seminars**, apart from PH558 or PH559 in each of the Michaelmas and Lent Terms. In addition to the seminars and courses listed here, research students are welcome to attend a number of the seminars and courses for M.Sc. students. Course Guides for these are listed in the Philosophy section under Master's degrees.

PH454

Methodology of the Social Sciences
See entry under Master's Degrees: Philosophy, Logic and Scientific Method.

PH500

Research Methods in Philosophy (I)
Teacher Responsible: Professor John Worrall, Room A286
Availability and Restrictions: The course is primarily intended for M.Phil./Ph.D. students. M.Sc.

students are also welcome to attend.

Course Content: Some frontier topics in contemporary philosophy of science – including the most recent work on theory-change in science; testing causal hypotheses – clinical trials and randomisation; reductionism.

Teaching Arrangements: 10 two-hour seminars in the Summer Term.

PH551

Research Methods in Philosophy II (Physics)
Teachers Responsible: Professor Nancy Cartwright, Room T11 and Dr. C. Callender, Room A209

Availability and Restrictions: The course is primarily intended for M.Phil./Ph.D. students. M.Sc. students are also welcome to attend.

Course 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 Arrangements: 20 two-hour sessions (Sessional). Students are advised to attend PH409.1, if they have not covered the material before.

PH555

Research Methods in Philosophy III (Economics)

Teacher Responsible: Professor Nancy Cartwright, Room T11

Availability and Restrictions: The course is intended for M.Sc. and M.Phil./Ph.D. students.

Course Content: Seminars in philosophical problems in economics. Topics to be chosen by seminar participants.

Teaching Arrangements: Five x two-hour seminars MLS (PH555).

Reading: Readings will be advised prior to seminars.

PH556

Research Methods in Philosophy IV

PH557

Research Methods in Philosophy V

PH558

Research Students' Thesis Reading Seminar (LSE)

Teacher Responsible: Professor Colin Howson, Room A201

Availability and Restrictions: The course is compulsory for all Ph.D. students, with the exception of those for whom it is more appropriate to attend the Intercollegiate Thesis Reading Seminar. All other research students are urged to attend.

Course Content: A programme will be arranged for Ph.D. students to present papers.

Teaching Arrangements: 10 two-hour sessions, ML (PH558).

PH559

The Research Students' Thesis Reading Seminar (Intercollegiate)

Teacher Responsible: Professor Colin Howson, Room A201

Course Intended for all philosophy research students.

Course Content: The course will consist of papers given by research students.

Teaching Arrangements: 14 one-and-a-half-hour seminars, sessional, taught by Professor A. Savile and others at University College.

SOCIAL POLICY AND ADMINISTRATION

Students registered for the M.Phil. in the Department of Social Policy and Administration 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. In addition students are encouraged to attend other graduate seminars relevant to the subject of their research. An informal discussion group for those well on in writing their theses is organised by the Research Student Tutor.

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.

Course Guides

SA550

Theories, Concepts and Current Issues in Social Policy (Seminar)

Teacher Responsible: Professor H. Glennerster, Room A243

Availability and Restrictions: For M.Phil./Ph.D. students, particularly those in their first year.

Course Content: This course is intended to address theoretical and conceptual issues arising in the study of social policy at an advanced level and to familiarise students with new literature and current debates in the field. The course will begin with a consideration of key concepts, for example dependency, community, discretion equality, efficiency and effectiveness, citizenship and social rights. Concepts will be explored using illustrations dictated by the substantive interests of incoming students. We shall then proceed to examine current issues of debate which throw up both conceptual and theoretical problems, for example, the relationship between the

voluntary sector, the market and the public sector over time and between policy sectors; the meaning of community care; and the literature on the origins and outputs of advanced welfare states, which also raises methodological issues of measurements and the respective contributions of different disciplines. In the Summer Term students will be asked to present their research plans.

Teaching Arrangements: Fortnightly meetings throughout the session (SA550).

Reading List: A full reading list will be provided as the course proceeds.

SA590

Seminar on Demographic Research Methods

Teacher Responsible: Professor M. Murphy, Room A243

Availability and Restrictions: For M.Phil./Ph.D. students in Demography.

Teaching Arrangements: 15 x 1½ hour seminars over the Michaelmas, Lent and Summer terms, given by research students and staff in Population Studies on their research (SA590).

SOCIAL PSYCHOLOGY

Three years full-time registration or an equivalent period part-time, with the former being the norm. 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. There are three streams within the Doctoral Programme:-

- Social Psychology
- Organisational and Social Psychology
- Media and Communications

Graduates from the Department's own Master's Degrees in these three 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 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) or **Theories and Concepts in Media and Communications** (PS405) respectively). 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 **Current Research Seminar** (PS950).

Initial registration is for the Degree of M.Phil. The power to up-grade a student's registration from M.Phil. to Ph.D. is vested in a thesis committee (unique to each research student) chaired by someone other than the candidate's supervisor. This decision is based on members of the committee reading a number of draft chapters (usually four) and conducting a viva voce examination. The committee will meet, normally, not later than 15 months after initial registration for M.Phil. A decision to upgrade registration from M.Phil. to Ph.D. will apply retrospectively to incorporate the initial period of registration for M.Phil. 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.

Course Guide

Psychology (Seminar)

Teachers Responsible: Professor P. C. Humphreys, Room S303

Availability and Restrictions: Staff and research students.

Teaching Arrangements: Fortnightly seminars (PS940), Sessional.

Papers will be presented by outside speakers.

Methods of Assessment: Non-examinable.

PS940

Current Research in Social Psychology

Teacher Responsible: Professor Rob Farr, Room S302

Availability and Restrictions: Staff and research students.

Teaching Arrangements: Weekly seminars (PS950) Michaelmas, Lent and Summer Terms.

Methods of Assessment: Non-examinable.

PS950

SOCIOLOGY

(a) Students should normally have either a First or Upper Second Class degree in Sociology, or a First or Upper Second Class degree in a related subject plus a Masters degree relevant to their chosen area of research. Students whose language of instruction has been other than English are required to score a minimum of 6.5 on I.E.L.T.S. or 600 on T.O.E.F.L.

(b) Full-time students registered for the M.Phil. in Sociology will be required to attend the Research Class for M.Phil. students (SO500) during the first year of registration. In this course they will be required to present, normally during the Summer Term, a paper of 5,000 words on the 'Aims and Methods' of their research project. This must be of a standard satisfactory to the Sociology Department.

(c) Those students who have satisfactorily passed their First Year requirements may, at the discretion of their supervisors, be required to complete further courses in their second and/or subsequent years.

(d) 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 M.Phil./Ph.D. 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 recommended.

(e) All full-time research students are expected to have made the transition from the M.Phil. to Ph.D. within two years of first registration and to have completed their Ph.D. thesis within four years. The decision to upgrade from M.Phil. to Ph.D. 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.

(f) The arrangements for beginning part-time students are explained in the 'Methods of Assessment' section of course SO500 below. Part-time students will normally be expected to be upgraded to Ph.D. by the end of their third year, and to complete in six years.

Course Guides

SO500

Research Class for M.Phil. Students

Teachers Responsible: Dr. C. T. Husbands (convener),

[Michaelmas/Lent/Summer Terms] Room S687, Dr A. Swingewood

[Michaelmas/Summer Terms], Room H621, Professor N. Mouzelis [Lent Term], Room S778

Availability and Restrictions: For first-year research students in Sociology.

Course Content: The research seminar assumes that first-year M.Phil. students have a preliminary knowledge of social-science methodology and so it aims, in the first term, to give a broad picture of some of the major types of sociological method and of the variety of aspects associated with their use and application. It is intended in the second term to enable students to present their initial ideas about their own research and about the methods which they wish to use, so that they may benefit from discussion with other members of the seminar, both students and teachers, about the issues and problems thereby raised. The principal objective of the seminar is to put students firmly on the path to being able to conduct their own research, self-confidently armed with knowledge about issues and methodologies gained from relevant reading

and subsequent discussion and from constructively critical observations about their own and others' research intentions made by their peers and teachers present in the seminar. (Each student is also required to attend the two-session course, MI500; **Introduction to Study for the M.Phil. and Ph.D.**)

Methods of Assessment: Each student is required to submit by *Friday 1 May 1998* three copies of a typed and paginated essay of no more than 5,000 words on the 'Aims and Methods' of his/her research project. Part-time students will normally submit their essay by 1 June 1998, but may submit by 1 March 1999. Each is also required to submit further written work to his/her supervisor, to be arranged between him/her and the respective supervisor. Approval by the supervisor and **Drs. Husbands** and **Swingewood** of the 'Aims and Methods' paper, and approval by the supervisor of the additional written work, 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 Summer Term of their first year. Part-time students may elect to be evaluated at the end of the first year or during their second year.

SO501

Research Students' Seminar

Teacher Responsible: Dr. L. Sklair, Room A350

Availability and Restrictions: For continuing (second and subsequent years) research students in Sociology.

Course Content: The course will consist of papers given by continuing research students. The focus of the seminar is on the research process and practical and ethical as well as cognitive problems of sociological research.

SO502

Research Seminar on the Sociology of Crime and Deviance

Teachers Responsible: Professor D. Downes, Room A246 and Professor S. Cohen, Room S684

Availability and Restrictions: For students preparing dissertations on the Sociology of Deviance and allied areas for the M.Phil. and Ph.D. degrees.

Core Syllabus: Designed to encourage public discussion of evolving work, the seminar will enable participants to review their own, others', and general problems encountered in the process of exploring deviant and allied phenomena.

Teaching Arrangements: 25 seminars (SO185), Michaelmas, Lent and Summer Terms.

SO505

Research Workshop on Globalization

Teacher Responsible: Dr. L. Sklair, Room A350

Availability and Restrictions: For M.Phil./Ph.D. students whose research has a global dimension.

Course Content: Critical analysis of theories and research in globalization.

Teaching Arrangements: 10 fortnightly meetings in Michaelmas and Lent Terms, starting second week of Michaelmas Term.

SO506

Studying Religion: A Research Workshop

Teacher Responsible: Professor Eileen Barker, Room A454a

Availability and Restrictions: For M.Phil./Ph.D. students preparing dissertations in the general area of the Sociology of Religion. M.Sc. students taking courses SO408 and/or SO416 and whose 10,000-word essay is on a religious topic may also attend.

Course Content: Problems encountered in the sociological study of religion, with a special emphasis on qualitative approaches. Discussions will range around issues such as the investigators' relationship with those whom they are studying; psychological pressures, ethical considerations; methodological agnosticism and a variety of theoretical and philosophical positions. Discussion will draw both from the literature and from participants' own experiences during (a) group field trips and (b) their individual studies.

Teaching Arrangements: 10 meetings fortnightly during Michaelmas and Lent Terms. All students will be expected to lead some of the workshops and to participate actively in all of them.

STATISTICS

All students are normally first registered for the M.Phil. degree. Transfer to the Ph.D. takes place at the end of the second year in suitable cases.

During the first year of registration, students often attend M.Sc. 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.

Course Studies

starting in week three of the Michaelmas Term.

Reading List: Reading will be recommended according to need.

Methods of Assessment: There will be no formal assessment associated with this course.

ST504

Workshop in Applied Statistics

Teacher Responsible: Miss S. Brown, Room S211

Availability and Restrictions: This course is intended primarily for Research students, Ph.D., M.Phil. and research fee and M.Sc. students in all departments of the School whose research or project work involves the use of or appreciation of statistical techniques and methodology, and the use of computer packages for statistical analyses. Pre-requisites: None except the need for such support.

Core Syllabus: The workshop will deal with the practicalities of statistical data analysis in research within the social sciences.

Course Content: There is no formal syllabus. The initial meetings will outline the computing and other support facilities available within the School. Subsequent sessions will introduce statistical packages and techniques and participants will be able to seek help with their particular problems.

Teaching Arrangements: One two-hour meeting per week in the Michaelmas, Lent and Summer Terms,

ST516

Seminar in Survey Methodology

(Not available 1997-98)

Teacher Responsible: Mr. C. O'Muircheartaigh, Room S214

Availability and Restrictions: This course is intended primarily for Research students, Ph.D., M.Phil., and Research Fee students in all departments of the School.

Course Content: The course will provide a general introduction to the major areas of methodology for social surveys carried out in the UK. Recent developments in survey methodology will also be covered.

Teaching Arrangements: The seminar series will run for 10 weeks, in the Lent Term.

Methods of Assessment: There will be no formal assessment associated with the course.

Dates of Examinations

First Degrees and General Course

The main period of examination in 1998 for undergraduate examinations will be from Tuesday 26 May to Wednesday 17 June.

A provisional examination timetable, setting out the dates of the examination in each paper will be published at the end of the Lent Term. Students will be given full instructions on examination entry at the time of registration. Special arrangements will apply to any students first registered for the University-based B.A. in History in and before 1994. A more detailed timetable, setting out the times and places for the examination in each paper, will be published in the Summer Term.

Diplomas

The timetable and examination entry procedures for Diploma students are in general the same as those given above for School-based degrees. Different arrangements apply for the University Diploma in Law.

Master's Degree

Students will be given full instructions on examination entry at the time of registration.

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