

The London School of Economics and Political Science



Calendar 2001-2002

(incorporating the Undergraduate and Graduate School Handbooks)

ISSN 0308-9681

Official Publications of the School

The *Calendar* is published in three volumes. The combined edition (incorporating the Undergraduate and Graduate Handbooks) is issued free to appropriate staff within the School. One copy of the relevant Handbook is issued free to each student on registration. Copies of the combined volume are obtainable (price £8.50 or US \$14.00, including postage) from the Mail Order Department, Economists' Bookshop, Clare Market, London WC2A 2AB.

Other relevant publications are available as follows:

Graduate School Prospectus
Graduate Admissions Office
PO Box 13420
LSE, Houghton St,
London WC2A 2AR
Telephone: 020 7955 7159
Fax: 020 7955 6137
email: Graduate-School@lse.ac.uk

Undergraduate Prospectus
General Course Registration (Study Year Abroad)
Undergraduate Admissions Office
PO Box 13401
LSE, Houghton St,
London WC2A 2AS
Telephone: 020 7955 7124
Fax: 020 7955 6001
email: UG-Admissions@lse.ac.uk

LSE Experts (a guide to the specialist research and consultancy expertise of LSE academic staff) published on line only at www.lse.ac.uk/experts/

LSE Catalogue (publications by members of staff) available at www.lse.ac.uk/staff-publications/

The Director's Annual Report on the Work of the School
Room U1000
LSE, Houghton St,
London WC2A 2AE
Telephone: 020 7955 7826

The Press and Information Office also publishes *LSE News and Views*, weekly in term-time, for distribution within the School; and *LSE Magazine*, containing LSE news and articles on current issues from the LSE viewpoint, distributed periodically to staff, students, alumni and friends of the School.

Dates of Terms

Session 2001-2002

Michaelmas Term: Thursday, 4 October 2001 to Friday, 14 December 2001
(Teaching begins Monday, 8 October 2001)
Lent Term: Monday, 14 January 2002 to Friday, 22 March 2002
Summer Term: Monday, 29 April 2002 to Friday, 5 July 2002

Session 2002-2003

Michaelmas Term: Thursday, 3 October 2002 to Friday, 13 December 2002
(Teaching begins Monday, 7 October 2002)
Lent Term: Monday, 13 January 2003 to Friday, 21 March 2003
Summer Term: Monday, 28 April 2003 to Friday, 4 July 2003

Every effort has been made to ensure that the information in the *Calendar/Handbook* is correct and up-to-date at the time of going to press (August 2001). Circumstances may change subsequent to publication. The School reserves the right at all times to withdraw or alter particular courses and syllabuses, and to alter the level of fees.

The London School of Economics and Political Science



Calendar 2001-2002

(incorporating the Undergraduate and Graduate School Handbooks)

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Information previously published in the Calendar will be published elsewhere as follows:

Academic staff listed by department, institute, research centre, etc: LSE Experts
 Publications by members of staff: LSE Catalogue
 Awards of degrees, scholarships and prizes: Director's Annual Report

Regulations for degrees and Course Guides are published in the Graduate School and Undergraduate Handbooks, as appropriate. These are issued to students, and bound with this volume of the Calendar for the convenience of staff.



CALENDAR OF EVENTS 2001-2002

Note: Some of the committees may be subject to change arising from reviews of governance.

September 2001

24	M		
25	T		
26	W		
27	Th		
28	F		Council Residential
29	Sa		Council Residential

October 2001

1	M		
2	T		
3	W		
4	Th		Michaelmas Term begins
		13.00	Agenda Committee of the Academic Board
		13.00	Research Committee
5	F		
8	M	13.00	Meeting of the Professors of Economics
9	T	14.00	Academic Planning and Resources Committee [pre-meeting]
		17.15	Council
10	W	10.30	Teaching Quality Assurance Committee
		14.00	Academic Studies Committee
		14.15	Promotions Committee
11	Th	16.00	Athletics Committee
12	F	14.30	Summer School Board
15	M	16.30	Nominations Committee
16	T	14.00	Admissions Committee
		16.00	Library Committee
		17.00	Finance and General Purposes Committee
		14.00	Academic Board
17	W		
18	Th		
19	F		
22	M	14.00	LSE Health Service Committee
23	T	14.00	Academic Planning and Resources Committee
		16.30	Library Panel
24	W	14.00	Research Degrees Sub-Committee
25	Th		
26	F	14.00	Dean's Committee for Research Students
29	M		
30	T	17.15	Council
31	W	14.15	Promotions Committee

November 2001

1	Th	14.00	Meeting of the Graduate Admissions Selectors
2	F		
5	M	13.00	Meeting of the Professors of Economics
		17.00	Committee on Undergraduate Studies
6	T	14.00	Academic Planning and Resources Committee
7	W	10.00	Director's Meeting with Conveners of Academic Departments
		14.00	Academic Studies Committee
		14.00	Dean's Committee for MSc Students
		14.00	External Programmes Committee
8	Th	13.00	Agenda Committee of the Academic Board
		16.30	Audit Committee
9	F		
12	M		
13	T	17.00	Finance and General Purposes Committee
14	W	10.30	Teaching Quality Assurance Committee
		14.00	Examinations and Regulations Sub-Committee
		14.15	Appointments Committee
		18.00-20.30	Graduate Open Evening
		17.00	Joint Negotiating and Consultative Committee
15	Th		
16	F	13.30	Inter-Halls Committee
19	M	14.00	Estate Management Committee
20	T	14.00	Admissions Committee
		14.00	Academic Planning and Resources Committee
21	W	09.30	Information Systems Planning Committee
		14.00	Academic Board
22	Th	10.30	Student Support and Liaison Committee
		13.00	Research Committee
		16.00	Athletics Committee
23	F	11.00	Academic Support Staff Committee
		14.00	School Board of Examiners for BA and BSc Degrees

26	M	15.00	Catering Services Advisory Committee
27	T	14.30	Health and Safety Committee
		15.30	Careers Advisory Committee
		17.15	Council (followed by end of term buffet supper)
28	W	14.00	Graduate School Committee
		17.00	Investments Committee
29	Th		
30	F		

December 2001

3	M	13.00	Meeting of the Professors of Economics
		17.00	Committee on Undergraduate Studies
4	T	16.30	Estate Strategy Committee
5	W	17.30	School Carol Service
6	Th	16.00	Informal Court
		17.00	Court of Governors
7	F		
10	M	14.00	Residences Management Committee
11	T	14.00	Academic Planning and Resources Committee
12	W	14.00	Academic Studies Committee
13	Th		
14	F		School Michaelmas term ends
17	M		
18	T		
19	W		
20	Th		School Presentation Ceremonies
21	F		School Presentation Ceremonies [morning only]

School buildings are closed from 21 December until 1 January inclusive

January 2002

14	M		School Lent term begins
		13.00	Meeting of the Professors of Economics
15	T	14.00	Admissions Committee
		17.15	Council
16	W	11.00	Committee for Continuing Education
		14.00	Academic Studies Committee
		14.00	Research Degrees Sub-Committee
		14.15	Promotions Committee
		16.30	Library Committee
17	Th	13.00	Agenda Committee of the Academic Board
		16.30	Audit Committee
18	F		
21	M	14.00	LSE Health Service Committee
22	T	14.00	Academic Planning and Resources Committee
23	W	10.30	Teaching Quality Assurance Committee
		17.00	Finance and General Purposes Committee
24	Th	13.00	Research Committee
		16.00	Athletics Committee
25	F	14.00	School Board of Examiners for BA and BSc Degrees
28	M	15.00	Catering Services Advisory Committee
		17.00	Committee on Undergraduate Studies
29	T		
30	W	14.00	Academic Board
31	Th		

February 2002

1	F	14.00	External Programmes Committee
4	M		
5	T	14.00	Academic Planning and Resources Committee
6	W	10.00	Director's Meeting with Conveners of Academic Departments
		14.00	Dean's Committee for MSc Students
		15.30	Meeting of the Research Student Tutors
7	Th	13.00	Agenda Committee of the Academic Board
		16.00	Library Panel
8	F	14.00	Dean's Committee for Research Students
11	M		
12	T	17.15	Council
13	W	09.30	All day meeting of Promotions Committee
		10.30	Teaching Quality Assurance Committee
		14.00	Academic Studies Committee
14	Th	14.00	Examinations and Regulations Sub-Committee
15	F		
18	M		
19	T		
20	W	09.30	Information Systems Planning Committee
		14.00	Academic Board (special meeting)
21	Th	13.00	Research Committee
22	F	13.30	Inter-Halls Committee

25	M	14.00	Student Support and Liaison Committee
26	T	14.00	Admissions Committee
		14.00	Academic Planning and Resources Committee
27	W	09.30	All day meeting of Promotions Committee
		14.00	Graduate School Committee
		17.00	Joint Negotiating and Consultative Committee
28	Th	14.00	Academic Support Staff Committee
		16.00	Athletics Committee

March 2002

1	F	09.30	All day meeting of Promotions Committee
4	M	13.00	Agenda Committee of the Academic Board
		14.00	Estate Management Committee
		17.00	Committee on Undergraduate Studies
5	T	15.30	Careers Advisory Committee
		17.15	Council (followed by end of term buffet supper)
6	W	09.30	Information Systems Planning Committee
		16.30	Estate Strategy Committee
7	Th		
8	F		
11	M		
12	T	14.00	Research Degrees Sub-Committee
		17.00	Finance and General Purposes Committee
13	W	14.00	Academic Studies Committee
		16.30	Nominations Committee
14	Th	16.00	Informal Court
		17.00	Court of Governors
15	F		
18	M	13.00	Meeting of the Professors of Economics
19	T	14.00	Academic Planning and Resources Committee
20	W	10.30	Teaching Quality Assurance Committee
		14.00	Academic Board
		14.15	Appointments Committee
21	Th		
22	F		School Lent term ends

School buildings are closed from Thursday 28 March until Wednesday 3 April inclusive.

April 2002

22	M		
23	T		
24	W	14.15	Promotions Committee
		14.00-17.00	Visit Day for Accepted Applicants
25	Th	12.30	Agenda Committee of the Academic Board
26	F		
29	M		School Summer term begins
		13.00	Meeting of the Professors of Economics
30	T	17.15	Council

May 2002

1	W	10.00-16.30	Open Day
		14.00	Academic Studies Committee
2	Th	16.30	Library Committee
		17.00	Finance and General Purposes Committee
3	F	11.00	Academic Staff Support Committee
6	M		Public Holiday
7	T	14.00	Academic Planning and Resources Committee
		17.00	Committee on Undergraduate Studies
8	W	10.00	Director's Meeting with Conveners of Academic Departments
		10.30	Teaching Quality Assurance Committee
		14.00	Academic Board
		14.00	Examinations and Regulations Sub-Committee
		15.30	External Programmes Committee
9	Th	13.00	Research Committee
		16.00	Library Panel
10	F		
13	M	14.00	LSE Health Service Committee
14	T		
15	W	14.15	Appointments Committee
16	Th	17.00	Joint Negotiating and Consultative Committee
17	F	14.00	Dean's Committee for Research Students
		14.00	Residences Management Committee
20	M	14.00	Estate Management Committee
21	T	14.00	Academic Planning and Resources Committee
		16.00	Athletics Committee
22	W	09.30	Information Systems Planning Committee
		14.00	Graduate School Committee
		14.15	Promotions Committee/Promotions and Review Committee
23	Th	14.00	Student Support and Liaison Committee
24	F	13.30	Inter-Halls Committee

27	M			
28	T	15.30	Careers Advisory Committee	
		17.15	Council	
29	W	14.00	Academic Studies Committee	
		14.15	Promotions Committee	
30	Th	15.00	Catering Services Advisory Committee	
31	F	09.30	Academic Support Staff Committee	

June 2002

3	M			Golden Jubilee Day
4	T			Public Holiday
5	W	10.30	Teaching Quality Assurance Committee	
		14.00	Academic Studies Committee	
6	Th	12.30	Agenda Committee of the Academic Board	
		13.00	Research Committee	
7	F			
10	M	17.00	Investments Committee	
11	T	11.00	Academic Staff Support Committee	
		16.30	Careers Advisory Committee	
		17.00	Finance and General Purposes Committee	
12	W	16.30	Estate Strategy Committee	
13	Th	16.30	Audit Committee	
14	F			
17	M			
18	T	14.00	Academic Planning and Resources Committee	
19	W	14.00	Academic Board	
20	Th			
21	F			
22	Sa			Sports Ground Open Day
24	M	13.00	Meeting of the Professors of Economics	
25	T	14.00	Academic Planning and Resources Committee	
		14.30	Health and Safety Committee	
		17.15	Council (followed by end of term buffet supper)	
26	W	10.00-16.30	Open Day	
		16.00	SCR Strawberry Tea	
27	Th			
28	F			

July 2002

1	M			
2	T	09.30	Academic Support Staff Committee (Annual Review Appeals Hearing)	
		14.00	Academic Planning and Resources Committee	
3	W	17.00	Remuneration Committee	
4	Th	10.00	School Board of Examiners for BA and BSc Degrees	
		16.00	Informal Court	
		17.00	Court of Governors	
		19.00	SCR Annual Dinner	
5	F			Summer Term ends
8	M			
9	T			
10	W			
11	Th			
12	F			
15	M			
16	T			
17	W			
18	Th		School Presentation Ceremonies	
19	F		School Presentation Ceremonies	

THE GOVERNANCE OF THE SCHOOL

THE COUNCIL

The Governing Body of the School is the Council: it is responsible for the overall determination of strategy and its members are company directors of the School. It is comprised of lay, academic and student members, elected under the Memorandum and Articles of Association. The Chairman and Vice-Chairmen of the Council are the Chairman and Vice-Chairmen of the Court of Governors. The roles of the Chairman and Vice-Chairmen of the Court of Governors are separated from the role of the School's Chief Executive, the Director.

The Council meets three times per term. There are a number of committees of the Council which are formally constituted with terms of reference. The principal Council committee is the Finance and General Purposes Committee which advises about financial matters, scrutinises the Strategic Plan, and is responsible for risk assessment.

THE COURT OF GOVERNORS

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

Chairman Lord Grabiner of Aldwych QC LLB LLM

¹Nominated by the Students' Union

Vice-Chairmen ⁴Bernard Asher BSc(Econ)

²Nominated by the Academic Board

⁴Bryan Sanderson CBE BSc(Econ)

³Nominated by the University of London

⁴Ex-officio

¹Saleem Ahmad
Rosalind M Altmann BSc(Econ) PhD
S Barclay SCA MBA
²Dr Nicholas Barr MSc(Econ) PhD FRSA
Sir Anthony Battishill KCB BSc(Econ)
Presley Baxendale QC BA
G Bell BSc(Econ)
Cherie Booth QC LLB
Virginia Bottomley BA MSc JP MP
Melvyn Bragg MA
Sir Alan Budd BSc PhD
Sir John Burgh KCMG CB BSc(Econ) MA HonLLD HonMRCM FRSA
Hon Judge C V Callman BSc(Econ)
¹Dave Clay Education/Welfare Officer LSE Students' Union
Professor W R Cornish FBA LLB BCL
¹Brendan Cox
Rt Hon Lord Croom GCB BSc(Econ) DSc CBIM FRSA
Victor Phillip Dahdaleh
Rt Hon Lord Dahrendorf KBE DrPhil PhD DLitt LittD DHL LLD
DSc DrUniv MRJA FRCS FBA FRSA
Roger Davies BSc(Econ)
Ian Hay Davison FCA
Leslie Dighton BSc(Econ)
Christine Downton BSc(Econ) PhD
Neil Fletcher CertEd BA(Hons) MBA
¹Jon Frewin
Lord Gavron of Highgate CBE MA
⁴Professor Anthony Giddens PhD *Director*
Sir Patrick Gillam BA
A C Gilmour CVO
Cyril Glasser CMG LLB LLM
Richard Goeltz AB Hons(Econ) MBA
³D J Goldstone LLB
Lloyd Grossman BA MSc
James Goudie QC LLB Hons FCI Arb
⁴Professor C R Harlow LLB LLM PhD *Vice-Chairman of the Appointments Committee*
⁴Professor C J Hill BA DPhil (Oxon) *Vice-Chairman of the Academic Board*
⁴Professor S R Hill BA MSc PhD *Deputy Director*
Margaret Hodge BSc(Econ) MP
Lord Hollick of Notting Hill BA
Lady Howe of Aberavon JP BScSocSci
W Hutton BScSocSci MBA
Ms M Hyde BScSoc DipSocAdmin
Dr Alice Ilchman PhD
Hon Justice Jacob QC BA LLB MA
Miss K M Jenkins BA MScEcon

John Avery Jones CBE MA PhD LLM FTII
Lord Jordan CBE
Rt Hon Lord Judd BSc(Econ) HonDLitt FRSA
D J Kingsley BSc(Econ) FRSA RCM
Anne Lapping BSc(Econ)
S Latsis BA MA PhD
²Professor Julian Le Grand BA PhD
Sir Michael Lickiss BSc(Econ) FCA
Sir Stuart Lipton
M Littman QC BSc(Econ) MA
K A V Mackrell BSc(Econ) FRSA RCM
Sir Gordon Manzie KCB
²Professor H L Moore PhD
Rt Hon Lord Moore of Lower Marsh BSc(Econ)
Sir John Morgan KCMG BSc(Econ) HonDScPol HonLLD FRSA FRAS
Sir Claus Moser KCB CBE BSc(Econ) DSc DUniv FBA DSocSc
²Professor Brendan O'Leary BA (Oxon) PhD
Anne Page BA
Sir Peter Parker KBE LVO
Marie Patterson CBE BA DSc
M Peacock BSc(Econ)
W Plowden BA PhD
Lord Putnam of Queensgate CBE
Heather Rabbatts CBE BA MSc
⁴Professor Judith A Rees BSc(Econ) MPhil PhD *Deputy Director*
⁴Dr Ray Richardson BSc(Econ) MA PhD *Deputy Director*
Professor Jonathan Rosenhead MA(Cantab) MSc
Sir Evelyn de Rothschild
Lord Saatchi
Mrs H Sasson BSc(Econ)
J Selier BCom
Barry Sheerman BSc(Econ) MSc MP
Richard Shepherd BSc(Econ) MSc MP
Rt Hon Lord Sheppard of Didgemere FCMA FCIS ATII CBIM BSc(Econ)
Sir John Sparrow BSc(Econ)
Miss R Stephen MBE
Lord Stevenson CBE MA
¹Jo Swinson
¹Claire Taylor General Secretary of the LSE Students' Union
Michael Thomas CMG QC LLB Hons
Baroness Thornton of Manningham BSc(Econ)
Sir Mark Weinberg BCom LLB LLM
Mrs W Weinberg LLB BSc(Econ)
²Professor Christine Whitehead OBE BSc(Econ) PhD HonAssRICS
S F Wheatcroft OBE BSc(Econ) FCIT FRAES
R M Worcester BSc

*With the exception of sabbatical posts, the nominees of the Students' Union will remain on the Court until December 2001 when the election of their successors will be confirmed.

The School's committee structure is currently being reviewed. Committees marked * may be subject to revision during the 2001-2002 academic year.

ACADEMIC BOARD

The Academic Board is the principal academic body of the School. To the Board are brought all major issues of general policy affecting the academic life of the School and its development. Fuller details of the membership of the Board are contained in the *Staff Handbook*.

In the list that follows, members of certain committees are shown as representing Academic Board Groups. These constituencies are currently based on academic departments and institutes:

GROUP I Accounting and Finance Economics Statistics Mathematics Information Systems Operational Research	GROUP II Government Law Interdisciplinary Institutes	GROUP IV Economic History Geography and Environment Industrial Relations International History International Relations Philosophy, Logic and Scientific Method Language Centre
	GROUP III Sociology Anthropology Social Psychology Social Policy	

The Research Committee has a fifth membership group which includes senior contract research staff employed at the School.

ACADEMIC OFFICERS

<i>Director</i>	Professor A Giddens
<i>Deputy Directors</i>	Professor S R Hill Professor J A Rees Dr R Richardson
<i>Vice-Chairman of the Academic Board</i>	Professor C J Hill
<i>Vice-Chairman of the Appointments Committee</i>	Professor C Harlow
<i>Chairman of the Graduate School Committee</i>	Professor Tim Murphy
<i>Chairman of the Academic Studies Committee</i>	Dr Andrew Wells
<i>Chairman of the Research Committee</i>	Professor Stephen Hill
<i>Chairman of the Admissions Committee</i>	Professor R Baldwin
<i>Dean of the Graduate School</i>	Mr J Madeley
<i>Dean of Undergraduate Studies</i>	Mr M Hoffman
<i>Adviser to Women Students</i>	Dr S Worthington
<i>Adviser to Students with Disabilities</i>	Ms J Ramsay
<i>Senior Tutor to General Course Students</i>	Mr M Reddin
<i>Programme Director for External Study</i>	Mrs R Gosling

ACADEMIC NOMINATIONS COMMITTEE

Committee of the Academic Board

Terms of Reference

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

Membership:

	Status/Structure	Term of office
Professor C J Hill	Vice-Chairman of the Academic Board (Chairman)	Ex officio
Dr M Barzelay	Member of the Academic Board	1 Aug 2001-31 Jul 2002
Dr J Hartley	Member of the Academic Board	1 Aug 2001-31 Jul 2002
Dr E Munro	Member of the Academic Board	1 Aug 2001-31 Jul 2002
To be advised	Student	1 Nov 2001-31 Jul 2002
<i>Secretary Mr A Webb</i>		

ACADEMIC PLANNING AND RESOURCES COMMITTEE

Committee of the Academic Board

Terms of Reference

- Taking into account at all times the range of future environments in which the School might find itself operating, and within the overall planning framework determined by the Council, the strategic remit of the APRC is:-
 - to assess and build on the School's existing strengths;
 - to facilitate initiatives that re-enforce and extend such strengths and apply them to new opportunities;
 - to identify and seek to rectify the School's weaknesses.
- In pursuance of 1 above, the APRC has the responsibility:
 - periodically to set and publicise a strategic framework against which proposals with consequences for expenditure or income generation will be assessed, in respect of which:
 - the APRC will make arrangements for at least a biennial strategic review of the range of future medium-term environments in which the School might operate, and propose priorities and general principles to inform decision-taking in the School;

- the strategic review report shall be subject to confirmation by the Academic Board and the Council, and be publicised to the School community, together with the associated framework of priorities and principles of the APRC for assessing resource-related proposals;
 - an annual stock-taking presentation will be made to a special meeting of the Academic Board, with other issues the APRC wishes to raise being brought to the Board at ordinary meetings as required with the agreement of the Agenda Committee;
 - the APRC will have responsibility for monitoring the implementation and achievement of policies agreed to achieve strategic priorities.
- to receive proposals with substantial income or expenditure consequences from various sources within the School, and, within the financial framework approved by the Council recommend their acceptance, revision, or rejection by reference to the strategic framework and current position of the School;
 - to oversee the periodic reviews of performance of academic and service units of the School as the basis for the allocation of resources for staffing and other expenditure, and for the promotion of academic objectives, taking into account previous and current plans of the units under review.
- The APRC also has the responsibility:
 - to advise the Academic Board and the Council on the establishment or disestablishment of Departments, Institutes, Research Centres and services;
 - to oversee the preparation of the School's responses to major external enquiries in the field of institutional planning and development;
 - to determine overall student number targets and their broad distribution within the framework determined by the Council, together with decisions or guidance on admissions targets as appropriate.

Membership

	Status/Structure	Term of office
Professor A Giddens	Chairman of the APRC	Ex officio
Professor S R Hill	Deputy Director	Ex officio
Professor J Rees	Vice-Chairman of the APRC	Ex officio
Professor C J Hill	Vice-Chairman of the Academic Board	Ex officio
Vacancy	Group 1 Professor	1 Aug 2001-31 Jul 2004
Dr M Bray	Group 1 Academic	1 Aug 1999-31 Jul 2002
Professor R Rawlings	Group 2 Professor	1 Aug 2000-31 Jul 2003
Vacancy	Group 2 Academic	1 Aug 2001-31 Jul 2004
Dr N Dodd	Group 3 Academic	1 Aug 1999-31 Jul 2002
Vacancy	Group 3 Professor	1 Aug 2001-31 Jul 2004
Vacancy	Group 4 Professor	1 Aug 2000-31 Jul 2003
Dr A C Howe	Group 4 Academic	1 Aug 1999-31 Jul 2002
Ms C Taylor	Student	1 Aug 2001-31 Jul 2002
<i>Secretary Ms J Bone</i>		

ACADEMIC STUDIES COMMITTEE*

Committee of the Academic Board

Terms of Reference

- To keep under review the content and structure of first degree programmes and their component courses, and all other aspects of the undergraduate curriculum, including non-degree programmes of study; and to recommend to the Academic Board proposals for the establishment and modification of degrees, courses and programmes of study for undergraduate students, and for related amendments to regulations.
- To consider and determine matters relating to the undergraduate curriculum which the regulations confer discretion upon the Committee to decide, in individual cases or for particular purposes.
- To consider and determine, in so far as the relevant powers of decision have been devolved to the Committee, requests for suspension of first degree regulations in individual cases or for particular purposes, having regard to the applicable principles.
- To authorise its Chairperson to deal on its behalf with any matter or request under 2 or 3 above.
- To keep under review the design, organisation, teaching and assessment methods of undergraduate courses of study, tutorial arrangements and related procedures; to liaise with academic departments and offices within the central administration in promoting good practice in undergraduate academic matters; and to promote the good practice set out in the Code of Practice on Teaching and Learning for Undergraduate Students.
- To conduct departmental reviews of undergraduate academic activity at the behest of the Teaching Quality Assurance Committee and to maintain liaison with that Committee over the quality of the undergraduate education provided by the School.
- To exchange regular reports, and to discuss policy and procedures as necessary, with the Admissions Committee for undergraduate degrees, courses and programmes of study.
- To consider matters of curriculum development and educational policy and practice with regard to the undergraduate education provided by the School, in liaison as necessary with the Academic Planning and Resources Committee, the Committee on External Academic Activities, the Committee on Student Progress, the Committee on Undergraduate Studies, the Student Recruitment and Marketing Team, and other committees concerned with matters of importance to undergraduate education within the School.
- To maintain liaison with the Collegiate Board of Examiners and other examining bodies in matters relating to the examination of undergraduate students and assessment methods available to the School.
- To appoint Boards of Examiners for undergraduate degrees within the School's remit.
- To receive information on the first degree outcomes and other indicators of undergraduate academic performance, and to transmit the information with such comments as it deems appropriate to the Academic Board.
- To undertake other tasks as required by the Academic Board.
- To submit an annual report to the Academic Board and such other reports as the Board shall require.

Membership

	Status/Structure
Vacancy	Chairman
Dean of Undergraduate Studies	Vice-Chairman
Director	Ex officio
A Deputy Director	Ex officio
Senior Tutor to the General Course	Ex officio
Students' Union Education and Welfare Officer	Ex officio
1 Academic member from each Department (2 from Economics)	
1 Member from the Committee on Undergraduate Studies	
<i>Secretary Mr D Ashton</i>	

ACADEMIC SUPPORT STAFF COMMITTEE**Committee Advisory to the Director**Terms of Reference*

- To consider, establish, develop and monitor the effectiveness of School policy for all categories of the academic support staff:
 - recruitment, appraisal, promotion, training and career development;
 - the terms and conditions of service of staff under its purview;
 - externally-generated policy as it affects academic support staff at the school.
- To carry out the Annual Review of the academic support staff and to make recommendations to the Council.
- To consider reports on the probationary periods of all members of the senior academic support staff.

Membership

	Status/Structure	Term of office
Director	Ex officio	
A Deputy Director (Chairman)	Ex officio	
Secretary and Director of Administration	Ex officio	
Librarian and Director of Information Services	Ex officio	
Vice-Chairman of the Academic Board	Ex officio	
Vice-Chairman of the Appointments Committee	Ex officio	
Vacancy	Academic Governor	1 Aug 2000-31 Jul 2003
Casual Vacancy	Academic Member	1 Aug 1999-31 Jul 2002
<i>Secretary Ms A Johns</i>		

ADMISSIONS COMMITTEE**Committee Advisory to the Director**Terms of Reference*

To advise the Director on matters concerned with undergraduate admissions and in particular:

- To consider existing and proposed admission qualifications; UCAS and national policy regarding admissions arrangements; Access courses and schemes; credit accumulation and transfer; visit days; schools liaison, publicity and presentation of undergraduate courses; and any other matter pertaining to selection policy and admissions procedures.
- To keep under review the standard of offers made to candidates, the quality implications of admissions experience as related to courses' aims and objectives, and other aspects of admissions standards.
- To receive regular reports on the comparative position of applications, course by course and year on year, and to advise Admissions Tutors on their implications, with regard to domicile, fee status, types of offer made, and numbers of applications under consideration and cancelled.
- To maintain liaison with the Academic Planning and Resources Committee over admissions aspects of undergraduate student numbers, including the formulation and refinement of intake targets for each admission cycle.
- To maintain liaison with the Academic Studies Committee, the Committee on Student Progress and the Committee on Undergraduate Studies.
- To maintain a regular exchange of information with the Student Recruitment and Marketing Steering Group.

Membership

	Status/Structure	Term of office
Professor R Baldwin	Chairman, Admissions Committee	
Director	Ex officio	
A Deputy Director	Ex officio	
Dean of Undergraduate Studies (Vice Chairman)	Ex officio	
Senior Tutor to General Course Students	Ex officio	
Dr M Barzelay	Interdisciplinary Institute of Management	Annual
Dr A Ostaszewski	Mathematics Department	Annual
Mr M Banks	International Relations Department	Annual
Dr O Shenker	Philosophy Department	Annual
Dr S Chant	Geography and Environment Department	Annual
Dr A Dassios	Statistics Department	Annual
Ms J F S Day	Accounting and Finance Department	Annual
Dr P Gow	Anthropology Department	Annual
Dr S Ashwin	Industrial Relations Department	Annual
Dr E A Kuska	Economics Department	Annual
Dr E Munro	Social Policy Department	Annual
Dr J Fulbrook	Law Department	Annual
Dr A Prazmowska	International History Department	Annual
Dr J Hunter	Economic History Department	Annual
Professor M Shuttler	Operational Research Department	Annual
Mr E Thorp	Government Department	Annual
Dr E A Weinberg	Sociology Department	Annual
<i>Secretary Ms L Burton</i>		

AGENDA COMMITTEE OF THE ACADEMIC BOARD*Committee of the Academic Board**Terms of Reference*

- To develop and maintain a plan of the business coming before the Board in a given year.
- To arrange the business to be brought before the Board at each meeting.
- To construct the agenda in a way which reflects the nature and importance of different items and which allows adequate time for transaction of the business brought forward.
- To ensure that business coming before the Board is as fully prepared as possible and appears where appropriate with formulated proposals.
- To ensure, following a given meeting, that appropriate action is taken in the light of the Board's decisions.

Membership

	Status/Structure	Term of office
Vice-Chairman of the Academic Board	Ex officio	
Dr R Sally	Member of the Academic Board	1 Aug 1999-31 Jul 2002
Ms A Sainsbury	Member of the Academic Board	1 Aug 1999-31 Jul 2002
Vacancy	Member of the Academic Board	1 Aug 2001 - 31 Jul 2004
Dr E A Whitley	Member of the Academic Board	1 Aug 2001-31 Jul 2004
<i>Secretary Mr A Webb</i>		

APPOINTMENTS COMMITTEE**Terms of Reference*

- To serve as the body responsible for ensuring that the academic standards and purposes of the School are monitored and upheld.
- To consider and make recommendations on:
 - the procedures for appointment, interim review, major review, promotion and termination of appointment, and
 - conditions of appointment of members of the teaching and research staff.
- To receive a report of the decisions made, in the context of the Annual Review of the Staff, by the Promotions Committee in respect of individual members of staff and, where members elect to receive the full papers of the Promotions Committee, to receive all the papers relating to review and promotion candidates.
- To receive reports of the decisions taken by the Promotions Committee.
- To consider and make recommendations on the academic standards and purposes of Departments, Institutes and Research Centres.
- To receive all minutes of the Research Committee with, as appropriate, annexes giving details of revisions to policy, procedure, etc, and to have full access to all accompanying papers of the Committee, and to make recommendations on standards and quality.
- To receive the agenda cover paper and minutes of meetings of the Academic Planning and Resources Committee, and to have full access to all accompanying papers of the Committee, and where appropriate, make recommendations on any matters bearing on academic standards and purposes including periodic reviews of academic Departments, Institutes and Research Centres.
- The Appointments Committee shall meet once per term to conduct its business.

Membership

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

ATHLETICS COMMITTEE*Committee Advisory to the Director**Terms of Reference*

- To consider the use and improvement of the facilities provided at Malden and elsewhere for games and activities coming within the purview of the Athletic Union, and to make recommendations thereon to the Director with whom rests responsibility for the annual expenditure for these purposes.
- Subject to the approval of the Director, to prepare standing orders and amend them from time to time as may be necessary.

Membership

	Status/Structure	Term of office
Professor J Worrall*	Chairman, Athletics Committee	Ex officio
Dr E A Kuska	Vice-Chairman	1 Aug 2000-31 Jul 2003
A Deputy Director	Deputy Director	Ex officio
Ms C Taylor	General Secretary of the Students' Union	Ex officio
Ms J Day	Honorary Senior Treasurer	Ex officio
Mr P Callas	President of Athletics Union	1 Nov 2001-31 Jul 2002
Mr P DREWIKIEWICZ	Events Officer of Athletics Union	1 Nov 2001-31 Jul 2002
Mr O De Quilen	Secretary of Athletics Union	1 Nov 2001-31 Jul 2002
Mr J Pratt	Communications Officer of Athletics Union	1 Nov 2001-31 Jul 2002
Mr J Jewell	Treasurer of Athletics Union	1 Nov 2001-31 Jul 2002
Mr P Sanders	Clubs Liaison Officer of Athletics Union	1 Nov 2001-31 Jul 2002
Casual vacancy	Member of Teaching Staff	1 Nov 2001-31 Jul 2002
Dr J Carrier	Member of Teaching Staff	1 Nov 2001-31 Jul 2002
Vacancy	Member of SCR	1 Aug 1999-31 Jul 2002
Vacancy	Member of Economicals Club	1 Aug 1999-31 Jul 2002
Vacancy	Member of Economicals Club	1 Aug 1999-31 Jul 2002

*subject to confirmation
*Secretary Ms S Macauley***AUDIT COMMITTEE***Committee of the Council**Terms of reference*

- The Committee will exercise general oversight of operational audit, and of accounting policies and financial procedures. The Committee will satisfy itself that financial and other internal control systems are operating effectively and will monitor the performance and effectiveness of external and internal audit. The Committee will seek to ensure that adequate internal audit and external audit resources are available.
- Operational audit:
 - The Committee will consider and advise the Council on the basis on which internal audit services will be provided.
 - The Committee will review audit needs assessments and related internal audit plans, receive and consider periodic reports from the Internal Auditor together with management responses and will additionally receive and consider annual reports from the Internal Auditor.
 - The Committee will satisfy itself that satisfactory arrangements are in place to promote economy, efficiency and effectiveness.
 - The Committee will seek to promote co-ordination between the internal and external auditors.
 - The Committee will consider and advise the Council on the selection, appointment and remuneration of the external auditor, the provision of any non-audit services by the external auditor and any questions of resignation or dismissal of the external auditor.
 - As necessary, the Committee will discuss with the external auditors the nature and scope of the annual audit.
 - The Committee will review before the conclusion of each annual audit those elements of the annual financial statements relating to accounting policies and matters of governance.
 - The Committee will review the external auditors' formal opinion, annual management letter and any related reports at the conclusion of the audit and meet the external auditors to discuss the audit.
- Accounting and financial policies and procedures:
 - The Committee will satisfy itself that accounting procedures, including systems of internal check, are adequate to safeguard the School's resources against inefficiency, waste and fraud.
 - The Committee will oversee the School's policy on fraud and irregularity, including the notification to it of any action taken under that policy.
 - The Committee will ensure that any significant losses are properly investigated and reported in accordance with the policy on fraud and irregularity and that in appropriate cases the HEFCE Accounting Officer is informed.
 - The Committee will consider any relevant reports from the National Audit Office, the HEFCE and other organisations.

4. Risk:
- 4.1 The Committee will monitor the School's risk procedures to ensure they are functioning effectively. The Committee may when they consider it necessary, make recommendations regarding the effectiveness of risk procedures.
- 4.2 The Internal Auditor may require from Departments, Divisions and other areas, written comments on matters which relate to the functioning of risk procedures; and officers may be asked to discuss such matters with the Internal Auditor or the Committee.
- 4.3 Close liaison will be maintained with the Risk Management Group of the Finance and General Purposes Committee which the Audit Committee will initially report any matters to which have risk policy implications. The Council will be informed of any major policy issues which require its attention.
5. The Committee may:
- 5.1 when they consider it necessary in relation to the implementation of audit recommendations, require from the Departments, Divisions and other areas, written comments on matters which have been the subject of work by the Internal Auditor or Value for Money Project Teams; they may invite officials to discuss such matters with them; and they will report to the Council on matters of major policy which they consider require the School's attention;
- 5.2 review the mechanism and forms of reporting that exist at various levels of the School's structure to enable the Internal Auditor to obtain adequate assurances on their suitability for informed decision making and for the Committee to satisfy itself that a form of reporting adequate for the purpose of the Audit Committee and the School is agreed covering the matters referred to in paragraphs 2 and 3 above;
- 5.3 satisfy itself that the systems of managerial control are adequate to produce the foregoing information without external intervention and wherever possible, that the information is provided in a manner which facilitates external requirements such as those of the auditors, the HEFCE or other external review bodies.
6. The Audit Committee meets up to 3 times a year.
7. The minutes of each meeting of the Audit Committee are circulated to members of the Council and the Committee reports to and advises the Council annually.

Membership

Membership	Status/Structure
Mr J Avery-Jones	Chairman, Audit Committee
Mr P Rutterman	External Member
Mr J Selier	Lay Governor
Mr I Hay Davison	Lay Governor
Dr W Plowden	Lay Governor
Mr P Kanavos	Academic Member
<i>Secretary Ms Mandy Webb</i>	

CAREERS ADVISORY COMMITTEE**Committee of the Academic Board***Terms of reference**

- To ensure as far as practicable that:
 - students have access to appropriate professional advice on career development and progression;
 - potential and actual employers and education suppliers have access to students who may wish to take advantage of their services.
- To keep under active review:
 - the development of the Careers Service in respect of its service to the students of the School, including resource demands;
 - links with employers and education suppliers;
 - departmental awareness of careers and employment-related issues;
 - relations with the Office of Development and Alumni Relations.
 - Relations with the University of London Careers Service.
- To advise the Academic Board and other committees, as appropriate, on any matter concerned with student career development and the operations of the Careers Service.

Membership

Membership	Status/Structure	Term of office
Ms A Page	Chairman, Careers Advisory Committee	Ex officio
Professor A Giddens	Director	Ex officio
Professor S R Hill	Deputy Director	Ex officio
Mr J Madeley	Dean of Graduate School	Ex officio
Mr M Hoffman	Dean of Undergraduate Studies	Ex officio
Mr D Goldstone	Lay Governor	1 Jan 2001-31 Jul 2003
Mr R Shepherd	Lay Governor	29 Dec 1999-31 Jul 2002
Casual vacancy	Lay Governor	1 Aug 2000-31 Jul 2003
Ms J Allen	Departmental careers contact	1 Aug 2000-31 Jul 2003
Ms J Gadsden	Departmental careers contact	1 Aug 2000-31 Jul 2003
Dr S Hix	Departmental careers contact	1 Aug 2000-31 Jul 2003
Mr J O'Hara	Sabbatical Officer of SU	1 Aug 2000-31 Jul 2003
Vacancy	Representative of Research Students Committee	1 Nov 2001-31 Jul 2002
Vacancy	Representative of Masters/Dip Students Committee	1 Nov 2001-31 Jul 2002
Vacancy	Representative of Committee on Undergraduate Studies	1 Nov 2001-31 Jul 2002
Ms R Simpson	Officer of Development and Alumni Relations Office	1 Aug 2000-31 Jul 2003
Ms J Alexander	Potential employer	1 Aug 2000-31 Jul 2003
Mr M Herron	Potential employer	1 Aug 2000-31 Jul 2003
<i>Secretary Mr D Cook</i>		

CATERING SERVICES ADVISORY COMMITTEE*Committee Advisory to the Director***Terms of Reference**

The Catering Services Advisory Committee, which has purely advisory functions, should meet with the Catering Manager once a term. The Committee should represent the views of the consumers to the Catering Manager. The Catering Manager has full responsibility but the Catering Services Advisory Committee advises the Catering Manager on matters of detail. Should the Catering Manager not follow the advice given by the Committee, the Committee could report the matter for the Director's decision.

Membership

Membership	Status/Structure	Term of office
Professor C Whitehead	Acting Chairman, Catering Services Committee	Ex officio
Mr J O'Hara	Treasurer of the Students' Union	Ex officio
To be advised	International Student Officer	Ex officio
To be advised	Environment and Services Officer	Ex officio
Miss D Johnson	Senior Common Room representative	1 Aug 2000-31 Jul 2003
Vacancy	Senior Common Room representative	1 Aug 2000-31 Jul 2003
Mrs E Fishman	Administrative Common Room representative	1 Aug 2000-31 Jul 2003
Mr A L Salzman	Administrative Common Room representative	1 Aug 2000-31 Jul 2003
Mr G Shillabeer	Porters and Maintenance Staff representative	1 Aug 2000-31 Jul 2003
<i>Secretary Ms S Macaulay</i>		

COMMITTEE ON CONTINUING EDUCATION**Committee of the Academic Board***Terms of Reference:**

- To recommend to the Academic Board and to supervise the implementation of procedures for the assessment and maintenance of quality in the School's Short Courses and Contract Teaching, in respect of course development and delivery, marketing and certification;
- To recommend to the Academic Board, and to supervise the implementation of schemes of examination and certification for award-bearing Short Courses and Contract Teaching, by reference to standards applied in the School's examinations for regular undergraduate and postgraduate programmes;
- To recommend examiners for award-bearing Short Courses and Contract Teaching for appointment by the Director, to receive examiners' reports and determine appropriate action in response;
- To recommend to the Academic Board, and to supervise the implementation of guidelines on publicity and marketing of Short Courses and Contract Teaching organised by the School; and in particular to ensure that the content, style and manner of any publicity using the School's name is consistent with the School's distinctive academic mission;
- To establish a programme of periodic review of continuing Short Courses and Contract Teaching to the Chairman's approval;
- To receive reports on the implementation of the various procedures and guidelines for Short Courses and Contract Teaching and to determine appropriate action in response;
- To report annually to the Academic Board.
- As with membership of other School committees, the composition and membership to be reviewed after three years.

Membership

Membership	Status/Structure
Professor S R Hill	Chairman
Head of Research Services	Ex officio
To be advised	6 Academic Members
<i>Secretary Mr Neil Gregory</i>	

COMMITTEE ON UNDERGRADUATE STUDIES**Committee of the Academic Board***Terms of Reference**

- To keep under review, and make and consider proposals for improvement and modification in the education offered to undergraduate students of the School and in particular:
 - the design, organisation, teaching and assessment methods of courses for undergraduate studies;
 - curricular development and revision of degree structures affecting or relating to undergraduate studies;
 - the induction, registration, tuition and educational welfare of undergraduate students;
 - timetabling, library, Information Technology Services and catering arrangements affecting or relating to undergraduate students;
 - the operation of the system of Departmental Staff-Student Committees and Departmental Tutors affecting or relating to undergraduate studies;
 - matters introduced on minutes of Departmental Staff-Student Committees;
 - the general information and advice provided for the use of tutors of undergraduate students.
- To undertake such other tasks as the Academic Board shall determine.
- To establish sub-committees and working parties as appropriate, within the terms of reference set out in Section 1, and to determine their competence, length of service (including re-appointment) and membership.
- To make recommendations to the Academic Board and the Dean on matters within its terms of reference.
- To submit reports to the Academic Board.

Membership

Membership	Status/Structure
Dean of Undergraduate Studies (Chairman)	Ex officio
Director	Ex officio
A Deputy Director	Ex officio
Senior Tutor to the General Course	Ex officio
General Secretary of the Students' Union	Ex officio
Students' Union Education and Welfare Officer	Ex officio
Two members of staff and two students of the Economics Department	
One member of staff and one student from each other department	
<i>Secretary Ms Katie Porrer</i>	

THE COUNCIL**Terms of Reference**

Subject to the provisions of the Act, the Memorandum and the Articles and to any directions given by special resolution, the business of the Company shall be managed by the Council which may exercise all the powers of the Company save for the following powers which (in addition to and without limiting any rights and powers conferred upon Governors by the Act or by any other provisions of these Articles) shall be exercised by the Court of Governors:

- the admission of new Governors of the Company in accordance with Article 2.1;
- the election of members of the Court of Governors, including the Chairman and Vice-Chairmen of the Court of Governors;
- the appointment of such committees of the Court of Governors as the Court of Governors may from time to time consider appropriate;
- the appointment of Council Members in accordance with Article 10;

- any amendment to the Memorandum and Articles of Association of the Company;
- the appointment of the Director of the School;
- the approval of the audited annual accounts of the Company;
- the appointment of the Company's external auditors;
- the removal of any Council Member in accordance with section 303 of the Act.

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

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

Membership

Membership	Status/Structure	Term of office
Lord Grabiner of Aldwych	Chairman of the Court of Governors	Ex officio
Mr B Asher	Vice-Chairman of the Court	Ex officio
Mr B Sanderson	Vice-Chairman of the Court	Ex officio
Professor A Giddens	Director	Ex officio
Professor S R Hill	Deputy Director	Ex officio
Professor J Rees	Deputy Director	Ex officio
Dr R Richardson	Deputy Director	Ex officio
Professor C J Hill	Vice-Chairman of the Academic Board	Ex officio
Professor C Harlow	Vice-Chairman of the Appointments Committee	Ex officio
Sir Michael Lickiss	Chairman, Finance and General Purposes Committee	Ex officio
Ms C Taylor	General Secretary of the Students' Union	Ex officio
Mr L Dighton	Lay Governor	9 Dec 1999-31 Jul 2002
Dr C Downton	Lay Governor	9 Dec 1999-31 Jul 2002
Mr C Glasser	Lay Governor	1 Aug 1999-31 Jul 2002
Mr D Goldstone	Lay Governor	1 Aug 2000-31 Jul 2003
Miss K Jenkins	Lay Governor	1 Aug 1999-31 Jul 2002
Mr D J Kingsley	Lay Governor	1 Aug 2001-31 Jul 2004
Ms A Page	Lay Governor	9 Dec 1999-31 Jul 2004
Ms M Patterson	Lay Governor	1 Aug 2001-31 Jul 2003
Dr W Plowden	Lay Governor	1 Aug 2001-31 Jul 2004
Mr R Worcester	Lay Governor	1 Aug 2000-31 Jul 2003
Dr N A Barr	Academic Governor	1 Aug 1999-31 Jul 2002
Professor J Le Grand	Academic Governor	1 Aug 1999-31 Jul 2002
Professor H L Moore	Academic Governor	1 Aug 1999-31 Jul 2002
Professor B O'Leary	Academic Governor	1 Aug 2000-31 Jul 2003
Professor J V Rosenhead	Academic Governor	1 Sep 1999-31 Jul 2002
Professor C M Whitehead	Academic Governor	1 Aug 2001-31 Jul 2003
To be advised	Student Governor	1 Nov 2001-31 Jul 2002
Secretary Mr A N P Hall		

ESTATES MANAGEMENT COMMITTEE

Sub-Committee of the Estates Strategy Committee

Terms of Reference

1. To ensure that site development work is consistent with the Estates Strategy.
2. To be responsible for the School's space plan and use of accommodation, linking this role with implementation of estates strategy, and with relevant guidelines from the APRC, with the objectives of:
 - (i) enabling space planning to go hand in hand with oversight of the development of the learning environment developed;
 - (ii) linking the redevelopment of buildings more closely to their intended use.
3. To consider reports from project groups where relevant to year to year management of the estate.
4. To formulate maintenance and refurbishment policy and schedules for all of the School's buildings.
5. To submit an Annual Report or to report more often as required, to the Estates Strategy Committee and to the Academic Board.
6. To receive reports about progress with the detailed implementation of the agreed schedule of works once approved through the Estates Management Committee annual resources bid.
7. To make recommendations to the Estates Strategy Committee on any matter requiring a significant change in the Estates Strategy.

Membership

Membership	Status/Structure
Mr S Wheatcroft	Co-Chairman of the Estates Management Committee (lay governor)
Professor J Rees	Co-Chairman of the Estates Management Committee (academic)
Mr L Grossman	Lay Governor
Dr K Schulze	Academic Member
Professor C J Hill	Academic Member
Vacancy	A Convener
Professor D Quah	A non-Convener
Professor B Hutter	Member of the Research Committee
Mr J Madeley	Member of the Graduate School Committee
Mr N Byrne	Member of the Academic Studies Committee
Ms L Burton	Representative of Central Administration
To be advised	Student
Secretary Sarah Smith	

ESTATES STRATEGY COMMITTEE

Committee of Council

Terms of Reference

1. To develop, co-ordinate, pursue and monitor the long term Estates Strategy for the School as an integral part of the School's Strategic Plan.
2. To be responsible for recommending the School's Estates Strategy document to Council, and periodically to review the Strategy, consulting the Academic Board, with major alterations being recommended to the Council.

3. To evaluate proposals for acquisitions, disposals and redevelopment, at all stages of negotiation up to the point where binding decisions are to be recommended to the Council or its Chairman's Group.
4. To consult and receive reports from the Residences Strategy and Management Committee about residential estates needs and about that part of the Estates Strategy relevant to the acquisition, disposal, or redevelopment of student residences.
5. To integrate academic and service space planning into the Estates Strategy and to that end to receive reports from the Estates Management Committee about space plans which will change the Estates Strategy.
6. To receive reports from the Estates Management Committee at least annually and at other times when there are implications for the Estates Strategy.
7. Establishment of steering groups or project groups for specific purposes.
8. To consider reports from steering groups about matters affecting estates strategy.
9. To report to each Council if necessary but at least once a term.

Membership

Membership	Status/Structure
Lord Grabiner of Aldwych	Chairman of the Estates Strategy Committee (lay member of Council)
Professor J Rees	Co-Chairman of the Estates Management Committee (academic)
Mr S Wheatcroft	Co-Chairman of the Estates Management Committee (lay governor)
Mr D Goldstone	Lay member of the Council
Mr B Asher	Lay Governor/non governor
Sir Stuart Lipton	Lay Governor/non governor
Professor N Crafts	Academic Member
Professor D Stevenson	Academic Member
To be advised	Student
Secretary Sarah Smith	

EXTERNAL PROGRAMME COMMITTEE*

Committee of the Academic Board

Terms of reference

1. To ensure that the participation of the School in the External Programme meets all the requirements of the School and the University in respect of quality assurance and control, and in particular:
 - 1.1 to consider and recommend proposals for new degrees
 - 1.2 to consider and propose amendments to any regulations, including subject and programme regulations and assessment requirements
 - 1.3 to keep under review the entrance requirements and their interpretation
 - 1.4 to establish and keep under review a programme for the review and updating of syllabuses and subject guides
 - 1.5 to identify and nominate to the University the authors for revised and new subject guides and materials
 - 1.6 to identify and nominate for approval by the University the chief/lead examiners, visiting examiners and chairs of boards of examiners
 - 1.7 to identify and appoint other examiners
 - 1.8 to receive and take the appropriate action on the reports of visiting examiners
2. To consider and approve arrangements for advising the University on applications for subject/unit exemptions.
3. To consider and approve proposals for the conduct of revision courses and other advice to institutions.
4. To advise the Director for LSE External Study and the University on marketing strategies.
5. To make reports to the Teaching Quality Assurance Committee, the Academic Studies Committee and the Graduate School Committee as appropriate.
6. To conduct any other relevant business remitted to it by the Academic Board or any of its committees.

Membership:

Membership	Status/Structure
Director, External Study	Ex officio
Degree Co-ordinators and subject specialists	Ex officio
Diploma Co-ordinator	Ex officio
Member of the Academic Studies Committee	Academic Studies Committee
Chairs of Examiners	Academic Studies Committee or Graduate School Committee
Secretary Ms Nancy Korman	

FINANCE AND GENERAL PURPOSES COMMITTEE

Sub-Committee of the Council

Terms of Reference

1. The Finance and General Purposes Committee is responsible to the Council for financial management of the School;
2. To advise the Council on all financial matters of general importance, in particular the Annual Estimates and Accounts, including Accounting Policies;
3. To advise the Council on matters regarding the Strategic Plan and the Financial Forecasts;
4. To advise the Council about risks to the Strategic Plan and to be responsible for the School's risk profile and risk management policy.

Membership

Membership	Status/Structure	Term of office
Sir Michael Lickiss	Chairman, Finance and General Purposes Committee	Ex officio
Lord Grabiner of Aldwych	Chairman of the Court of Governors	Ex officio
Mr B Sanderson	Vice-Chairman of the Court	Ex officio
Professor A Giddens	Director	Ex officio
Professor J Rees	Deputy Director	Ex officio
Professor S R Hill	Vice-Chairman of the Academic Board	Ex officio
Ms C Taylor	General Secretary of the Students' Union	Ex officio
Professor C M Whitehead	Academic Governor	1 Aug 2001-31 Jul 2004
Dr N A Barr	Academic Governor	1 Aug 1999-31 Jul 2002
Professor M Power	Academic Member	1 Aug 2001-31 Jul 2004
Professor D Quah	Academic Member	1 Aug 1999-31 Jul 2002
Sir Gordon Manzie	Lay Governor	1 Aug 2000-31 Jul 2003
Mr S Barclay	Lay Governor	1 Aug 1999-31 Jul 2002
Mr R Goeltz	Lay member	1 Aug 2000-31 Jul 2003
Secretary Mr B Pearce		

GRADUATE SCHOOL COMMITTEE**Committee of the Academic Board**Terms of Reference*

- To consider, and make recommendations, where appropriate, to the Academic Board on the development and promotion of Graduate education at the School. *Inter alia* the Committee will have a responsibility to the Academic Board for:
 - guiding the direction of graduate education at the School;
 - the admission of graduate students, including such matters as: entrance requirements; departmental admission targets; the monitoring of student numbers in the Graduate School;
 - proposals for the establishment or deletion of graduate degree and diploma programmes or their component courses and proposals for amendment to regulations, drawing attention, where appropriate, to resource implications, including questions of timetabling, accommodation, student numbers;
 - the development of research training at the School;
 - quality control of graduate education at the School, in conjunction with the Teaching Quality Assurance Committee. This responsibility will include departmental reviews of graduate activity; the monitoring of student progress; the development, and monitoring, of Codes of Practice for graduate students and their teachers;
 - the monitoring of non-teaching arrangements for graduate students, eg induction, computing, library and study facilities;
 - liaising, as necessary, with other committees of the School on matters affecting graduate education.
- To consider and determine matters relating to graduate study which the University Regulations confer discretion upon the School to decide, in individual cases or for particular purposes, including approval of thesis titles and applications to transfer registration.
- To consider and recommend to the University of London, where appropriate, requests for suspension of regulations for graduate study in individual cases or for particular purposes.
- To authorise its Chairman to deal on its behalf with any request or application arising under 2 or 3 above.
- To submit an Annual Report to the Academic Board.

Membership

<i>Membership</i>	<i>Status/Structure</i>
Professor W T Murphy (Chairman)	Ex officio
Director	Ex officio
A Deputy Director	Ex officio
Dean of Graduate School	Ex officio
To be advised	Accounting and Finance
Professor P Loizos	Anthropology Department
To be advised	Development Studies Institute
Dr T Leunig	Economic History Department
Dr T Horsley	Economics Department
Professor A Venables	Economics Department
To be advised	European Institute
Professor A Phillips	Gender Institute
Dr Y Rydin	Geography and Environment Department
Professor D Held	Government Department
Mr S Dunn	Industrial Relations Department
Dr E Whitley	Information Systems Department
Dr A Westad	International History Department
Dr W Wallace	International Relations Department
Mr N Byrne	Language Centre
To be advised	Law Department
Mr Colin Mills	Interdisciplinary Institute of Management
Professor S Alpern	Mathematics Department
To be advised	Methodology Institute
To be advised	Operational Research Department
Dr C Hoefer	Philosophy Department
To be advised	Social Policy Department
Dr J Rungay	Social Psychology Department
Dr C Husbands	Sociology Department
To be advised	Statistics Department
To be advised	Masters' Students' Sub-Committee member
To be advised	Research Students' Sub-Committee member
Ms K Sloss	Library
Secretary To be advised	

HEALTH AND SAFETY COMMITTEE*Committee of the Council**Terms of Reference*

- To ensure compliance with the School's obligations under the Health and Safety at Work Act and subsequent directives.
- To advise on and develop best practice for safety at the School.
- To consider as appropriate reports on health and safety incidents.
- To report annually and as required to the Council.

Membership

<i>Membership</i>	<i>Status/Structure</i>	<i>Term of office</i>
Mr C Glasser	Chairman, Health & Safety Committee	Ex officio
Ms R Stephen	Lay Governor	1 Aug 1999-31 Jul 2002
Ms M Patterson	Lay Governor	1 Aug 1999-31 Jul 2002
Mr B Sheerman	Lay Governor	1 Aug 2001-31 Jul 2004
Vacancy	Academic Member	1 Aug 2001-31 Jul 2004
Vacancy	Academic Member	1 Aug 2001-31 Jul 2004
Professor B Hutter	Academic Member	1 Aug 1999-31 Jul 2002
Casual vacancy	Academic Member	1 Aug 1999-31 Jul 2002
Ms L Fishman	UNISON representative	1 Aug 1999-31 Jul 2002
Mr T Harbard	T&GWU representative	1 Aug 1999-31 Jul 2002
Ms C Hewlett	AUT representative	1 Aug 1999-31 Jul 2002
To be advised	Students' Union representative	1 Nov 2001-31 Jul 2002
To be advised	Students' Union representative	1 Nov 2001-31 Jul 2002
Secretary Sarah Smith		

INFORMATION SYSTEMS PLANNING COMMITTEE**Committee of the Academic Board**Terms of Reference*

- To develop, in consultation with the Steering Committees of the cluster groups, the strategic plan for Information Systems in the School, and to give advice on the resource implications.
- To consider and recommend to the Academic Planning and Resources Committee the provision of annual resources to implement the Information Systems strategic plan.
- To plan Information Systems provision, including the processes and organisational issues involved in manipulating and distributing information.
- To hold accountable the Librarian and Director of Information Services, the Secretary and Director of Administration, and their relevant staff, for the implementation of agreed plans for Information Systems.
- To receive regular reports on the views of users from managers of IT Services and the Management Information Systems Team.

Membership

<i>Membership</i>	<i>Status/Structure</i>	<i>Term of office</i>
Professor S R Hill	Chairman of the Information Systems Planning Committee	Ex officio
Mr M Hoffman	Dean of Undergraduate Studies	Ex officio
Mr J Madeley	Dean of Graduate School	Ex officio
Mr D Clay	Students' Union Education and Welfare Officer	Ex officio
Casual vacancy	Lay Governor Member	1 Aug 2000-31 Jul 2004
Dr J L G Board	Group 1	1 Aug 1999-31 Jul 2002
Vacancy	Group 2	1 Aug 2001-31 Jul 2004
Mr C Mills	Group 3	1 Aug 2000-31 Jul 2003
Vacancy	Group 4	1 Aug 2001-31 Jul 2004
Secretary Mr G Morrison		

INTER-HALLS COMMITTEE**Sub-Committee of the Finance and General Purposes Committee and the Academic Planning and Resources Committee**Terms of Reference*

- To review the regulations governing the operation of student residences and other School managed student accommodation including: the conditions on which students are admitted to residences; the allocation of places therein; and the use of residences during vacation periods.
- To review financial policy and to make recommendations on financial matters including student residence fees and non-student income generating activities; to scrutinise income and expenditure estimates; and to recommend the approval of accounts.
- To advise on the physical requirements of student accommodation and to comment as appropriate on proposals for new accommodation before they are submitted to the Site Development Committee or any other committee concerned.
- To advise on the policy in regard to increasing the number of residential places available to students.

Membership

<i>Membership</i>	<i>Status/Structure</i>
Mr J J Thomas*	Chairman, Inter-Halls Committee
Director	Ex officio
Deputy Director	Ex officio
Dean of Undergraduate Studies	Ex officio
Dean of Graduate School	Ex officio
Academic Resident, Bankside	Ex officio
Warden, Carr-Saunders	Ex officio
Warden, Passfield	Ex officio
Warden, Rosebery	Ex officio
Warden, Butlers Wharf	Ex officio
Senior Resident, Silver Walk	Ex officio
Warden, High Holborn	Ex officio
Warden, Bankside	Ex officio
Academic Resident, Great Dover Street	Ex officio
To be advised	Student
To be advised	Student, Carr-Saunders
To be advised	Student, Passfield
To be advised	Student, Rosebery
To be advised	Student, Butlers Wharf
To be advised	Student, Bankside
To be advised	Student, Silver Walk
To be advised	Student, High Holborn
To be advised	Student, Great Dover Street

*subject to confirmation

Secretary Mr D Tymms

INVESTMENTS COMMITTEE*Committee of the Council**Terms of Reference*

- To be responsible for general policy governing the investment of School funds and all funds that the School holds on trust, and to tender advice to the Council and its officers on any matters relating to investments referred to the Committee.
- to annually review the School's Investment Policy and Strategy;
- to appoint Investment Advisers to assist the Committee in the establishment of investment portfolio asset allocation benchmarks, tolerance bands, and Investment Management Funds.

Membership

<i>Membership</i>	<i>Status/Structure</i>	<i>Term of office</i>
Sir Mark Weinberg	Chairman, Investments Committee	Ex officio
Lord Grabiner of Aldwych	Chairman of the Court of Governors	Ex officio
Mr B Asher	Vice-Chairman of the Court	Ex officio
Professor A Giddens	Director	Ex officio
Sir Michael Lickiss	Chairman, Finance and General Purposes Committee	Ex officio

Professor T Besley	Chairman, STICERD Steering Committee	Ex officio
Professor S R Hill	Deputy Director	Ex officio
Dr R Altmann	Lay Member	1 Aug 2000-31 Jul 2003
Dr S Barclay	Lay Member	1 Aug 2000-31 Jul 2003
Dr C Downton*	Lay Member	1 Aug 2001-31 Jul 2004
Vacancy	Academic Member	1 Aug 2001-31 Jul 2004
Casual vacancy	Academic Member	1 Aug 2000-31 Jul 2003
To be advised	Student Member	1 Nov 2001-31 Jul 2002
*subject to confirmation		
Secretary Mr B Pearce		

LIBRARY COMMITTEE**Committee of the Academic Board**Terms of Reference*

- To advise the Librarian and Director of Information Services on all matters which it or the Librarian considers of broad interest to the users of the Library.
- At the discretion of the Chairman, to draw such matters as it thinks fit to the attention of the Library Panel.
- To make a termly report to the Library Panel.
- To liaise with the IS Planning Committee as necessary.

Membership

	Status/Structure	Term of office
Dr J Leape	Chairman, Library Committee	
Director	Ex officio	
A Deputy Director	Ex officio	
Librarian and Director of Information Services	Ex officio	
Chairman, Library Panel	Ex officio	
Students' Union Education and Welfare Officer	Ex officio	
Postgraduate Officer	Ex officio	
General Secretary of the Students' Union	Ex officio	
Mr L Grossman	Lay Governor	1 Aug 1999-31 Jul 2004
Casual vacancy	Lay Governor	1 Aug 2000-31 Jul 2003
Professor H Moore	Academic Governor	1 Aug 2000-31 Jul 2002
Dr A Cornford	Group 1	1 Aug 2000-31 Jul 2002
Dr S Gomulka	Group 1	1 Aug 1999-31 Jul 2003
Ms A Barron	Group 2	1 Aug 1999-31 Jul 2002
Dr M Barzelay	Group 2	1 Aug 2001-31 Jul 2004
Dr C Badcock	Group 3	1 Aug 1999-31 Jul 2003
Dr S Kumar	Group 3	1 Aug 2001-31 Jul 2004
Dr S R Epstein	Group 4	1 Aug 1999-31 Jul 2003
Vacancy	Group 4	1 Aug 2001-31 Jul 2004
To be advised	Student Member	1 Nov 2001-31 Jul 2002
To be advised	Student Member	1 Nov 2001-31 Jul 2002
Secretary Ms V Straw		

LIBRARY PANEL**Committee of the Council**Terms of Reference*

- To be responsible for the School's exercise of its sole Trusteeship of the LSE Library except as provided under (2).
- After consultation as appropriate with the Library Committee and the Academic Board to advise the Librarian and Director of Information Services on matters of Library policy and on any matters he/she wishes to bring to the attention of the Library Panel.
- To support fundraising and revenue-generating activities and the LSE Library as an international resource.
- To receive twice a year a report of Library Committee business including information on action taken and the Academic Board's views and advice if any.
- To submit to the Council an Annual Report on the LSE Library, which will accompany the Annual Report of the Librarian and Director of Information Services, the combined report to be referred by the Council to the Annual General Meeting of the Council.
- To refer to the Academic Planning and Resources Committee any request for resources and the resource implications of any subjects it discusses.
- To liaise with the IS Planning Committee as necessary.

Membership

	Status/Structure	Term of office
Mr I Hay Davison	Chairman, Library Panel	Ex officio
Director	Ex officio	
A Deputy Director	Ex officio	
Librarian and Director of Information Services	Ex officio	
Chairman, Library Committee	Ex officio	
Ms K Jenkins	Lay Governor	01 Aug 2000-31 Jul 2002
Vacancy	Lay Governor	01 Aug 2001-31 Jul 2004
Mr R Worcester	Lay Governor	01 Aug 2001-31 Jul 2004
Vacancy	Academic Member	01 Aug 2001-31 Jul 2004
Professor D Stevenson	Academic Member	01 Aug 1999-31 Jul 2002
Professor P Dunleavy	Academic Member	27 Oct 1999-31 Jul 2002
Secretary Ms Sally Thompson		

LSE HEALTH SERVICE COMMITTEE*Committee of the Academic Board**Terms of Reference*

- To receive reports on the development and administration of the LSE Health Service and to advise as appropriate.
- To act as a forum for discussion of matters affecting the health and well being of students and staff members of the School and to report to the Academic Board and advise where appropriate.

Membership

	Status/Structure	Term of office
Dr G Bridge	Chairman, LSE Health Service Committee	Ex officio
Professor A Giddens	Director	Ex officio
A Deputy Director	Ex officio	
Ms J Ramsey	Adviser to Disabled Students	Ex officio
Dr K Schulze	Adviser to Women Students	Ex officio
To be advised	Students' Union Education and Welfare Officer	Ex officio
To be advised	Students' Union Equal Opportunities Officer (Male)	Ex officio
To be advised	Students' Union Equal Opportunities Officer (Female)	Ex officio
Dr E Mossialos	Academic Member	1 Aug 2000-31 Jul 2003
Casual vacancy	Academic Member	1 Aug 1999-31 Jul 2002
Vacancy	Academic Member	1 Aug 2001-31 Jul 2004
Secretary Ms S Macauley		

NOMINATIONS COMMITTEE*Committee of the Council**Terms of Reference:*

- to establish criteria for recommendation to the Court of Governors, for selection and discontinuation of the full range of lay and honorific appointments within the School;
- to search for those whom the School might wish to appoint to:
 - Lay governorship
 - Lay membership of the Council
 - Honorary Fellowship
 - Lay Chairmanships and lay membership of School committees and other bodies
- Such other grades of lay or honorific appointment as the School may wish from time to time to establish excepting the Chairmanship of the Court and the Vice-Chairmanship of the Court.
- to advise the Council about lay membership of its committees;
- to advise the Court of Governors about lay membership of the Council and about such other grades or honorific appointment as the School may wish from time to time to establish and on the conditions under which such appointments might be held;
- in the case of governorship and lay Chairmanships and memberships of School committees and other bodies, to consider names which it might wish to elect or discontinue, and to make recommendations to the Court of Governors and such other committees as may be appropriate;
- the Nominations Committee would not interfere in Academic Board or Students' Union nominations.

Membership:

	Status/Structure	Term of office
Lord Grabiner of Aldwych	Chairman of the Court of Governors	Ex officio
Both Vice-Chairmen of the Court		Ex officio
Director		Ex officio
A Pro Director		Ex officio
Vice-Chairman of the Academic Board		Ex officio
Mr K Mackrell	Lay Governor	1 Aug 1999-31 Jul 2002
Dr R Altmann	Lay Governor	1 Aug 1999-31 Jul 2003
Sir John Sparrow	Lay Governor	1 Aug 1999-31 Jul 2004
Professor J Le Grand	Academic Member	1 Aug 1999-31 Jul 2003
Professor Lord Desai	Academic Member	1 Aug 1999-31 Jul 2002
Professor C Whitehead	Academic Member	1 Aug 1999-31 Jul 2004
To be advised	Student	
To be advised	Student	
Secretary Sally Thompson		

PROMOTIONS COMMITTEE*Terms of Reference*

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

The establishment of the Promotions Committee is not intended to reduce the active participation in the work of the Appointments Committee of all its members. The Promotions Committee, has therefore authority to act only in the matter of individual candidates for promotion and review. In all other matters it is empowered only to make recommendations for the consideration of the Appointments Committee. The Appointments Committee traditionally received all papers that had been circulated to the Promotions Committee (except confidential drafts, references and working papers). Following a one year trial period the Appointments Committee resolved that members of the Committee should receive only the Minutes of the previous Promotions Committee meeting, which may include annexes of details of revisions to procedures which are the subject of recommendations.

Members of the Appointments Committee wishing to continue to receive the full set of Promotions Committee papers may do so by notifying the Secretary and Director of Administration.

When considering questions which relate to a particular department of the School, the Promotions Committee will invite the Convener of that department to attend or to nominate some other member of the staff of the department to attend in order to assist its deliberations. The Appointments Committee appoints as members of the Promotions Committee: the Director, a Deputy Director, the Vice-Chair of the Appointments Committee and nine other permanent members of the Appointments Committee, two from Groups I-IV and one from Group V:

Group I: Accounting & Finance, Economics, Information Systems, Mathematics, Operational Research, Statistics.

Group II: Government and Law.

Group III: Anthropology, Social Policy, Social Psychology and Sociology.

Group IV: Economic History, Geography & Environment, Industrial Relations, International History, International Relations, Language Studies Centre and Philosophy, Logic & Scientific Method.

Group V: Development Studies Institute, European Institute, Gender Institute, Interdisciplinary Institute of Management, Methodology Institute.

Membership

	Status/Structure
Director	Ex officio
A Deputy Director	Ex officio
Vice-Chair of the Appointments Committee	Ex officio
Vacancy	Group 1
Professor S Bhattacharya	Group 1
Professor G Philip	Group 2
Professor C Chinkin	Group 2
Professor D M Downes	Group 3
Vacancy	Group 3
Professor J Worrall	Group 4
Vacancy	Group 4
Vacancy	Group 4
Secretary Mr J Peck	Group 5

RESEARCH COMMITTEE*

Committee of the Appointments Committee

Terms of Reference

- The Committee shall encourage and facilitate research appropriate to the School as an academic centre of scholarship and teaching in social studies.
- In particular, the Committee shall keep under review the research activities of the School and:
 - seek to initiate and to secure means for the development of research;
 - have the right to receive for assessment all new proposals for research or for extensions of existing research projects, which involve commitments on School funds and resources, other than the personal research of the staff or research financed from the Staff Research Fund;
 - make recommendations to the Director concerning proposed applications by the School or by members of the staff to outside bodies for research funds for which, if granted, the School would be accountable;
 - make recommendations to the Academic Planning and Resources Committee concerning the amount of the allocation to be voted annually to the Staff Research Fund;
 - have the right to receive for assessment annual reports on the use of all research funds and grants for which the School is accountable;
 - be responsible for oversight of policy relating to and distributions from the Staff Research Fund.
- The Committee's minutes shall be circulated to all members of the Appointments Committee and other papers shall be available for consultation by members of that Committee.
- The Committee shall consider and make recommendation to the Appointments Committee on the academic standards and purposes of research centres.
- The Committee shall make an annual report on its activities.
- The Committee shall meet at least once in each term on dates to be published in the *Calendar*.
- The Committee is empowered to make recommendations to the Director for executive action in respect of applications for or acceptance of research grants and other matters within its terms of reference.
- The Committee shall refer to Academic Planning and Resources Committee any request it has for resources and the resource implications of any subjects it discusses.

Membership

	Status/Structure
Vacancy	Chairman
Director	Ex officio
A Deputy Director	Ex officio
Librarian and Director of Information Services	Ex officio
Professor S Nickell	Group 1
Dr T Ahrens	Group 1
Dr S Karmel	Group 2
Professor N Lacey	Group 2
To be advised	Group 3
Dr F Cannell	Group 3
Professor F Halliday	Group 4
Mr D Baines	Group 4
To be advised	Group 5
To be advised	Group 5
Secretary Mr N Gregory	Group 5

RESIDENCES MANAGEMENT COMMITTEE* *Sub-Committee of the Finance & General Purposes Committee and the APRC*

Terms of Reference

- To have responsibility for the longer-term strategy and financial oversight of student residences, dealing with the following issues:
 - Consideration of new student residences and the financing of their acquisition.
 - Disposal of student residences.
 - Setting financial forecasts and budgets.
 - Approving Annual Accounts for student residences.
 - Vacation and conference income.
 - Maintenance, planning and estimates.
 - Approving expenditures.
 - Co-ordination with the School's student recruitment policy.
 - Criteria for the allocation of places in student residences.
 - Liaison with the Inter-Halls Committee.

Membership

	Status/Structure	Term of office
Mr B Asher	Chairman (Lay Governor Member of Finance and General Purposes Committee)	17 Jan 2000-31 Jul 2003
Professor J Rees	Deputy Director	Ex officio
Professor C J Hill	Vice-Chairman of the Academic Board	Ex officio
Mr J Madeley	Dean of Graduate School	Ex officio
Mr M Hoffman	Dean of Undergraduate Studies	Ex officio
Mr J J Thomas*	Chairman, Inter-Halls Committee	1 Aug 2001-31 Jul 2004
Vacancy	A nominee of the Academic Board	1 Aug 2001-31 Jul 2004
Mr N Dodd	A member of the APRC	1 Aug 2001-31 Jul 2002
To be advised	Student member of the Inter-Halls Committee	1 Nov 2001-31 Jul 2002
To be advised	Student member	1 Nov 2001-31 Jul 2002
*subject to confirmation		
Secretary Mr D Tymms		

STUDENT SUPPORT AND LIAISON COMMITTEE*

Committee of the Academic Board

Terms of Reference

- To determine policy for the disbursement of scholarships, studentships, prizes, bursaries and School and other funds for the award of merit awards, awards in respect of needs and hardship payments, including:
 - the exercise on behalf of the School of powers conferred under Trust Deeds and other documents, including the power to vary terms and conditions of awards
 - the setting of parameters for the operation of the Student Award Panels and student hardship allocations by officers, and appointment and co-option to the Student Awards panels
- To oversee the arrangements for the provision of welfare and advisory services for students of the School, including such special arrangements as it is appropriate to make for particular groups of students.
- To consider appropriate regulatory mechanisms for student activities and School Rules and Regulations for students.
- To act as a forum for consideration of such issues affecting aspects of the relationship between the School and the Students' Union as either party shall request provided that:
 - the Committee shall consider at least annually the annual accounts of the Students' Union and annual budgetary submission of the Students' Union for the following session, making recommendations as to the disposition of the School resources to the Academic Planning and Resources Committee;
 - the Committee shall consider at least annually the Memorandum of Understanding between the School and the Students' Union;
 - the Committee shall not consider matters concerning individual personal matters, staff discipline, the selection or admission to the School or courses within the School of individual students, and the determination of academic standards.
- To liaise as appropriate with the LSE Health Service Committee and other Committees insofar as the remit of those committee has implications for student support and/or the remit of the SSLC has implications for health provision and other amenities within the School.
- To report annually to the Academic Board on the whole scope of the Committee's work.
- To report as necessary to the APRC on all matters having resource implications and other requests for resources.
- To report as necessary to the Director and, through the Director to the Council, on matters affecting the broad direction of relations between the School and the Students' Union.

Membership

	Status/Structure	Term of office
Director	Ex officio	Ex officio
A Deputy Director	Ex officio	Ex officio
Vice-Chairman of the Academic Board	Ex officio	Ex officio
Dean of Undergraduate Studies	Ex officio	Ex officio
Dean of Graduate School	Ex officio	Ex officio
General Secretary of the Students' Union	Ex officio	Ex officio
Senior Treasurer of the Students' Union	Ex officio	Ex officio
Students' Union Education and Welfare Officer	Ex officio	Ex officio
Convenor, Awards Panel	Ex officio	Ex officio
Casual Vacancy	Academic Governor	1 Aug 2001-31 Jul 02
Casual Vacancy	Member of Academic Board	1 Aug 2001-31 Jul 02
To be advised	Student Member	
Secretary Loren Moysé		

SUMMER SCHOOLS BOARD*

Committee of the Academic Board

Terms of reference

- To be responsible to the School for the effective management and academic quality of the Summer Schools
- To approve the terms of office, appointment and re-appointment of Academic Directors and advise the Remuneration Committee on the remuneration of Academic Directors (non-executive members of the Board only)
- To report annually to the Academic Board.

Membership

	Nominated by
A Deputy Director (Professor S R Hill) (Chairman)	Ex officio
Vice-Chairman of the Academic Board	Ex officio
Head of Research Services	Ex officio
1 Academic Director of each Summer School	Ex officio
Secretary Ms E Aitken	

TEACHING QUALITY ASSURANCE COMMITTEE*

Committee of the Academic Board

Terms of Reference

With the support of and in consultation with the relevant School committees:

- To encourage, enable and facilitate good practice in teaching and to keep under review and report on matters of teaching quality assurance in relation to:
 - the monitoring and evaluation of courses and degree programmes
 - the provision and implementation of codes of practice for teaching and learning at all levels
 - ensuring that visiting examiners' reports are appropriately considered
 - student attendance, assessment and progress
 - the development of the necessary arrangements to monitor degree assessment and classification practices
 - the training of teachers and assessment of teaching performance including part-time teachers
 - the use of questionnaires to ascertain student views of teaching provision
 - the views of external bodies such as professional accreditation bodies and employers
 - the monitoring of the machinery for recognition and other forms of programme provision undertaken in collaboration with other institutions
- arrangements for ensuring the accuracy of promotional material.
- To take responsibility for the oversight and co-ordination of the School's submissions and responses in regard to the quality audit conducted by the Quality Assurance Agency.
- To take responsibility for teaching quality assessment as conducted by the Quality Assurance Agency.
- To make recommendations in respect of teaching quality assurance to the Academic Board on changes to policy and procedure with regard to academic assurance and, in appropriate cases, to make recommendations to the Director.
- To submit an annual report to the Academic Board on the work of the Teaching Quality Assurance Committee.

Membership

	Status/Structure	Term of office
Mr N Sims	Chairman, Teaching Quality Assurance Committee	Ex officio
A Deputy Director	Deputy Director	Ex officio
Professor C Harlow	Vice-Chairman of the Appointments Committee	Ex officio
Mr J Madeley	Dean of Graduate School	Ex officio
Mr M Hoffman	Dean of Undergraduate Studies	Ex officio
Mr D Clay	Students' Union Education and Welfare Officer	Ex officio
Professor R Macve	Group 1	1 Aug 2001-31 Jul 2004
Professor K Dowding	Group 2	1 Aug 2000-31 Jul 2003
Dr C Stafford	Group 3	1 Aug 1999-31 Jul 2002
Mr H Didiot-Cook	Group 4	1 Aug 2000-31 Jul 2003
Ms M Wade	Member of Library/IT Services	1 Aug 2000-31 Jul 2003
To be advised	Student Member of Committee on Undergraduate Studies	1 Nov 2001-31 Jul 2002
To be advised	Student Member of Master/Diploma Students Committee	1 Nov 2001-31 Jul 2002
To be advised	Student Member of Research Students Committee	1 Nov 2001-31 Jul 2002
Secretary Dr E Wright		

Honorary Fellows

Her Majesty Queen Elizabeth the Queen Mother
 Her Majesty Queen Margrethe II of Denmark HonLLD HonPhD
 His Excellency Shlomo Argov BSc MScEcon
 Dr John Ashworth MA PhD DSc FIBiol
 Professor Kader Asmal LLM MA
 Mrs Pat Barker CBE BSc(Econ)
 Lord Bauer MA DSc FBA
 W J Baumol BS PhD HonLLD HonDoc HonDHumLett
 W T Baxter BCom PhD HonDLitt DScEcon CA
 Sir Terence Beckett KBE DL BSc(Econ) FREng FIMEche CBIM HonDSc
 HonDSc(Econ) HonDTech HonDU HonDLitt
 Daniel Bell BSS PhD
 Sir Kenneth Berrill GBE KCB BSc(Econ) MA HonLLD DUniv HonDTech
 HonDSc
 Rt Hon Baroness Blackstone BScSoc PhD HonDLitt HonDUniv HonLLD
 Anne Bohm OBE PhD
 Cherie Booth QC LLB
 Sir John Bourn KCB BSc(Econ) PhD
 Sir Gordon Brunton
 Sir John Burgh KCMG CB BSc(Econ) MA HonLLD FRMC HonMRNCM
 Rt Hon Kim Campbell QC BA LLB LLD
 Sir Bryan Carsberg MScEcon MA FCA HonScD HonDLitt HonDU HonLLD
 R H Coase BCom DScEcon CorrespFBA
 Rt Hon Lord Cockfield PC BSc(Econ) LLB HonLLD DUniv Grand Croix De
 L'Ordre de Léopold II
 Professor William Cornish FBA LLB BCL
 Hon J J Cremona KM BA PhD DLitt LLD FRHistS
 Rt Hon Lord Croham GCB BSc(Econ) HonDSc
 Rt Hon Lord Dahrendorf KBE FBA DrPhil PhD DLitt LLD DSc DUniv
 DrScPol DHL HonDr DSSc HonMRIA Hon FRCS FRSA
 E L Dalemont DEnD Croix de Guerre Off.Lég.d'Honn. Com.Ordre nat.du Merité
 Professor Partha Dasgupta PhD FBA
 A C L Day BA
 A L Diamond LLM HonMRCP
 A L Dias BA BSc(Econ) HonDPhil
 D V Donnison BA HonDLitt
 Rt Hon Lord Donoughue MA DPhil FRHistS
 R P Dore CBE BA FBA HonMem Japan Academy HonMem AAAS
 R Dumas LEnD Croix de Guerre Chev.Lég. d'Honn Croix du Combattant
 Volontaire Grand Cruz de la Orden de Isabella la Católica HonLLD
 Professor James Durbin MA
 A F Earle BSc(Econ) PhD
 Joan Eckstein BSc(Econ)
 H C Edey BCom HonLLD FCA
 S N Eisenstadt MA PhD HonDrPolSci MIASC HonFMAAAS FMAPS FANAS
 HonHLD HonLLD Hon PhD
 Fei Hsiao-tung BA PhD
 Sir Raymond Firth MA PhD DPH DHumLett LittD DrLetters DScEcon LLD FBA
 Stanley Fischer MSc PhD
 Jean Floud CBE BSc(Econ) MA HonLittD HonDLitt
 C Freeman BSc(Econ)
 J Garcia Parra MA MScEcon
 Dr Nicholas C Garganas BA(Econ) MSc(Econ) PhD
 H Giersch DrRerPol HonDrRerPol CorrespFBA HonFSwedish Academy
 EngSci. Mem Order pour le Merité HonMem American Economic Assn
 HonPres Int Econ Assn Paolo Baffi Int Prize for Economics
 Sir Patrick Gillam BA Hons
 Sir Paul Girolami BCom FCA
 Goh Keng Swee BSc(Econ) PhD
 Sir Samuel Goldman KCB MScEcon
 David Goldstone LLB
 W M Gorman MA HonDSocSc HonDSc (SocSc) HonDEconSc
 E Grebenik CB MScEcon
 W Guth DrRerPol
 F H Hahn BSc(Econ) MA PhD HonDSocSc HonDLitt DrHC HonDSc FBA
 Professor A H Halsey FBA BSc(Econ) PhD MA (Oxon) HonDSocSci
 HonDLitt
 Hon Keith Hancock AO BA PhD HonDLit FASSA
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Functions Manager Jacqui Beazley
Chef Robert Hingston
Kitchen Porter Sydney Simms
Catering Assistant / Cashier Kay Winser
General Assistant/Cashier Ola-Wunmi Adeaga
Cashier/General Assistant Christine Curtis
General Assistants Olu Adeyeba, Fateh Rahim

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Senior Dining Room and Bar

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 Senior Library Assistants (Retrocon Project) Linda Clargo,
 Maria Cotera
 Evaluation Officer Fraser Nicolaidis
 Project Officers Anne Gambles, Imelda Noble
 Research Officer Francis Owtram
 IT Support Specialist Neil Prockter
 Secretarial Assistant Abigail Lower

IBSS

Editorial Manager Csanad Siklos
 Assistant Editorial Manager Liam Earney
 Indexers/Editorial Assistants Mary Bispham, Michelle Brattle,
 Katherine Farrell, Deborah Harrower, Rebecca Ursell,
 Anna Vaughan, Kim Wilson
 Assistant Librarian (Evening Services) Graziella Favarato
 Senior Library Assistant Marius Dicomites
 Library Assistants Suzanne Burn, Mark Estall,
 Sarah Jackson, Dusan Pokrajac, Koyas Uddin
 Library Assistants (Evening Services) Julie Hawkes,
 Debora Jeske, Natalie Kerr

Shelving Supervisor Graham Meredith
 Reshelters Alison Baptiste, Jaeho J Hwang, Brenda O'Brien,
 Claire Taplin

Information Services

Information Services Manager Katharine Sloss
 Preservation Librarian Rita Dockery
 Senior Assistant Librarians Graham Camfield, Clive Wilson,
 Rupert Wood
 Assistant Librarians Maria Bell, Christine Conboy,
 Heather Dawson, Kenneth Gibbons, Christine James,
 Wendy Lynwood, Steven McIndoe, Susanne Mehrer,
 Richard Trussell
 Senior Library Assistant Iain Baxter
 Graduate Trainee Library Assistants Paul Horsler, Sarah Pickett

Inter-Library Loans

Senior Library Assistant Karen Paine
 Library Assistants Anne Akinsanya, Emma Duthie,
 Trudy Gamblin, Miranda Kimberley

IT Support

IT Support Team Manager Timothy Green
 IT Support Specialists Simon McLeish, John Paschoud,
 Adam Preston, Neil Prockter
 IT Support Officers Shiraz Azizali, Michael McFarlane
 Library Systems Administrator Krishna Roy Chowdhury

Serials

Serials Librarian Frances Shipsey
 Assistant Librarian Caroline Elliott
 Principal Library Assistant Elizabeth Fishman
 Senior Library Assistant Paola Zandegiacomo
 Library Assistants Soraya Bachir-Cherif, William Barker,
 Wendy Butcher, Claire Moon

Shaw Library

Principal Library Assistant Alan Lowson
 Clerical Assistants Eferpe Fokas, Christian Glossner,
 Geeta Kulshrestha, Sally Stares

Taught Course Support

Senior Library Assistant Mei Pang
 Library Assistants Enitan Akinosho, Alexander Andreou,
 Elizabeth Galloway, Benjamin Sherwood, Vanya Sohun
 E-course Packs Assistant Julia McCaffery

Technical Services

Technical Services Manager Glyn Price
 Book Processors Desmond Silva-Douglas, Natalia Steward
 Clerical Assistants Rita Halsey, Loretta Ramswell

User Services

Deputy User Services Manager Joanne Taplin
 Photocopying Supervisor Bridget Cummings
 Photocopying Assistants Vahid Khabaz, Christophe McBride
 Foreman Porter Peter Austin
 Library Deputy Foreman Porter Saul Mwamba
 Library Porters Michael Barrett, Ebrahim Mussa, Daniel
 Naughnane
 Book Cleaner Imelda Tolentino
 Library Cleaner Carlota Pasiliwo

JOURNALS

British Journal of Sociology
 Journal Manager Jacqueline Gauntlett

Economica
 Secretary Angela Doran

Government and Opposition
 Managing Editor Rosalind Jones

STICERD
 Secretary Anne Robinson

INFORMATION TECHNOLOGY SERVICES**Librarian and Director of Information Services**

Jean Sykes

Administration

Office Manager and Technical Administrator
 Katharine Barker

Central Services

Specialist Applications Consultant Alma Gibbons
 IT Training and Development Specialist Amber Miro
 IT Information Coordinator Chavitri Yogeswaran
 Help Desk Supervisor Evgeny Bukhalenkov
 IT Support Officer Arion Deol
 Purchasing and Supplies Officer Ian Harvey
 Remote Support Officer Adebamike Olayebo
 Remote Support Supervisor (Student off site access)
 Christopher Thompson

Help Desks

IT Support Officer Yvonne Ward

Network Services

Network Services Manager Rita Patel
 IT Support Specialist Paul Jackson

PC Installation Officer Linhie Cheng
 PC and Hardware Support Officer Ke Dong
 PC and Network Support Officer Martin Slade
 Analyst/Programmer Swoo Koh
 Technical Administrator Puneet Singh

Systems Development

Systems Development Manager Richard Kaczynski
 Analysts/Programmers Richard Barns, Jeremy Skelton

User Services

User Services Manager Sue Wing
 IT Support Specialist/Specialist Applications Consultant
 Paul Gee
 IT Support Specialists Jonathan Allen, Angela Aubertin,
 Louise De Villiers, Carol Hewlett, Fraser Muir,
 Matthew Sowter, Peter Wren
 IT Support Officers Andrew Cooke, Jane Fitzmaurice,
 Peter Krawiecki, Rupert Prudom, Kuldip Purewal,
 Kristian Roger, Daniel Simpson

LSE Library

The LSE Library is the library of the School and one of the world's leading social science libraries. In April 2001 the Library moved back to its permanent building, following an extensive redevelopment to a design by Foster and Partners. This provides a modern, high quality environment with greatly increased study places and IT facilities.

Library Collections

- A research collection of over four million items particularly rich in economics, transport, statistics, political science, public administration, international relations and modern history
- A special *Course Collection* of books on LSE reading lists – many in multiple copy
- An increasing range of electronic information sources – many networked around the School
- Over 30,000 periodical titles, of which 10,000 are currently received
- Government publications from around the world (United Kingdom, United States, France, etc) and publications from international organisations (including the United Nations, European Union and World Bank).
- Special collections include historical pamphlets, archives and statistical datasets.

Library Services

- Book lending
- Course packs of essential readings (in co-operation with course lecturers)
- Document supply of materials not available locally (for LSE staff and students)
- Enquiries service
- Self-service photocopying
- Training in use of information sources
- Guides on Library collections and services

The Library's catalogue is available on the Web at: <http://www.catalogue.lse.ac.uk>. The Library's homepage on the Web is at: <http://www.library.lse.ac.uk>

The Library in the wider world

The Library is home to a number of services and projects of national, or international, significance. These include: the *International Bibliography of the Social Sciences* (a leading index of social science literature), M25 Link (a single search tool being developed to search all HE library catalogues in London in one go), HeadLine (using technology to guide users to electronic and other resources, funded by HEFCE) and EUSSIRF (research infrastructure for European social scientists, funded by the EC).

University Library

The University of London Library (Senate House) contains over 1.5 million volumes. Its main strengths are in the humanities and social sciences. There is no automatic entitlement for LSE members to use this library as the School is charged for each user ticket issued. Please enquire at the LSE Library Information Desk if you would like to use the University Library. Priority is given to those requiring specific research material only available there.

Information Technology Services

IT plays a key role throughout the School in teaching, learning, research and administration. The School is committed to ensuring that all students and staff have access to the IT facilities and support they require.

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

- Over 2,000 desktop personal computers, the vast majority of which are IBM-compatible PCs. Of these, around 1,000 IBM PCs are available in open-access rooms, principally for student use.
- A high-speed network interconnecting all the School's computers. This 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 SuperJANET network and the Internet.
- 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 are services for approved research projects only.
- Internet access, electronic mail, remote login and file transfer to educational institutions and other organisations throughout the world.
- Access to a wide range of databases and information sources, including networked CD-ROMs, online data services and the World Wide Web.
- Computer rooms in halls of residence, with all major halls wired for direct connection to the School network. Students in all major halls may access the School network from study bedrooms using their own computers.
- Online access to the Library catalogue held on a Digital Alpha system using UNICORN software.

The software available on the network includes Microsoft Office (Word, Excel, PowerPoint and Access), Microsoft Outlook, Internet Explorer, SAS, SPSS and a wide range of other Windows 2000 applications. Windows 2000 is the standard environment in almost all of the public computer rooms. Hardware and software support is provided by IT Services, and open-access advisory and helpdesks are available to all students, which are backed up by teams of support specialists. A range of training is available from IT Services, concentrating on introductory courses. Computer-based training is also available on the network.

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.

The School offers facilities and services for students with their own computers; for example laser printing facilities, remote access to electronic mail (via Internet service providers) and the Student Software Purchase Scheme, which enables software to be purchased at low cost.

IT training and support is provided for all staff. IT Services has designated a member of staff as a point of contact for disabled students.

Students with Disabilities

All reasonable efforts will be employed to ensure that the University's computing services and, in particular, the School's IT services will be made accessible to all students, regardless of disability, who have a legitimate reason for using them.

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. 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.

The Economists' Bookshop

Since its foundation in 1946, the Economists' Bookshop has sought to develop and maintain a close relationship with the School. This manifests itself most obviously in the range of stock carried by the shop, including Economics, Social Sciences, Management, Finance and Law. The shop seeks also to anticipate new developments within the various disciplines through a continuous dialogue with publishers, authors and the LSE itself. To this end the bookshop is currently exploring the possibilities inherent in new technologies, including the electronic book, print on demand and the Internet.

In addition to these activities The Economists' Bookshop will continue to offer a comprehensive Mail Order service to all parts of the world. We would also draw attention to the shop's second hand department where textbooks, review copies, out of print material and rare books are available. We now have remainders from both UK & the States. Finally, it goes without saying that the management and staff are always on hand to provide help and guidance to all our customers.

The Economists' Bookshop, Clare Market, Portugal Street, London WC2A 2AB. Tel: 020 7405 5531 Fax: 020 7430 1584 email: enquiries@economists.waterstones.co.uk

Short Courses, Contract Teaching and Executive Education

The School offers an extensive range of short courses, International Summer programmes, contract teaching and executive packages outside the regular teaching curriculum.

LSE Executive Education

LSE Executive Education builds upon the School's internationally renowned teaching and research expertise to provide a unique range of executive education and professional development programmes. Our programmes are taught by the LSE's world class experts who provide cutting edge insights, the latest research and information, and intellectual rigour in custom designed formats.

LSE Executive Education offers customised programmes which can be conducted in clients' offices or at the LSE central London campus. We can also offer a range of course delivery options. Our collaborative approach enables us to deliver knowledge, insight and direction to leading professionals and executives preparing them for today's challenges. LSE Executive Education programmes are designed around clients' unique learning objectives, building upon specific strengths and equipping participants with the knowledge and skills that they need. The Deputy-Director for External Relations is responsible for overseeing the academic standards of all executive education and short courses other than Summer School programmes.

LSE Executive Education is happy to receive suggestions for new courses. If there is a particular programme which you would like LSE to offer, LSE Executive Education will be happy to provide advice on the organisation, structuring and finance of programmes.

LSE Executive Education can be contacted:

by telephone on +44 (0)20 7955 7436

by fax on +44 (0)20 7955 7980

by email at Exec.Ed@lse.ac.uk

on the Internet at <http://www.execeducation.com>

or by writing to: Amanda Bullock, Enterprise LSE Limited, Houghton Street, London, WC2A 2AE.

LSE Summer School

The LSE Summer School provides a unique opportunity for individuals to share in the LSE tradition of excellence with members of LSE's teaching faculty.

Short courses are offered in the disciplines of Accounting & Finance, Economics, English Language, International Relations, Law and Management.

The programme caters for a variety of target groups including undergraduate and graduate students, as well as those from the business community and public sector.

Academic Convener:	Professor R Jackman
Academic Directors:	Professor P Abell
	Dr J Board
	Dr F Ortalo-Magne
	Dr A Walter
	Professor M Zander

Summer School Manager: Ms E Aitken

Senior Administrator: Mr L McKevitt

Contact:

Tel: +44 (0)20 7955 7554

email: summer.school@lse.ac.uk

Fax: +44 (0)20 7955 7674

LSE External Study

LSE is the 'Lead College' responsible for the academic development, direction and assessment of qualifications for External students in Economics, Management, Finance and the Social Sciences. Currently, over 8,500 students are studying worldwide for the courses for which LSE External Study is responsible:

Access route

Diploma in Economics

BSc Accounting and Finance

BSc Accounting with Law/Law with Accounting

BSc Banking and Finance

BSc Economics

BSc (Econ) in the specialisms of Politics & International Relations, and Sociology

BSc Economics and Management

BSc Information Systems and Management

BSc Management

BSc Management with Law/Law with Management

The Programme as a whole is part of the commitment of the School and the University to widening access to higher education worldwide. In particular, the Diploma in Economics for External students is designed for students without formal university entrance qualifications, and is examined at the level of the first year of a university degree. The Diploma may only be taught by institutions to which

the School has given permission. In 2000/2001, institutions in Greece, Hong Kong, India, Malaysia, Pakistan, Singapore, Sri Lanka and Turkey had permission to teach for the Diploma.

Many Diploma and degree students successfully transfer to the LSE at both undergraduate and postgraduate levels, and to other universities in the UK and overseas.

LSE External study also organises revision courses held throughout the world.

LSE External Study's commitment to widening participation extends to providing summer and winter schools for 15-17 year old students from London schools. These are funded by Goldman Sachs, Sutton Trust and HEFCE.

The School is one of five participants in the consortium running the External LLB on the same terms as the BSc.

Director Mrs Rosemary Gosling

The Office of Development and Alumni Relations

The Office of Development and Alumni Relations (formerly the LSE Foundation) is responsible for all private fund raising in the School. Its aim is to enable the School to gain private philanthropic support from alumni and friends, corporations, and foundations in order to maintain its position as a leading international teaching and research institution.

The Office of Development and Alumni Relations manages and directs The Campaign for LSE, an effort to raise £100 million, which was publicly launched in March, 2001. At that point we had raised over £35 million during the silent phase of the Campaign. The Campaign will focus on six major areas of need at the School:

- Facilities, including the Lionel Robbins Building, a new Student Service Centre on the first floor of the Old Building, the pedestrianisation of the campus, and several other much-needed physical improvements.
- Student support, including scholarships for undergraduate and graduate students and support for access programmes.
- Academic staff support, including endowed chairs, research and postgraduate fellowships and support for visiting fellows.
- Endowment in all areas to build the financial base of the School.
- Academic Excellence, including a range of interdisciplinary research projects such as the Centre for Risk and Regulation, the Human Rights Centre, the Centre for Economic Progress, the e-Lab project, and the Centre for Civil Society.
- The Annual Fund which reaches alumni through a programme of student callers and through letters, asking for annual gifts.

The Office of Development and Alumni Relations manages the alumni database on behalf of the School and keeps records of the details of alumni and friends in accord with the dictates of the Data Protection Act.

The Office of Development and Alumni Relations is responsible for alumni relations with the 60,000 LSE alumni throughout the world, focusing on providing them with information about the School and connecting them to the School. Activities in this field are described in the Alumni Services section of the *Graduate School* and *Undergraduate Handbooks*.

Residential Accommodation

The School has four Halls of Residence: Bankside House, Carr-Saunders Hall, Passfield Hall and Rosebery Hall; three blocks of self-catering flats: Butlers' Wharf, Great Dover Street and High Holborn; 18 houses at Silver Walk in Rotherhithe and 18 furnished flatlets in Tufnell Park for couples and families with one child. In addition there are eight University of London Halls which accommodate students from the School as well as other London Colleges. The Students' Union Advice Centre 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 Office 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: 020 7633 9877
The School's largest 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 11 Gainsford Street, London SE1 2NB Telephone: 020 7407 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: 020 7574 5300
Carr-Saunders accommodates 156 men and women students in 132 single and 12 twin rooms.

Great Dover Street 159 Great Dover Street, London SE1 4WW Telephone: 020 7403 1932
The School's newest residence accommodates almost 450 men and women students in self-catering flats, near the Borough, just south of London Bridge.

High Holborn 178 High Holborn, London WC1V 7AA Telephone: 020 7379 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: 020 7387 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: 020 7278 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, London SE16 1HT Telephone: 020 7407 7164
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 spaces for families with one small child.

83 Anson Road and 73 Carleton Road London N7 0ET Telephone: 020 7955 7088
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 student at 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: 020 7685 3000
230 women students are accommodated in 226 single and 2 twin study bedrooms.

College Hall Malet Street, London WC1E 7HZ Telephone: 020 7685 2000
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: 020 7685 3500
Commonwealth Hall accommodates 418 men and women students in 412 single study bedrooms and 3 twin study bedrooms.

Connaught Hall Tavistock Square, London WC1H 9EX Telephone: 020 7685 2800
Accommodation is provided for 205 men in 185 single and 10 twin study bedrooms.

Hughes Parry Hall Cartwright Gardens, London WC1H 9EF Telephone: 020 7685 4000
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: 020 7685 4500
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: 020 7685 5000
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: 020 7685 2500
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

University of London Accommodation and Property Management Office

Senate House, Malet Street, London WC1E 7HU Telephone: 020 7862 8881/7862 8880
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.

LSE Health Service

Details of services offered to staff are in the *Staff Handbook*; services to students are described in the relevant sections of the *Graduate School* and *Undergraduate Handbooks*.

Nursery

Details of services offered to staff are in the *Staff Handbook*; services to students are described in the relevant sections of the *Graduate School* and *Undergraduate Handbooks*.

Careers Service

Information on the Careers Service is available in the *Staff Handbook* and in the *Graduate School* and *Undergraduate Handbooks*.

Students' Union

The objectives 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 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 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. Full details of Union meetings and elections and of the committees are obtainable from the SU Reception in the foyer of the East Building and are also widely advertised in the School. The Union's constitution, minutes of meetings and much more information about the democratic structure can also be found on the Union's web site, by following the link from the School's homepage.

There are also more than 130 Union societies which organise a wide range of social, cultural and educational activities. Many societies have their own pages on the Union's website, they can also be contacted through SU reception.

The Union runs a coffee bar, three bars, a shop, puLSE (our radio station), a printing and photocopy service, a fitness centre and the Student Advice and Counselling Centre. The Students' Union Reception provides a first point of contact for students seeking information about Union services or Union activities as well as operating a room booking service on behalf of the School. The Union's 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 Student Advice Centre employs three Welfare Advisers, a Housing Adviser and a (part-time) counsellor.

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. NUS cards, student rail cards and general information can be obtained from the SU Reception in the East Building foyer.

The Union may be able to offer financial help to students with financial hardship who wish to continue or terminate their (or their partner's) pregnancy, students with children, and disabled students who incur additional expenses due to their disability. The Union also operates a number of other funds which may be able to assist students facing financial difficulties because of unexpected circumstances. Applications should be made through the Student Advice Centre who can also advise all students of any other funds available within the School. All applications are treated in the strictest confidence. The Advice Centre 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 Union is a member of the National Union of Students and sends delegates to the annual NUS conference. 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 Athletics Union which has the status of a society within the Students' Union and is a member of the University Athletic Union. All students are eligible to join the AU; the subscription charged for membership of each club is £5 except for Squash which is £10 for students and £25 for staff.

The following clubs are currently affiliated to the Athletic Union: aerobics, badminton, basketball, cricket, football, golf, hockey (men's and women's), horse riding, judo, karate, muay thai boxing, rock climbing, rowing, rugby, squash, tai chi, table tennis, tae kwon do, tennis. Details about club activities (and about how to set up a new club if your sport is not currently catered for) may be obtained from the Athletic Union Office (adjacent to the new fitness centre on the first floor (rear) of the East Building).

The sports grounds total some thirty-five acres at New Malden. There are pitches for Association and Rugby football, cricket, and lawn tennis courts. 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 squash courts, a circuit room, a gymnasium suitable for basketball and table tennis, and the Student Union's state of the art fitness centre. There is an annual open day at New Malden, held in June.

The Squash Club uses the School courts; the Table Tennis and Judo Clubs use the School gymnasium; the Cross-Country Club runs on Hampstead Heath and in Richmond Park. The Mountaineering Club meets in England and on the Continent.

Staff and Officers of the Students' Union**Sabbatical Officers**

General Secretary Clare Taylor

Treasurer Jarlath O'Hara

Education and Welfare Officer Dave Clay

Entertainments Officer George Ioannou

Staff

General Manager Gethin Roberts

Finance Secretary Sam Kung

Central Services Administrator Alice Kington

Sports Administrator Richard Clayton

Fitness Centre Supervisor Mathew McClelland

Welfare Advisers Louise Allison, Schimpf Carruthers

Housing Adviser Sue Garrett

Counsellor Sheila Gill

Bars Manager Jim Fagan *Assistant Bars Manager* Paul Harman

Shop Manager Kate Slay *Assistant Shop Manager* Andrew Summers

Coffeeshop Manager Patience Ohabuiro *Coffeeshop Supervisor* Lisa Cole

Code of Practice for Compliance with the Education Act 1994

Students have the right not to be members of a students' union but students exercising this right should not be unfairly disadvantaged with regard to the provision of services or otherwise, by doing so. The School's governing body, the Council, is responsible for ensuring that *inter alia* arrangements for: Students' Union elections, financial reporting and accountability, affiliations to external organisations and complaints procedure meet legal requirements.

The Students' Union is an integral part of the School community, and the Council have drawn up a Code of Practice for compliance, copies of which are available from the Union Information Desk and from the School's Resource Centre on the 10th Floor of Tower 1, email LSE-Resource-Centre@lse.ac.uk. The Code contains details of the availability or non-availability of various services to students who choose not to be members of the Union, and details of the freedom of speech and charitable requirements on the Union.

Research

Although much research at LSE comes within an easily identified discipline, the intellectual link between subject and discipline gives much of the School's research a strong interdisciplinary flavour, 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.

Most research is conducted by individuals or by small groups of collaborating researchers, but 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 33 research centres, institutes and units at the School, and several institutes with an involvement in research activities on interdisciplinary topics. Research centres and units range from large multidisciplinary centres with annual turnovers of hundreds of thousands of pounds (eg STICERD, the Centre for Economic Performance, CASE and CARR) to small centres with more modest resources.

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

Most of LSE's research centres and units are entirely financed by industry, commerce, research councils or charitable foundations. 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; over £1 million from City sources for the LSE Financial Markets Group; £1.5 million from a charitable sponsor to establish the Centre for the Study of Global Governance plus £5 million from the Economic and Social Research Council to establish the Centre for Analysis of Risk and Regulation and the Centre for the Analysis of Social Exclusion. 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 £13.9 million in 1999-2000.

The **Research Committee** is responsible for fostering new research initiatives, and acts as the research planning body of 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 (£313,900 for 1999-2000) 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). The LSE Research and Project Development Division aims to improve the level of administrative support for LSE's expanding funded research activities. The Division 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.

Full details of the current research interests of LSE staff, and the staff associated with each institute, research centre and research unit, are contained in *LSE Experts*.

Institutes**Development Studies Institute**

The core staff of the Institute, are actively involved in research and policy advice in a number of countries. Their interests include problems of poverty, rural and urban development, environmental sustainability and crisis management in Asia and Africa, politics and development, institutional reform at national and international levels, gender relations and the political economy of international institutions and organisations. Its members have done sustained work in India, China, Indonesia, the Philippines, Uganda, South Africa, Ghana, 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 European Institute

The Institute supports a range of research on Europe, both East and West.

The Economic and Social Cohesion Laboratory (ESOC-Lab) has conducted a project for the European Commission and the Portuguese Government on the application of new econometric models to evaluate the socio-economic impact of major infrastructure projects financed by the EU Cohesion Fund and Community Support Frameworks. The Lab has participated in the formulation of the European Spatial Development Perspective, new EU urban initiatives, and the selection of areas eligible for Interreg IIIA programs. Currently work is being undertaken on the development of new approaches to the evaluation of Structural Fund investments at the regional and local levels.

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. Academics and post-doctoral students from Spanish universities frequently visit the Centre for research purposes or as part of collaborative research projects. The Centre also publishes an on-going series of books with Routledge on contemporary Spanish themes.

The Hellenic Observatory was inaugurated in October 1996 to promote the study of contemporary Greece by creating an appropriate framework for teaching, research training and research in the area of social sciences. The Hellenic Observatory organises seminars and public lectures on Greek, Balkan and European Union matters. It also provides scholarships for MSc and PhD students. The Hellenic Observatory has set up jointly with the Centre for the Study of Global Governance, the Hellenic Foundation for European and Foreign Policy (ELIAMEP), and the Vienna Institute for International Economic Studies, the Balkan Reconstruction Observatory which monitors and analyses developments in the region of Southeastern Europe. The Eleftherios Venizelos Professor in Contemporary Greek Studies is the Director of the Hellenic Observatory.

The Association for the Study of Ethnicity and Nationalism (ASEN) has an international, multidisciplinary membership of approximately 500 academics, researchers and students. Its Journal *Nations and Nationalism* is published four 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 this, ASEN publishes a bi-annual Journal, *Studies in Ethnicity and Nationalism*, and hosts a range of seminars, lectures and

conferences. The Ernest Gellner Nationalism Annual Lecture was inaugurated in 1996, and in 2001 was given by Professor D Schapper; in 2001 the eleventh annual ASEN Conference addressed the topic of *Territory and Nation*, and attracted a large international audience.

The Forum for European Philosophy was set up in 1996 in order to promote dialogue between philosophers in Britain and the rest of Europe as well as encouraging interdisciplinary studies and communication between academic philosophers and the wider public. It organises a wide range of seminars, lectures, discussion groups and conferences throughout the academic year and also publishes a Newsletter each term. It has an International membership of Universities and Institutions as well as 50 Individual members. At its first Annual Conference in 1998 speakers included Axel Honneth and Paul Ricoeur and in 1999, Karl Otto Apel. Other FEP conferences: Levinas and Politics (May 2000) and Recognition: Psychoanalysis and the Politics of Identity (June 2000), Ethics in Foreign Policy (2001).

The European Political-economy Infrastructure Consortium (EPIC) financed by the European Commission is a joint project of the Institute, the European University Institute, Florence, the Instituto Juan March, Madrid, and the Wissenschaftszentrum Berlin für Sozialforschung. The goals of EPIC are to develop new research strategies in European political economy and to provide advanced research training for young researchers from all parts of the EU. EPIC is closely associated with the Ionian Academy, Corfu, where the research workshops are held.

Gender Institute

The Institute's research programme currently includes:

- *Gender Equality In A Multicultural Context*
Exploring tensions between sexual and cultural equality in the British courts.
- *Transitions To Adulthood For Lesbian And Gay Youth*
Exploring the dynamics of the transition into adulthood of young lesbian and gay people.
- *Reproductive Rights In A South Asian Context*
Investigating gender roles and relationships in the study of reproductive health and rights in South Asia.
- *Witchcraft, Modernity And Gender In Africa*
Local perceptions of postcolonial African state and market forces.
- *Social Capital And Health In Multi-Ethnic Communities*
Exploring issues of local participation and ethnic identity amongst 3 multi-ethnic communities of two relatively deprived wards in a Southeast England town.
- *Children And Young People: Health And Social Capital*
An exploration of the relevance of community and social networks in the everyday lives of 12-15 year olds, based on empirical research conducted in an English town.
- *Genealogies Of 2nd-Wave Feminist Theory And Epistemology*
Interrogating the relationship between radical and postmodern understandings of 'woman' as a foundational category.
- *Masculine Identities, Health And Embodiment*
A study of young men's psychologies.
- *Gender and New Media*
Working practices, representation and consumption in relation to digital technologies.

Interdisciplinary Institute of Management

The Institute's research programme includes:

- Managerial motivation in take-overs and mergers.
- Executive compensation.
- The impact of profit and equity sharing on firm performance.
- Corporate Governance.
- The motivation of the self-employed.
- Game theoretic approaches to strategy.
- Statistical modelling for managerial decision-making.
- Combining statistical and qualitative data in research programmes.
- The development of an interdisciplinary theory of the organisation of the firm.
- Financial Markets.
- Management in the public sector.

The Methodology Institute

Current research projects in the Institute include:

- Survey methodology: sampling and non-sampling errors.
- Qualitative research: forms of interviewing, media analysis, corpus construction and quality indicators for qualitative methods.
- Categorical data analysis.
- Judgement, decision-making and bargaining.
- Risk perceptions and risk communication.
- Public perception of biotechnology.
- Public understanding of science.
- Changes in working conditions.
- Trends in social class mobility.
- Experimental design.
- Electoral systems and party competition.
- Content analysis.
- Cultural indicators.

Research Centres

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

Director Professor Timothy Besley

Deputy Director Dr Janet Hunter

Administrator Ms Angela Swain

STICERD finances a wide variety of research by members of the School staff, both inside and outside the Centres. Areas of research being undertaken within the Centres include work on economic organisation and public policy; an empirical analysis of three of the principal dimensions of social exclusion – the economy and incomes, families and family change, and communities and neighbourhoods; 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 Centres also offer a post-doctoral fellowship.

The LSE Suntory and Toyota Lectures attract a wide and diverse audience from outside the School as well as LSE students and staff.

Seminars are organised in a variety of fields during the year, including the Theoretical Economics Workshop, the International Studies Programme Symposia, the Japanese Seminars, Development and Growth Seminars, the ESRC Centre for the Analysis of Social Exclusion Seminars and the Economics of Industry Seminars. 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 ESRC Research Centre for Analysis of Social Exclusion, the Distributional Analysis Research Programme and the Economics of Industry Programme also produce a free discussion paper series. Twenty-two Occasional Papers have been produced.

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.

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 ESRC Research Centre for Analysis of Social Exclusion, directed by Professor J Hills (full details are in a separate entry for the Centre); the Programme for the Study of Economic Organization and Public Policy directed by Professor T Besley and Dr R Burgess (supported by grants from the ESRC, the Ford Foundation, the British Council and the Asia Foundation); the Economics of Industry Programme directed by Professor J Sutton (with support from the ESRC); the Distributional Analysis Research Programme directed by Professor F Cowell (supported by the ESRC and the Leverhulme Trust); and the Japanese Studies programme directed by Dr J Hunter.

The Asia Research Centre

Deputy Director Dr Athar Hussain

Chairman, Management Committee Professor Lord Desai of St Clement Danes

Administrator Ms Joanne Hay

The Asia Research Centre was established in 1997-98, as a major academic initiative. It is constituted on an inter-departmental basis with the object of promoting and coordinating social science research within an Asian ambit, especially that of an inter-disciplinary kind. That ambit takes in South Asia, South-East Asia and East Asia.

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 organises seminars, conferences and briefing workshops on various topical issues concerning Asia.

The research agenda of the Centre for the coming years includes:

- 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.

Business History Unit

Director Dr Terence Gourvish

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. Since 1989 some £2.2M in research income has been generated.

Research staff are employed on the following projects: Official Government History of the Channel Tunnel (Dr Terry Gourvish); History of British Rail, 1974-97 (Dr Terry Gourvish, Dr Michael Anson); The Performance of European Business in the Twentieth Century (Professor Youssef Cassis); and Mail Order Retailing in Britain (Dr Dilwyn Porter, Dr Richard Coopey). In addition, there are several projects directed by scholars connected with the Unit, including Dr Dilwyn Porter (History of Financial Journalism); Dr Nick Tiratsoo and Dr Roy Edwards (Creation of European Management Practice), and Dr Stefano Battilossi (Euro-Dollar Market). The Unit also holds an EU TMR grant (Mr Guiliano Maielli, Restructuring of the Italian Motor Industries). It 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. The Unit 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.

Centre for Analysis of Risk and Regulation

Directors Professor Bridget Hutter, Professor Michael Power

Programme Directors Professor Robert Baldwin, Professor Christopher Hood, Professor Bridget Hutter, Professor Michael Power

The Centre for Analysis of Risk and Regulation (CARR) was established as an ESRC research centre in October 2000. It is a multidisciplinary research centre with participation from social scientists working in accounting, economics, geography and environment, law, operational research, political science and sociology. CARR is developing intellectual synergies across disciplines and pulling together the risk management and regulation research literatures more generally.

A key perspective of work within the Centre is that regulation can be understood as a form of risk management, just as risk management within organisations can often be understood as a form of self-regulation.

The Centre focuses on regulatory systems and risk management practices and their interaction. Research addresses regulation and risk in the fields of corporate and governmental control, and combines quantitative and qualitative traditions of research and analysis. An important part of the remit of the centre is to attract world class academics and practitioners, and to provide a national centre for research on risk and regulation. Research is organised around three main programmes: Organisations and Risk Management; Business Regulation and Corporate Governance and Regulation of Government and Governance. These three programmes are linked by a number of thematic interests which reflect the comparative direction of our work. First, the Centre aims to document and understand cross-sectoral variation in the tools and techniques of risk management and regulation. Second, an important focus is the unintended consequences of risk management and regulatory practice. CARR hopes to build an understanding and inventory of important side effects and their causes. Third, practices of risk management and regulation play a vital role in securing the legitimacy of organisations and in constructing them as accountable entities. So research at CARR focuses on the normative climate within which practice is shaped.

The Centre's sponsors come from both the public and private sectors. In addition to ESRC funding the Michael Peacock Trust has provided core funding for a chair in risk management. Deutsche Bank are supporting research on the management and regulation of risk. Aon, an insurance and professional services company is sponsoring a fellowship in risk management to focus on corporate risk, and BP are funding research in complex risk. PricewaterhouseCoopers are providing sponsorship to establish the Risk Research Institute within CARR.

CARR is committed to reaching out to practitioners and other academics. CARR is developing links with academics and institutions elsewhere in the UK in order to provide a national research resource. In addition to a general scheme of visitorships and affiliations, the Centre is building specific and substantive research links with other universities. The ambition is that the work of CARR will have a demonstrable impact on risk management thinking and regulation policy over future years.

Centre for Civil Society

Director Dr Helmut Anheier

Administrators Mrs Jane Schiemann, Mrs Susan Roebuck, Mrs Barbara Baum

The LSE Centre for Civil Society was founded in 1999 as a research and teaching unit within the Department of Social Policy. The Centre is responsible for two MSc degrees in *Voluntary Sector Organisation and Management of Non-Governmental Organisations*, and offers opportunities for PhD study.

Established initially as the Centre for Voluntary Organisation in 1987, the Centre has pioneered the study of voluntary organisations in Britain, and the role of non-governmental organisations in developing countries. The Centre remains at the forefront of this rapidly growing field in terms of research, teaching, policy analysis, and professional education, and is expanding its international presence, focus and range of activities. The new Centre seeks to improve understanding of the set of organisations located between the market, the state and the family – institutions that are variously referred to as non-governmental, voluntary, non-profit, or third-sector organisations, foundations, and social enterprises. These institutions are part of a wider civil society and form a social economy of private organisations serving public purposes.

The Centre's Mission is to become the academic centre of excellence for the study of civil society, social economy, non-profit or third-sector organisations, and philanthropy in Europe. Through research, teaching, and policy analysis, the Centre adds to our knowledge about the types, roles, and contributions of such civil society and social economy institutions in Britain, Europe and other parts of the world. The Centre's four major objectives are to: improve understanding of civil society and social economy institutions; inform policy-making at local, regional, national and international levels; provide academic and professional education; and create a vibrant intellectual community for the study of civil society and the social economy.

The Centre maintains a highly active and diversified research programme. Research projects at the Centre range from basic theoretical approaches and empirical work to organisational and policy studies to historical analysis. Many research projects are inter-disciplinary and comparative. Examples of current and planned research projects include: mapping civil society; understudying social entrepreneurship; NGOs and development, the culture of giving in Britain; evolution in the third sector: charity, social enterprises, and the new mutualism; the European Union and the voluntary sector; civil society and value changes in Britain; history of housing associations; developing a global civil society information system; foundations in Europe; studying small, local organisations; employment and volunteering; organisational behaviour and comparative advantages.

The Centre organises symposia and seminars on a wide range of aspects relating to civil society, and maintains several publication series: *Plenum Series on International Nonprofit and Civil Society Studies*, and two working paper series, *Civil Society Working Papers and International Working Papers*.

Contact information:

For general information about the Centre contact

Sue Roebuck (Tel: 020 7955 7375/7205; Fax: 020 7955 6039; email: S.Roebuck@lse.ac.uk), or

Jane Schiemann (Tel: 020 7955 7375/7205; Fax: 020 7955 6039; email: J.J.Schiemann@lse.ac.uk)

Centre for Community Operational Research (SCORE)

Director Professor Jonathan Rosenhead

The Centre provides 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

Director Professor Norman Biggs

Executive Director Professor Graham Brightwell

Executive Director (Finance) Dr Martin Anthony

Administrator Mr David Scott

The Centre for Discrete and Applicable Mathematics (CDAM) was founded at the School in its centenary year, 1995. At the meeting of the Research Committee in February 2000, CDAM was re-established for a further period of five years. It 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. CDAM is particularly active in the areas of Combinatorial Optimization, Game Theory, Theory of Economic Forecasting, Artificial Neural Networks, Complexity Theory, Mathematical Programming, Discrete Probabilistic Analysis, Social Choice Theory, Mathematics in Finance, and Rendezvous Search Theory.

CDAM Seminar: The weekly seminar at 2pm on Thursdays attracts 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 have a programme of speakers to reflect the widening horizons of the Centre.

CDAM Informal Workshop: In addition to its more formal Seminar, CDAM organises an Informal Workshop on Friday evenings from 4pm. Speakers and audience, who come from both inside and outside the LSE, are encouraged to initiate discussions about research results and topics. These discussions sometimes continue during the rest of the evening in an even more informal environment.

CDAM Report Series: Established in 1992, there are now over 190 papers in the series. It continues as a joint CDAM/Mathematics Department enterprise, and contains papers in all areas covered by the Centre.

Centre for Economic Performance

Co-Directors Professor Lord Richard Layard, Professor Richard Freeman (Harvard)

Research Director Professor Tony Venables

Administrator Mr Nigel Rogers

The Centre was established in April 1990 as a major ESRC interdisciplinary research centre. 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, economic history, geography and social administration.

The Centre is co-directed by Professors Richard Layard and Richard Freeman (Harvard). The 60 senior staff, drawn from all these disciplines, are mainly members of the LSE teaching staff. Further key contributions come from staff at Harvard, Kent, Bristol, Newcastle and Sussex. The thirty or so junior staff are mainly research assistants working for PhDs on an apprenticeship basis: six PhD's are completed in the Centre each year. This provides a real opportunity to attract and develop a core of well-trained social scientists in this area.

The work of the Centre is directed by the Research Director, Professor Tony Venables, and is organised under four major programmes run by leading experts in the field: Labour Markets (Professor Alan Manning) covering labour market policies and institutions, people

management and economic performance; Education (Professor Stephen Machin) covering supply and demand for skills, and the determinants of school performance; Globalisation (Professor A Venables) dealing with trade and the location of economic activity, the reform of international financial systems, foreign direct investment and European integration; and Technology and Growth (Professor C Pissarides) dealing with knowledge and growth, uncertainty and macro-economic policy formation, and the Internet Economy.

The ESRC contributes £1m a year and a further 70% is earned from contracts with the DfEE, European Commission, the Leverhulme Trust, Mellon Foundation, Esmee Fairbairn Foundation and the Bank of England. In the past year a new Centre in the Economics of Education has been established at CEP by the DfEE and the Leverhulme Trust have financed a 5-year programme on the Future of Unions. The Centre also obtains support from business, and runs events for its Senior Business Forum at which 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* and its Special Reports Series.

Centre for Educational Research

Director Dr Anne West

Administrator Mr John Wilkes

The Centre was established in 1990 after the abolition of the Inner London Education Authority. It is directed by Dr Anne West. The Centre continues to maintain an interest in education in the capital. Other current research interests include the financing of education and educational reforms in the UK and the European Union. In addition, a range of other research and consultancy activities are undertaken.

The current programme of research includes the following:

- An evaluation of the Excellence in Cities Policy, funded by the DfEE in conjunction with the National Foundation for Educational Research, the Centre for Economic Performance and the Institute for Fiscal Studies.
- Research on the financing of education and training, both in the UK and elsewhere.
- Demand-side financing of education and training (including voucher mechanisms).
- An investigation of environmental education curricula in the EU, funded by the Environment Directorate-General.
- An investigation of higher education admissions and student mobility in the EU, funded by the Research Directorate-General of the European Commission.
- Research on the English education reforms and their impact on equity and social exclusion.
- Research and consultancy services are undertaken on a regular basis and clients have included the World Bank, the Office of Manpower Economics and the inner London boroughs. Other work has been carried out for a range of charitable foundations.

Centre for International Studies

Chair of the Steering Committee Professor Margot Light

Administration Assistant Mrs Pamela Hodges

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. The Steering Committee assumes responsibility for recommending the appointment of up to six Visiting Fellows at any one time 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 2000-2001 the following Visiting Fellows were appointed: Mr G Joffe, (formerly) Royal Institute of International Affairs; Dr Adebayo Okunade, University of Ibadan; Dr Ali Sadeghi, University of Esfahan; Ms Liang Jianwu, China Institute of Contemporary International Relations; Mr David Bostock, Cabinet Office; Professor Soonan Kim, Korean National Defence University.

The Centre sponsors a monograph series in the field of International Studies published by the Cambridge University Press. Recent published works have been: 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*; Karin von Hippel, *Democracy by Force: US Military Intervention in the Post-Cold War World*; Karen E Smith & Margot Light (Eds), *Ethics and Foreign Policy*.

Centre for Philosophy of Natural and Social Science

Director Professor Nancy Cartwright

Acting Director Professor Michael Redhead

Co-Director Dr Helen Cronin

Co-Director Professor John Worrall

Administrator Ms Dorota Rejman

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; the impact of social factors on the content and progress of science; philosophy of physics, and the contribution of Darwinian theory to our understanding of human nature and behaviour. The Centre moved into impressive new accommodation in Tymes Court in 1993, thanks to a generous anonymous donation.

The Centre organises frequent seminars, lectures and workshops and publishes a Discussion paper Series. In the past year events organised by the Centre for Philosophy of Natural and Social Science included:

Philosophy of Chemistry Workshop.

Futures – series of the Public Lectures: *The Future of Physics; The Future of Biology; The Future of Social Science*.

All-England History and Philosophy of Science Lecture: *Adaptation and Phylogenetic Inertia – How are the two parts of Darwinism related?*

Centre Tenth Anniversary Lecture: *Demystifying Simplicity*.

Time, Reality and Experience Conference.

Biology, Medicine and Society: *Levels of Selection: A diagnosis and a way out of the mire; Evolutionary Psychology: Adaptation or Genetic Conflict*.

Popper Seminar Debate: *The Nature of Design and the Future of Biotechnology*.

A thriving visitors programme attracts distinguished visitors from abroad whose research interests overlap with those of Centre members. Research projects include Measurement in Physics and Economics, Methodology of Experimental Economics, Economics, Human Values and Social Enquiry, The Lakatos Archive Project, the Rationality Project, The Research Programme in Democracy, Business and Human Well-Being, The Biology, Medicine and Society programme, and the Voting Power Project. The Centre is the home of Philosophy in Britain, as well as the successful Darwin@LSE programme which, among other activities, publishes an electronic magazine, *'the evolutionist'* and (with Weidenfeld and Nicolson) *'Darwinism Today'*, a series of essay-length books by leading authorities on evolutionary themes.

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

Director Dr Jonathan Leape
 Administrator Ms Wendy Foulds

The Centre was established at the London School of Economics in 1990 under the direction of Dr Jonathan Leape. CREFSA has become a leading centre of independent research into the determinants of cross-border capital flows and their implications for macroeconomic policy in Southern Africa; the structure and development of the financial system and the framework for financial regulation in the region; and prospects for regional integration in the Southern African Development Community. The Centre has received substantial grants from the UK Department for International Development and the Commonwealth, as well as grants from the Swedish and Danish development agencies and others. CREFSA has two related objectives: firstly, to help inform economic policy debates through a focused programme of research and secondly, to contribute to institution-building initiatives within the region. Much of the Centre's research is available online from CREFSA's web site. In addition, the Centre has recently published influential studies on private capital flows to Africa (*Private Capital Flows to Africa: Perception and Reality*, 1999, FONDAD) and on the economic policy framework to support free trade in Southern Africa (*Gaining from Trade in Southern Africa: Complementary Policies to Underpin the SADC Free Trade Area*, 2000, Macmillan). The Centre also seeks to stimulate debate and research through workshops and roundtable discussions involving policy-makers and economists from Southern Africa and their international counterparts. Recent initiatives include workshops on the future of financial regulation in South Africa and the launch of the first-ever bilateral reconciliation of balance of payments data in Africa.

Centre for the Study of Global Governance

Director Professor Lord Desai of St Clement Danes
 Administrator Ms Joanne Hay

The Centre for the Study of Global Governance was established with an initial grant from the Maurice Laing and Rufford Foundations, and started regular operations in October 1992. The Centre has established itself as an innovative initiative which straddles 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; and has arranged a high level small-scale intensive forum on global governance. It is currently engaged in a programme of research on global civil society financed by the MacArthur Foundation and the Rockefeller Foundation.

The Centre sees as its task:

to inquire into the origin and nature of urgent problems facing the globe (whether poverty, population growth, environmental degradation, human rights, migration of human populations, economic development or emergency relief) which are amenable to a global, 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.

Current research projects include the Economics of Globalisation, Measurement and Monitoring of Human Rights, the Nature and Legitimacy of the International Order and Global Civil Society.

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

Cities Programme

Chair Professor Richard Sennett
 Director Mr Richard Burdett
 Co-Director Mr Tony Travers
 Assistant Director Ms Kathryn Firth
 Programme Co-ordinator Ms Michelle Langan
 Personal Assistant Ms Terri Natale

The Cities Programme at the London School of Economics is an international centre committed to the understanding of contemporary urban society. Its central objective is to relate physical structure to the social structure of cities. The programme offers degree courses at the masters and doctoral level. It houses research projects by LSE staff and visiting scholars and hosts public events with design professionals, academics, city leaders and policymakers. The programme carries out consultancy with interdisciplinary teams on urban design and regeneration.

Computer Security Research Centre

Director Dr James Backhouse
 Administration Assistant Ms Emma Peel

The Centre focuses on the management and policy aspects of information security.

Four unifying themes characterise its 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 policy and procedures and of the concept of risk around the use of 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 includes academic staff from the Information Systems Department, visiting scholars and postgraduate students on the IS doctoral programme who research information systems security.

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

In addition to supporting a continuing programme of doctoral research, the Centre is leading the following collaborative research projects: *Modelling Risk in Interoperable Public Key Infrastructures (Fiducia)*: The Fiducia project approved in July 2000 under the DTI/ESRC Management of Information LINK scheme, is an empirical study of the commercial risks and liabilities in public key infrastructures (PKIs) as trust service providers move from closed PKIs to inter-closed and interoperable PKIs. The risk model and specification language it develops can be incorporated into electronic commerce software to evaluate the commercial risks and legal liabilities associated with accepting digital certificates issued by previously "untrusted" certification authorities.

Control of Money Laundering in the Electronic Years (COMELY): COMELY is a research project focusing on the new threats to money laundering control from emerging payment technologies. The Project began in October 1999 and has drawn in collaborators including law enforcement agencies, financial regulators and financial institutions. Studies have been undertaken in how regulators collect and sift suspicious transaction reports and on how financial institutions arrange to comply with regulatory discipline. A sub-project of COMELY envisages systems specifications for various parts of the task of compliance.

MSc in Information Systems Security and Access: With funding from the HEFCE since 1998, the CSRC has been researching and developing online learning in the field of information security. Given the success of extensive trials, the LSE has now approved the first online MSc. It will begin in 2002 and will see the Centre staff collaborating with the Information Systems Department to deliver the programme.

Development Research Centre and the Crisis States Programme

Director Dr James Putzel

The Development Research Centre is based at the Development Studies Institute. It was established in 2001 with the support of the Department for International Development (DFID) of the UK government, initially to undertake research on 'Crisis and Breakdown in the Developing World' (the Crisis States Programme or CSP). The CSP is dedicated to understanding why, some states, or some regions or communities within states, manage to survive and rebound from economic and social crises while others collapse even to the point of violent conflict.

The CSP is undertaking interdisciplinary research at the global, national and local levels and aims to integrate work and draw connections across these levels of analysis. Our work starts off from various versions of institutional theory that have become important in Development Studies in recent years.

The DRC was established in collaboration with: the Asia Development Research Institute in Patna, Bihar; the Witwatersrand Institute of Social and Economic Research (WISER), the Sociology of Work Workshop (SWOP) and the Department of Sociology, all at the University of Witwatersrand, Johannesburg, South Africa; and the Universidad de los Andes, the Universidad del Rosario and the Instituto de Estudios Políticos y Relaciones Internacionales (IEPRI) at the Universidad Nacional, all in Colombia.

CSP Research Objectives

1. We will assess how constellations of power at local, national and global levels drive processes of institutional change, collapse and reconstruction and in doing so will challenge simplistic paradigms about the beneficial effects of economic and political liberalisation.
2. We will examine the effects of international interventions promoting democratic reform, human rights and market competition on the 'conflict management capacity' and production and distributional systems of existing polities.
3. We will analyse how communities have responded to crisis, and the incentives and moral frameworks that have led either toward violent or non-violent outcomes.
4. We will examine what kinds of formal and informal institutional arrangements poor communities have constructed to deal with economic survival and local order.

The CSP is devoted to engaging in policy-relevant research and disseminating research findings among national and international development agencies, non-governmental organisations, the private sector and other interested groups. It runs an active programme of research seminars and international workshops at the LSE and in the countries of our collaborators. Centre staff are actively engaged in capacity building activities and producing scholarly publications and the Centre maintains an active website, working papers series and a research bulletin.

ESRC Research Centre for Analysis of Social Exclusion (CASE)

Director Professor John Hills
 Deputy Director Professor Anne Power
 Administrator Ms Jane Dickson

CASE was established in October 1997 with funding from the Economic and Social Research Council. It is located within the Suntory and Toyota International Centres for Economics and Related Disciplines (STICERD) and benefits from support from STICERD, including funding of its Toyota Fellowship. It also carries out research funded by other bodies, including the Joseph Rowntree Foundation, the Nuffield Foundation, the Gatsby Charitable Foundation, and government departments.

CASE's core research covers five inter-related strands of analysis:

- economic exclusion and income dynamics
- social welfare institutions
- family change and civil society
- community, area polarisation and regeneration
- exclusion and society.

Its aim is to understand the dynamic processes at work within its area of study and to investigate the individual characteristics and social institutions which prevent exclusion and promote recovery, regeneration and inclusion.

CASE subsumes the former LSE Welfare State Programme, and includes the research and consultancy group, LSE Housing (see below). It houses a number of postgraduate research students working on topics connected with its core areas of interest. It organises regular seminars on empirical and theoretical issues connected with social exclusion, including the monthly Welfare Policy and Analysis Seminar, supported by the Department of Social Security.

CASE hosts visitors from Britain and overseas, and members of LSE teaching staff on special or sabbatical leave. The Centre publishes discussion papers in its *CASEpapers* series, summaries of its research in its *CASEbriefs*, and reports of conferences and other events in *CASEreports*, as well as books and articles in academic journals.

LSE Housing

Co-ordinator Professor Anne Power

LSE Housing was established in 1989 in the Department of Social Policy and Administration as a centre for research, development and consultancy. The focus is on area-based problems and regeneration, closely linked to social breakdown. The main areas of research and expertise are: regeneration and community self-help, stock transfer, housing demand and allocations, urban decline and renewal, housing management; resident consultation and tenant advice; European housing developments; and new housing initiatives. LSE Housing is now based in the Centre for Analysis of Social Exclusion.

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. Current work includes a major five-year research and development programme for the Gatsby Charitable Foundation, monitoring and evaluating a community training and small grants scheme, work on raising basic skills levels, on community capacity building and housing companies.

It has also been carrying out action research on community cycling projects, supported by the Ashden Trust. LSE Housing also organises seminars, lectures and workshops.

LSE Financial Markets Group

Director Professor David Webb
 Deputy Director Professor Charles Goodhart
 Administrator Ms Sarah Vink

The Financial Markets Group has now completed its thirteenth year and its sixth year as an ESRC Research Centre. The mission of the Group remains one of undertaking fundamental research into financial markets and examining their interaction with the real economy.

The research of the Group is conducted through four principal research programmes: Asset Pricing directed by Dr Gregory Connor, Financial Regulation directed by Professor Charles Goodhart; Market Microstructure directed by Dr John Board and Professor Ian Tonks and Corporate Finance directed by Professor David Webb and Professor Sudipto Bhattacharya. Each of these programmes has attached to it one or more Research Officers and a number of PhD students.

Over the last year our research programmes have again had a highly productive year. The Centre has produced 30 Discussion Papers and 3 Special Papers. The Discussion Paper series disseminates work which is technical in nature. The Special Paper series disseminates

research into issues of public policy and is aimed at a wider readership. In addition to our publications, in 2000 we also had 5 conferences and 73 seminars and 16 visitors. The Centre has completed most of its planned research objectives within budget and has embarked on a number of new research initiatives for which we are currently seeking funding.

Greater London Group

Director Mr Tony Travers
Chairman Professor G W Jones

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 released 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 1999 and 2000, including ones held by the Association of London Government, the Institute of Public Policy Research, the Government Office for London, the Audit Commission and the Corporation of London.

A series of seminars was held in early 2001 involving a number of key individuals concerned with the new system of London government. Such speakers included: Anthony Mayer, Chief Executive, Greater London Authority, Dave Wetzel, Deputy Chair, Transport for London and Lee Jasper, Mayor's Advisor on Policing. A London archive, consisting of policy papers and reports from institutions involved in London government and policy, is maintained.

LSE Health & Social Care

Chairman Professor Julian Le Grand
Co Directors Professor Martin Knapp & Dr Elias Mossialos
Chairman of the European Health Policy Research Network Professor Walter Holland
Research Administrator Ms Demetra Nicolaou
PSSRU Administrator Mrs Maureen Weir

LSE Health and Social Care is a research centre in the Department of Social Policy at the London School of Economics and Political Science established in 2000 through the amalgamation of LSE Health and the (PSSRU). The Centre's fundamental mission is the production and dissemination of high quality research in health and social care.

The Centre's unique research base is designed to contribute to the School's strong presence and reputation in the fields of health policy and community care. Bringing together a core team of researchers and academics, LSE Health and Social Care promotes and draws upon the interdisciplinary resources of its staff and their research expertise.

There are currently 36 staff members and 19 research associates. Senior academics include Professor Bleddyn Davies, Professor Walter Holland, Professor Martin Knapp, Professor Julian Le Grand, Professor Theodore Marmor, Professor Alan Maynard, Dr Elias Mossialos, Professor Ray Robinson, and Dr Julian Forde.

Although the research programme at any one time reflects the interests of academic and research staff, certain fields have become major areas of research, particularly European and international health policy, healthcare system reform; social health insurance; private health insurance; social care policies; long term funding of social care; the role of non profit organisations; health technology assessment and outcomes; pharmaceutical economics and policies and equity and efficiency of health and social care services.

Areas of particular interest include European and international health policy developments, health care system reform; health and long term care finance; social care policy and practice; mental health care, training of medical doctors, health outcomes and costs; comparative processes of rationing; roles of non profit organisations; pharmaceutical economics and policies. Also of continuing interest are the theory and practice of quasi-markets and the methodology and analysis of comparative health policy.

Amongst its training activities the Centre is responsible for the MSc in International Health Policy and academic staff also contribute to the MSc in Health Policy Planning and Financing and the MSc in Health, Population and Society and staff also run short courses.

Research programmes have been and are being financed from a wide variety of external bodies, with general support for major programmes coming from the UK Economic and Social Research Council (ESRC), the UK's Department of Health, the World Bank, the World Health Organization and the European Commission, the Rowntree Trust, the UK Home Office and the Wellcome Trust.

The Centre co-ordinates the European Health Policy Research Network (EHPRN) which comprises a number of centres of excellence from both the UK and the continent. The network produces a series of working papers on health policy and publishes *Eurohealth*, a quarterly periodical which has become a primary platform for policy-makers, academics and politicians to express their views on European and comparative health policy developments.

LSE Health and Social Care is also a designated collaborating Centre for European Health Policy for the World Health Organization (WHO). Moreover, it is a member of the European Observatory on Health Care Systems a joint initiative between the World Health Organization Regional Office for Europe, the World Bank, the London School of Economics and Political Science, and the London School of Hygiene and Tropical Medicine in association with the Open Society Institute.

The Observatory produces Health Care Systems in Transition reports (HITS) covering the countries of western Europe, central and eastern Europe and the central Asian republics, sub-regional comparative studies and a number of analytical studies on hospitals, funding, regulation and primary care. It also publishes *Euro Observer* a quarterly newsletter focussing on evidence based policy developments in health care.

The Observatory based in LSE Health and Social Care focus mainly on western Europe.

The PSSRU has been at the forefront of UK and international research on social care for almost 30 years. While continuing its work in this area, PSSRU's position in this new Centre will ensure that the work will continue to develop on the health/social care interface. Important activities currently include: projections of the costs of long-term care, a national survey of commissioning arrangements for social care, continuing analysis of social care markets, a WHO supported report on the financing of mental health across the world, and further explorations of equity and efficiency in care for older people.

LSE London

Director Professor Christine Whitehead
Chair Professor Judith Rees
Administration 020 7955 6522

In 1998, the London School of Economics established LSE London as a centre of research excellence on the specific issues of planning, government, the economy, and social issues in the London region, and on the problems and possibilities of cities in general.

Objectives:

1. To promote a creative research environment for those working in urban and metropolitan studies at the LSE;
2. To develop further the existing links between researchers and policy communities in cities across the UK, Europe, and throughout the world;
3. To facilitate visits by urban scholars from outside the LSE;
4. To publicise in the wider community the results of urban and metropolitan research undertaken at LSE.

Activities:

LSE London Seminars:

In order to release research findings and encourage policy debate within and between the academic and policy-making communities, LSE London sponsors both a series of Lent term seminars and *ad hoc* seminars on issues with contemporary relevance to urban studies.

LSE London Discussion Papers:

In order to disseminate policy-relevant research more quickly, LSE London launched a discussion paper series in 1999. A list of titles and downloadable Adobe Acrobat versions are available on LSE London's website: <http://www.lse.ac.uk/Depts/London>

A Hub for Urban Research:

LSE London provides a base for faculty involved in urban research – especially projects with policy relevance. The centre serves as an information-sharing forum for faculty their research officers, who utilize a common library and benefit from daily contact.

Current research affiliated with LSE London:

- *Economic Competitiveness, Social Cohesion, and the Policy Environment in London*. An ESRC-funded project being undertaken in collaboration with researchers at the UCL, the University of Reading, and the University of Essex (Gordon).
- *Planning Priorities and Sustainability During the First Six Months of the Greater London Authority*. An ESRC-funded project focusing on the GLA's emerging system for strategic spatial planning and sustainable development (Thornley, Rydin).
- *Institutional Arrangements in London Governance*. An ESRC-funded project examining the preparation for and start-up of the GLA (Travers).
- *Park Royal Partnership Strategy Development*. A planning consultancy and study to inform strategy for this partnership, which is being undertaken with Llewellyn-Davies (Kleinman, Travers, Burdett).
- *The Provision of Affordable Housing through Planning Gain*. A project funded by the Joseph Rowntree Foundation in collaboration with the Universities of Sheffield and Cambridge (Whitehead).
- *Targeted Policing and Evaluation of Neighbourhood Warden Schemes*. Two Home Office-funded projects examining contemporary issues in urban criminal justice policy (Stockdale, Whitehead).

LSE Public Policy Group (PPG)

Chair Professor Patrick Dunleavy

Mannheim Centre for Criminology and Criminal Justice

Director Professor David Downes

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, Social Psychology, Social Policy 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 MSc degrees in Criminal Justice Policy and in Criminology.

Population Investigation Committee

Chairman Professor John N Hobcraft
Vice Chairman Professor Tim Dyson
Administrator Mrs D Castle

The Population Investigation Committee, 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 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 and Mr E Grebenik (who continues as a member of the editorial board). The current managing editor is Mr J Simons, the other editors being Professor J Cleland (London School of Hygiene and Tropical Medicine), Professor J N Hobcraft (LSE), Professor Heather Joshi (City University), Professor M Murphy (LSE), Dr Gigi Santow (Stockholm University), Dr R Smith (Cambridge Group for the History of Population and Social Structure) and Dr I Timaeus (London School of Hygiene and Tropical Medicine). The journal appears three times a year and has a circulation of nearly 1,400, more than 85% of which is made up of overseas subscribers.

In collaboration with LSE, the Committee established in 1965 a postgraduate training programme in demography, focused on developing countries but accepting students from developed societies. A large number of students have completed the programme since then. In 1990, a major international symposium on *Demographic Training in the 1990s: Directions, Themes, Priorities?* was held to mark the programme's 25th anniversary of this programme.

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 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.

Academic Publications of the School

From the School's foundation, one of its objects has been to assist in the publication of research undertaken at 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 selected British publishers.

Journals

Several journals of international repute originate from departments and institutes within the School. Some of the journals listed here are owned by the School and contribute revenue for teaching and research to the departments in which they are based.

The British Journal of Sociology
British Journal of Industrial Relations
Economica
The Journal of Transport Economics and Policy
Population Studies
Millennium: Journal of International Studies
Government and Opposition
Modern Law Review
Nations and Nationalism
Studies in Ethnicity and Nationalism (ASEN)
Eurohealth
Euro Observer

Development of the LSE's Publishing Resources

The key objective of the Academic Publications Office is to develop the School's publishing resources:

- To develop existing journals and foster new journal projects within the LSE, in print and electronic form
- To advise staff and students on getting published, and on contractual matters
- To provide an advisory service for academic departments on all aspects of publication
- To provide advice on the protection of the School's intellectual property rights with respect to publications
- To promote partnerships with commercial publishers for LSE-branded book series

Contact Beverley Friedgood, Head of Academic Publishing, tel 020 7955 7960, email B.Friedgood@lse.ac.uk or Sylvia Cornforth, Academic Publications Secretary, tel 020 7955 7692, email S.A.Cornforth@lse.ac.uk

LSE Series, Discussion Papers, Magazines

In addition to individual books the following series are issued for or by the School:

CARR Review (Centre for the Analysis of Risk and Regulation)
CentrePiece (Centre for Economic Performance)
Quarterly Review (Financial Markets Group)
International Bibliography of the Social Sciences (British Library of Political and Economic Science)
 LSE Handbooks in Economic Analysis (Simon & Schuster, Editor: Professor F A Cowell)
 LSE Monographs on Social Anthropology (Athlone Press, Editor: Dr C Stafford)
 Population Investigation Committee publications
 Discussion Paper Series of Centre for Economic Performance
 Discussion Paper Series of Centre for Economics of Education
 Discussion Paper Series of Cities Programme
 Discussion Paper Series of Interdisciplinary Institute of Management
 Discussion Paper Series of LSE Health and Social Care Department
 Discussion Paper Series of Methodology Institute
 Working Paper Series of Centre for Civil Society
 Working Paper Series of Development Institute
 Working Paper Series of Economic History Department
 Working Paper Series of Information Systems Department
 Working Paper Series of Operational Research Department
 Working Paper Series of Sociology Department
 Working Papers of Gender Institute
 Papers and Reports of Centre for Analysis of Social Exclusion
 International Working Paper Series of Centre for Civil Society
 Research Report Series of Centre for Discrete and Applicable Mathematics
 Working Papers, Discussion Papers and Special Papers of Financial Markets Group
 Research Papers in Environmental and Spatial Analysis (Geography and Environment Department)
 Occasional and Discussion Papers of STICERD
 Outstanding Theses from the London School of Economics and Political Science (Garland Publishing, New York)

Regulations as to Honorary Fellows

1. The Nominations Committee of the Court of Governors shall consist of the Chairman and Vice-Chairmen of the Court of Governors, the Director, a Pro-Director, the Vice-Chairman of the Academic Board, three lay governor members, three academic members appointed by the Council on the recommendation of the Academic Board and two student members appointed by the Council on the recommendation of the Students' Union.
2. The Court may, on the recommendation of the Nominations 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 Nominations Committee from:
 - (i) each member of the Court of Governors
 - (ii) each member of the Academic Board
 - (iii) each Honorary Fellow
 - (iv) Alumni
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. 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 Nominations 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 Nominations 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 Nominations 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.

Revised 1994

General Academic Regulations

General

1. These Regulations apply to all persons having registered for a course or programme of study at the School. They are made subject to the Articles of Association of the School and to the Ordinances of the University. Any disputes arising from the application of the Regulations shall be governed by the Laws of England currently in force.
2. In these regulations the following terms shall have the meanings given:

<i>Course</i>	A distinct part of a programme comprising lectures, seminars and/or other learning activities
<i>Course regulations</i>	The Regulations for each course.
<i>Degree regulations</i>	The Regulations for First Degrees, MA and MSc Degrees, the MBA degree, Diplomas or Research Degrees, as appropriate
<i>Programme</i>	A whole programme of study, comprising courses, whether or not it is intended that it should lead to an award of the School or of the University
<i>School</i>	The London School of Economics and Political Science
<i>Student</i>	A person registered as a student of the School under these Regulations
<i>University</i>	The University of London
3. Communications sent by the School to an individual student shall be regarded as applying only to that student.

Admission

4. An applicant for admission shall be required
 - 4.1 to satisfy, or to be formally exempted by the School from, the entry requirements prescribed for the programme concerned, and
 - 4.2 to apply through the prescribed procedure and to comply with subsequent administrative requirements.
5. The School may offer a place to an applicant on the programme applied for or on any other programme, or reject the application. An offer of a place may be conditional on the applicant obtaining a particular set of qualifications, either at pass level or at particular levels of pass, before a date determined by the School.
6. Competence in the English language is required of all applicants. The School will determine the level of competence required of each applicant and may make its achievement a condition of admission.
7. The School may from time to time determine the age or ages below which it will not admit students or will not admit them without special consideration.

Registration

8. A person who is not registered as a student shall not be entitled to take part in any activity in the School as a student.
9. The Academic Registrar may require any relevant documentation to be produced for inspection to establish the personal details and educational attainment of a person seeking registration.
10. A student is required to register annually during the programme of study, according to procedures determined by the Academic Registrar from time to time. The requirements for registration beyond initial registration are as follows:
 - 10.1 to have satisfied the academic requirements for progression from the previous year of study, and
 - 10.2 to have completed all forms required by the School as part of the re-registration process, and
 - 10.3 to have paid all fees and charges due to the School or to the University or to have provided guarantees of such payment satisfactory to the School, and
 - 10.4 not to have been barred from further registration at the time concerned by application of these or other Regulations.
11. Registration shall be effected in person at the School unless the Academic Registrar prescribes an alternative procedure.
12. Registration may be full or provisional. Full registration shall be valid until the end of the then academic year or until the end of the programme or until withdrawal or exclusion from the School, whichever shall be the nearer. Provisional registration shall last until such time as the School shall prescribe in each case.
13. Students are entitled to take part in all prescribed learning activities and to use all the relevant services of the School as set out from time to time, for the period of their registration.

14. On full registration the Academic Registrar shall provide the student with a registration card. Any member of staff of the School may require production of this card at any time to establish entitlement to enter the School or to take part in its activities. A replacement may be obtained for a lost or damaged card, on payment of a fee to be determined by the Academic Registrar from time to time.
15. Registration may be withdrawn at any time under these and other Regulations. After withdrawal a student is no longer entitled without special permission to use any facilities or services of the School or to receive any teaching or to be assessed.
16. A student may not register or remain registered, without the special permission of the School, if simultaneously registered for another programme of higher education whether in the University or elsewhere.
17. A student is required to attend to his or her studies by attending classes and producing promptly the written work required. Dereliction will result first in a warning, and if continued will result in exclusion from assessment or from the School as appropriate.

Assessment

18. By registering the student agrees to be assessed on the courses being taken, at the time and place set by the School and by the methods prescribed in the degree, programme and course regulations.
19. Registration shall constitute entry for the examinations and/or other assessment in question, subject to Regulations 15 and 17.
20. The School shall from time to time determine the conditions on which a student, on production of appropriate evidence, may be allowed additional time for an examination or assistance of a personal or technical nature or examination separate from other examinees.
21. A student wishing to place before the examiners any evidence of special factors adversely affecting performance in assessment must do so on or before the due date published for the submission of such evidence.
22. Students other than research students shall be governed by the *Regulations on assessment offences in taught degree and diploma courses*.
23. To be eligible for the award of a degree, diploma or other qualification a student must
 - 23.1 have completed to the satisfaction of the School the programme prescribed by the School for the qualification concerned, and
 - 23.2 have satisfied the examiners in all elements of assessment prescribed for the qualification concerned and have shown a competent knowledge across the programme of study taken as a whole.
24. No person will be recommended for the award of any qualification who has not settled any account outstanding with the School or the University or who has not made acceptable arrangements to settle any such account, and neither will any information on such a person's examination performance be communicated to that person or to any third party save as required by law.

Grievances and appeals

25. A student dissatisfied with any aspect of teaching provided by the School may pursue his or her case through the *Procedure for the Submission of Grievances on Academic Matters*, unless the substantive subject of the grievance is covered by a separate procedure such as that on sexual harassment.
26. A student dissatisfied with the result of any assessment may appeal against the decision of the examiners concerned, as set out in the *Regulations for the consideration of appeals against decisions of boards of examiners for taught courses*. Appeals are not permitted against the academic judgment of the examiners.
27. There is a right of appeal to the Director against a decision under Regulation 17 to exclude a student from assessment.

Termination of registration

28. A student shall cease to be a student of the School if any of the following conditions apply:
 - 28.1 completion of the programme of study for which he/she was registered
 - 28.2 voluntary withdrawal from the programme for which he/she was registered
 - 28.3 failure to satisfy the academic requirements for the successful completion of a year or other stage of a programme, unless permitted to re-register by the School which may attach conditions to such re-registration
 - 28.4 failure to satisfy the requirements for registration or re-registration
 - 28.5 expulsion by the Director under the Regulations for the Conduct of Students or under Regulation 29 of these Regulations.
29. The Director shall have the power to terminate the registration of any student as from the beginning of any term on any of the following grounds:
 - 29.1 the student's lack of ability or of industry, or failure in an element of assessment relating to the programme on which he or she is registered;
 - 29.2 failure, without adequate reason, to enter for an element of assessment after completing the normal course;
 - 29.3 any assessment offence admitted by the student or established under the *Regulations on assessment offences in taught degree and diploma courses*;
 - 29.4 any other good academic cause;
 - 29.5 failure to have paid all fees and charges due to the School or to the University or to have provided guarantees of such payment satisfactory to the School.
30. The point at which registration shall cease under Regulation 28 shall be:
 - 30.1 under Regulations 28.1 or 28.3, at the end of the final term of permitted study
 - 30.2 under Regulation 28.2, at the end of the week in which formal notification of withdrawal is made
 - 30.3 under Regulation 28.4, at a date determined from time to time by the Academic Registrar
 - 30.4 under Regulation 28.5, at a date determined by the Director.

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 Now as a major part of this initiative. *Approved by the Court of Governors, 29 June 1995*

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 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*

Regulations for Short Courses and Summer Schools

General

1. These regulations are made pursuant to the School's General Academic Regulations.
2. For the purposes of these regulations, short courses and Summer Schools shall include all courses where the students are not registered under the Regulations for First Degrees, the Regulations for Diplomas, the Regulations for MA and MSc Degrees or the Regulations for the Degrees of MPhil and PhD. These students shall normally be recorded for the purposes of the Higher Education Statistics Agency in their record of non-credit-bearing courses.
3. Proposals for short courses and Summer Schools offered in the School's name must be considered for approval by the Committee on Continuing Education (CCE) or Summer School Board (SSB) as appropriate under procedures approved by the Academic Board; except that courses for which no certificate or other award in the School's name (other than a certificate of attendance) is offered, and which last for no longer than 42 contact hours, may be approved by the Chair of the CCE or other officer of the School approved by the CCE.
4. For short courses a member of the School's full-time staff shall be appointed either as Course Director or as a person responsible for ensuring that the course is designed and delivered to the standards required by the CCE, and Academic Directors will be responsible for ensuring academic standards in the Summer Schools.
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*, including the General Academic Regulations, the Regulations for Students, Code of Practice on Free Speech, Rules Relating to Student Activities, Procedure for the Submission of Grievances by Students on Academic Matters and Procedure for Complaints of Sexual Harassment. In respect of short courses the Course Director concerned or the Chair of the CCE shall be the appropriate person to act in respect of students in place of the Dean of the Graduate School or the Dean of Undergraduate Studies where these are referred to in regulations, codes and procedures. In the case of a Summer School students shall be referred to the Convener.
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.

Examinations and Certification

7. Where a diploma or certificate (other than a certificate of attendance) is to be awarded, the CCE or SSB as appropriate must have approved the form of the examination, the procedures for the appointment of examiners, and the marking and reporting conventions.
8. Where it is intended that the diploma or certificate to be awarded in respect of a proposed short course or Summer School should grant exemption from or be counted towards a degree or other qualification awarded by the School the proposal for such a course or Summer School, including its assessment regulations and practices, must first be considered by the Academic Studies Committee or Graduate School as appropriate for recommendation to the Academic Board.
9. For every diploma or certificate awarded in respect of a short course or Summer School there must be:
 - 9.1 a clear record as to the level of study at the School at which the examination is set and marked
 - 9.2 marking and reporting conventions consistent with those used in the corresponding School examinations for that level of study
 - 9.3 a final mark-sheet signed by the chair of examiners for the course and any appointed external examiner, confirming that the standard of the examination, and the marking and reporting conventions, are consistent with the corresponding School examinations for that level of study.
10. A certificate of attendance may be issued in respect of any short course or Summer School, provided that:
 - 10.1 the certificate records no implied opinion or judgement as to the student's performance or attainment on the course and
 - 10.2 where a diploma or certificate is normally awarded in respect of the course on the basis of an examination, the certificate indicates the fact, and also whether or not the student took the examination.

External Clients

11. The School may provide short courses and Summer Schools under contract with an external client. In such cases, the terms and conditions on which teaching and other academic services are provided shall be specified in the contract between the School and the client.
12. In any such contract, it shall be made clear
 - 12.1 whether or not the contract is intended to include any of the circumstances listed in (i) to (iv) below; if it is intended that any of these circumstances shall be included in the contract, it must be explicitly approved by the CCE or SSB as appropriate:
 - (i) if the students are to be described as students of, or are to be selected by, the School
 - (ii) if the teaching, examination or certification of academic attainment of the students is to be described in terms of a specified level of academic performance normally expected of students at LSE
 - (iii) if the School's participation in the contract is to be described as endorsing or giving academic status to any other activity in 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
 - 12.2 that, while the client may use the School's name accurately and responsibly in publicity for the services provided under contract, all such publicity must be checked and authorised by a designated member of the School's staff before it is issued, in accordance with rules to be laid down by the Academic Board.

History of the School

The founding of the School in 1895 came at a time of great change in social thinking and of educational expansion and reform. A group of politically-active intellectuals including Sidney and Beatrice Webb and George Bernard Shaw identified a need for a centre where political and social problems could be studied as profoundly as they were being studied in universities in Europe and America. When Henry Hunt Hutchinson died in 1894, leaving the residue of his estate for socially progressive purposes, they were able to use this legacy and establish the LSE. The legacy was added to, by their use of extensive individual and public contacts to gather support and collect subscriptions. Private philanthropy established an institution which was to transform the study of the social sciences.

The aim in establishing the London School of Economics and Political Science was to contribute to the improvement of society, by promoting the study of its problems and the training of those who were to translate policy into action. Beatrice Webb's diary speaks of hard thinking, of original work and of accuracy and 'exhaustiveness'. The Webbs may have hoped that the study of society would lead to social, economic and political developments congenial to the Fabian movement, but they firmly established that the School was not to be the servant of any political or economic dogma, only of the impartial pursuit of knowledge and understanding. In the words of LSE's motto, students and staff sought to 'understand the causes of things', by studying society and contributing to its improvement.

From the outset the School set out to cater for older students as well as for those of the usual university age, open equally to men and women. It particularly attracted students from business and administration. The School joined the reorganised University of London in 1900, its three-year course providing the basis of the new BSc Economics degree. At first there were only 300 students, but by the end of the First World War there were 2,900. These numbers remained steady for some years. In the beginning most students attended on an occasional basis, often at evening lectures, but the patterns of study changed. The proportion of students reading for degrees rose from a third in 1920, reaching two-thirds by 1946, and the proportion attending evening teaching fell. As opportunities for full-time study expanded and financial support increased, the composition of the School's student body came closer to the national pattern of primarily full-time study for degrees.

LSE remains unusual among UK universities in two respects. From the early days it emphasised graduate study, and today roughly half its students are graduates. And students have always come from outside the UK: in the 1920s and 1930s 20-25 percent, and now over 50 percent. Students continue to travel from all over the world to come and study – now from over 130 countries. The teaching staff aims to reflect this diversity, with 40 percent of staff coming from outside the UK plus around 100 academic visitors who come, each year, to work at the School. There are also many, many contacts with overseas organisations and academic institutions. Eminent scholars, world leaders and public figures come to lecture and debate or to attend seminars at LSE.

Much of the development of the social sciences has its origins in work carried out at the School. The School may be said to have founded sociology, social anthropology, social policy, social psychology, criminology and international relations as subjects of university study in the UK. Among many distinguished former members of staff are Sir Raymond Firth, Morris Ginsberg, Harold Laski, Bronislaw Malinowski, T H Marshall, Michael Oakeshott, Sir Karl Popper, Lord Robbins, R H Tawney, Richard Titmuss and Eileen Younghusband. Twelve Nobel Prize winners in economics, literature and peace have been either LSE staff or alumni.

Innovation and quality continues at LSE. There are 18 academic departments and over 30 research centres and institutes. In the most recent national research assessment exercise (1996), LSE was rated second out of nearly 100 universities in the UK when the number of staff entered are taken into account. LSE is a specialist institution in the social sciences: in the social sciences LSE is easily in first place with most departments receiving top ratings. Similarly in teaching, departments receive top ratings.

Research at LSE focuses on devising workable solutions for the most pressing issues of our time, and also feeds in to teaching at the School. Many different public and private organisations support this research. In 1978 the Suntory and Toyota companies provided an endowment which allows funding for research in economics. Recently the Centre for the Analysis of Risk and Regulation was set up to examine this emerging area. Currently, new areas of research with leading businesses and policy-makers are areas such as globalisation, social exclusion, economic performance, financial markets and human rights.

From the first it was intended that the School's work should be of service to the community. As early as 1903 staff offered expert advice to the Royal Commission on Taxation, and since then a constant stream has engaged in public service, in advising and participating in commissions and enquiries, in attachments as civil servants, or in consultancy at home and abroad. The School also offered teaching designed to be of direct relevance to those in employment. There were early courses for specific groups such as railway staff, social workers, bankers, trade union officials, personnel managers and civil servants, because much of the apparently more academic research and teaching of the School is of direct value to business and commerce. The School now seeks to develop short courses and other forms of teaching outside conventional degree patterns to suit the needs of different groups and organisations. The School is a partner in UNext (together with four US universities), which offers learning to businesses through the web. The School is also a partner in Fathom.com – a portal and destination site which provides content from universities, museums and libraries for a world wide audience. There are also Saturday Schools and summer and winter schools, all designed to encourage young people to consider going in to higher education.

Many of the School's former staff and 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, with 30 heads of state studying at LSE. At any one time, several governors of central banks, dozens of government ministers and several scores of members of parliaments may be former staff or students.

Over the years the School has owed much to the generosity of organisations and individuals. The School's situation in central London, close to the centres of government, finance, the law and business is of obvious importance for its work. However space has always been at a premium. 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.' The School opened modestly in rooms in the Adelphi. In 1902 the London County Council provided the Clare Market site for the Passmore Edwards Hall, at the edge of the major reconstruction that included the building of Kingsway and the Aldwych, and since then the School has sought to plant an ever-expanding footprint on the area. The Old Building was opened in 1922; it has been extended and remodelled more or less continuously since. Other buildings followed, notably the Peacock Theatre in 1995, and Clement House in 1996. Since 1989, the School has been acquiring new student residences and by 1996 it owned one of the largest collections of residential accommodation in London. Recent acquisitions are Bankside House and Great Dover Street.

In 1978 the Library moved into the former headquarters of W H Smith, now renamed the Lionel Robbins Building. This year the Library has just moved back to the building, now redesigned by Foster and Partners as a state of the art library and research laboratory. Funding for the redevelopment was secured through a successful partnership of public and private sector financing – the Higher Education Funding Council for England, the Heritage Lottery Foundation and the Joint Infrastructure Fund, together with generous support from alumni, friends and foundations.

School life centres around Houghton Street, and much has been done to improve its appearance. The local authority was persuaded to close it to traffic in 1975, and in 1982 it was paved over to make a pedestrian precinct at the School's centre. The School is planning further pedestrianisation of the streets between its major buildings. Inside the buildings a major effort continues to improve conditions in public space and teaching rooms, and the use of modern art works is bringing a new atmosphere to some areas.

Unusually but not uniquely the School does not possess a Royal Charter but is a company limited by guarantee. The School adopted its colours of black, purple, and gold almost from the outset, and idea of a School coat of arms arose towards the end of 1920. It was felt that the School's emblem should incorporate the figure of an animal which would be emblematic of its work. The beaver was adopted. The reason for the choice of the beaver has been attributed severally including to the School's then Secretary Jessie Mair. The familiar red LSE logo was adopted many decades later.

LSE has a reputation for having the ears of governments and leaders around the world. Its former directors include William Beveridge, founder of the UK social security system, and Ralf Dahrendorf, prominent in Anglo-German academic and political life. The current director, Professor Anthony Giddens, continues the tradition of keeping LSE at the very centre of political debate, focusing on the vitality of the School in challenging and responding to the changes in our society.

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Directors of the School

W A S Hewins 1895-1903

Sir Halford Mackinder 1903-1908

William Pember Reeves 1908-1919

Sir William (later Lord) Beveridge 1919-1937

Sir Alexander Carr-Saunders 1937-1957

Sir Sydney Caine 1957-1967

Sir Walter Adams 1967-1974

Professor Sir Ralf (later Lord) Dahrendorf 1974-1984

Dr Indraprasad Patel 1984-1990

Dr John Ashworth 1990-1996

Professor Anthony Giddens 1997-

Statistics of Students
(Figures based on count at 31 May)

Table A: Undergraduate and Postgraduate Students: 1996-1997 to 2000-2001

	Session 1996-1997	Session 1997-1998	Session 1998-1999	Session 1999-2000	Session 2000-2001
1. REGULAR STUDENTS					
Full-Time					
Undergraduate Degree	2698	2757	2804	3009	3075
Other Undergraduates	291	361	391	375	386
Total: Full-Time Undergraduates	2989	3118	3195	3384	3461
Higher Degree	2339	2673	2893	2936	2827
Higher Diploma	145	152	119	115	89
Research Fee	37	37	30	29	25
Exchange Students	16	20	17	20	33
Total: Full-Time Postgraduates	2537	2882	3059	3100	2974
TOTAL: ALL FULL-TIME STUDENTS	5526	6000	6254	6484	6435
Part-Time					
Undergraduate Degree	56	2	58	34	57
Other Undergraduates	2	-	-	-	-
Total: Part-Time Undergraduates	58	2	58	34	57
Higher Degree	797	779	814	774	721
Higher Diploma	6	9	9	3	1
Research Fee	2	4	2	2	2
Total: Part-Time Postgraduates	805	792	825	779	724
TOTAL: ALL PART-TIME STUDENTS	863	794	883	813	781
TOTAL: ALL UNDERGRADUATE STUDENTS	3047	3120	3253	3418	3518
TOTAL: ALL POSTGRADUATE STUDENTS	3342	3674	3884	3879	3698
TOTAL: ALL REGULAR STUDENTS	6389	6794	7137	7297	7216
2. OTHER STUDENTS					
Occasional Students	26	19	22	6	2
Single Term Students	61	-	-	-	-
TOTAL: OTHER STUDENTS	87	19	22	6	2
3. TOTAL: ALL STUDENTS	6476	6813	7159	7303	7218

Table B: Undergraduate and Postgraduate Students Domiciled Overseas: 1996-1997 to 2000-2001

	Session 1996-1997	Session 1997-1998	Session 1998-1999	Session 1999-2000	Session 2000-2001
1. REGULAR STUDENTS					
Full-Time					
Undergraduate Degree	1089 (344)	1232 (359)	1320 (349)	1438 (351)	1480 (333)
Other Undergraduates	291 (80)	360 (41)	391 (83)	373 (42)	385 (40)
Total: Full-Time Undergraduates	1380 (424)	1592 (400)	1711 (432)	1811 (393)	1865 (373)
Higher Degree	1785 (575)	2103 (707)	2311 (836)	2282 (813)	2182 (780)
Higher Diploma	128 (35)	132 (47)	107 (46)	88 (30)	78 (25)
Research Fee	34 (19)	37 (21)	26 (14)	22 (14)	21 (10)
Exchange Students	16 (15)	20 (12)	17 (10)	20 (10)	17 (10)
Total: Full-Time Postgraduates	1963 (644)	2292 (787)	2461 (906)	2412 (867)	2298 (825)
TOTAL: ALL FULL-TIME STUDENTS	3343 (1068)	3884 (1187)	4172 (1338)	4223 (1260)	4163 (1198)
Part-Time					
Undergraduate Degree	16 (4)	-	16 (5)	11 (2)	19 (6)
Other Undergraduates	-	-	-	-	-
Total: Part-Time Undergraduates	16 (4)	-	16 (5)	11 (2)	19 (6)
Higher Degree	286 (86)	300 (105)	342 (144)	319 (142)	294 (120)
Higher Diploma	2	4 (1)	4 (1)	1	-
Research Fee	1	4 (3)	2 (1)	2 (1)	1 (1)
Total: Part-Time Postgraduates	289 (86)	308 (109)	348 (146)	322 (143)	295 (121)
TOTAL: ALL PART-TIME STUDENTS	305 (90)	308 (109)	364 (151)	333 (145)	314 (127)
TOTAL: ALL UNDERGRADUATE STUDENTS	1396 (428)	1592 (400)	1727 (437)	1822 (395)	1884 (379)
TOTAL: ALL POSTGRADUATE STUDENTS	2252 (730)	2600 (896)	2809 (1052)	2734 (1010)	2593 (946)
TOTAL: ALL REGULAR STUDENTS	3648 (1158)	4192 (1296)	4536 (1489)	4556 (1405)	4477 (1325)
2. OTHER STUDENTS					
Occasional Students	2	19 (19)	6 (6)	2 (2)	-
Single-Term Students	61	-	-	-	-
TOTAL: OTHER STUDENTS	63	19 (19)	6 (6)	2 (2)	-
3. TOTAL: ALL OVERSEAS STUDENTS	3711 (1158)	4211 (1315)	4542 (1495)	4558 (1407)	4477 (1325)

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

Analysis of Regular and Other Students: 1998-2001

	SESSION 1998-1999 STUDENT NUMBERS			SESSION 1999-2000 STUDENT NUMBERS			SESSION 2000-2001 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
1. UNDERGRADUATE DEGREE STUDENTS									
BSc (Economics)									
1st Year	-	-	-	-	-	-	-	-	-
2nd Year	-	-	-	-	-	-	-	-	-
Final Year	10	-	10	2	-	2	-	-	-
Totals	10	-	10	2	-	2	-	-	-
BSc Accounting and Finance									
1st Year	62	46	108	85	56	141	58	49	107
2nd Year	58	32	90	62	47	109	80	55	135
Final Year	65	40	105	53	32	85	61	47	108
Totals	185	118	303	200	135	335	199	151	350
BSc Actuarial Science									
1st Year	19	16	35	25	19	44	33	27	60
2nd Year	20	12	32	20	15	35	27	20	47
Final Year	27	7	34	17	10	27	14	15	29
Totals	66	35	101	62	44	106	74	62	136
BA Anthropology and Law									
1st Year	7	10	17	3	5	8	3	5	8
2nd Year	3	1	4	6	10	16	4	5	9
Final Year	3	7	10	3	1	4	5	10	15
Totals	13	18	31	12	16	28	12	20	32
BSc Business Mathematics and Statistics									
1st Year	15	8	23	12	17	29	18	10	28
2nd Year	22	9	31	16	8	24	14	18	32
Final Year	20	8	28	23	9	32	18	7	25
Totals	57	25	82	51	34	85	50	35	85
BSc Econometrics and Mathematical Economics									
1st Year	11	1	12	12	1	13	4	2	6
2nd Year	5	-	5	8	1	9	13	1	14
Final Year	8	3	11	5	2	7	9	2	11
Totals	24	4	28	25	4	29	26	5	31
BSc Economic History									
1st Year	10	6	16	8	3	11	10	7	17
2nd Year	11	3	14	13	8	21	12	5	17
Final Year	9	4	13	11	3	14	15	6	21
Totals	30	13	43	32	14	46	37	18	55
BSc Economic History with Economics									
1st Year	5	6	11	1	3	4	-	-	-
2nd Year	1	-	1	3	3	6	2	1	3
Final Year	1	1	2	1	1	2	2	3	5
Totals	7	7	14	5	7	12	4	4	8
BSc Economic History with Population Studies									
1st Year	-	-	-	-	1	1	1	-	1
2nd Year	-	1	1	-	-	-	-	1	1
Final Year	-	-	-	-	1	1	-	-	-
Totals	-	1	1	-	2	2	1	1	2
BSc Economics									
1st Year	138	66	204	157	65	222	120	69	189
2nd Year	143	62	205	135	72	207	165	73	238
Final Year	129	65	194	135	60	195	135	71	206
Totals	410	193	603	427	197	624	420	213	633
BSc Economics and Economic History									
1st Year	4	4	8	7	2	9	5	3	8
2nd Year	2	1	3	2	2	4	4	1	5
Final Year	2	-	2	2	1	3	3	2	5
Totals	8	5	13	11	5	16	12	6	18
BSc Economics with Economic History									
1st Year	-	1	1	2	-	2	1	1	2
2nd Year	2	3	5	1	2	3	-	-	-
Final Year	5	4	9	2	3	5	3	2	5
Totals	7	8	15	5	5	10	4	3	7
BSc Environmental Geography									
1st Year	-	-	-	-	-	-	-	-	-
2nd Year	2	2	4	-	-	-	-	-	-
Final Year	6	7	13	2	2	4	-	-	-
Totals	8	9	17	2	2	4	-	-	-

Analysis of Regular and Other Students: 1998-2001 - continued

	SESSION 1998-1999 STUDENT NUMBERS			SESSION 1999-2000 STUDENT NUMBERS			SESSION 2000-2001 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
BSc Environmental Management and Policy									
1st Year	2	3	5	3	1	4	2	1	3
2nd Year	-	-	-	2	3	5	3	2	5
Final Year	-	-	-	-	-	-	1	3	4
Totals	2	3	5	5	4	9	6	6	12
BSc Environmental Policy with Economics									
1st Year	5	5	10	2	2	4	7	2	9
2nd Year	-	-	-	3	5	8	2	2	4
Final Year	-	-	-	-	-	-	3	5	8
Totals	5	5	10	5	7	12	12	9	21
BA/BSc Geography									
1st Year	7	5	12	10	11	21	11	8	19
2nd Year	6	3	9	9	5	14	11	9	20
Final Year	9	6	15	7	3	10	8	4	12
Totals	22	14	36	26	19	45	30	21	51
BSc Geography and Population Studies									
1st Year	2	1	3	-	4	4	2	2	4
2nd Year	3	3	6	2	1	3	-	6	6
Final Year	-	3	3	3	2	5	2	1	3
Totals	5	7	12	5	7	12	4	9	13
BSc Geography with Economics									
1st Year	16	-	16	11	8	19	9	7	16
2nd Year	8	2	10	12	-	12	9	7	16
Final Year	8	4	12	8	3	11	11	-	11
Totals	32	6	38	31	11	42	29	14	43
BSc Government									
1st Year	11	11	22	7	3	10	14	5	19
2nd Year	11	7	18	14	11	25	6	5	11
Final Year	9	5	14	12	9	21	17	13	30
Totals	31	23	54	33	23	56	37	23	60
BSc Government and Economics									
1st Year	16	18	34	26	18	44	10	11	21
2nd Year	17	8	25	12	14	26	19	15	34
Final Year	12	9	21	17	8	25	13	12	25
Totals	45	35	80	55	40	95	42	38	80
BSc Government and History									
1st Year	3	4	7	7	2	9	4	4	8
2nd Year	4	4	8	2	6	8	7	2	9
Final Year	1	1	2	3	4	7	2	5	7
Totals	8	9	17	12	12	24	13	11	24
BSc Government and Law									
1st Year	-	-	-	-	-	-	-	-	-
2nd Year	2	7	9	-	-	-	-	-	-
Final Year	1	3	4	2	7	9	-	-	-
Totals	3	10	13	2	7	9	-	-	-
BA History									
1st Year	5	8	13	17	8	25	8	5	13
2nd Year	18	8	26	5	9	14	15	6	21
Final Year	7	7	14	17	7	24	4	10	14
Totals	30	23	53	39	24	63	27	21	48
BSc Industrial Relations and Human Resource Management									
1st Year	4	10	14	5	6	11	2	10	12
2nd Year	9	8	17	3	10	13	5	7	12
Final Year	6	7	13	10	11	21	4	11	15
Totals	19	25	44	18	27	45	11	28	39
BSc International History									
1st Year	5	6	11	5	2	7	6	6	12
2nd Year	4	10	14	6	7	13	7	3	10
Final Year	13	14	27	4	10	14	7	9	16
Totals	22	30	52	15	19	34	20	18	38
BSc International Relations									
1st Year	15	31	46	12	35	47	12	25	37
2nd Year	17	25	42	16	35	51	12	35	47
Final Year	20	18	38	19	22	41	18	34	52
Totals	52	74	126	47	92	139	42	94	136
BSc International Relations and History									
1st Year	13	9	22	10	9	19	13	10	23
2nd Year	7	8	15	13	8	21	10	9	19
Final Year	1	7	8	7	7	14	12	9	21
Totals	21	24	45	30	24	54	35	28	63

Analysis of Regular and Other Students: 1998-2001 - continued

	SESSION 1998-1999 STUDENT NUMBERS			SESSION 1999-2000 STUDENT NUMBERS			SESSION 2000-2001 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
BSc Management									
1st Year	34	26	60	28	23	51	23	32	55
2nd Year	36	21	57	37	24	61	27	21	48
Final Year	26	14	40	42	20	62	37	27	64
Totals	96	61	157	107	67	174	87	80	167
BSc Management Sciences									
1st Year	23	17	40	26	12	38	23	10	33
2nd Year	19	6	25	23	14	37	25	11	36
Final Year	20	19	39	18	7	25	25	15	40
Totals	62	42	104	67	33	100	73	36	109
BSc Management Sciences with French									
1st Year	-	1	1	-	-	-	-	-	-
2nd Year	2	2	4	-	1	1	-	-	-
Final Year	1	2	3	1	2	3	1	2	3
Totals	3	5	8	1	3	4	1	2	3
BSc Mathematics and Economics									
1st Year	21	12	33	29	13	42	26	12	38
2nd Year	15	6	21	19	12	31	21	16	37
Final Year	17	7	24	15	5	20	16	12	28
Totals	53	25	78	63	30	93	63	40	103
BA/BSc Philosophy									
1st Year	8	3	11	5	2	7	7	3	10
2nd Year	8	1	9	8	5	13	6	2	8
Final Year	7	1	8	6	1	7	10	6	16
Totals	23	5	28	19	8	27	23	11	34
BSc Philosophy and Economics									
1st Year	15	11	26	14	10	24	12	6	18
2nd Year	16	1	17	15	8	23	14	10	24
Final Year	9	3	12	15	1	16	16	6	22
Totals	40	15	55	44	19	63	42	22	64
BSc Philosophy and Mathematics									
1st Year	3	-	3	1	-	1	3	2	5
2nd Year	-	1	1	3	-	3	2	-	2
Final Year	1	-	1	-	2	2	3	-	3
Totals	4	1	5	4	2	6	8	2	10
BSc Population Studies									
1st Year	1	2	3	2	-	2	-	3	3
2nd Year	2	2	4	2	2	4	2	-	2
Final Year	1	3	4	1	2	3	2	2	4
Totals	4	7	11	5	4	9	4	5	9
BSc Psychology and Philosophy									
1st Year	2	9	11	5	3	8	-	-	-
2nd Year	1	4	5	1	9	10	6	4	10
Final Year	4	3	7	1	4	5	1	9	10
Totals	7	16	23	7	16	23	7	13	20
BSc Russian Joint Studies									
1st Year	-	4	4	-	1	1	2	1	3
2nd Year	1	1	2	-	3	3	-	1	1
Final Year	-	3	3	1	1	2	-	3	3
Totals	1	8	9	1	5	6	2	5	7
BA/BSc Social Anthropology									
1st Year	7	13	20	5	20	25	8	15	23
2nd Year	5	20	25	8	13	21	5	19	24
Final Year	4	7	11	5	19	24	9	13	22
Totals	16	40	56	18	52	70	22	47	69
BSc Social Policy									
1st Year	3	3	6	7	6	13	3	7	10
2nd Year	3	8	11	4	6	10	6	6	12
Final Year	3	12	15	3	9	12	3	6	9
Totals	9	23	32	14	21	35	12	19	31
BSc Social Policy and Government									
1st Year	6	6	12	4	5	9	3	6	9
2nd Year	2	5	7	6	5	11	2	5	7
Final Year	4	6	10	3	5	8	6	5	11
Totals	12	17	29	13	15	28	11	16	27
BSc Social Policy and Population Studies									
1st Year	-	1	1	-	-	-	-	-	-
2nd Year	-	-	-	-	1	1	-	-	-
Final Year	-	-	-	-	-	-	-	1	1
Totals	-	1	1	-	1	1	-	1	1

Analysis of Regular and Other Students: 1998-2001 - continued

	SESSION 1998-1999 STUDENT NUMBERS			SESSION 1999-2000 STUDENT NUMBERS			SESSION 2000-2001 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
BSc Social Policy and Sociology									
1st Year	1	3	4	-	-	-	-	5	5
2nd Year	1	-	1	1	2	3	-	-	-
Final Year	1	-	1	1	-	1	1	2	3
Totals	3	3	6	2	2	4	1	7	8
BSc Social Policy with Social Psychology									
1st Year	1	2	3	-	5	5	-	4	4
2nd Year	1	1	2	1	1	2	-	4	4
Final Year	1	6	7	1	1	2	1	1	2
Totals	3	9	12	2	7	9	1	9	10
BSc Social Psychology									
1st Year	-	-	-	-	-	-	-	-	-
2nd Year	-	-	-	-	-	-	-	-	-
Final Year	-	1	1	-	-	-	-	-	-
Totals	-	1	1	-	-	-	-	-	-
BSc Social Psychology with Social Policy									
1st Year	-	-	-	-	-	-	-	-	-
2nd Year	-	-	-	-	-	-	-	-	-
Final Year	-	1	1	-	-	-	-	-	-
Totals	-	1	1	-	-	-	-	-	-
BSc Sociology									
1st Year	8	22	30	13	13	26	8	19	27
2nd Year	7	15	22	9	22	31	16	15	31
Final Year	2	18	20	8	15	23	8	20	28
Totals	17	55	72	30	50	80	32	54	86
LLB									
1st Year	43	65	108	67	65	132	57	67	124
2nd Year	43	60	103	41	69	110	63	62	125
Final Year	39	52	91	41	59	100	43	70	113
Totals	125	177	302	149	193	342	163	199	362
LLB with French Law									
1st Year	6	9	15	8	3	11	2	1	3
2nd Year	1	3	4	6	7	13	8	3	11
3rd Year	1	2	3	1	3	4	5	6	11
Final Year	2	2	4	1	2	3	1	1	2
Totals	10	16	26	16	15	31	16	11	27
TOTAL: UNDERGRADUATE DEGREE STUDENTS									
1st Year	557	484	1041	641	462	1103	530	462	992
2nd Year	538	376	914	549	486	1035	630	467	1097
3rd Year	1	2	3	1	3	4	5	6	11
Final Year	514	390	904	528	373	901	550	482	1032
Totals	1610	1252	2862	1719	1324	3043	1715	1417	3132
OTHER REGULAR STUDENTS									
General Course	214	148	362	219	145	364	216	160	376
Erasmus Exchange Students	6	7	13	2	6	8	5	5	10
Other Exchange Students	5	11	16	2	1	3	-	-	-
TOTAL: OTHER REGULAR STUDENTS	225	166	391	223	152	375	221	165	386
TOTAL: REGULAR UNDERGRADUATES	1835	1418	3253	1942	1476	3418	1936	1582	3518
OTHER STUDENTS									
Occasional	12	10	22	4	2	6	1	1	2
TOTAL: OTHER STUDENTS	12	10	22	4	2	6	1	1	2
TOTAL: ALL UNDERGRADUATE STUDENTS	1847	1428	3275	1946	1478	3424	1937	1583	3520

Analysis of Regular and Other Students: 1998-2001 - continued

	SESSION 1998-1999 STUDENT NUMBERS			SESSION 1999-2000 STUDENT NUMBERS			SESSION 2000-2001 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
2. POSTGRADUATES									
PhD/MPhil STUDENTS									
Accounting and Finance									
1st year	5	1	6	4	2	6	6	4	10
Subsequent years	8	1	9	10	1	11	11	1	12
Totals	13	2	15	14	3	17	17	5	22
Anthropology									
1st year	5	6	11	2	4	6	6	3	9
Subsequent years	9	33	42	16	27	43	13	27	40
Totals	14	39	53	18	31	49	19	30	49
Demography and Population Studies									
1st year	-	-	-	-	1	1	-	1	1
Subsequent years	2	6	8	1	8	9	-	5	5
Totals	2	6	8	1	9	10	-	6	6
Development Studies									
1st year	2	2	4	2	3	5	3	1	4
Subsequent years	17	17	34	13	13	26	10	13	23
Totals	19	19	38	15	16	31	13	14	27
Economic History									
1st year	8	-	8	3	3	6	3	2	5
Subsequent years	21	16	37	20	12	32	18	10	28
Totals	29	16	45	23	15	38	21	12	33
Economics									
1st year	18	5	23	24	12	36	21	9	30
Subsequent years	43	23	66	43	25	68	52	27	79
Totals	61	28	89	67	37	104	73	36	109
European Studies									
1st year	6	5	11	10	4	14	5	3	8
Subsequent years	11	13	24	11	14	25	14	17	31
Totals	17	18	35	21	18	39	19	20	39
Gender									
1st year	-	5	5	2	5	7	-	3	3
Subsequent years	2	11	13	1	12	13	4	15	19
Totals	2	16	18	3	17	20	4	18	22
Geography									
1st year	4	3	7	3	2	5	2	-	2
Subsequent years	18	8	26	16	6	22	16	6	22
Totals	22	11	33	19	8	27	18	6	24
Government									
1st year	22	14	36	10	5	15	12	7	19
Subsequent years	74	39	113	69	41	110	66	43	109
Totals	96	53	149	79	46	125	78	50	128
Industrial Relations									
1st year	4	3	7	-	1	1	3	3	6
Subsequent years	10	8	18	12	8	20	10	8	18
Totals	14	11	25	12	9	21	13	11	24
Information Systems									
1st year	2	8	10	6	2	8	11	4	15
Subsequent years	21	10	31	15	12	27	14	12	26
Totals	23	18	41	21	14	35	25	16	41
International History									
1st year	5	2	7	8	8	16	4	1	5
Subsequent years	22	12	34	22	9	31	22	11	33
Totals	27	14	41	30	17	47	26	12	38
International Relations									
1st year	25	12	37	16	10	26	16	5	21
Subsequent years	91	43	134	93	44	137	85	44	129
Totals	116	55	171	109	54	163	101	49	150

Analysis of Regular and Other Students: 1998-2001 - continued

	SESSION 1998-1999 STUDENT NUMBERS			SESSION 1999-2000 STUDENT NUMBERS			SESSION 2000-2001 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Law									
1st year	10	4	14	9	4	13	11	10	21
Subsequent years	20	19	39	24	16	40	32	16	48
Totals	30	23	53	33	20	53	43	26	69
Management									
1st year	2	-	2	1	2	3	1	1	2
Subsequent years	15	5	20	13	4	17	12	4	16
Totals	17	5	22	14	6	20	13	5	18
Marine Policy									
1st year	-	-	-	-	-	-	-	-	-
Subsequent years	2	-	2	1	-	1	1	-	1
Totals	2	-	2	1	-	1	1	-	1
Mathematics									
1st year	-	1	1	2	-	2	1	-	1
Subsequent years	1	1	2	1	2	3	3	2	5
Totals	1	2	3	3	2	5	4	2	6
Media and Communications									
1st year	-	-	-	-	-	-	-	2	2
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	-	2	2
Operational Research									
1st year	1	1	2	-	3	3	1	-	1
Subsequent years	3	3	6	3	2	5	3	2	5
Totals	4	4	8	3	5	8	4	2	6
Philosophy									
1st year	7	2	9	3	-	3	7	-	7
Subsequent years	24	5	29	30	7	37	26	7	33
Totals	31	7	38	33	7	40	33	7	40
Philosophy (By Thesis and Exam)									
1st year	1	1	2	-	-	-	-	-	-
Subsequent years	1	-	1	2	-	2	1	-	1
Totals	2	1	3	2	-	2	1	-	1
Political Economy									
1st year	-	-	-	-	2	2	-	-	-
Subsequent years	-	-	-	1	-	1	-	1	1
Totals	-	-	-	1	2	3	-	1	1
Psychology									
1st year	4	5	9	3	8	11	-	5	5
Subsequent years	16	15	31	15	11	26	14	16	30
Totals	20	20	40	18	19	37	14	21	35
Regional Planning									
1st year	2	-	2	2	1	3	1	-	1
Subsequent years	11	2	13	10	2	12	11	4	15
Totals	13	2	15	12	3	15	12	4	16
Social Policy									
1st year	4	10	14	4	17	21	9	8	17
Subsequent years	37	44	81	30	44	74	30	45	75
Totals	41	54	95	34	61	95	39	53	92
Sociology									
1st year	6	12	18	6	6	12	5	5	10
Subsequent years	24	35	59	23	35	58	35	37	72
Totals	30	47	77	29	41	70	40	42	82
Statistics									
1st year	-	1	1	-	2	2	4	1	5
Subsequent years	6	4	10	3	3	6	1	4	5
Totals	6	5	11	3	5	8	5	5	10
TOTAL:									
PhD/MPhil STUDENTS									
1st year	143	103	246	120	107	227	132	78	210
Subsequent years	509	373	882	498	358	856	504	377	881
Totals	652	476	1128	618	465	1083	636	455	1091

Analysis of Regular and Other Students: 1998-2001 – continued

	SESSION 1998-1999 STUDENT NUMBERS			SESSION 1999-2000 STUDENT NUMBERS			SESSION 2000-2001 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Gender and the Media									
1st year	–	–	–	–	–	–	1	6	7
Subsequent years	–	–	–	–	–	–	–	–	–
Totals	–	–	–	–	–	–	1	6	7
Global History									
1st year	–	–	–	–	–	–	6	3	9
Subsequent years	–	–	–	–	–	–	–	–	–
Totals	–	–	–	–	–	–	6	3	9
Global Market Economics									
1st year	–	–	–	12	6	18	11	5	16
Subsequent years	–	–	–	–	–	–	11	4	15
Totals	–	–	–	12	6	18	22	9	31
Global Media and Communications									
1st year	–	–	–	–	–	–	3	6	9
Subsequent years	–	–	–	–	–	–	–	–	–
Totals	–	–	–	–	–	–	3	6	9
Health and Social Services									
1st year	7	11	18	3	6	9	2	5	7
Subsequent years	3	7	10	2	7	9	2	4	6
Totals	10	18	28	5	13	18	4	9	13
Health Policy, Planning and Finance									
1st year	–	–	–	–	–	–	22	29	51
Subsequent years	–	–	–	–	–	–	–	–	–
Totals	–	–	–	–	–	–	22	29	51
History of International Relations									
1st year	36	46	82	27	18	45	32	27	59
Subsequent years	–	–	–	1	2	3	–	–	–
Totals	36	46	82	28	20	48	32	27	59
Housing									
1st year	15	20	35	17	21	38	14	17	31
Subsequent years	15	21	36	17	25	42	15	24	39
Totals	30	41	71	34	46	80	29	41	70
Human Geography Research									
1st year	3	–	3	2	–	2	–	2	2
Subsequent years	–	–	–	1	–	1	–	–	–
Totals	3	–	3	3	–	3	–	2	2
Industrial Relations and Personnel Management									
1st year	51	80	131	32	68	100	28	71	99
Subsequent years	–	1	1	4	4	8	1	1	2
Totals	51	81	132	36	72	108	29	72	101
International Accounting and Finance									
1st year	41	16	57	29	21	50	14	11	25
Subsequent years	–	–	–	–	2	2	–	1	1
Totals	41	16	57	29	23	52	14	12	26
International Health Policy									
1st year	–	–	–	7	10	17	10	14	24
Subsequent years	–	–	–	–	–	–	1	–	1
Totals	–	–	–	7	10	17	11	14	25
International History (MA/MSc)									
1st year	–	1	1	–	–	–	–	–	–
Subsequent years	–	–	–	–	–	–	–	–	–
Totals	–	1	1	–	–	–	–	–	–
International Relations									
1st year	50	40	90	43	38	81	36	29	65
Subsequent years	–	–	–	–	1	1	–	2	2
Totals	50	40	90	43	39	82	36	31	67
International Relations Research									
1st year	6	7	13	8	1	9	7	2	9
Subsequent years	–	–	–	–	–	–	–	–	–
Totals	6	7	13	8	1	9	7	2	9

Analysis of Regular and Other Students: 1998-2001 – continued

	SESSION 1998-1999 STUDENT NUMBERS			SESSION 1999-2000 STUDENT NUMBERS			SESSION 2000-2001 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Law and Accounting									
1st year	–	–	–	14	17	31	12	13	25
Subsequent years	–	–	–	–	–	–	–	3	3
Totals	–	–	–	14	17	31	12	16	28
LLM (Intercollegiate)									
1st year	115	129	244	129	120	249	95	99	194
Subsequent years	7	6	13	6	7	13	8	12	20
Totals	122	135	257	135	127	262	103	111	214
LLM (Labour Law)									
1st year	–	–	–	2	6	8	10	2	12
Subsequent years	–	–	–	–	–	–	–	–	–
Totals	–	–	–	2	6	8	10	2	12
Local Economic Development									
1st year	12	10	22	12	6	18	13	11	24
Subsequent years	–	–	–	2	1	3	1	1	2
Totals	12	10	22	14	7	21	14	12	26
Management									
1st year	38	35	73	44	35	79	39	29	68
Subsequent years	2	–	2	–	–	–	–	–	–
Totals	40	35	75	44	35	79	39	29	68
Management of Non Governmental Organisations									
1st year	3	7	10	14	7	21	8	10	18
Subsequent years	–	–	–	1	–	1	–	–	–
Totals	3	7	10	15	7	22	8	10	18
Media and Communications									
1st year	16	47	63	16	27	43	17	32	49
Subsequent years	–	–	–	1	4	5	–	1	1
Totals	16	47	63	17	31	48	17	33	50
Media and Communications Regulation									
1st year	–	–	–	–	–	–	1	8	9
Subsequent years	–	–	–	–	–	–	–	–	–
Totals	–	–	–	–	–	–	1	8	9
Nationalism and Ethnicity in Europe									
1st year	–	–	–	1	–	1	–	9	9
Subsequent years	–	–	–	–	–	–	–	–	–
Totals	–	–	–	1	–	1	–	9	9
New Media, Information and Society									
1st year	–	–	–	–	–	–	5	3	8
Subsequent years	–	–	–	–	–	–	–	–	–
Totals	–	–	–	–	–	–	5	3	8
Operational Research									
1st year	26	20	46	20	20	40	26	6	32
Subsequent years	–	1	1	4	1	5	2	–	2
Totals	26	21	47	24	21	45	28	6	34
Philosophy and History of Science									
1st year	8	4	12	10	3	13	8	6	14
Subsequent years	1	–	1	–	–	–	3	–	3
Totals	9	4	13	10	3	13	11	6	17
Philosophy of the Social Sciences									
1st year	11	3	14	12	3	15	–	1	1
Subsequent years	–	–	–	–	–	–	–	–	–
Totals	11	3	14	12	3	15	–	1	1
Philosophy, Policy and Social Value									
1st year	–	–	–	–	–	–	4	4	8
Subsequent years	–	–	–	–	–	–	–	–	–
Totals	–	–	–	–	–	–	4	4	8
Political Economy of Transition									
1st year	18	17	35	22	22	44	26	17	43
Subsequent years	–	1	1	–	1	1	–	2	2
Totals	18	18	36	22	23	45	26	19	45

Analysis of Regular and Other Students: 1998-2001 – continued

	SESSION 1998-1999 STUDENT NUMBERS			SESSION 1999-2000 STUDENT NUMBERS			SESSION 2000-2001 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Politics 1 – Political Theory									
1st year	22	11	33	27	13	40	11	11	22
Subsequent years	–	–	–	1	2	3	2	–	3
Totals	22	11	33	28	15	43	13	11	25
Politics 3 – Political Sociology									
1st year	1	12	13	3	7	10	3	8	11
Subsequent years	–	–	–	–	–	–	–	–	–
Totals	1	12	13	3	7	10	3	8	11
Politics 5 – Comparative Politics									
1st year	17	31	48	21	26	47	21	35	56
Subsequent years	–	–	–	–	2	2	1	–	1
Totals	17	31	48	21	28	49	22	35	57
Politics 6 – Public Administration and Public Policy									
1st year	21	9	30	20	13	33	9	13	22
Subsequent years	–	–	–	1	–	1	–	–	–
Totals	21	9	30	21	13	34	9	13	22
Politics of Development (Latin America)									
1st year	9	9	18	12	6	18	–	–	–
Subsequent years	–	–	–	1	3	4	–	–	–
Totals	9	9	18	13	9	22	–	–	–
Politics of Empire and Post Imperialism									
1st year	7	9	16	5	8	13	–	–	–
Subsequent years	–	1	1	–	1	1	2	–	2
Totals	7	10	17	5	9	14	–	2	2
Politics of the World Economy									
1st year	42	25	67	38	27	65	33	22	55
Subsequent years	–	–	–	1	1	2	2	1	3
Totals	42	25	67	39	28	67	35	23	58
Population and Development									
1st year	3	8	11	4	9	13	2	7	9
Subsequent years	–	–	–	–	–	–	–	–	–
Totals	3	8	11	4	9	13	2	7	9
Public Financial Policy									
1st year	–	–	–	10	9	19	5	2	7
Subsequent years	–	–	–	–	–	–	5	9	14
Totals	–	–	–	10	9	19	10	11	21
Real Estate Economics and Real Estate Finance									
1st year	5	1	6	6	–	6	7	6	13
Subsequent years	–	–	–	–	–	–	1	–	1
Totals	5	1	6	6	–	6	8	6	14
Regional and Urban Planning Studies									
1st year	21	11	32	14	17	31	12	11	23
Subsequent years	–	–	–	–	–	–	–	3	3
Totals	21	11	32	14	17	31	12	14	26
Regulation									
1st year	11	9	20	11	2	13	10	2	12
Subsequent years	1	–	1	1	–	1	–	–	–
Totals	12	9	21	12	2	14	10	2	12
Religion and Contemporary Society									
1st year	1	2	3	–	–	–	–	3	3
Subsequent years	–	–	–	–	–	–	–	–	–
Totals	1	2	3	–	–	–	–	3	3
Russian and Post Soviet Studies									
1st year	10	9	19	8	5	13	3	10	13
Subsequent years	1	–	1	–	–	–	–	–	–
Totals	11	9	20	8	5	13	3	10	13

Analysis of Regular and Other Students: 1998-2001 – continued

	SESSION 1998-1999 STUDENT NUMBERS			SESSION 1999-2000 STUDENT NUMBERS			SESSION 2000-2001 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Social Anthropology									
1st year	14	14	28	4	14	18	11	8	19
Subsequent years	1	1	2	–	–	–	–	1	1
Totals	15	15	30	4	14	18	11	9	20
Social and Organisational Psychology									
1st year	11	33	44	12	28	40	14	38	52
Subsequent years	–	1	1	–	4	4	3	1	4
Totals	11	34	45	12	32	44	17	39	56
Social Policy and Planning									
1st year	6	19	25	9	21	30	8	26	34
Subsequent years	2	7	9	–	–	–	–	7	7
Totals	8	26	34	9	21	30	8	33	41
Social Policy and Planning in Developing Countries									
1st year	17	32	49	23	30	53	11	32	43
Subsequent years	–	–	–	–	–	–	–	–	–
Totals	17	32	49	23	30	53	11	32	43
Social Psychology									
1st year	6	14	20	4	22	26	8	10	18
Subsequent years	–	–	–	–	–	–	–	3	3
Totals	6	14	20	4	22	26	8	13	21
Social Research Methods									
1st year	10	20	30	9	23	32	4	12	16
Subsequent years	2	1	3	3	4	7	5	9	14
Totals	12	21	33	12	27	39	9	21	30
Sociology									
1st year	14	10	24	8	16	24	6	15	21
Subsequent years	–	–	–	1	–	1	–	–	–
Totals	14	10	24	9	16	25	6	15	21
Statistics									
1st year	3	3	6	5	3	8	5	4	9
Subsequent years	–	–	–	1	–	1	1	–	1
Totals	3	3	6	6	3	9	6	4	10
Theory and History of International Relations									
1st year	21	13	34	13	6	19	5	13	18
Subsequent years	–	–	–	1	–	1	–	1	1
Totals	21	13	34	14	6	20	5	14	19
Voluntary Sector Organisation									
1st year	7	19	26	6	17	23	5	14	19
Subsequent years	1	3	4	3	6	9	5	10	15
Totals	8	22	30	9	23	32	10	24	34
TOTAL: TAUGHT MASTERS STUDENTS									
1st year	1215	1254	2469	1256	1199	2455	1077	1165	2242
Subsequent years	43	67	110	66	106	172	85	130	215
Totals	1258	1321	2579	1322	1305	2627	1162	1295	2457

Analysis of Overseas Students by Domicile: 1998-2001 - continued

COUNTRY OF DOMICILE	1998-1999			1999-2000			2000-2001		
	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total
Latvia	2	3	5	1	3	4	1	4	5
Lebanon	1	9	10	2	9	11	2	14	16
Lesotho	-	-	-	-	1	1	-	1	1
Libya	-	1	1	1	-	1	1	-	1
Liechtenstein	1	-	1	2	-	2	-	-	-
Lithuania	4	-	4	4	1	5	4	1	5
Luxembourg	11	6	17	9	6	15	6	7	13
Macau	1	-	1	1	-	1	-	-	-
Malawi	2	-	2	2	-	2	2	-	2
Malaysia	171	24	195	178	23	201	176	24	200
Maldives	1	1	2	1	1	2	2	-	2
Malta	-	3	3	-	9	9	-	3	3
Mauritius	45	9	54	36	3	39	37	5	42
Mexico	2	63	65	2	56	58	5	63	68
Moldova	-	2	2	-	-	-	1	-	1
Mongolia	-	1	1	-	1	1	-	-	-
Morocco	4	-	4	2	1	3	2	1	3
Mozambique	-	1	1	-	-	-	-	2	2
Namibia	-	-	-	-	1	1	-	-	-
Nepal	1	-	1	1	2	3	1	-	1
Netherlands	12	27	39	12	17	29	12	22	34
New Zealand	-	10	10	-	8	8	2	7	9
Nicaragua	-	-	-	-	-	-	-	1	1
Nigeria	7	17	24	9	16	25	9	6	15
Norway	28	82	110	26	84	110	23	63	86
Oman	-	1	1	-	1	1	1	-	1
Pakistan	30	34	64	32	48	80	32	25	57
Panama	-	1	1	-	-	-	-	-	-
Paraguay	-	1	1	-	-	-	-	-	-
Peru	1	10	11	1	16	17	3	12	15
Philippines	-	3	3	1	3	4	5	2	7
Poland	11	9	20	17	14	31	14	13	27
Portugal	7	30	37	8	32	40	7	31	38
Puerto Rico	-	1	1	-	-	-	-	-	-
Qatar	-	-	-	1	2	3	1	3	4
Romania	5	2	7	6	5	11	7	3	10
Russia	22	23	45	39	15	54	44	28	72
Rwanda	-	-	-	-	1	1	-	1	1
San Marino	-	1	1	-	-	-	-	-	-
Saudi Arabia	2	2	4	1	4	5	4	6	10
Seychelles	-	1	1	-	-	-	-	-	-
Sierra Leone	1	1	2	-	-	-	-	-	-
Singapore	156	40	196	162	40	202	170	33	203
Slovakia	1	3	4	1	1	2	1	1	2
Slovenia	2	2	4	1	6	7	4	4	8
South Africa	4	8	12	5	10	15	2	12	14
Spain	15	77	92	7	74	81	8	72	80
Sri Lanka	12	7	19	13	8	21	18	7	25
St Lucia	-	-	-	-	1	1	-	-	-
St Vincent	1	-	1	1	-	1	1	-	1
Sudan	1	3	4	1	1	2	-	3	3
Surinam	-	-	-	-	1	1	-	-	-
Swaziland	1	1	2	2	-	2	2	-	2
Sweden	30	46	76	42	37	79	43	27	70
Switzerland	27	44	71	36	45	81	22	49	71
Syria	1	1	2	1	-	1	-	2	2
Taiwan	10	45	55	12	39	51	16	48	64
Tajikistan	-	-	-	1	-	1	1	-	1
Tanzania	-	1	1	2	1	3	2	1	3
Thailand	14	34	48	18	35	53	20	47	67
Trinidad and Tobago	8	3	11	6	5	11	5	3	8
Tunisia	-	-	-	-	-	-	-	1	1
Turkey	4	47	51	5	49	54	3	39	42
Turkmenistan	-	-	-	1	-	1	1	-	1
Uganda	1	10	11	1	7	8	2	4	6
Ukraine	6	12	18	7	10	17	8	2	10
United Arab Emirates	13	4	17	11	1	12	13	2	15
Uruguay	-	2	2	-	3	3	-	-	-
USA	268	347	615	295	347	642	324	362	686
Uzbekistan	-	-	-	-	2	2	-	1	1
Vanuatu	-	-	-	-	-	-	-	1	1
Venezuela	1	11	12	-	9	9	-	5	5
Vietnam	2	6	8	1	2	3	3	1	4
West Indies	-	1	1	-	2	2	-	-	-
Yemen	-	-	-	-	1	1	-	-	-
Yugoslavia	6	11	17	5	8	13	4	6	10
Zambia	-	-	-	3	1	4	4	2	6
Zimbabwe	9	2	11	10	1	11	10	3	13
GRAND TOTAL	1733	2809	4542	1824	2734	4558	1884	2593	4477

Analysis of Overseas Students by Domicile: 1998-2001 - continued

COUNTRY OF DOMICILE	1998-1999			1999-2000			2000-2001		
	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total
1. THE CONTINENTS OF:									
EUROPE	636	1321	1957	631	1262	1893	608	1177	1785
ASIA	635	651	1286	702	679	1381	760	623	1383
AFRICA	129	91	220	126	73	199	117	70	187
NORTH AMERICA	310	564	874	336	557	893	371	566	937
SOUTH AMERICA	17	142	159	20	137	157	16	128	144
AUSTRALASIA	6	40	46	9	26	35	12	29	41
TOTAL	1733	2809	4542	1824	2734	4558	1884	2593	4477
2. MEMBERSHIP OF THE COMMONWEALTH	634	474	1108	666	461	1127	679	428	1107
3. MEMBERSHIP OF THE EUROPEAN UNION	435	997	1432	407	985	1392	389	923	1312

Statistics of Staff

The figures below are correct as at 1 July 2001. Some staff hold appointments in more than one category, and the figures exclude some staff who are appointed, and work, away from Houghton St. Teaching load statistics and staff-student ratios are calculated on the basis of individual course teaching and cannot be calculated by reference to the figures below.

July 2001			
	M	F	Total
Academic Staff (full-time equivalent)			
Professor	120	21	141
Reader	47	13	60
Senior Lecturer	42	16	48
Lecturer	110	65	175
Total	319	115	434
Research Staff (full-time equivalent)			
Senior Research Fellow	9	4	13
Research Fellow	10	9	19
Research Officer	31	27	58
Research Assistant	13	17	30
Total	63	57	120
Management & Administrative Staff¹			
Total (head-count)	271	458	729
Hourly-Paid Clerical Staff			
Total (head-count)	114	147	261
Occasional Teachers			
Total (head-count)	212	137	349
Occasional Research Assistants			
Total (head-count)	179	133	312
Catering Staff			
Total (head-count)	30	47	77
Porters (including Library porters)			
Total (head-count)	31	5	36
Maintenance and Technical Staff			
Total (head-count)	30	4	34

¹ Consists of Academic Related, Other Related, Clerical and Related Administrative and Computer Operator staff groups.

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THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE ■

Calendar 2001-2002

Graduate School Handbook

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KEY ADDRESSES

Chair of the Graduate School Committee Professor Tim Murphy, A372, ext 7257	<i>Secretary</i> Rachel Spalding, A369, ext 7683
Dean of the Graduate School John Madeley, K304, ext 7186	<i>Secretary</i> Nicola Dallen, A202, ext 7849
Adviser to Women Students Dr Sarah Worthington, A159, ext 6389	Adviser to Students with Disabilities Jill Ramsay, H417, ext 6624
Assistant Registrar David Ashton, H301, ext 7457	<i>Secretary</i> Miss Linda Newman, H210, ext 7121
Administrative Officer (Graduate School) To be announced, H207, ext 7150	Graduate Registry Manager Michelle Ward, H201, ext 6337
Administrative Officer (Graduate Admissions) Melanie Peter, H208, ext 6082	Administrative Officer (Graduate Examinations) Ms Elena Lo, H206, ext 6267
Administrative Officer (Financial Support) Loren Moysie, F217, ext 7163	Graduate School Office H201 <i>Graduate Admissions</i> tel: 020 7955 7159; fax: 020 7955 6137 email: graduate-school@lse.ac.uk
<i>Financial Support</i> tel: 020 7955 7162/7155 fax: 020 7831 1684; email: scholarships@lse.ac.uk	<i>Graduate Registry/examinations</i> tel: 020 7955 7152; fax: 020 7955 6099 email: graduate-registry@lse.ac.uk
Accounts Office H403; tel: 020 7955 7468/7765; fax: 020 7955 7427	Chaplaincy K51; tel: 020 7955 7965
Students' Union E296	Student Advice Centre E297; tel: 020 7955 7145
Health Service St Philip's Building; tel: 020 7955 7016	Dentist St Philip's Building; tel: 020 7955 7444

Dates of Terms

Session 2001-2002

Michaelmas Term: Thursday, 4 October 2001 to Friday, 14 December 2001
(Teaching begins Monday, 8 October 2001)
Lent Term: Monday, 14 January 2002 to Friday, 22 March 2002
Summer Term: Monday, 29 April 2002 to Friday, 5 July 2002

Session 2002-2003

Michaelmas Term: Thursday, 3 October 2002 to Friday, 13 December 2002
(Teaching begins Monday, 7 October 2002)
Lent Term: Monday, 13 January 2003 to Friday, 21 March 2003
Summer Term: Monday, 28 April 2003 to Friday, 4 July 2003

ABOUT LSE

THE BUILDINGS

In term

Mondays to Fridays: 0800 to 2130 (after 1830 by main entrances only with some restrictions on outlying buildings; after 2130 identification required).
Saturdays: 0900 to 1700: A, D and S by main entrances only; after 1700 identification required. Access to other buildings over bridges by Main Reception in A: identification required.
Sundays: Access via Main Reception: identification required.

In vacation

Mondays to Fridays: 0800 to 1830 (from 1830 to 2130, A and S by main entrances only; after 2130 identification required).
Saturdays & Sundays: Access via Main Reception; identification required.

Access to H, J, K, L, M, T, U, V, W, X, Y, PS and N is restricted after 1830 and at weekends. G and Z access is restricted after 1930 and 1945 respectively. Access to B is restricted after 1730 and at weekends. C and E opens Monday to Friday between 0800 and 1830 in term-time only; at other times access to those buildings is via Main Reception; identification required.

Room numbering is by floors. For instance, a room numbered 301 is on the third floor; a room with a two-digit number (eg S87) is on the ground floor, and a room whose number begins with 0 (eg S087) is in the basement. All room numbers are preceded by the building code:

A Old Building	K King's Chambers	U Tower One
B Columbia House	L Lincoln Chambers	V Tower Two
C Clare Market	M 50 Lincoln's Inn Fields	W Tower Three
D Clement House	N The Anchorage	
E East Building	PH Parish Hall	<i>St Philip's Building</i>
F 9 Kingsway	PS Portsmouth Street	X Health Centre
G 20 Kingsway	R Lionel Robbins Building	Y South Block
H Connaught House	S St Clement's Building	Z North Block
J Cowdray House	T Tymes Court	

Normal opening times

see below for building codes

Other restrictions

Room numbering

Fire precautions

Means of escape are provided in accordance with legal requirements. Emergency exits are clearly marked and you should familiarise yourselves with them. Fire extinguishers or hoses are placed in strategic positions. In the event of fire, sound the nearest alarm and shut doors and windows, but do not try to extinguish the fire by means of hose reels or extinguishers if this involves any personal risk. You must leave the premises in accordance with instructions displayed at every alarm position. You must obey all instructions from fire wardens, who are clearly identified.

Names of students with urgent messages are shown on a notice board facing the entrance to the Old Theatre in the Old Building.

You **must** let the Graduate School Office know any change of address as soon as possible because we need to send you important information throughout the year. Even if you tell your department or supervisor about a change of address you must also remember to tell us – changes are not otherwise valid. Correspondence is usually sent to the London address you gave us at registration. You should look regularly for correspondence addressed to you. You are not normally allowed to use the School's address for private correspondence.

COMMUNICATIONS

Your address

The School accepts no responsibility for personal mail addressed to you at the School.

DATA PROTECTION

The law

The School complies with all requirements of the law on protection of data held on computer or in manual records. The same requirements apply to any records held by individual students about identifiable living individuals.

If you are keeping data on computer or in manual records on identifiable living individuals as part of your academic work, you must maintain proper records of what you are keeping, and you must keep it secure and confidential. If you are in any doubt, you should discuss the matter with your tutor or supervisor, and consult the School's Data Protection Officer.

The Data Protection Officer is Dr I L Stephenson.

The kind of information we keep on computer, the purposes for which it is kept, where we obtain it from and who we might disclose it to, are recorded on the National Data Register, which should be available in most public libraries. The School's current entries in the Register are:

Staff and Student Records	(G0623079)
Public Activities Administration	(G0623082)
Ancillary Services Administration	(G0623096)
Academic Activities Data	(G0623108)
Library Records	(D0194024)

The National Data Register will be replaced on 24 October 2001 by a new system of notification, which will result in a register of data controllers. It will be possible to consult the School's data protection notification by visiting the website of the Office of the Information Controller, at www.dataprotection.gov.uk

The Data Protection Act gives you the right to see the information the School has about you. If you wish to see your computer record, you must complete the relevant application form, available from the Data Protection Officer. The School charges a fee of £10 per request to cover administrative costs, for a search of any one of the School's register entries. If it is clear that the entry contains enough information on which to make a search, the School must reply to your request within 40 days, and must disclose all the data contained at the time of approval of the application, without alteration.

We have a strict policy on the control and use of information in student files, including manual/paper files:

1. There is only one academic file for each student.
2. Access to student files is restricted to those who have a direct interest in them, namely
 - 2.1 The Director, Pro-Directors, Deans, the Secretary and Academic Registrar's staff.
 - 2.2 Tutors, Conveners, departmental tutors, class teachers, teachers named as referees by students, or teachers who have other bona fide reasons for examining a file.
 - 2.3 The School's medical staff.
3. Files contain application forms, references supporting application, academic records showing progress at the School, and accumulated correspondence.
4. The School does not place any reference to specific political or religious beliefs or activities in personal files except where the subject has been raised at the initiative of the student. Reference to extra-curricular activity may be included on a file where relevant to a student's academic progress.
5. After a student leaves the School the personal file is retained indefinitely. Access to the file continues to be tightly restricted to the categories of staff set out in paragraph 2 above.
6. The medical records of students are kept entirely separate from their academic files and medical staff alone have access to them.
7. The School's practice in dealing with outside requests for information about current students (other than those of a routine and public nature, eg confirmation that a named student is registered at the School) is to refer the request to the student, leaving it to him or her to decide whether to respond.

The DPA register

Your rights

Policy on manual files

YOUR PROGRAMME OF STUDY

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

REGISTRATION

If you are about to start a new programme of study your registration date will be between Thursday, 27 September and Friday, 12 October 2001 *unless* you are a student in the Economics Department in which case your registration date will have been earlier in September. Registration takes place in the Circle foyer of the Peacock Theatre in Portugal Street. After 12 October students who are unavoidably late should contact the Graduate School Office on the second floor of Connaught House for advice on how to register.

New students

Re-registration for continuing graduate students is by post. All students wishing to continue their studies to complete a programme must re-register.

Continuing students

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

LSE Card

The final date by which new and returning students may register for the session is 31 October 2001. If you have not completed registration or re-registration by the deadline date of 31 October your record will be cancelled.

Re-registration each session depends on your making satisfactory progress in the preceding year. If you are a research student we will not allow you to re-register unless and until we have received confirmation from your department that re-registration is approved.

Future registration

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

CONDITIONS OF REGISTRATION

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

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

Please note that on all matters connected with the School and University regulations you should consult the Undergraduate Office (020 7955 7130) or the Graduate School Office (020 7955 7152), as appropriate. If you are in any doubt about any information provided orally, you should ask for it to be confirmed in writing. You should always ask for written confirmation of any information relating to your tuition fees.

Tutors/supervisors should not be expected to be familiar with all regulations, nor should they be expected to pass on to the Undergraduate Office or the Graduate School Office information about your plans. It remains your sole responsibility to do so.

<i>You must attend the School for the period set out in the regulations for your programme. Research students should refer to the section on Research Programmes.</i>	DURATION OF STUDY
For taught courses the requirement is in practice for nine or twelve months, and for research students for at least two or three years. You must live within normal commuting distance of London in the UK; not go away during term-time without first consulting the Graduate School Office and your supervisor; and come to the School for tuition and attend lectures, classes, seminars, etc, as your programme and supervisor require.	Attendance requirements: all students
If you are a full-time student you must normally complete all the requirements for your programme of study within the year in which you are registered. If you are part-time you must normally complete within the two-year registration period for your programme.	Diploma and Master's students
Your registration period will have been specified in your offer of admission. Your programme of study will be agreed in conjunction with your supervisor. You may be allowed to take examinations on an informal basis: they will be marked and the results made available to you in the form of a transcript of your studies but cannot count towards a degree at the School.	Visiting Research Students
If you are on a taught programme it is not usually in your interest to interrupt your studies. However, if you think you need to do so, please complete the <i>interruption of registration</i> form available in Graduate School Reception. If your request is approved you will be allowed to interrupt your registration for a year and resume your studies at the point you left off.	Interrupting your studies: taught courses <i>Not all the options you wish to take may be available when you resume study.</i>
If you interrupt your registration your fees will be adjusted and you will be charged fees when you resume your registration at the rate in operation at the time.	
You are expected to remain in London in term-time for the duration of your studies. After formal examinations you may pursue research for your dissertation outside London during the summer months; no permission is required.	Leave of absence for research: <i>Master's and diploma students</i>
<i>Before you make a final decision to terminate your studies, discuss your position with your supervisor or one of the School's Advisers – or the Dean.</i>	Withdrawal from the School
If, for whatever reason, you decide you are unable to continue with your programme and wish to leave in mid-session, <i>you notify the Graduate School Office in writing</i> . Any refund due will be calculated on the basis of a 30 week year. You will be liable for fees up to and including the week the Graduate School Office receives written notification of your withdrawal.	
<i>The contract between you and the School ends on the date of the main examination board for your degree programme (or viva voce examination in the case of MPhil/PhD students), unless you formally withdraw from the School before then and before taking your final examinations.</i>	Duration of contract and discipline
You remain subject to the School's regulations until the end of contract, but you are not expected to remain in attendance after term ends. If you have disciplinary proceedings pending after the end of the contract, the School reserves the right to withhold any award until the conclusion of such proceedings.	
<i>Teaching starts on Monday, 8 October. In general lectures begin at five past the hour and finish five minutes to the hour. A daily timetable (listing lecture and graduate seminars in departmental and time order for the whole week) is displayed on the wall opposite room A86 and the School's web site: http://www.lse.ac.uk/central-admin/timetable/default.htm.</i>	LECTURES, CLASSES AND TIMETABLE
Copyright in lectures is vested in the lecturers. Notes taken at lectures may be used only for the purposes of private study. Lectures may not be recorded without the lecturer's permission. Any recording permitted is subject to the conditions (if any) imposed by the lecturer and may not be used for anything except the student's private study.	
<i>Where relevant, it is your responsibility to ensure that your status in the School is compatible with your status under the Immigration Rules. Research students should refer to the section on Research Programmes.</i>	PART-TIME STUDY
Few programmes at the School are designed specifically for part-time students. Usually tuition takes place at the same time as for full-time students. If you are registering on a part-time basis you must ensure that you can attend lectures, classes and seminars when required.	Taught course students
If you are from outside the European Union you will probably have to register as a full-time student because of the UK Government's Immigration Rules.	

<i>No changes may take place after 31 October without the permission of the Dean of the Graduate School. This permission should be sought via the Graduate School Office.</i>	CHANGING YOUR PROGRAMME
If you have registered for one programme of study but wish to change to another, you must seek written approval from the conveners of each of the programmes concerned, on the 'request to change programme of study form' available in Graduate School Reception. Permission will depend on the number of students already on the programme, your own qualifications, and the admission quota for each programme. We shall tell you the decision in writing.	<i>You cannot automatically assume that you will be allowed to change programmes.</i>
If after having registered you wish to change from full-time to part-time registration you must complete a 'request to transfer from full-time to part-time registration form' available from Graduate School Reception. You will not normally be allowed to switch after the first few weeks of the session. <i>See Part-time Study above.</i>	Changing from full-time to part-time studies
<i>For Master's and Diploma students only. The choices you register will form your official examination entry and, for Diploma students, will be used to timetable your classes.</i>	CHOOSING YOUR COURSES
Your degree programme is made up of a number of courses. Most programmes offer a choice of course but you need special permission in some cases. If in doubt consult your supervisor. In choosing your courses you must follow the regulations for your degree. You must complete a <i>course registration form</i> .	Initial course choice
Wherever possible your choice of options for which you are qualified will be met, subject to timetabling constraints, but the availability of options cannot be guaranteed.	<i>It is your responsibility to ensure that your choices are consistent with your programme regulations.</i>
The deadline for registering Michaelmas term course choices is 26 October 2001 but students on the LLM and MSc Philosophy and History of Science programmes have until Friday, 23 November 2001.	
If you choose an option taught mainly for another programme, your final results may be delayed. The board of examiners to which the option formally belongs has to approve the mark for the course before it can be passed to the board of examiners for your own degree.	
If, exceptionally, you wish to take a course outside the regulations for your degree programme, you should seek permission from your Programme Tutor. Your Programme Tutor must give his or her permission by signing your course registration form. The form must be returned to the Graduate School Office no later than 26 October 2001.	Choosing a course outside the regulations
You must choose courses from options available at the School. You are not allowed to take courses offered at other University of London colleges unless your programme is intercollegiate (LLM; Area Studies; History and Philosophy of Science; Health Policy, Planning and Financing).	Courses at other University of London colleges
<i>All graduate students are assigned a supervisor, who is a member of the School's teaching staff. Your supervisor is your academic guide at the School. The Codes of Practice for Diploma, Master's and Research Students set out what you can reasonably expect from your supervisor and contain details of regular progress reviews. Research students should refer to the section on Research Programmes.</i>	SUPERVISION AND ASSESSMENT OF PROGRESS
Your class teachers will complete reports on your progress at the end of every term. These reports are collected and added to your personal file. If you have any doubts about your progress you should discuss your concerns with your supervisor.	Diploma students
You will have the opportunity to discuss your progress with your supervisor during the Lent term.	Master's students
If your studies are being financed by an outside body we may be required by that body to give a report on your progress.	Reports on progress to outside bodies
<i>See STUDENT SERVICES See EXAMINATIONS</i>	ILLNESS DURING YOUR STUDIES
If you are unwell during your programme of study you should tell your supervisor. If you are ill for more than two weeks you should tell the Graduate School Office of your non-attendance because of ill-health and when you expect to return.	
If you think illness may affect your examination performance you should get a medical certificate from your doctor and pass a copy with a letter of explanation to the Graduate School Office. The Office will keep the letter and certificate on file and advise the board of examiners.	
<i>An insurance company which specialises in student insurance is Endsleigh Insurance, 97 Southampton Row, London WC1B 4AG, tel 020 7436 4451.</i>	STUDYING ABROAD
If you need to study abroad as part of your programme of study, you should take out appropriate personal insurance. The School's insurance does not cover you while you are studying abroad.	

LEARNING SUPPORT AND CAREER DEVELOPMENT SKILLS

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

A summary of the skills development programme is given below. For further details, see contacts below, or visit the LSE Learning World website: <http://learning.lse.ac.uk/>

Study Skills

Contact: Jill Ramsay, Teaching and Learning Development Administrator, H417, email j.ramsay@lse.ac.uk or ext 6623.

Who should attend? Anyone who feels these sessions would be useful. Particularly relevant to students with no previous experience of UK higher education.

Lectures and workshops Sessions scheduled for Wednesday afternoons – mainly in the Old Lecture Theatre. Visit the website for access to further support materials, and look out for posters and adverts in *News and Views*, and around the School.

Topics The series of lectures and practical workshops addresses basic study concerns in the Social Sciences. They are most relevant to students on taught Masters and Diploma courses who did not study for their undergraduate degree in the UK. There are three lectures at the start of the Michaelmas term:

- *Introduction to study at the LSE, reading and note-taking*
- *Analysing concepts, critical reasoning, and creative thinking*
- *Essay writing*

These are followed by a series of practical workshops for anyone who would like more detailed support/advice:

- *Making the most of lectures, and developing effective reading techniques*
- *Reviewing essay writing technique*
- *Presenting seminar papers*
- *Dyslexia in HE*

In the Lent term, there are sessions on:

- *Writing MSc dissertations*
- *Handling data*

There is also a series of three sessions to help you prepare effectively for exams. These sessions will include ideas on:

- *Advanced planning and preparation for revision*
- *Preparing to answer different types of exam questions*
- *Last minute preparations.*

One-to-one advice sessions Individual study skills and exams advice sessions with Dr Peter Levin are available on Monday afternoons throughout term-time.

Suggested reading: P J Dunleavy, *Studying for a degree in the humanities and social sciences*; D Rowntree, *Learning how to study*; P Levin, *Peter Levin's Guide to LSE Examinations* (available from the Learning World website).

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

Dyslexia Support

Contact: Jean Jameson, Dyslexia Support Tutor; email: j.m.jameson@lse.ac.uk or ext 6034, room H417b

Support for dyslexic students includes:

- individual tutorials
- small group sessions on specific topics
- advice on applying for special exam arrangements
- free photocopying facilities
- extended library loans
- use of specialist IT software

Students who think they might be dyslexic are offered:

- "drop-in" initial interviews
- screening and advice
- help in arranging a full assessment
- advice from the Students' Union regarding funding

Library and Information Skills

Contact: Rupert Wood, Information Services, LSE Library, email r.wood@lse.ac.uk

Who should attend? All new students at LSE are strongly recommended to make use of a selection of the Library training sessions.

Teaching Each term there is a range of sessions on specialised information sources held in our Library Training Suite. Full details are available on the Library web site or from within the Library. No booking is needed.

At the start of the session the Library and the Methodology Institute offer a course on Information Skills for new **research students**. For dates and times of classes see the **Methodology Institute's** brochure or ask at the **Library Information Desk**.

If you would like to discuss your research needs, the available sources, and how to use them in more detail, please contact the Library Information Desk to make an appointment with a member of staff.

Contents The Library offers a wide programme aimed at developing library and information skills throughout the year:

Induction At the start of the session introductions to the Library are held throughout each day during the first few weeks of terms. These will introduce you to the services, resources and facilities and how to find your way around.

Other sessions Other sessions of potential interest to research and taught Masters students include:

- *Finding journal articles:* How to use journal index databases such as *IBSS: The International Bibliography of the Social Sciences* (via BIDS) and *The Social Sciences Citation Index* to search for articles from any networked terminal in the School or from home, and email or download the results.
- *Electronic Journals:* How to access and download the full text of a wide selection of journal articles available over the Internet.
- *Datastream:* How to access and search this important online source of worldwide data (current and historical) on economic and financial topics.
- *British Government Publications:* Research British government history and policy using the original documents. The Library has a vast collection of British government publications and information sources going back to the last century which documents the development of government policy.
- *European Union: bibliographic sources:* Trace EU publications using EU bibliographic databases available online and via the Internet.
- *United Nations: finding information:* Find out how to access information about the UN and United Nations documentation through Internet sites and other on-line sources.
- *Electronic legal information:* An introduction to some of the electronic sources available for legal research and how to find your way around legal information on the Internet.
- *Lexis:* How to identify, search and download appropriate information from this full text on-line source of worldwide legal materials including law reports and legislation.
- *European Union: legal databases:* Find out how to use the Official Journal of the European Communities and European Court Reports available online.

Methodology Institute Information Skills for Research (open only to research students)

- *Doing a Literature Search:* How to select the appropriate electronic sources for your research.
- *Using the Internet:* How to find and access the wide range of resources available via the Internet.
- *Citing references and creating a bibliography:* How to use the Harvard system to cite bibliographic information in your work and how to create a bibliography according to the accepted standards of academic research.
- *Using EndNote:* How to use this bibliographic software, available on the School's network, for storing references and exporting them to documents as citations and footnote references.
- *Using datasets and sources of statistics:* How to gain access to and explore the statistical source material available in the Library and at other dataset sites in the UK.

IT Skills

Contact: Amber Miro, IT Training and Development Specialist, IT Services; email: a.miro@lse.ac.uk

Who should attend? All students who wish to improve or extend their IT skills.

Training Classes run throughout the Michaelmas and Lent terms. The weekly schedule of classes is published on the IT Training website (<http://ittraining.lse.ac.uk>) and on notice boards in public computer rooms. Online booking is necessary, and help with this is available from the IT Helpdesks in S198 and the Library.

Each class consists of a supervised hands-on practical session in a computer classroom.

Research students are also welcome to attend staff training sessions. A schedule of courses is published each month on the IT Training website, along with an online booking form.

For further information, go to the IT Training Website: (<http://ittraining.lse.ac.uk>).

Contents

Induction: *Introduction to Using IT at LSE*

The principal aim of this course is to provide you with the information and skills you will need in order to use the IT facilities at LSE. It is aimed at all students new to the School, even those with experience of computers, as it introduces you to the IT environment at LSE.

You can also choose from a series of training courses based on Windows 2000, Microsoft Office 2000 (Outlook, Word, Excel, PowerPoint, Access and FrontPage), Internet Explorer (web browser).

Staff Training Courses open to research students: Staff training courses reflect the School's standard computing environment: PCs running Windows 2000 and Microsoft Office. There are general courses at introductory and intermediate level, and task-based courses which focus on specific tasks or skills.

Independent Learning

For students who prefer to work on their own rather than in a classroom situation, all of our student training courses can be used independently. Course notes can be collected from the IT Helpdesks (S198 and the Library) or printed from the IT Training website. Course files can be accessed from the public computer rooms and computer classrooms.

SPSS (statistics software) training materials are also available for independent learning.

Computer-based training (TutorPro) is available in the computer classrooms and public areas. TutorPro includes Windows, Microsoft Office (Outlook, Word, Excel, PowerPoint and Access) and Internet Explorer.

There is a typing tutor on the network, called "Mavis Beacon teaches Typing", to help you learn to touch-type or improve your typing speed and accuracy.

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

English for Academic Purposes

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

LN990

English for Academic Purposes

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

We offer two types of support:

Subject-specific for those students who may need intensive focused support.

Language Workshops for those students who may need a general support programme.

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

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

Modern Foreign Languages

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

INTRODUCTION

Certificate courses are

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

The following levels are offered for all eight languages:

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

The teachers responsible, with their room numbers, are Astrid Küllmann-Lee, C514 (**A, C, G, J**), Hervé Didiot-Cook, C520 (**F**), Mercedes Coca, C515 (**I, P, S**) and Olga Sobolev, C513 (**R**).

Special modules are offered at Level 5 (eg Cinema, Culture and Society, European Studies) (**F, G, S**).

All of our Standard programmes are priced at £120.00 and further details of the programmes and full details on registration are available from the Modern Foreign Languages link on our WebPages www.lse.ac.uk/depts/language

THE CERTIFICATE COURSES

Languages for Social Sciences: Standard Programme

Level One (Absolute Beginners)

Arabic	LN001	<i>Availability:</i> No previous knowledge of the target language required. <i>Core syllabus:</i> An introductory course to the language incorporating key areas of speaking, listening, reading and writing, transferable skills, grammar, study and residence abroad, topical issues.
Chinese	LN011	
French	LN021	
German	LN031	
Italian	LN041	
Japanese	LN051	
Russian	LN061	
Spanish	LN071	
Portuguese	LN081	

Level Two (Re-start/Elementary)

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

Level Three (Lower Intermediate)

Arabic	LN003	<i>Availability:</i> You should have GCSE at grade C or above or equivalent in the target language; or you should demonstrate the necessary linguistic competence, probably from 4-5 years of continuous study. <i>Core syllabus:</i> An introductory course to the language incorporating key areas of speaking, listening, reading and writing, transferable skills, grammar, study and residence abroad, topical issues.
Chinese	LN013	
French	LN023	
German	LN033	
Italian	LN043	
Japanese	LN053	
Russian	LN063	
Spanish	LN073	
Portuguese	LN083	

Level Four (Higher Intermediate)

Arabic	LN004	<i>Availability:</i> You should have A/S level or Scottish Higher or equivalent in the target language; or you should demonstrate the necessary linguistic competence, probably relating to 5-6 years of continuous study.
Chinese	LN014	
French	LN024	<i>Core syllabus:</i> An integrated programme aimed to increase your fluency in the key areas of speaking, listening, reading and writing, transferable skills, grammar, study and residence abroad, topical issues.
German	LN034	
Italian	LN044	
Japanese	LN054	
Russian	LN064	
Spanish	LN074	
Portuguese	LN084	

Level Five (Advanced)

Arabic	LN005	<i>Availability:</i> You should have A-level or equivalent in the target language; or you should demonstrate the necessary linguistic competence, probably relating to 6-7 years of continuous study.
Chinese	LN015	
French	LN025	<i>Core syllabus:</i> An integrated programme aimed to enhance your overall competence and performance in the key areas of speaking, listening, reading and writing, transferable skills, grammar, study and residence abroad, topical issues.
German	LN035	
Italian	LN045	
Japanese	LN055	
Russian	LN065	
Spanish	LN075	
Portuguese	LN085	

Languages for Social Sciences: Fast-track, Specialist and Guest Lecture Programmes

Some of the Standard Programmes will be supplemented by Fast-track, Intensive, Specialist and Guest Lecture Programmes. Further details are available on our WebPages or from the Language Showroom. Guest speaker programmes are mostly timetabled on Wednesday afternoon and Monday to Thursday 1800-2000.

Teaching Development Programme

Contact: Jill Ramsay, Teaching and Learning Development Administrator, email j.ramsay@lse.ac.uk or ext 6624.

Who should attend? The two-day introductory workshop on Teaching in Higher Education is open to all research students who have or are shortly to take up teaching responsibilities in the School.

Teaching The workshop is offered several times through the year. Further follow-up options are available on request, for research students who already have some teaching responsibilities, and are interested in pursuing a career in UK higher education.

Contents

- Introduction to student learning
- Running seminars and problem classes
- Lecturing and presenting
- Introduction to student assessment and course evaluation

Career Development Programme

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

Who should attend? From when you first arrive at LSE, it is worth thinking about career development, and developing your skills for the future.

Teaching Dates and venues are available from the Careers Service E388 or via the website.

Contents Workshops and seminars will be arranged through the year. Topics may include:

- Interview skills
- Presentation skills
- Negotiation skills
- Listening skills
- Writing CVs and applications
- Aptitude tests and personality questionnaires
- Assessment centre techniques
- Preparing case studies
- Seminars to introduce a range of employers

In addition, watch out for special events such as **BP Team Training** and **BP Peer Tutoring** schemes, and note that certain student societies such as **AIIESEC** (l'Association Internationale des Etudiants en Sciences Economiques et Commerciales) and **SIS** (Student Industrial Society) also organise career development events and activities for students.

FINANCIAL MATTERS

Your status as Home/EU or Overseas is determined by the Graduate School Office. All other enquiries should be made to the Finance Office.

FEES

You must complete a Financial Undertaking Form before registration, and pay fees either in full before the beginning of the session concerned, or by agreement of the School in three equal instalments, according to the instructions given on the form. You are liable for payment if your sponsor (if any) fails to cover any amount due.

Undertaking

Your status as home or overseas for fee purposes cannot normally be changed after you have registered.

Status

If you owe money to the School or the University (including charges for accommodation) you must reach agreement with the Finance Officer for settlement of the debt. If you do not do so the School may apply one or more of the following sanctions at its discretion: withdrawal of library borrowing rights, cancellation of examination entry, withholding of examination results and/or the award of a degree or diploma, or temporary or permanent termination of registration.

Debts

You do not have a right to a refund of any fees paid. Nevertheless the School will consider requests for refunds in respect of periods paid for after the termination of registration.

Refunds

All in £ Sterling. These fees were correct at the time of going to press but the School reserves the right to add to or alter them. Fees listed here cover registration, teaching, first entry to examinations, the use of the Library and membership of the Students' Union. For students taking approved courses at other colleges of the University of London they also cover the use of common rooms at those colleges.

Fees for the 2001/02 session

FULL-TIME STUDENTS	Home/EU students	Overseas students
	£	£
Research students (MPhil/PhD): years one and two (ie terms one-six)	2,805	9,160
Research students (MPhil/PhD): year three (ie terms seven-nine)	2,104	6,870
Visiting research students	10,168	10,168
Master's degree and diploma	6,917	10,168
except as follows		
Analysis, Design and Management of Information Systems	10,168	10,168
City Design and Social Science	10,168	10,168
European Political Economy	10,168	10,168
Finance and Economics	10,168	10,168
Global Market Economics	10,168	10,168
Global Media and Communications	10,168	10,168
Health Policy, Planning and Finance	4,650	11,850
Industrial Relations (professional stream)	7,417	10,168
International Health Policy	7,917	11,168
LLM	4,750	10,168
Law and Accounting	10,168	10,168
Management	10,168	10,168
Management of Non-Governmental Organisations	10,168	10,168
Management and Regulation of Risk	10,168	10,168
Media and Communications Regulation	10,168	10,168
New Media, Information & Society	10,168	10,168
Philosophy and History of Science	2,805	10,168
Public Financial Policy	10,168	10,168
Real Estate Economics and Finance	10,168	10,168

PART-TIME STUDENTS

All fees are at half the rate for full-time students

COMPLETION FEE for research degree students

All students
£400

FINANCIAL ASSISTANCE

If you are facing financial difficulties during your programme due to changes in circumstances which you could not have expected when you registered you may apply for assistance from the Student Support Fund. Application forms are available on display in Graduate School Reception. The maximum award is normally £3,000.

Student Support Fund

UK graduate students are eligible to apply for an award from the Access Fund. Applications will be available from the Graduate School reception as soon as the Government has confirmed funding for 2001/2002, probably in late October.

Access Funds

The School makes loans of up to £250 to fully registered students. Forms are available from Graduate School Reception.

Student loans

The prizes below are awarded for academic achievement at the School. Applications not required.

Graduate prizes

Delta Ashworth Prize	£275	Awarded to postgraduate on Social Science and Administration Course. Outstanding performance in MSc Economics, Econometrics and Mathematical Economics.
Ely Devons Prize Fund	£100	
Foundation on Automation and Human Development Annual Awards	£75 each; four prizes.	Outstanding achievement in MSc Industrial Relations and Personal Management.
Firth Prize	£225	Best paper in MSc Anthropology.
Maurice Freedman Prize	£60	Best dissertation in MSc Anthropology.
Hilde Himmelweit Prize	£50	Based on Academic Merit in Social Psychology.
Imre Lakatos Prize	£150	Best MSc dissertation in Philosophy Department.
C M Lloyd Memorial Prize	£100	Outstanding performance in MSc Social Policy exams.
Loch Exhibition Prize	£100 each; three prizes	Nominations requested from department of Social Policy.
Madge Waley Joseph Scholarship	£150	Nominations requested from department. Prize awarded every other year.
Robert McKenzie Prize	Up to 4 not exceeding £3,000	For outstanding performance in MA, MSc, MPhil or PhD degrees.
William Robson Memorial Prize	Between £2,000 and £3,000	To help current or recent students of the School to prepare for articles or books in subjects covering public administration, planning, law, nationalised industries and city and local government within a national or international perspective.

For information on sources of financial assistance see the notice boards in Graduate School Reception and second floor corridor of Connaught House. A useful source of general information on financial aid schemes is the Grants Register, published by Macmillan and available in the Library and the Student Advice Centre.

All of the following funds have a maximum of £500 except the Women's Right to Choose fund which covers the cost of a private clinic abortion (approx. £300).

This fund can assist students who wish to terminate or continue with a pregnancy and who are undergoing particular financial hardship. Male students may apply on behalf of their partner. Applications are treated in the strictest confidence. Apply through the Student Advice Centre.

Students in financial hardship who have not yet been granted refugee status or given indefinite leave to remain, whose immigration status disadvantages them for funding or benefit purposes.

Students with a disability who incur additional unmet costs as a consequence of disability. A free photocopying service may be available to some students. Apply through the Student Advice Centre.

Students in financial hardship who incur childcare costs during their courses of study.

Students incurring additional costs related to resitting exams (either full year or part session).

Any student whose high medical costs cause financial hardship.

Students in financial hardship who incur Council Tax liability because they live with their partner.

Students wishing to take County Court Small Claims action where the administrative costs of action are beyond their means.

Every local authority (local government) has a duty to impose a Council Tax on each dwelling for the purpose of raising revenue for local services.

It is for the local authority to determine whether you are required to pay the tax and if so at what rate. You may not have to pay it: if you live in a hall of residence you will not be liable but you may be liable if you live elsewhere. You may be asked to provide the local authority with a certificate of student status. The School has no role to play in the establishment of your liability for Council Tax but it provides certification as described below.

For Council Tax purposes you qualify as a student if you are in a full-time degree programme (of at least an academic year, at least 24 weeks a year and involving at least 21 hours of study per week during term-time). Overseas students are under the same rules as all other students. A programme lasts from the day on which you begin it to the date on which you complete it, abandon or are dismissed from it. It includes any vacation between terms and before the end of the programme.

All full-time graduate students receive certification on completing registration. Copies can be obtained by completing the *Certificate Request Form* from Graduate School Reception. The School must supply on request a certificate to anyone who is following, or has followed, a degree or diploma programme at the School, but it can refuse to comply with a request made more than one year after the person making it has ceased to follow a programme.

Other sources of financial assistance

Students' Union Financial Support

Students' Union Women's Right to Choose Fund

Asylum Seekers

Disabled Students

Childcare

Re-sits

Medical costs

Council tax

Small claims

COUNCIL TAX

Liability

Definition of your status

Certification

This section applies to UK students only.

NATIONAL INSURANCE

Full-time students are not compelled to pay NI contributions, but if you wish you may pay as a non-employed person to protect your eventual entitlement to retirement pension and other long term benefits. Should you take up employment (eg during vacation) there is a liability to pay any contributions due as an employed or self-employed earner.

If you are a full-time student, your first priority should be your studies. Taking paid employment while studying can seriously affect your progress and is not encouraged.

EMPLOYMENT

Students with EU citizenship have the same rights as UK citizens. Other students are no longer required to obtain permission to take spare time and vacation work. This change took effect on 21 June 1999. It applies to all non-EEA national students whether you are currently working or due to start work after this date. Under the new arrangements you will not need to obtain permission before you can work. The conditions, covering the hours and type of work you may do, are:

- you should not work for more than 20 hours per week during term time (but see the School's own restrictions below)
- you should not engage in business, self employment or the provision of services as a professional sportsperson or entertainer
- you should not pursue a career by filling a permanent full time vacancy.

You are allowed to take paid employment up to a maximum of 15 hours per week subject to:

- any restrictions on work placed on you by your funding body*
- your paid work not interfering with your studies at the School
- your not changing classes or seminars to fit your paid work schedule.

Non EEA students:
For full details see
[www.dfee.gov.uk/
international-
students/wituk.shtml](http://www.dfee.gov.uk/international-students/wituk.shtml)

LSE rules
*ESRC students may not
be employed for more
than 6 hours a week.

SCHOOL SERVICES

Introduction

- Students deserve service of the highest possible standard and quality. To achieve it, students and staff are expected to meet their obligations to each other and to maintain an effective working relationship, resolving difficulties through normal internal channels. This section sets out the agreed obligations; see also the appropriate codes of practice for teaching and learning. The obligations represent statements of intent which are not part of the formal relationship between student and School, and do not create any new legal relationship; nor do they affect students' legal rights. Any failure to comply with them or with any of the delivery targets set will not itself give rise to any legal liability on the part of the School. The obligations do not apply during School closure periods.
- Services are being progressively made available on the website and/or conducted through email. It is therefore *essential* that you regularly visit the **LSE for You** section of the website and open your LSE email account. These messages and information are regarded by the School as having the same value as paper communications.

Obligations of students

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

Special circumstances

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

Complaints and suggestions

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

All information is correct at the time of going to press in June 2001. All telephone numbers are internal. Each can be dialled from outside by using the (UK) code 020 7955 followed by the appropriate four-digit number.

Accommodation Office

East Building

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

Opening hours	Term-time and vacation	Monday, Tuesday	1030 to 1630
		Wednesday	1030 to 1330
		Thursday, Friday	1030 to 1630

Useful telephone number 7531

LSE aims to provide see also *Student Advice and Counselling Centre* in this section

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

Careers Advice

East Building

The Careers Advisory Service gives comprehensive guidance to students seeking information on all areas of graduate employment in the UK. The Service is part of the University of London Careers Service, the largest graduate careers service in Europe.

Opening hours	Term-time and vacation	Monday - Thursday	1000 to 1700
		Friday	1200 to 1700

Useful telephone numbers	Senior Careers Adviser: Mike Tiley	7133	Office Manager	7135
	Careers Advisers: Terry Jones, Lesley Martin	7132	Information Officer	7135

The careers library includes videos and inter-active career and employer choice computer programs such as PROSPECTS PLANNER, PROSPECT QUICK MATCH and ADULT DIRECTIONS. You can have booked discussions with Careers Advisers, individually or in small groups of students with similar queries; or unbooked 'Quick Queries' at 1430-1630 Mondays - Thursdays during term-time. See the Careers Service notice boards for information about careers and employer seminars. You are strongly advised to visit the Careers Service soon after arrival at LSE, especially if you are on a one-year programme.

- LSE aims to provide
- access to the Information Library during opening hours.
 - access to Computer Assisted Vocational Systems within one week of a request.
 - a full careers interview with a careers adviser within four weeks of a request.
 - advisory 'quick query' access to a careers adviser within one week of a request.

- Students undertake to help the Careers Service by
- using the information rooms and reference services responsibly, mindful of the needs of fellow-students.
 - helping the School by responding to enquiries about what they are doing after graduation.

Catering

Catering Services provide a range of good-quality food and beverages for all members of the School, at affordable prices and in comfortable surroundings. The levels of service will be determined, within practical constraints, by user demand.

Opening hours	Brunch Bowl	Term-time	Monday - Friday	0900 to 1930	Saturday	1100 to 1600
		Vacation	Monday - Friday	0900 to 1700	Saturday	closed
	Robinson Room	Term-time	Monday - Friday	1200 to 1430		
	Beaver's Retreat	Term-time	Monday - Friday	1200 to 1430, 1700 to 2100		
		Vacation	Monday - Friday	1200 to 1400, 1700 to 1900		
	Café Pepe	Term-time	Monday - Friday	0930 to 1700		

Contact Catering Services Manager 7220

- LSE aims to provide
- a clean, hygienic and pleasant environment in which to eat.
 - high standards of care in food production.
 - fair and competitive prices.
 - a high standard of service and good quality food.

- Students undertake to help Catering Services by
- always observing the specific rules and regulations governing each outlet.
 - having money available for all purchases, at the point of sale.
 - treating materials and facilities with care and respect.
 - respecting the environment by clearing litter and taking cutlery, plates and trays to designated areas.

Comments and complaints

- in addition to normal channels, students may complain to the Catering Services Advisory Committee through elected representatives.

Chaplaincy

The Chaplaincy offers a welcome and hospitality to all, as well as the opportunity to talk to a Chaplain at any time. It provides a focus for information and support for students interested in spiritual issues as well as those already committed to a particular faith. It works with an ecumenical Christian team and representatives of various religious societies of the Students' Union, such as the Islamic, Jewish, Buddhist and Baha'i Societies, as well as societies for different Christian denominations. There are rooms set aside for Islamic prayer.

Useful telephone number	7965		
Church of England	Rev David Peebles (full time), Flat 3, 80a Southampton Row, London WC1		
Orthodox	Fr Alexander Fostiropoulos, 99 Kenilworth Avenue, London SW19 7LP		020 8879 1461
Roman Catholic	Fr Jeremy Fairhead, Newman House, 111 Gower Street, London WC1		020 7387 6370
Free Churches	Rev Nadim Nasser, 333 Essex Road, London N1 3PT		020 7288 1416
Associate Chaplains	Rabbi Jonathan Dove		020 7387 0207
	Rev Chong Kah Geh		020 8570 2573
	Rev E K Frimpong (Ghanaian Chaplain)		020 7353 6261

Cloakrooms and lockers

Access hours	Term-time and Easter Vacation	Monday - Friday	0900 to 2120
	Christmas vacation	Monday - Friday	0900 to 1700
	Summer vacation	Monday, Wednesday - Friday	0900 to 1700
		Tuesday	0900 to 1900

LSE aims to provide

General lockers are allocated on a first come, first served basis.

- a coin-operated locker service for bag storage in the library cloakroom.
- about 2,000 lockers around the main School buildings for general use, in addition to the Library.
- access to the cloakroom at the published times.

Students undertake to help by

- cleaning out lockers at the end of the session.
- providing a padlock for lockers that require them.
- carefully keeping their locker key/coat lock key.
- removing bags and coats before closing time each day.
- having 20p coins for general lockers and £1 coins for Library cloakroom lockers.
- placing items in the lockers/coat racks and nowhere else.
- awareness that the cloakroom is under CCTV surveillance.

The Environment**LSE aims to provide**

- a well-maintained and clean environment, improved as funds allow.
- daily cleaning of all public areas and teaching rooms.
- cleaning toilets, restocking soap, towels, toilet rolls etc throughout each weekday.
- window cleaning every three months.
- a response within 15 minutes to cleaning-related calls.

Students undertake to help the School environment by

- putting litter in litter bins.
- reporting faults.
- abstaining from vandalism, graffiti etc.
- placing posters and notices only on designated noticeboards.

Fees Office**Fourth floor, Connaught House**

The Fees Office collects and processes student fee payments, distributes grant cheques and pays School loans, grants and scholarships. The office communicates with all students via their student email account and the LSE for You website. Please ensure you access your School email account on a regular basis and/or redirect you emails. Before raising any queries concerning your fees, payment methods or payments you have made ensure you have looked at your fee account on the LSE for You website.

Opening hours

Term-time and vacation	Monday, Tuesday	1030 to 1630
	Wednesday	1030 to 1330
	Thursday, Friday	1030 to 1630

Contacting the Fees Office

email Feequeries@lse.ac.uk

To allow us to deal with your query efficiently please remember to quote your student number in all emails

LSE aims to provide

- receipt for the payment of fees at the counter during opening hours.
- receipts by post for all cheques and credit card payments made at the drop box on the fourth floor of Connaught House.
- loan, grant or scholarship cheques within two days of receiving written notice from the Financial Support Office.
- enquiries to be dealt with promptly and efficiently at the counter.
- in the event of a major problem, a point by which the matter should be resolved, normally one or two working days.

Students undertake to help the Fees Office by

- paying fees on time or at the start of the year to take advantage of the discount.
- collecting grant cheques when they are available.
- using the drop box on the fourth floor of Connaught house and the LSE for You website.
- showing proof of identity (registration card) when asked to do so.
- paying all fees due on time.
- providing evidence of sponsorship when requested.

Financial Support Office**Second floor, Connaught House**

The Office aims to give a high-quality service to students and staff on all matters to do with student financial support. It welcomes feedback and constructive criticism and conducts periodic reviews of its procedures.

Opening hours

During registration these times may be reduced.

Financial Support Drop-in	Term-time and vacation	Monday - Friday	1300 to 1400
Graduate School Reception	Term-time and vacation	Monday, Tuesday	1030 to 1630
		Wednesday	1030 to 1330
		Thursday, Friday	1030 to 1630

Useful numbers

email	scholarships@lse.ac.uk	Fax	020 7955 7216
Web	http://www.lse.ac.uk/admin/financial-support	Other enquiries	7751

The Financial Support Office offers

- during normal School hours, self-service information in Graduate School Reception. You can pick up leaflets and check the notice boards for information. Standard request forms are on open shelves and, depending on the time of year, application forms for various scholarships and financial assistance. You can leave completed forms and other correspondence to the Office in the post box there.
- during opening hours, personal attention by a member of staff available to help you if required. If you need to speak in private please let the member of staff know and he or she will arrange that for you. At busy times of the day we might ask you to wait or call back at a later time.
- Financial Support Drop In Sessions, every day on a 'first come first served' basis, for those needing financial advice. Drop In times are listed in the opening hours above. Come to H318, Connaught House.

Reception can be crowded when staff are available: if you just want to browse, come at other times.

LSE aims to provide

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

General

- prompt answers to counter enquiries during opening hours.
- replies to letters/emails within ten working days of receipt.

Student Support Fund

- a decision within four weeks of receiving a completed application with all the necessary documentation.
- loan applications submitted by 1400 on any working day: a decision within two working days.

Other loans and awards

- Access Fund: a decision within four weeks of receiving a completed application with all the necessary documentation.
- processing times and dates vary according to selection procedures. You will be given appropriate details and receive every practical assistance from the Financial Support Office.

Students undertake to help the Financial Support Office by

- enclosing all necessary documentation when applying for financial support.
- submitting loan applications early in the day.
- notifying the office at once of any changes in financial circumstances after receiving an award from the School.
- repaying all loans on time according to set payment schedules.

Graduate School**Second floor, Connaught House**

The office aims to give a high-quality service to students and staff on all matters to do with admission, registration, certification and examination. It welcomes feedback and constructive criticism and conducts periodic reviews of its procedures.

Opening hours

Term-time and vacation	Monday, Tuesday	1030 to 1630
During registration these times may be reduced, and some numbers may give recorded information rather than offer a personal response.	Wednesday	1030 to 1330
	Thursday, Friday	1030 to 1630

Useful numbers

Student records	7152	email graduate-registry@lse.ac.uk	Fax 020 7955 6137
Examinations	6202	Web http://www.lse.ac.uk/admin/	

The Graduate School Office offers

- during normal School hours, self-service information in Graduate School Reception. You can pick up a Prospectus or check the notice boards for information on examinations, scholarships or new programmes. Standard request forms are on open shelves and, depending on the time of year, application forms for various scholarships and financial assistance. You can leave completed forms and other correspondence to the Office in the post box there.
- during the opening hours above, personal attention by a member of staff available to help you if required. If you need to speak in private please let the member of staff know and he or she will arrange that for you. At busy times of the day we might ask you to wait or call back at a later time.

Reception can be crowded when staff are available: if you just want to browse, come at other times.

LSE aims to provide

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

General

- prompt answers to counter enquiries during opening hours.
- replies to letters/emails within ten working days of receipt.

Registration and student records

- full information on procedures and deadlines for registration and financial assistance; clear and concise instructions communicated in good time and prominently displayed.
- certificates of registration within five working days of a request.
- completion of other forms within five working days of receipt.
- a replacement student registration card within one working day of request.

Examinations

- the examinations timetable by subject by the end of the Lent term.
- permission for special examination arrangements at least one week before examination (if submitted in time).
- individual seat numbers posted outside each room on the day of the examination.
- results published and sent out within ten days of their being agreed by the examination board.

Students undertake to help the relevant office by

- informing the office immediately of changes such as address or name.
- observing all applicable examination arrangements.
- informing the office of any problems about examination arrangements as soon as possible so that alternative arrangements may be made in good time.

Information Technology Services**St Clement's Building**

IT Services is responsible for managing and maintaining School IT equipment and facilities and also provides training and user support.

Opening hours*Security cover only is provided at weekends and when the School is closed.*

<i>Open access rooms</i>	Term-time	Monday - Sunday	24 hour (Webb Room)
	Vacation	Monday - Friday	0900 to 2400 (closing times vary in each building)
		Saturday - Sunday	1000 to 2200
<i>Student Helpdesk</i>	Term-time	Monday - Friday	0930 to 1900
	Vacation	Monday - Friday	0930 to 1700
<i>New Library Student Helpdesk*</i> * all times provisional	Term-time	Monday - Friday	0930 to 2300
		Saturday - Sunday	1100 to 2100
	Vacation	Monday - Friday	0930 to 2000

Contacts

Student Helpdesk (S198)	6728		
Student Helpdesk (Library)	6947	<i>email</i> IT_Help_Desk@lse.ac.uk	
User Services Manager: Sue Wing	7722	Technical Infrastructure Manager	7552

LSE aims to provide*A minimum of one week's notice will be given before any user facility is temporarily removed from use for a scheduled maintenance activity***Student Helpdesks**

- LSE network registration effective within one working day of an application being accepted.
- a list of all user documentation in print for inspection.
- at least one copy of each document in print for reference.
- opening hours and scheduled weekly rota of advisory staff, clearly displayed.
- all enquiries heard on a first-come, first-served basis; students with unheard enquiries may be asked to return.

Computer classrooms

- available for individual student use when not required for teaching. A weekly timetable of scheduled group teaching displayed for each room on Friday of the previous week; late bookings may be added to the displayed timetable.
- all equipment to be checked on a daily basis during normal office hours for operational functionality.
- in term, no more than one workstation a room out of use due to hardware error, at the start of any day.

IT public areas

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

Training

- training sessions in the use of selected IT facilities and software packages; list of available courses with enrolment details on IT Services webpages and displayed on St Clements Building IT noticeboard.

Customer liaison

- attendance by the User Services Manager or a suitable representative at staff/student or other appropriate committees, when invited, to discuss IT Services and related matters.
- other channels of communication to enable users to influence present and future services and how they are managed, such as an annual user survey and an online suggestions box.

Students undertake to help IT Services by

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

The Library**Lionel Robbins Building**

The School's Library (the British Library of Political and Economic Science) purchases books and subscribes to a large number of journals and electronic information services that students need for courses and research. It maintains extensive collections for research students and academic staff.

Opening hours

Term-time and Easter vacation	Monday - Friday	0900 to 2300*	
	Saturday - Sunday	1100 to 2100*	
* Services close 10 minutes earlier	Christmas and Summer vacations	Monday - Friday	0900 to 2000*

Useful numbers

Web http://www.library.lse.ac.uk	Enquiries and renewals	7229
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LSE aims to provide**Access**

- access to the Library during opening hours and a seat and table.
- entitlement with a valid student card to enter the Library during all opening hours.

Customer service

- access to senior staff during core hours when a request cannot be met by counter staff.
- a box for suggestions and complaints in a prominent position.
- a complaint or suggestion which contains its author's name to receive a written reply within ten working days, and normally the reply displayed on the feedback board.
- regular surveys so that you can influence services and how they are managed.
- attendance by the Librarian or representative at a staff/student or other appropriate committee, when invited, to discuss Library and related matters.

Materials

- at least one copy of each item notified to the Library as on a current LSE reading list, subject to availability.
- priority at all stages of the ordering and cataloguing process to books on current notified LSE reading lists.
- books awaiting cataloguing, and so identified through the Library system, catalogued on request and given priority processing.
- materials available from closed access and held locally fetched for the user within one hour of request.
- renewal of borrowed items if not reserved by another user and if no fines are owed; renewals in person or during opening hours or by telephone between 1000 and 1700.
- facility to reserve an item that may be borrowed for a week or more if all copies are on loan.
- daily analysis of reservations and loans, to assess demand and to take appropriate action to change the loan period.
- reshelving of all general open access materials within a 48-hour cycle in opening hours.
- availability of online catalogue and system loan facilities for over 95% of opening hours over a session.

Information

- professionally qualified staff to deal with enquiries.
- a referral enquiry service if the query cannot be answered in sufficient detail immediately.
- information on subjects within the scope of the Library, as well as advice on other sources.
- guidance on how to use sources.
- a full range of printed and on-line leaflets and guides to the Library services and collections, free to all.
- up-to-date information on Library services available on the World Wide Web.

Special help

- a variety of special services to support students with special needs, for example a study room, a book-fetching service, free photocopying.

Students undertake to help the Library by

- in all parts, keeping mobile phones switched off, limiting eating and drinking to water only, and not smoking.
- showing consideration for other users by eg returning books to the reshelving stacks after consulting them, returning books on loan by the due date, fully vacating study places when taking a break, not hiding items thereby preventing others from access, not vandalising materials, maintaining a quiet study environment.

Medical Centre**St Philip's Building**

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

Opening hours

Monday - Friday 0900 to 1700

*For urgent medical problems when the Centre is closed ring 7016***Useful telephone numbers**

All medical enquiries 7016 Dentist 7444

LSE aims to provide**General**

- a high standard of medical, nursing and dental care.
- strict medical confidentiality. No information provided to anyone without patient's written permission.
- a copy of your medical record on request. There is a charge for this facility.

Doctor

- urgent cases to receive attention on the same day.
- routine appointment in three to four working days of a request.

Nurse

- access on the same day.

Psychotherapist

- urgent counselling problems to receive attention within one working day.
- routine appointments as soon as possible, usually within two weeks.

Dentist

- registered patients in pain usually seen within 24 hours.
- routine appointment in five to six weeks.
- non-registered patients will be given advice on where to obtain emergency treatment.

Additional services for those registered with the NHS

- referral to NHS hospitals for specialist advice if indicated.
- NHS prescriptions and home visits where medically indicated.
- repeat prescriptions within one working day.

Additional services

- immediate emergency cover for all students and staff on site during opening hours.
- liaison with School staff in individual cases where required and with patient's permission.
- involvement of medical staff in School issues that touch on the physical or mental well-being of students and staff such as accommodation, welfare and hardship, disability, the design of courses and student progress.

Students undertake to help the Medical Centre by

- notifying it of changes of name or address as soon as possible.
- being patient and understanding in circumstances where they cannot be seen by the specified time; this might be because of an emergency or the needs of other patients.

Nursery

Parish Hall

25 places are available for children of students and staff from the age of six months to five years, 14 for the children of students. There are waiting lists both for the over-2s and under-2s: places are offered on a 'first-come, first-served' basis, but priority is given to parents who already have a child at the Nursery. Subject to age limits a child can attend indefinitely.

Opening hours

Term-time	Monday - Friday	0930 to 1730
Vacation	Monday - Friday	0930 to 1700

Useful telephone number

7772

LSE aims to provide

- a high standard of professional care and service for the children.
- on request an application form, details of hours, charges and other information.
- notification in good time of any changes in opening hours and charges.

Students undertake to help by

- paying the correct Nursery fees/charges by the specified dates.

Security**LSE aims to provide**

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

Students undertake to help School security by

- calling 666 only when necessary.
- reporting anything suspicious on extension 666.
- never leaving personal property, especially laptop computers, in unattended, unlocked, offices.
- leaving personal belongings, bags or bicycles unattended *only* in designated places.
- not leaving cash or valuables in lockers.

Timetables and teaching rooms

All enquiries should be made to the Graduate School Office.

LSE aims to provide

Subject to course choice procedures

- diploma students: access to class timetables by the third week of the Michaelmas term.
- changes to timetables and alternative arrangements communicated publicly in good time wherever possible.

The Students' Union**GENERAL**

E296

The Students' Union exists to promote welfare, the interests and corporate life of the students of the School and their common interests with the general student community as such. The Union has two roles:

- To represent students to the School and to outside institutions on student-related and wider issues.
- A social function: the Union runs three bars, a shop and a coffee bar and puts on regular entertainments. In addition there are over 120 societies catering for numerous nationalities, interests and political persuasions. The Union also runs a copy shop, a state of the art fitness centre, a weekly newspaper, a campus radio station and a student volunteering project.

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

Students have a statutory right not to be members of the Union. Students exercising this right will not be unfairly disadvantaged in the provision of services or otherwise, by reason of their doing so. The Union Shop, the café and the Student Travel service are open to all students of the School. The Three Tuns Bar has a club licence and non-members are guests: they must be signed in.

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

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

General**Membership****Opting out of SU membership**

No rebate will be made to students who opt out.

STUDENT UNION ADVICE AND COUNSELLING CENTRE

E297

020 7955 7145

The Student Union Advice and Counselling Centre is open in term-time Monday, Tuesday, Thursday and Friday at 1030-1600 and in vacations at 1030 to 1400. Enquire at Reception or by telephone; an appointment can be made for you to see a member of staff. We use an ansaphone outside these hours – you will be called back as soon as possible.

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

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

Legal and Welfare Advisers

Sue Garrett
Schimpf Carruthers
Louise Allison
Shanna Hyder
Toby Graves

Counsellor

Sheila Gill

NIGHTLINE

020 7631 0101

A telephone information and counselling service for students nightly in term, 1800-0800.

STUDENT ADVISERS**Dean of the Graduate School**

Mr John Madeley, K304,
ext 7186

The Dean has a wide range of duties concerned with relations between the School and its students. He is available to any graduate student who wishes to raise any problem, academic or otherwise. In particular he is available for the counselling of individual students who experience difficulties, and he can help in the reallocation of students to supervisors. He is a supplementary source of help to the supervisor, the Departmental Doctoral Programme Director and the departmental Convener. *The Dean will see students by appointment or during his open office hours as published outside his office (A202).*

Adviser to Women Students

Dr Sarah Worthington,
A159, ext 6389

The Adviser is available to discuss issues of concern to women students in the School and to offer advice and support to women students with personal problems.

Adviser to Students with Disabilities

Ms Jill Ramsay, H417,
ext 6624

The Adviser provides a first point of contact for students and can give advice and information about disability issues.

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

For full details of School facilities please see the "Information for students with disabilities" booklet or website, <http://www.lse.ac.uk/disability/>

Dyslexia Support Tutor

Mrs Jean Jameson, H417b,
ext 6034

Support for dyslexic students includes:

- individual tutorials
- small group sessions on specific topics
- advice on applying for special exam arrangements
- free photocopying facilities
- extended library loans
- use of specialist IT software

Students who think they might be dyslexic are offered:

- "drop-in" initial interviews
- screening and advice
- help in arranging a full assessment
- advice from the Students' Union regarding funding

ALUMNI RELATIONS

LSE – through its Alumni Relations programme – is committed to helping alumni and the School stay connected with each other in ways that are mutually beneficial and lasting.

The aims of the programme are:

- To communicate with alumni for the purpose of initiating, developing and nurturing a *lifelong* relationship with them;
- To involve alumni in *meaningful* service to the School, and so contribute to its strategic direction.

The alumni website is located at <http://www.lsealumni.org>. The website contains an up-to-the-minute calendar featuring alumni events around the world; news items; contact details for alumni who run our international and London-based alumni groups; as well as online services such as a free LSE-branded email address, searchable email directory, mentoring scheme and business-to-business exchange.

All LSE alumni automatically receive the following benefits and services:

- Free access to the BLPES, including borrowing rights.
- Lifelong subscription to the award winning biannual *LSE Magazine*.
- Dedicated alumni website, including LSE-branded email, searchable email directory and other online services.
- Notices of forthcoming LSE and alumni events: termly receipt of events leaflet (on request); mailed invitations.
- Discounts on London-based accommodation, including LSE halls of residence (vacation time only).
- Alumni discounts on use of Students' Union gym facilities.
- Discounts on some LSE short courses and executive education.
- Free access to LSE Language Centre facilities; discounts on language courses (subject to availability).
- Help in finding fellow alumni; message forwarding service.
- Guidance in making contact with appropriate School departments and staff.

The School is in touch with 60,000 + alumni, more than half reside outside the UK. There are LSE alumni contacts or groups in nearly 140 different countries who organise events and activities for local alumni and give information and advice to enquiring alumni and prospective students.

Details on how to contact the international groups are available on the LSE alumni website.

Alumni can also join in events and activities hosted by the School's London based groups.

These groups cater primarily for particular professional or personal interests: LSE Alumni Lawyers' Group, LSE Media Group, LSE Environmental Network (LSEEN), the Economicals football club and the London Activities Committee (LAC).

The termly *LSE Events* leaflet, detailing lectures, seminars and exhibitions open to the public can be received by LSE alumni on request. In addition, there are alumni events, such as themed debates, networking receptions and alumni reunions.

LSE students are encouraged to attend alumni events and to stay active in the life of the School on leaving.

Alumni Relations
Tel (020) 7955
7052/7451/7377
Fax (020) 7955 7378/7657
email alumni@lse.ac.uk
<http://www.lsealumni.org>

Online services

Benefits and services

International alumni activities

UK alumni activities

Events

EXAMINATIONS

This section applies to students on taught programmes. It applies to research students only in respect of assessment offences and the presentation ceremonies, or if they are subject to a qualifying examination.

It is expected that examinations will take place between the middle of May and the end of June 2002.

EXAMINATION TIMETABLE

There are penalties for the late submission of course-work. See the Annex to the Regulations for MA and MSc degrees and the Regulations for Diplomas.

LATE SUBMISSION OF COURSE WORK

The course choices you make at the start of the session will constitute your examination entry. You will be sent confirmation of your entry late in the Lent term.

EXAMINATION ENTRY

If your continued registration is subject to a qualifying examination you should ask your supervisor as early as possible what you are required to do.

QUALIFYING EXAMINATIONS

In order that the School can make arrangements for you to sit any qualifying examination(s), you are asked to complete a **request to sit postgraduate examination papers form** available from Graduate School Reception and return it to the Graduate School Office by week 3 of the Lent term.

Deferral is not a right. You will need a good reason why you should not sit all the examinations for your programme in the year in which you were taught.

DEFERRING EXAMINATIONS

The School requires you to sit all examination papers in the academic year in which the courses are taken. If you have a good reason to defer one or more papers until the next year you should complete a **request to defer examinations form** available from Graduate School Reception and give it to your supervisor. (The approval of your supervisor, the Chair of the relevant board of examiners and the Chair of the Graduate School Committee is required.) You will be told, in writing, of the decision.

You must ask no later than Friday 3 May 2002 except for unforeseen and unexpected circumstances.

The overseas examination fee is £100, payable by all candidates wishing to take examinations overseas in addition to any re-sit fee. See EXAMINATION RE-SITS below.

EXAMINATIONS OVERSEAS

You may be allowed to take examinations overseas if they are normally scheduled after the end of the Summer term (the LLM) or if you are re-sitting any other examinations and are no longer in attendance at the School. If you are eligible and wish to sit overseas, start by contacting the Graduate School early in the Lent term, **and certainly no later than 1 March 2002**. We cannot guarantee that there will be suitable locations for such an examination.

If we cannot make satisfactory arrangements overseas you will have to take the papers at the School.

If you are ill *before* your examinations and you think your illness may affect your examination performance, you can ask the board of examiners to take your illness into consideration. You must get a medical certificate confirming your illness and write formally to the board via the Graduate School Office, quoting your student number and your programme of study.

ILLNESS AND EXAMINATIONS

If you are taken ill *during* your examination, or have an accident just before it, or if you cannot take your examinations at the normal time because of unforeseen circumstances such as serious illness or the death of a near relative, you can ask to be given permission to enter it at the next available occasion or ask that special papers be set for the examination(s) missed. You must apply in writing to the Graduate School Office. If you wish to ask for special papers to be set, your request will be considered by the Chair of the Graduate School Committee, but you will need the support of the Chair of the board of examiners for your programme. Approval for special papers to be set will be subject to the department agreeing to set the papers.

Unforeseen circumstances

At least seven weeks notice to the Graduate School Office is required. Only if you experience sudden injury or illness will we consider a later application.

SPECIAL FACILITIES

If, because of a physical, medical or psychological condition, you have special needs for your examinations you should tell the Graduate School Office as soon as possible and no later than seven weeks before your first examination. Special arrangements agreed in the past have included the use of aids, extra time, rest periods, special examination accommodation, etc. You will need medical certification and/or other supporting documentation to support your case.

Please discuss your needs as early as possible with the Adviser to Students with Disabilities and/or the Health Centre.

Examination (including assessed course work) offences are defined by the School's Regulations on Assessment Offences in Taught Degree and Diploma Courses.

ASSESSMENT OFFENCES

Cheating is an attempt to deceive the examiners and is an offence. It includes but is not limited to:

- The use of books, notes, instruments, computer files or other materials or aids in the examination room that are not expressly permitted;
- Assistance or the communication of information by one candidate to another in an examination room or where not permitted by the examiners;
- Copying or reading from the work of another candidate or from another candidate's books, notes, instruments, computer files or other materials or aids, unless expressly permitted by the examiners.

Cheating

Work submitted by you for assessment must be your own. If you try to pass off the work of others as your own you will be guilty of plagiarism. *Plagiarism 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 clearly identified as such by being placed inside quotation marks and a full reference to their source must be provided in proper form. A series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as much as does a single unacknowledged long quotation from a single source.

Plagiarism

After the board of examiners for your programme has met the pass list will be published on the noticeboards in Graduate School Reception. Your results will be sent to your permanent home address. The Graduate School Office will **not** give examination results over the telephone.

RESULTS

You are allowed two entries only for each examination paper.

RE-SITS

If you sat all the examination papers for which you were entered but failed one or more of them, the board of examiners may allow you to re-sit only those papers you failed.

See EXAMINATIONS OVERSEAS above.

You are not required to re-register at the School to re-sit your examinations; if you decide to do so you must first get the written permission of your programme convener and then consult the Graduate School Office. Fees will be charged at the normal rate for the session.

Re-sits and re-registration

You are normally required to re-sit the paper for the course that you failed. However, exceptionally and with the permission of your supervisor, you may sit a paper for a different course if it appears in the regulations for your degree programme and if you follow the course for that programme. You should first discuss your position with your supervisor.

Re-sits and course choices

All re-sitting students are required to complete a **request to re-enter examinations form** which will be enclosed with the results and pay a fee of £75 per Master's paper and £60 per Diploma paper. The fee of £75 is also to be paid if you have to re-submit your dissertation.

Re-sit fees

Ceremonies are held at which those to be awarded a degree or diploma are presented to the Director by their departments. Official photographs and videos of the ceremony are available for sale, and receptions are held for students and their guests in departmental groups.

PRESENTATION CEREMONIES

Late in the Lent term for academic year programmes and early in the following Michaelmas term for full year programmes, we will send booking forms to all students who are expected to be eligible. Please make sure the Graduate School Office has an up-to-date address for you. We normally allow for each student to have two guest tickets. Extra guest tickets may be made available if there is room. For this reason, we must ask for booking forms to be returned by mid-May. We cannot guarantee to fit in students or guests who do not book by the advertised date (we will refund payments for guest tickets where we receive notice of withdrawal, or if for any reason a student becomes unable to take part in a ceremony).

If you are enrolled on an academic year programme and have chosen options from a full year programme where (whenever your examination takes place) the full schedule of examinations means that the examiners will not meet until later in the summer, your results may not be confirmed at the same time as those of other students on your programme. You might have to attend the ceremony in 2003 rather than 2002.

If you wish to appeal against a decision of the board of examiners where the School is responsible for administering the examination in question, see the regulations set out on further on in this section. *There is no appeal against the academic judgement of the examiners.*

EXAMINATION APPEALS

REGULATIONS ON ASSESSMENT OFFENCES IN TAUGHT DEGREE AND DIPLOMA COURSES

Introduction

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

Assessment offences

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

Making the allegation

10. Any member of the School may make the suggestion that a candidate has committed an assessment offence, by writing confidentially to the Academic Registrar, who will refer it to the relevant examiner.
11. 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 work thought to be affected, but he/she should continue to mark the work in the usual way.
12. All allegations must be made confidentially in writing to the Academic Registrar.
13. The making of an allegation renders the matter effectively *sub judice*, and only under these regulations should candidates be questioned about any allegation made against them.

The allegation

14. On receipt of an allegation, the Academic Registrar will consult the chair of the examination board responsible for the course in question. The results of the consultation will be as follows:
 - 14.1 Where it is agreed that no offence has been committed no further reference will be made to the allegation except that the Academic Registrar will so inform the person making the allegation. Information about it will not be added to the student's file.
 - 14.2 Where it is agreed that the evidence supports a technical but not material case of an assessment offence, 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 15 to 31.
 - 14.3 Where it is agreed that the evidence supports a *prima facie* case of a material assessment offence the allegation will be heard under regulations 15 to 31. The Academic Registrar will inform the person(s).
 - 14.4 Where no agreement is reached the course of action more favourable to the candidate shall be adopted.

Hearing the evidence

15. The candidate has a right to know precisely what is alleged, to know the rules of procedure under which action will be taken and be advised how to obtain advice. The Academic Registrar will:
 - 15.1 send to the candidate a copy of the allegation and the procedures for hearing it
 - 15.2 invite the candidate to state whether the allegation is true or false and provide a statement and/or any evidence relevant to the case
 - 15.3 advise the candidate that he/she might wish to seek advice (if an undergraduate) from the Tutor, Departmental Tutor or Dean of Undergraduate Studies, or (if a graduate student) from the Supervisor, Programme Director or Dean of the Graduate School. However, communication with the candidate and any action under these Regulations may be delayed pending the sitting of any examinations being imminently taken by the candidate.
16. If the candidate admits the allegation, the Academic Registrar shall ask him/her for any written observations that would assist the School in determining the action to be taken and shall refer the matter to the appropriate Misconduct Sub-Committee for action under Regulation 26.
17. 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 (except that the chair of the Misconduct Sub-Committee of the LLB Examination Board shall be drawn from the membership of the School Board for BA and BSc degrees), two examiners and a sabbatical officer of the Students' Union or a student drawn by lot from the panel of student members of Boards of Discipline. No person directly involved in the assessment in question or connected in any way with the allegation will serve when the Sub-Committee considers the case. All relevant documentation shall be placed before the Sub-Committee which shall be required

- 17.1 to determine the truth of any allegation as to assessment offences, and
- 17.2 to make a recommendation drawn from the penalties set out in these procedures, where the allegation is found proved.
18. The Sub-Committee is quorate when there are three of its members present, one of whom must be the Chair.
19. 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.
20. If the candidate does not reply to the invitation set out in Regulation 15.2 or if the candidate denies the charge, the Academic Registrar shall inform him/her of the date on which the hearing of the allegation is to take place. The candidate shall be invited to comment on the allegation and the evidence. He/she may elect to be accompanied by an officer of the Students' Union or by a friend or representative, who shall have the same rights as the candidate.
21. The candidate and/or his/her friend or representative shall have the rights to see or to listen to, as appropriate, all evidence given; to question the witnesses appearing before the Sub-Committee; and to submit documents to the Sub-Committee.
22. With the approval of the Director the Sub-Committee may obtain independent forensic evidence to assist it reaching a conclusion on a matter of fact.
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 candidate will be adjudged innocent unless a majority of the Sub-Committee is satisfied on the basis of the evidence presented to it that the commission of the offence is proved.

Subsequent action

25. If the Sub-Committee decides that the candidate is innocent, the Academic Registrar shall so inform the candidate in writing. No further action shall be taken, and no record of the allegation or the proceedings shall be included on the student's record.
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 16, the Sub-Committee shall have the power to recommend to the examination board either
 - 26.1 that the results in all papers taken in the year be cancelled and a mark of zero returned and, subject to the approval of the Director, the candidate's right to re-register for the examinations or equivalent be withdrawn, or
 - 26.2 that the results in all papers taken in the year be cancelled and a mark of zero returned, or
 - 26.3 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, that the candidate be denied the right to re-register for the examinations or equivalent, or
 - 26.4 that the results in the paper or papers concerned be cancelled and a mark of zero returned, or
 - 26.5 that it admonish the candidate and proceed to assess the candidate on the basis of such of his/her work as is unaffected by the offence.
27. The decision of the Sub-Committee under Regulation 26 may be given to the candidate orally by the chair of the Sub-Committee and shall be conveyed to him/her in writing by the Academic Registrar.
28. 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.
29. The decision of the examination board under Regulation 28 shall be conveyed to the candidate in writing by the Academic Registrar.
30. Where a Sub-Committee has decided that an offence against these regulations has been committed by the candidate, the candidate shall have the right to appeal against that decision on the grounds that the Sub-Committee was constituted in such a way as to cast doubt on its impartiality and/or that relevant fresh evidence has been received that might have caused a different decision to have been made provided that it can be shown that it was neither reasonable nor practical for such evidence to have been presented to the Sub-Committee before its decision. Any such appeal must be received by the Academic Registrar within five working days of the date of the letter sent under Regulation 29. The Director or a Deputy Director shall have the sole right of determining whether sufficient evidence is presented to warrant the reopening of the hearing. If he or she so determines, he or she shall direct a rehearing either by the original Sub-Committee or by a different one, which shall consider the matter afresh.
31. 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 14.2.

Appeal

32. Any appeal against a decision of the examination board may be made under the *Regulations for the consideration of appeals against decisions of Boards of Examiners for taught courses*.

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

General

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

Grounds for making an appeal

4. The sole grounds for making an appeal are that there was such procedural defect in the conduct of the examination or in the subsequent processing of scripts or assessed coursework or marks (including the proceedings of boards of examiners) as to render the decision of the examiners unsafe.
5. The grounds in regulation 4 shall include but shall not be limited to
 - 5.1 miscalculation of marks,
 - 5.2 failure to consider evidence, such as medical evidence, available to the board.

6. Exceptionally it shall be permissible, subject to these Regulations, to present evidence such as medical evidence as part of the appeal provided that in the opinion of the Dean of the Graduate School or the Dean of Undergraduate Studies as appropriate (or a substitute appointed by the relevant Dean) there was good reason for such evidence not to have been presented earlier.
7. The academic judgment of a board of examiners, having acted according to all relevant regulations and procedures, shall not be called into question by these Regulations.

Decisions in respect of which an appeal may be made

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

Procedures for making an appeal

9. An appeal under these Regulations shall be considered if the student concerned lodges it in writing with the Academic Registrar of the School as soon as possible and in any case on or before one calendar month after the date on which the decision against which the appeal is made was posted to the student, and if the letter of appeal states
 - 9.1 the name of the student,
 - 9.2 an address or addresses at which the student may be contacted during the period of the hearing of the appeal,
 - 9.3 the examination in respect of which the appeal is made,
 - 9.4 the grounds for claiming procedural defect, and if it has been signed and dated by the student.
10. The Academic Registrar shall acknowledge receipt of the appeal.

First stage of appeal

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

Second stage of appeal

15. Subject to these Regulations a student may appeal against a decision under Regulation 12 not to refer the matter to the board for re-consideration.
16. For such an appeal to be heard the student shall in writing, by a letter received within fourteen days of the date of the letter of the Academic Registrar sent pursuant to regulation 12, request the Academic Registrar to invoke the formal procedures for the second stage of appeal.
17. Exceptionally, where it appears that the facts of the case have been established beyond doubt and that reference back to the examination board would properly result in no new decision, a Deputy Director may certify the notice of appeal as invalid.
18. On receipt of a valid request under regulation 16 and 17 the Academic Registrar shall
 - 18.1 acknowledge receipt to the appellant
 - 18.2 call a meeting of the Appeals Committee as constituted under Regulations 25 to 28.
19. The Appeals Committee shall meet as soon as is practicable. The meeting will normally take place within four term-time weeks of the receipt of the valid request. It will invite the appellant or a representative to appear before it and/or to give written evidence if desired.
20. The Appeals Committee may ask any other person, including the chair of the board, to appear before it and/or to give written evidence if desired.
21. The Academic Registrar shall cause a record to be made of the proceedings of the Committee.
22. The Committee may at its discretion and on behalf of the School make one of the following decisions:
 - 22.1 that the appeal be allowed and the matter be referred back to the board, or
 - 22.2 that the appeal be dismissed.
23. The Academic Registrar shall by letter convey the decision under regulation 22 to the appellant and, if the appellant is known to the Academic Registrar to be a student registered at another college of the University of London, also to that college. If it is a decision under regulation 22.1 he/she shall inform the chair of the board and give him/her a brief record of the reasons why the appeal had succeeded. The chair shall then as soon as is practicable cause a fresh decision to be made in the light of all the evidence available to the board. Such a decision, properly made within the appropriate regulations and procedures, shall be the final and authoritative decision of the School.

Further action

24. The consideration of an appeal under these Regulations will exhaust the opportunities open to the student within the School. It will remain open to a student registered on a programme leading to a degree, who remains dissatisfied with the outcome of the appeal process, to petition the Visitor of the University of London by request to the Academic Registrar of the University.
25. A student not registered on a programme leading to a degree may submit a request for review, which must be in writing and be lodged with the Director normally within eight weeks of the date on the Academic Registrar's letter in 23 above. A request for a review will be considered only if the appellant provides evidence of one or more of the following:
 - 25.1 Significant procedural defect or material irregularity;
 - 25.2 Significant new evidence that was not presented previously for a good reason;
 - 25.3 A significant extenuating factor which was not raised previously for a good reason.
26. The Review will be conducted by a lay governor, selected by lot from the panel of lay governors established for this purpose. The lay governor must not be a member of any the School's committees that deal with student matters. If it becomes apparent during the course of proceedings that the lay governor has an interest in the matter, it must be disclosed immediately to the Director who will decide in consultation with the lay governor whether it is appropriate for the lay governor to deal with the review.
27. The appellant will be informed of the appointment of the lay governor and can exercise the right of pre-emptory challenge up to three times.
28. The lay governor will have access to independent legal advice if required in conducting the Review.
29. The student and the School may each submit documentation in advance of the review to support their respective cases. No oral submissions may be given. The lay governor may seek additional information from both the School and the student to assist in conducting the review.
30. The lay governor will make such report or recommendation, as he/she feels appropriate in the case, giving reasons for his/her findings, to the appellant and to the School.

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

Constitution of the Appeals Committee

32. There shall be an Appeals Committee constituted for each case which shall be competent to act on behalf of the School according to these Regulations.
33. The Committee shall consist of
- 33.1 an experienced chair of examiners, in the chair
 - 33.2 two members of the academic staff
 - 33.3 a student or sabbatical officer of the Students Union appointed by the appellant.
34. No person shall serve as a member if s/he has during the past year been an examiner for the course in question (or, where classification is in question, for the programme concerned) or a member of the appellant's department.
35. Membership for each case shall be determined by the Director or Pro-Director who shall make appointments from a panel annually established by the Academic Board.

Schedule 1

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

Programme	Relevant board
BA and BSc degrees	The School Board of Examiners for BA and BSc Degrees
LLB degrees	The School Board of Examiners for LLB Degrees
MA, MSc and LLM* degrees	The Board of Examiners for the degree concerned
The MBA degree	The Board of Examiners for the degree
Diplomas	The Board of Examiners for the diploma concerned

* Excluding the LLM run federally by the University of London.

LIBRARY AND IT SERVICES

RULES OF THE LIBRARY

Conduct within the Library

1. Noise, disturbance or unseemly behaviour is prohibited in any part of the Library.
2. Food and drink (other than water) must not be consumed in the public areas of the Library.
3. Smoking is not permitted in any area of the Library.
4. The use of mobile phones is prohibited in the Library and users are asked to switch them off when entering the building and keep them switched off.
5. Library users are asked to treat other users with consideration, in particular those users with a disability.
6. Furniture, fittings or equipment in the Library must not be misused or their arrangement altered.
7. No broadsheets, handbills, newspapers or any material other than official notices from the Library or the School may be distributed within the Library, without the permission of the Librarian.
8. Library users should not attempt to reserve study places by leaving personal belongings at desks when they have left the building. Such items, if left for a long period, may be removed by library staff.
9. On leaving the Library, users may be asked to present their bag for inspection by Library staff as well as any books or folders they are carrying.
10. Any damage or defacement of Library materials, by marking, erasure or mutilation is strictly prohibited. Library users are asked to report to a member of Library staff any instances of such defacement noted.

Admission to the Library

11. The Library is open for the purpose of study and research to:
- (a) Governors and Honorary Fellows of the School
 - (b) Current members of the staff of the School and retired members of the academic and academic related staff
 - (c) Registered students and alumni of the School
 - (d) Members of the academic staff and research students of the University of London and of members of the M25 Consortium
 - (e) Members of the academic staff of other higher education institutions
 - (f) Members of the public needing access to the Library's heritage collections
 - (g) Students of other higher education institutions (in School vacations only)
 - (h) Members of profit-making organisations engaged in research, on payment of a fee
- Full details of the Library's current Admissions Policy are available on the Web at www.library.lse.ac.uk and from the Library Reception Desk.
12. All users must possess a current Library card or permit and show it on request. Library users are responsible for the use of their Library card and should not allow others to use it.
13. Applicants for a Library card or permit may be required to provide evidence of status.

Loan facilities and terms of borrowing

14. The following persons may borrow from the Library:
- (a) Those stipulated in categories (a) to (d) of Rule 11
 - (b) Other persons covered by an agreement with another institution or consortium or at the discretion of the Librarian.
15. Books listed in the Library's catalogues are normally available for borrowing with the following exceptions:
- (a) those in the reference collections
 - (b) those in the special collections
 - (c) those designated as 'Not for loan'.
16. Books may be borrowed from the Course Collection subject to the terms below.
17. Loans may normally be renewed if the book is not required for another user, although the number of renewals of items in high-use categories may be limited.
18. Journals and other serials may normally be borrowed only by members of the academic and academic-related staff of the School; such borrowing may be restricted in the case of very high-use journals.
19. Journals housed in the Current Periodicals area may not be borrowed.
20. Nonbook materials – eg microforms, CD-ROMs, computer discs and tapes – are not normally available for loan. Videos may be borrowed, as may computer discs which accompany printed works.
21. Borrowing from the Course Collection is normally restricted to registered students of the School and to members of its staff.
22. Course Collection books may not be removed from the Collection unless issued on loan by a member of Library staff at the Service Counter or through one of the Course Collection self-issue machines.
23. External users may have Course Collection items made available to them for reference use, at the discretion of Library staff.
24. Items should be taken to the Service Counter for borrowing; users should present a current Library card on each occasion of borrowing.
25. 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.
26. Library materials 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 items loaned.
27. Items on loan may be recalled at any time if required for the use of another reader and should be returned within the required period.
28. All library materials borrowed must be returned within the stipulated loan (or recall) period. Failure to do so may result in the imposition of a fine.
29. Fines shall be charged at rates determined from time to time by the Librarian, in consultation with the Library Committee. The late return of any library materials borrowed or failure to pay a fine imposed for late return may result in the suspension of borrowing privileges.
30. 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 in this way remains the property of the Library. Details of current borrowing regulations are available on the Web at www.library.lse.ac.uk and in printed Library guides.

Use of material within the Library

31. After use, library materials on open access shelves should be left on the re-shelving stacks.
32. Library materials on closed access may be requested from the Service Counter and should be returned there after use.
33. Special rules apply to the use of rare books, manuscripts and other materials in the Archives Reading Room or administered by its staff. These rules are on display in the Archives Reading Room.
34. No book or other property of the Library may be taken from the building at any time without authority.

35. Readers allocated a book locker may keep in it Library materials on loan to them and recorded as such at the Service Counter. Checks of the lockers will be carried out by library staff and any non-issued Library materials found will be removed. In such circumstances, the individual concerned will automatically lose the right to use the locker.

Copyright

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

Use of Information Technology Services within the Library

37. 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.

Enforcement

38. Failure to observe any of the above rules may in the first instance be dealt with by the Librarian or an authorised representative, who may take such action or apply such penalties as is reasonable in the circumstances. Penalties may include suspension of Library privileges.
39. 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.

POLICY STATEMENT ON THE USE OF INFORMATION TECHNOLOGY

Introduction

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

- This policy statement covers:
 - 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;
 - the production of any material using the School's IT facilities, including printed output, World Wide Web pages, electronic mail messages, bulletin board and news group entries; and
 - the publication of any material relating to the School on systems within and outside of the School.

Authorised Users

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

Obligations of users

- Users of the School's IT facilities are required to comply in every respect with the *Conditions of Use of IT facilities at LSE*. In doing so they must:
 - respect others' intellectual property
 - avoid activities which may lead to criminal liability, including use of pornographic material
 - avoid keeping of others' personal data unless registered
 - not produce or pass on any material which could be considered defamatory
 - understand that the School will impose severe penalties – up to expulsion or dismissal or even referral to the police – in order to protect the interests of IT users and to safeguard the reputation of the LSE.

Detailed Regulations and Conditions

- Authorised users are also expected to be familiar with and comply with the following documents:
 - the School's Regulations for Students (published in the *School Calendar*) or the *Terms and Conditions of Employment for Staff* (published in the *Staff Manual*)
 - the *Conditions of Use of IT Facilities at the LSE*
 - the *Rules of the Computer Classrooms and Areas*
 - the *Code of Practice for the Publishing of Information on the LSE World Wide Web Server*
 - Electronic Mail: Email Etiquette*
 - 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:
 - the *JANET Acceptable Use Policy*.
- The School does not tolerate racial or sexual harassment in any form whatsoever nor any discrimination on racial or ethnic grounds or on grounds of gender, sexual orientation, marital status, disability, political or religious beliefs. This includes any material created or distributed using the School's IT facilities.

Permissions

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

Access to the Systems

- Authorised users are provided with access to the School's IT facilities by means of a username and password. Users must take all reasonable steps to keep their passwords confidential and not disclose them to anyone else. If an authorised user believes that their password has become known to anyone else, the password should be changed at the earliest opportunity.
- 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.

- 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

- 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.
- Misuse of the School's IT systems may also result in court proceedings, including criminal liability, against you personally and/or the School. Users will be held responsible for any claims brought against the School for any legal action resulting from their unauthorised use of the School's IT facilities.

CONDITIONS OF USE OF IT FACILITIES

Disclaimer of Liability

- 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.

Legal, disciplinary and good conduct rules

- Users of the School's IT facilities must abide by the Conditions of Use. This is for the benefit of other users and the reputation of LSE. Users must comply with three levels of requirement: the relevant laws; LSE disciplinary regulations; and consideration for other IT users.
- Where an allegation has been made against a student under the Regulations on Assessment Offences in taught degrees and diploma courses, the School shall have the right to inspect and take copies of any material held in the name of that student on any of its computers that might provide evidence for or against the allegation.
- Inspection and copying shall be authorised by the Director or a Pro-Director. All reasonable efforts shall be made to avoid inspection of files not connected with the allegations of misuse, and such files will be copied only if the Director or a Pro-Director is satisfied that such a step is unavoidable.

The law

- Conduct forbidden because it will break the law or result in civil actions includes:
 - copying software without the licence holder's permission
 - breaching copyright: it is never safe to assume that an author has given permission for reproduction of their work. This includes use of logos
 - possessing or distributing obscene, pornographic material: this is strictly forbidden; may be illegal depending on the circumstances; and in some instances referral to the police will be automatic
 - unauthorised access to accounts and all forms of hacking
 - stealing of a password
 - statements through email which may be defamatory or discriminatory: it is best to assume emails may become known to other users. Particular care is needed in newsgroups
 - holding of data on living persons unless specifically registered under the Data Protection Act.

LSE Disciplinary regulations

- Among types of conduct which may result in disciplinary action are:
 - all illegal acts using IT facilities are likely to result in internal discipline as well as external
 - visiting of pornographic websites is forbidden
 - sending of unauthorised, unsolicited mass emails
 - sending of emails offensive to any member of the School
 - deliberate interference with the normal working of IT equipment, facilities or services
- If a complaint is received a person's account may be immediately suspended for investigation. Penalties may include temporary or long term suspension of a person's IT account, and there may be other disciplinary penalties up to and including expulsion in the case of a student or dismissal in the case of staff.

Consideration for other IT users

- Users of IT facilities are asked to show consideration for other users, for example by restricting use of an LSE machine for social email if in a computer room with other students waiting to use the facilities.

Computer Misuse

20. 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

21. 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

22. 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

23. 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.
24. 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.

DISCIPLINARY AND OTHER REGULATIONS AND PROCEDURES**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 Council; and those alterations or additions which are approved by the Council shall come into effect forthwith upon publication. If at any time the Council, whose decision shall be final, does not accept a recommendation of the Student Support and Liaison Committee, it shall state its reasons to that Committee in writing.

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

Friendly settlement [conciliation] procedure

10. This procedure is designed to settle less serious complaints at an early stage:
- (a) any student disciplinary case which cannot be determined at departmental level shall be referred to the Secretary or her nominee for investigation and then one of the Pro Directors may decide to try to resolve it on the basis of consent;
 - (b) a Pro Director or the Director may order immediate suspension from the School or any area of the School pending settlement of the complaint;
 - (c) a Pro Director may take any action which seems appropriate to settle a dispute quickly. In the event that she or he decides to call an informal meeting of the parties, she or he must give notice of 5 working days both to the student complained of and to any complainant. Students shall be reminded that, in addition to advice from Departmental Tutors, under Annex C of the Regulations for Students, advice may be sought from the Deans. A friend, who shall not be a qualified lawyer unless she or he is the Tutor of one of the parties, or the relevant Departmental Tutor, may accompany the student and any student complainant to give support or present his or her side of the case;
 - (d) the Pro Director may, if she or he finds a complaint to be justified, impose the penalty of: oral reprimand; written reprimand; a compensation order representing the value of any property damaged;
 - (e) decisions taken under the friendly settlement procedure shall be recorded by a signed exchange of letters between the Pro Director, representing the School, and the student concerned. Where a student complainant is also concerned, his or her consent to the settlement shall be recorded in the same way;
 - (f) if the student believes the penalty to be too severe, she or he may write to the Director, asking for it to be reconsidered.
11. The friendly settlement procedure will not normally apply in the following circumstances:
- (a) any case involving a serious criminal offence;
 - (b) any case in which a fine might be imposed;
 - (c) any case for which suspension or expulsion from the School might be the appropriate penalty;
 - (d) where it seems to the Pro Director during or after the preliminary investigation that, although a fine, suspension or expulsion could in principle be imposed, it would be too severe a penalty, she or he may seek a friendly settlement. In these circumstances, the decision to use the friendly settlement procedure requires the prior consent in writing of the student complained against and of any student complainant. An opportunity must be afforded to such a person to seek independent advice from any of the persons mentioned in 10(c) above.

The Press

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

Public Statements

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

Copyright in Lectures

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

Data Protection

15. (a) The statutory rights of individuals concerning access to personal data about themselves on computer are contained in the Data Protection Act 1998. A student shall otherwise have access to personal data held on computer only where it is essential for the work he or she is doing. Such access shall be exercised only with the permission and under the supervision of the member of staff of the School responsible for the work being done (called in this regulation 'the supervisor').
- (b) A student using personal data held on computer must observe the requirements of the Data Protection Act 1998. 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

16. If suspension from any or all of the School's facilities has been imposed under these Regulations, and the student upon whom it has been imposed fails during the period of suspension to comply with its terms, this failure shall itself be misconduct.
17. The fact that a student is the subject of criminal proceedings in the courts, or is convicted in relation to an act committed within the School, or immediately affecting the School, or committed in such circumstances that the continued presence of the offender within the School may be detrimental to the well-being of the School, shall not preclude the institution of disciplinary action by the School under these Regulations.
18. Any breach by a student of any of Regulations 9, 12, 13, 14, 15 or 16 above constitutes misconduct and renders the student guilty of such a breach liable to penalties as laid down in these Regulations. Misconduct shall not be excused by the fact that the offender may have acted on behalf of, or on the instructions of, any other person or organisation.

Penalties for Breaches of Regulations

19. The following penalties may be imposed for misconduct:
- (a) oral reprimand
- (b) 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
- (c) a compensation order representing the value of any property damage
- (d) 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
- (e) suspension from any or all of the facilities of the School for a specified period
- (f) expulsion from the School
- In any case where a penalty is imposed (other than a reprimand) the Director or the authority imposing the penalty may suspend its coming into force conditionally upon the good behaviour of the offender during the remainder of his or her membership of the School.

Miscellaneous

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

Regulations for Students – Annex A**Disciplinary Procedures**

1. Where any member of the staff or any student of the School believes that a breach of Regulations for Students has been committed by a student of the School he or she may file a complaint against the student for misconduct.
2. Any such complaint shall be filed in writing with the Secretary, who shall cause the complaint to be investigated. If as a result of the investigation the Secretary is satisfied that there is a case to answer, the complaint will be referred to a Pro-Director or other person authorised by the Director. The Pro-Director or other person shall decide either that the complaint shall not be proceeded with, or that the complaint shall be proceeded with before a Board of Discipline; or that the matter should be reported to the police. Where the decision is made to proceed with a Board of Discipline:
- (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 for 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 for 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 Council for alterations and additions to the Regulations for Students. The Committee may also make recommendations to the Director on Rules for the Conduct of School Affairs, and the Director or any other person authorised by the Director may make and issue Rules that are not inconsistent with the Regulations for Students after consultation with the Committee. The Director or any other person authorised by the Director may also, in circumstances which in the opinion of the Director or other such person constitute an emergency, issue Instructions for the duration of the emergency.
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 for 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 Council, provided that no Governor who is a member of the Council shall be a member of the Panel. The appointment of Lay Governors to the Panel shall take place in the year preceding the year of office. Additional appointments may be made during the year of office to fill casual 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.

RULES RELATING TO STUDENT ACTIVITIES**1. Preamble**

These Rules deal with the use by students for extra curricular purposes of all School premises and facilities including those made available for use by the Students' Union but excluding student residential accommodation and the School's sports grounds for which separate regulations are in force. They are intended to enable students whether individually or in groups and societies, to have the fullest

use of the School's facilities, while reserving to the School authorities such rights as are necessary to ensure that public and private safety are not endangered, that normal functions can be carried out, that the relevant laws are observed and that the buildings can be managed in an orderly and efficient way. The Students' Union is responsible for good order in those rooms in the East Building and the Clare Market Building which have been placed at the disposal of the Students' Union and for the exercise of reasonable care in the use of these premises and their furniture and equipment, although ultimate responsibility for security of all premises remains with the School.

2. Meetings and Functions

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

3. Conduct in Houghton Street

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

- (a) not at any time to affix posters or banners to the buildings;
- (b) if operating stalls in Houghton Street not to use any audio equipment (eg radios, audiotape decks and CD players);
- (c) to return to source any furniture comprising the stall as soon as the stall is closed.

The Students' Union will monitor activity in Houghton Street and operate a system of fines to ensure compliance.

4. Times of Opening and Closing the School

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

5. Responsibility for Visitors

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

6. Admission of the Press

- (a) Representatives of the press, radio or television are admitted to and may remain on the premises of the School only with the consent of the School.
- (b) Specific permission must be sought from the Secretary and Director of Administration and obtained where such persons seek admission to meetings or events of any kind taking place in the School. Consent shall be deemed to be given in all other cases without prior application.
- (c) Consent to the presence of any representative of the press, radio or television anywhere on the School's premises may be revoked by the School at any time. The School shall provide, on request, reasons for its decision.

7. Sale of Alcohol on School Premises

- (a) Alcohol may only be sold in licensed areas, namely:
 - (i) The restaurants and bars operated by the School's Central Catering Services;
 - (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 House Manager; permission from the relevant licensing authority is also necessary.

8. Notice Boards

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

9. The Law of the Land

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

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

CODE OF PRACTICE ON FREE SPEECH

This Code is being reviewed during 2001.

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 Council 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 Council will be responsible for policy issues connected with interpretation of the Code, and will consider matters relevant to the Code as circumstances require. After appropriate consultation in the School the Council will review and approve the Code every three years.
- 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.

PRINCIPLES AND PROCEDURES FOR THE CONSIDERATION OF STUDENT COMPLAINTS

Principles for Complaints Management

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

Distinction between Academic and Service Complaints

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

The School will observe the following principles when investigating complaints:

Local resolution

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

Confidentiality

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

Expedition

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

Equal Opportunities

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

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

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

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

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

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

Preamble

i. Eligibility of complainant

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

ii. Confidentiality

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

iii. Right to be accompanied

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

iv. Hearings in the absence of the complainant

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

v. Appeal

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

vi. Remedial Action

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

vii. Delays

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

viii. Sources of Advice

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

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

Procedure

1. This procedure sets out the means by which a student who is dissatisfied with any aspect of the School's teaching, tutorial or supervisory provision or other academic or directly related administrative matter can seek redress and correction of any deficiency. [The procedure does not apply to matters arising from the results of assessment, which are governed by the *Regulations for the consideration of appeals against decisions of boards of examiners for taught courses* or, for research students, by the University of London appeal regulations.]
In this procedure the term Director refers to the Director of the School or any other person authorised by the Director to act on his behalf.
2. A student who is dissatisfied must seek a remedy informally, as soon as possible; if an undergraduate through the Tutor, Departmental Tutor, Departmental Convener or Dean of Undergraduate Studies; or if a graduate student through the Supervisor, Research Student Tutor, Departmental Convener or Dean of the Graduate School, as appropriate.
3. A student who wishes to submit a formal complaint shall give written notice to a Deputy Director within three months of the date of the incident. The notice shall explain the grounds on which the complaint is submitted, refer to any supporting evidence and state the complainant's preferred outcome¹, without prejudice to the eventual outcome. A notice submitted after the student has ceased registration will not normally be considered.
4. The Deputy Director will arrange for the complaint to be investigated. If as a result of the investigation the Deputy Director is satisfied that the complaint should be considered further, the Deputy Director may either
 - (a) propose that the matter be dealt with informally with the student's agreement [The student's non-reply will not be interpreted as agreement.]² However, the student should respond to the Deputy Director's letter as soon as practically possible, as the investigation will not be able to proceed further without his/her response. If the delay in receiving the student's response is such, that it severely prejudices the continued investigation of a matter, the School will reserve the discretion not to investigate the matter further.
 - (b) or prefer that the matter be referred to the Director for formal consideration by a Grievance Committee, or under some other procedure. If the student does not agree to this course of action, the matter will proceed to the Director for action under paragraph 7.
5. If as a result of the investigation the Deputy Director decides that there is no substance to the complaint, the Deputy Director will inform the student accordingly³ and will take no further action. A student who is not satisfied with the Deputy Director's decision may submit a written appeal to the Director⁴. The Director will either uphold the Deputy Director's decision (and so inform the student) or proceed under paragraph 6 or paragraph 7.
6. If the Director decides that it would be appropriate for the complaint to be resolved informally⁵, the Director will seek the agreement of the student⁶. The student's non-reply to the Director will not be interpreted as agreement. However, the student should respond to the Deputy Director's letter as soon as practically possible as the investigation will not be able to proceed further without the student's response. If the delay in receiving the student's response is such to severely prejudice the continued investigation of a matter, the School will reserve the discretion not to investigate the matter further.

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

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

³ Normally within 28 days of receiving the student's complaint.

⁴ Normally within 14 days of receiving the Deputy Director's letter.

⁵ Formal consideration would result in a complaint being dealt with by a Grievance Committee or under another set of regulations, whilst informal consideration is an alternative means of resolving complaints.

⁶ The Director will normally notify the student of this course of action within 14 days of receiving the student's appeal under paragraph 5 or of receiving the Deputy Director's decision under paragraph 4.1(a).

7. If the complaint has not been resolved informally under paragraph 6, or has been referred to the Director by the Deputy Director under paragraph 4.1(b), the Director shall either
- 7.1 decide that the complaint could properly be considered with (or form the whole or any part of) a complaint under the Disciplinary and Dismissals Procedure for Academic Staff, or make a determination under the Procedure for Termination of Appointment for Incapacity Arising From Ill-health or Infirmity and take action accordingly;⁷ or
 - 7.2 refer the matter to a Grievance Committee appointed by the Council as set out below.⁸
8. Where the Director proceeds under paragraph 7.2, the student shall be notified in writing:⁹
- 8.1 of the establishment of the Committee and its membership. If the student objects to a member, he or she should state the reasons for that objection in writing to the Secretary of the Committee and the Director shall determine whether the member objected to should be excluded and another selection made;
 - 8.2 of his/her right to be heard by the Committee and subject to the discretion of the Chair of the Committee to control or limit evidence, to present evidence to the Committee;
 - 8.3 of the date, time and place when the case will be considered by the Committee. The date arranged for the hearing must give the student reasonable time to prepare their case. The student may ask for an adjournment, which may be granted or refused at the discretion of the Committee;
 - 8.4 of his/her option to present the complaint by means of written submissions and/or appear before the Committee in person, with or without a companion and call witnesses on his/her behalf;
 - 8.5 of the procedure to be adopted. The student shall receive notification of the procedure to be followed both when he/she is to appear before the Committee in person and when he/she makes a submission in writing.
9. The Grievance Committee shall be appointed by the Council of the School and shall comprise:
- 9.1 A Lay Governor member of the Council;
 - 9.2 A member of the academic staff appointed from a panel established by the Academic Board;
 - 9.3 Another person, not employed by the School, who will be an alumnus of the School of five years standing or more;
 - 9.4 If it becomes apparent during the course of proceedings that any of the Committee's members has an interest in the matter, it must be disclosed immediately to the Director who will decide in consultation with the Committee member, whether it is appropriate for the Committee member to be involved with the hearing;
 - 9.5 The Chairman shall be appointed from among the Committee's members.
10. If a member of the Grievance Committee who has received 72 hours notice of its convening is absent from any part of the proceedings, he/she shall take no further part in the proceedings. His/her absence shall not invalidate proceedings unless the number of members present throughout proceedings, falls below two persons. If the Chairman is absent another selection shall be made from amongst the Committee's remaining members. The Chairman shall hold the casting vote.
11. The Secretary of the Committee will ask the student to state in writing, by a specified date in advance of the hearing, whether he or she proposes solely to make written submissions or to attend in person with or without a friend or adviser, with accompanying documentation. Any documentation that is to be supplied to support oral submissions will be accepted after the specified date only at the discretion of the Committee.
- 11.1 If proposing to bring a friend or adviser, the student shall provide in writing to the Secretary of the Committee, not later than three working days before the date fixed for the hearing, notice of the name and status of the friend or adviser. The student must state the capacity in which their friend/adviser is attending the hearing eg as an observer, adviser or representative.
12. After hearing the case and considering the evidence, the Grievance Committee shall make such report¹⁰ or recommendation (based on a majority decision) to the Director, as it considers appropriate in the circumstances of the case, this report is not binding on the School. In writing its report the Committee shall have regard to the need to protect the position of any witnesses. The report may propose whatever remedy the Committee considers appropriate in respect of a complaint which is found to be substantiated; such remedy may include a proposal that all or part of the subject matter of the complaint be considered under the Disciplinary and Dismissals Procedure for Academic Staff, or determined under the Procedure for Termination of Appointment for Incapacity Arising From Ill-health or Infirmity. The Director will consider the report of the Committee and reach a decision.
13. The report of the Committee will be presented to the student with a letter from the Director containing his or her decision.
14. Where a student remains dissatisfied and all the procedures above have been exhausted, the student will have access to a person with no prior involvement in the case who can review the way in which the case has been handled. Students should note that any finding of the Review will have the status of a non-binding recommendation that shall be placed before the Director for consideration.
- 14.1 The request for a Review must be in writing and be lodged with the Director normally within 8 weeks of receipt by the student of the Director's decision. Applications for Review may not be accepted unless they are on one or more of the following grounds:
- Significant procedural defect or material irregularity;
 - Significant new evidence that was not presented previously for a good reason;
 - A significant extenuating factor which was not raised previously for a good reason.
15. The Review will be conducted by a Lay Governor, selected by lot from the Panel of Lay Governors established for this purpose. The Lay Governor must not be a member of any the School's committees that deal with student matters.
- 15.1 If it becomes apparent during the course of proceedings that the Lay Governor has an interest in the matter, it must be disclosed immediately to the Director who will decide in consultation with the Lay Governor whether it is appropriate for the Lay Governor to deal with the Review.
 - 15.2 The student will also have the option of either accepting or rejecting the appointment of any Lay Governor and can exercise the right of pre-emptory challenge up to three times.
 - 15.3 The Lay Governor will have access to independent legal advice if required in conducting the Review.
 - 15.4 The Lay Governor should avoid communicating directly with any of the individuals involved in dealing with the case at earlier levels of the Procedure.
 - 15.5 The Lay Governor will make such report or recommendation, as he/she feels appropriate in the case, giving reasons for his/her findings.
16. The student and School are permitted to submit documentation in advance of the Review to support their respective cases, copies of the submissions will be made available to the School and the student. Oral submissions will not normally be considered. The Lay Governor may seek additional information from both the School and the student to assist in conducting the Review.
17. The student will be notified of the outcome of the Review and the Director's decision, with the reasons for the decision, normally within 12 weeks of a request for a Review being made. The Review is the final stage of the Procedure.

⁷ The Director will normally notify the student in writing of his decision within 14 days of receiving either the student's appeal or a referral from the Deputy Director.

⁸ The student will normally be notified within 14 days of the Director having made a decision.

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

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

SERVICE COMPLAINTS

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

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

- (i) A complainant should first contact the person that they originally dealt with;
 - (ii) If the matter can not be resolved it will then be referred to the local manager;
 - (iii) If the issue persists it will be passed onto the Head of Division;
 - (iv) Finally if the issue is serious or has policy implications it will be referred to the School Secretary and Director of Administration.
- Further details of the School services can be found from pages 16-23 of the *Undergraduate* and *Graduate handbook*.

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. This procedure is currently being reviewed. A full copy of the procedure document is available from the School's Resource Centre on the 10th Floor of Tower 1 or email LSE-Resource-Centre@lse.ac.uk.

Preliminary Stages

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

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 Deputy Director and Secretary and Director of Administration shall be consulted with a view to initiating an informal procedure. At this stage, the Deputy Director and Secretary and Director of Administration would consider (without being told the names of the academic staff member or the student) whether to proceed further, or whether to ask the student to re-consider whether the complaint should be pursued.

If the matter is taken further, the staff member concerned would be invited, with any person they choose to accompany them, to meet the Adviser to Women Students (or other person acting as Adviser to the student(s) concerned. Resulting from that meeting, the matter may be dropped or resolved informally, and all records relating to it would be destroyed; or it may be pursued further with or without the support of the Adviser. If it is pursued further, the Deputy Director will establish an investigation panel in consultation with the Adviser, and both the staff member and the student will be invited to make representations to the panel. Both the staff member and the student may be 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 Deputy Director and other senior officers. The instigation of criminal proceedings against a member of staff does not preclude the School from taking action under its own procedures, following completion of the criminal proceedings.

STUDENT REPRESENTATION

Every department has a staff-student committee as a focus of communication between the department and its students. Some departments have a committee specifically for graduate students and in others graduate students are represented on the committee.

**Staff-student
committees**

The Dean chairs the Master's Students' Sub-Committee and the Research Students' Sub-Committee on which sit a student from each department and institute. Members are selected in the Michaelmas term by students in each department or institute. The Sub-Committees normally meet once a term and report to the Graduate School Committee.

**Students' Sub-
Committees**

A member of the Master's Students' Sub-Committee and of the Research Students' Sub-Committee is elected by the relevant Sub-Committee to sit on the Graduate School Committee, which oversees the work of the Graduate School. The Committee meets three times a year, in December, March and May.

**Graduate School
Committee**

DIPLOMA PROGRAMMES

School Diplomas are governed by the Regulations for Diplomas and by the Code of Practice for Diploma Programmes.

INTRODUCTION

When choosing your courses you should first read the programme regulations governing the choice of subjects for your Diploma. Only those subjects or combinations of subjects explicitly permitted by the regulations for each Diploma may be offered for examination. Where special permission is required for a particular subject or combination of subjects, you must apply for permission, in writing, to the Academic Registrar at the start of the session.

In the programme regulations, a course number is printed by the name of each examination paper. The courses are listed after the regulations, including details of teaching, reading lists, and other essential information for each course. Information on the teaching timetable is published separately.

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

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REGULATIONS FOR DIPLOMAS

General

- These Regulations apply to all persons having registered for a programme of study leading to a diploma other than a diploma of the University and to those having registered for any part of such a programme. They are made subject to the General Academic Regulations of the School.

Entrance qualifications

- The normal minimum entrance qualification for registration for a diploma is a degree or qualifications and/or experience deemed acceptable by the School. An applicant for admission will also be required to meet any additional entrance requirements specified in the relevant programme regulations.
- The School may prescribe English language and/or other tests as conditions of admission.
- Application for admission to a programme and registration for that programme shall be undertaken in accordance with procedures specified by the School.
- The School may exceptionally exempt a student from part of a programme on the basis of previous study at another institution and may exempt such a student additionally from part of the examinations prescribed for the degree.

Programmes of study

- Programmes shall be so organised as to fall into one or both of the following categories:
 - 6.1 a period of full-time study, the length of which shall be prescribed in the individual course regulations but which shall be not less than one academic year, the examinations being completed by the end of that period;
 - 6.2 a period of part-time study of between two and four years, during which candidates will be examined in accordance with the individual programme regulations.
- A student 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. The student will not normally be permitted to undertake the project work outside the School.
- A student will normally register for courses up to the value of four courses in each year. Courses must be chosen to comply with the programme regulations concerned.
- The School may permit a student to transfer from one programme to another within the School. Such permission will be given only on the recommendation of the departmental tutors of the department responsible for the student's current diploma and for the programme into which he/she wishes to transfer. A student wishing to transfer must apply for permission, in writing, to the Academic Registrar.
- In exceptional circumstances, the School may permit a student to vary his or her programme by substituting for courses to the maximum value of one full unit, listed in the course regulations, other graduate courses of equivalent value. Such permission will be given only on the recommendation of the departmental tutor for the department responsible for the programme concerned. A student wishing to substitute a course must apply for permission, in writing, to the Academic Registrar.

Entry to examinations

- A candidate for the degree will be deemed to have entered the examinations for the courses for which he/she is registered. He/she must ensure that any examination fee payable must be received by the dates specified by the School.
- Notwithstanding an examination entry under Regulation 11, no candidate shall be eligible to sit the examination in a course unless having satisfactorily attended that course in that year of study and having completed the work required in that course.
- Candidates are bound by the regulations in force at the time of their entry to the examination including the individual programme regulations.

See *YOUR PROGRAMME OF STUDY*

- A candidate will be examined in each course at the end of the year, unless having deferred or withdrawn under these Regulations. A candidate will not be re-examined in any course which he or she has already passed.
- No fee is payable for the first attempt at an examination.

Examinations

- The School will establish a board of examiners for each programme. Each board shall include examiners who are not members of the staff of the School, who shall have regard to the totality of each diploma programme and who shall be involved and particularly influential in the decisions relating to the award of every diploma and shall annually report to the Director, being asked specifically to comment and give judgement on the validity and integrity of the assessment process and the standard of student attainment.
- Examination procedures shall ensure that assessment is and can be demonstrated to be fair and impartial.
- Each board of examiners shall ensure inter alia that award schemes shall have regard to the totality of the programme and to the requirements for progression within it, and to the requirement for each student to achieve a satisfactory overall standard.
- Schemes of examination shall be prescribed in the individual programme regulations.
- The examination for each written paper shall take place on one occasion each year.
- An essay/report/dissertation, where indicated in the scheme of examination, will be examined on one occasion only in each year.
- To be eligible for the award of a diploma a candidate must satisfy the examiners in the examinations prescribed for the programme within a period of two years from the satisfactory completion of the prescribed period of study. In special cases this period of two years may be extended by the School.
- The examiners shall have the discretion to award a mark of merit or distinction to a candidate.
- A candidate wishing to defer sitting one or more examinations must first obtain the support of his or her supervisor. Where the supervisor is not willing to support the request the candidate may appeal to the Course Director or departmental Convener as appropriate. The candidate must then seek the approval of the Chair of the appropriate board of examiners. If the Chair supports the request the Chair shall put the case to the School for approval. Permission must be sought no later than Friday of the first week of the Summer term except in the case of unforeseen and exceptional circumstances. Candidates who are absent without formal permission from an examination entered will have that examination counted as the first attempt. Where deferment has been granted candidates will be informed of the marks they obtained in those elements in which they have been examined.
- If an essay, report or dissertation is adequate except that it requires minor amendment the examiners may require the candidate to make within one month the amendments specified by them or one of their number nominated by them.
- In exceptional circumstances examiners shall have discretion to require a student to be examined orally in one or more components of his or her examination.
- 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.
- The conduct of candidates in assessment is governed by *the Regulations on assessment offences in taught degree and diploma courses*.

Late submission of course-work

- Where a course includes course-work as part of its assessment, all students must be given clear written instructions on what is required and the deadline for its submission.
- If a student believes that he or she has good cause not to meet the deadline (eg illness) he or she should first discuss the matter with the course teacher and seek a formal extension from the chair of the board of examiners. Normally extensions should only be granted where there is good reason backed by supporting evidence (eg medical certificate).
- If a student misses the deadline for submission but believes he or she has had good reason which could not have been alerted in advance he or she should first discuss the matter with the course teacher and seek a formal extension. Normally extensions should only be granted where there is a good reason backed by supporting evidence (eg medical certificate).
- Any extension should be confirmed in writing to the student.
- If a student fails to submit by the set deadline (or extended deadline as appropriate) the following penalties will apply:
 - 33.1 For each day the submission is overdue a deduction of 10 marks out of 100 will be made.

Re-examination

- If a candidate fails at the first attempt to satisfy the examiners in any course and has not been given an overall pass at any level in the Diploma the examiners may determine that he/she may be re-examined in any of the elements failed, on one occasion only, subject to the assent of the School when such re-examination would involve further attendance at the School.
- Re-examination will be at the next following examination except where the School has granted permission for a candidate to defer examination until a subsequent year.
- A candidate proposing to re-sit an examination when not registered for the course concerned shall enter for that examination by the means prescribed from time to time by the Academic Registrar.
- A candidate proposing to resit an examination shall be bound by all the Regulations applicable to the first sitting of the examination except as modified by Regulations 28, 29, 30, and/or 33.
- Candidates being re-examined are required to sit the same examinations as they sat previously, unless they have satisfactorily completed courses for different examinations.
- A candidate who resits an examination when not registered at the School will be required to pay a fee determined by the School from time to time, except that a candidate who for medical or other reasons approved by the School does not sit an examination while in attendance at the School may be permitted to sit such an examination on one subsequent occasion without payment of a fee, whether or not in attendance at the School.

Illness

- A candidate who, owing to illness, the death of a near relative or other cause judged sufficient by the School is prevented from completing at the normal time the examination or part of the examination for which he/she has entered may with the permission of the School:
 - 40.1 enter the examination in those elements in which he/she was not able to be examined on the next occasion when the examination is held in order to complete the examination; or
 - 40.2 at the discretion of the examiners and with permission of the Chair of the Graduate School Committee, be set a special examination in those elements of the examination missed as soon as possible and/or be permitted to submit any work prescribed on or by a date specified by the board of examiners. The special examination shall be in the same format as specified in the programme regulations for the element(s) missed.
- Where a candidate has failed to complete the examination for one of the reasons specified in Regulation 40 the candidate shall submit the application with medical certification or other supporting evidence to the Graduate School 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 will be notified by the School of the result of his/her examination. Certification of the award of a diploma shall be subsequently despatched to each candidate who has been awarded a diploma.

Appeals against decisions of boards of examiners

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

SCHEDULE TO THE REGULATIONS FOR DIPLOMAS

The powers of the School set out in these Regulations shall be exercisable as follows:

Regulation	Powers exercisable by
2, 3, 5, 7, 9, 10, 16, 17, 22, 24, 29, 30, 31, 32, 33	Graduate School Committee
4, 11, 37, 39, 43	Academic Registrar
16	Academic Board on recommendation of Graduate School Committee
40	The appropriate board of examiners and Chair of Graduate School Committee

CODE OF PRACTICE FOR DIPLOMA PROGRAMMES**Introduction**

- Diploma programmes have two key purposes. One is to act as a conversion or refresher course for those students who may subsequently wish to read for a Masters degree but whose previous qualifications do not (because of their level or subject content) equip them to proceed directly to a Masters programme. A second is that they can be regarded as a qualification in their own right for students who wish to extend either the depth or the range of their undergraduate studies.
- This Code of Practice sets out the basic requirements of all School Diploma programmes and the responsibilities both of programme providers and of Diploma students. It codifies what already exists in most departments. By making minimum explicit requirements, it provides a basis for monitoring the academic activity of the School through the Teaching Quality Assurance Committee as well as a guide to students of what they can reasonably expect and to departments of what they should provide.
- This Code does not seek to reflect all departmental/programme variations. The expectation, and requirement, is that all programmes will conform to the minimum standards set out in the paragraphs below and that, where departmental/programme variations exist, they will enhance these minimum standards. (The Code uses the term *department* to cover both departments and institutes.)
- Regulations governing the registration, attendance and examination of Diploma students are published annually in the *Calendar/Graduate School Handbook*. All those involved as teachers or students on Diploma programmes should be familiar with these regulations. The content and structure of each programme is also given in the *Calendar/Graduate School Handbook*.
- Part-time students should contact their Programme Tutors for information on relevant variations from the terms of this Code. In particular, they should ensure that they will be able to attend lectures, classes and seminars when required.

Basic requirements

- All Diploma providers must make arrangements to ensure that the basic requirements set out in paragraphs 7 to 25 below are fulfilled.

Programme Tutor

- Each Diploma programme should have a named Programme Tutor, who is responsible for all administrative matters related to that programme and its academic content (eg arrangements for assignment of supervisors to students and for provision of clear information for students). In smaller departments the role of Programme Tutor might be combined with that of supervisor, depending on specific departmental practice. The name of the Programme Tutor must be made known to all incoming students before arrival and at the start of each session, by inclusion in all relevant documents and in other appropriate ways.

Induction

- The department will send to all applicants accepted on to a Diploma programme, normally no later than 1 August of the year of admission, detailed information about the programme, the courses available in the coming session, and a preliminary reading list. This information should be sent as a follow-up to the formal offer of admission and as a way of welcoming the applicant, before arrival, on to the programme. The Programme Tutor is responsible for sending the information.
- At the start of each session the department will hold an introductory meeting for all students on each programme, introducing them to it and to the department (or will make alternative arrangements if more appropriate to the size of the programme(s) in the department). At this meeting students should be given full written guidance on the requirements of the programme, the selection of options and the arrangements for supervision.
- Arrangements must be made by the Programme Tutor for each student to meet his or her supervisor as soon as possible in the session and certainly within the first three weeks.

Progress monitoring

- Each student should meet his or her supervisor at least twice a term. These meetings provide an opportunity for the student to seek and receive academic guidance and feedback on progress and performance. Their form will be for the individual supervisor to determine but will frequently involve the discussion of the student's class teacher's report on his or her written work and attendance at classes. Each supervision should, as far as possible, be uninterrupted by telephone calls, visitors or other distractions. Each supervisor must have at least one office hour a week during term-time, and the time of the hour should be posted on the outside of his or her door.
- Supervisors are responsible for advising students on their academic progress and on any academic problems they may experience. Supervisors also undertake a pastoral role and in the case of non-academic problems (emotional, financial, personal) he or she should refer the student, as necessary, to the appropriate agencies in the School (eg Health Service, Financial Support Office, Advisers, Deans). If a student decides to withdraw from or interrupt his or her programme of study the supervisor should at once inform the Graduate School Office and the Programme Tutor.
- At the end of the Michaelmas and Lent terms the reports of individual class teachers are collated on to a single report sheet for each student and sent to the Programme Tutor, who in turn passes it on to the individual supervisor. The forms are then returned to the Graduate School Office and filed in the student's file.
- If a student wishes to change supervisor s/he should approach the Programme Tutor for advice. Where the Programme Tutor is the supervisor a student should approach the departmental Convener and failing a satisfactory outcome at departmental level, the Dean of the Graduate School.

Tuition

- Most Diplomas consist of four courses but there are some where students take either three or five courses. Most have a core course which all students are expected to take, plus options. The number of options available varies from Diploma to Diploma.
- Each Diploma programme will normally include at least 120 hours of formal tuition, exclusive of individual supervision. The component courses of each programme may differ in the amount of formal tuition but will normally be of between 30 and 40 hours for a full year course.
- Teaching will normally be by a mixture of lectures and linked classes running in parallel, in which students work through questions and problems raised in the lectures and present and discuss their own papers or essays. Lectures are attended by all students taking the course; classes are small groups normally of about 15 students to which students are allocated. In some courses lectures and classes may be combined in seminars or small group classes. In some courses classes may include undergraduate students.
- Students will normally be given the opportunity to produce written work for each course. Written work produced during the programme will not count towards the final assessment unless specifically stated in the programme regulations.
- Written work should normally be marked and returned within two weeks of submission, with constructive feedback.

Assessment

- The assessment of each Diploma programme is conducted in accordance with the regulations for that programme printed in the *Calendar/Graduate School Handbook*. These regulations are set by the School within the regulations for students proceeding to a Diploma, except for the University of London Diploma of Law, where they are set by the School and the University. If Programme Tutors/departments wish to change the method of assessment they must seek prior approval from the Examinations and Regulations Sub-Committee of the Graduate School Committee for a change in programme regulations.
- Methods of assessment for Diploma programmes are normally by unseen written examinations but some programmes have courses assessed by coursework.
- Regulations require all examination scripts to be double-marked, ie marked independently by two internal examiners. Scripts are then available for moderation by an External Examiner in accordance with the duties of External Examiners as set out in the School's Instructions for Examiners. In cases of disagreements between the two markers the External Examiner should be asked to moderate. The External Examiner has the right to inspect any coursework he or she wishes.
- The final Board of Examiners should be held no later than six weeks after the date of the final element of the examination.

Staff-Student Committee

- Each department or institute must make arrangements for a Staff-Diploma Students' Committee (or, if more appropriate to the size of the department, a Staff-Graduate Students' Committee).
- The Staff-Students' Committee should be scheduled to meet at least once a term to discuss issues of relevance and interest to Diploma students and their teachers.

Responsibilities of the student

- All Diploma students are normally required to attend the School for the full duration of each term. Students who wish to be away for good reason in term-time must firstly obtain the consent of their supervisor. If students are away from the School for any reason, including illness, they must inform their supervisor and, in the case of absence of more than a fortnight, the Graduate School Office.
- Students are required to pay School fees when due. Failure to pay fees could result in the withdrawal of Library rights, termination of registration, and the withholding of award certification.
- Students must keep all their appointments with their supervisors; attend lectures, classes and seminars as required; submit written work as required by their class and/or seminar teacher; and take note of the guidance and feedback given.
- Students should decide on their choice of course after discussion with their supervisor or Programme Tutor. They must ensure that their choice accords with the regulations for the Diploma, as published in the *Calendar/Graduate School Handbook*, and that they submit their option choice form, signed by their supervisor, to the Graduate School Office as soon as possible after the introductory meeting and no later than the specified deadline. All subsequent changes must be reported to the Graduate School Office. *Failure to report changes will normally result in a student being required to take an examination in the option for which he or she was originally registered.*
- Students must make sure that, on receipt of their examination entry form, they check it and return it to the Graduate School Office by the deadline.
- All students are required to communicate changes of address to the Graduate School Office as soon as they occur. Vital information is sent to students during term-time and failure to communicate changes may result in a student not being entered for examinations or not receiving other important information.
- Students who decide to withdraw from the School must inform their supervisor, the Programme Tutor and the Graduate School Office in writing. Failure to inform the School could result in a demand for fee payments for the full session.

Revised June 2001

DIPLOMA PROGRAMME REGULATIONS

General rules

Unless otherwise specified under each programme the following rules apply:

Duration

One academic year for full-time students and two years for part-time students except the University of London Diploma in Law.

Part-time students normally sit papers in two parts. At the end of the first year they sit papers up to the value of two units. In the second year they sit the remaining papers and the dissertation. Rules on resits may be found on pages 00.

Choice

Choice of any course is subject to School approval. Choice of any course outside your home department is subject to availability and the approval of the host department. No course may be counted more than once towards the degree. ♦ means by special permission only. H means a half-unit course. NA 01/02 means not available in the year 2001-2002.

Examination dates

Written papers are taken in May/June.

Diploma in Accounting and Finance

(Department of Accounting and Finance)

Students must take four courses as shown.

Paper	Course number and title
1	AC212 Principles of Finance
2	AC211 Managerial Accounting or AC330 Financial Accounting or AC490 Financial Reporting and Management: Management Accounting and Control (H) and AC491 Financial Reporting (H)
3 & 4	Two of the following: AC211 Managerial Accounting or AC330 Financial Accounting (if not already selected under paper 2 above) AC340 Auditing and Accountability One of the following: EC201 Microeconomic Principles I EC202 Microeconomic Principles II EC210 Macroeconomic Principles EC313 Industrial Economics EC220 Introduction to Econometrics and Economic Statistics MA107 Quantitative Methods (Mathematics) and ST105 Quantitative Methods (Statistics for Economists) or OR201 Operational Research for Management LL209 Commercial Law ID200 Organisational Theory and Behaviour EH240 British Business and Contemporary Economic Performance Any other course with the approval of the Programme Director ♦

Diploma in World Politics

(Department of International Relations)

Students must take four courses and four essays as shown. All students on this course are required to take a test at the beginning of October and a mock examination in World Politics in mid January.

Paper	Course number and title
1	IR400 World Politics
2 & 3	Two of the following: IR401 Foreign Policy Analysis II IR402 International Institutions II IR403 The Politics of International Economic Relations II IR404 Strategic Aspects of International Relations II
4	Any other graduate course including a third paper from those listed under 2 and 3 above
5	IR409 Two essays written during the course of study

University of London Diploma in Law

(Department of Law)

Full year programme. This course of study is open to Law graduates or those whose undergraduate study included substantial preliminary training in law or who, although not graduates have satisfied the School that their previous education in Law allows them to be regarded as being of graduate calibre.

- A Candidate is required to submit a dissertation of not more than 20,000 words, which must be written in English and must afford evidence of serious study by the candidate and of his/her ability to discuss a problem critically.
- The subject of the dissertation must be submitted for the approval of the University no later than eight months after the programme of study is started.
- 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. In some cases, if the dissertation does not meet the standard required, the examiners may allow the candidate to re-present a revised dissertation within one calendar year.

Diploma in Sociology

(Department of Sociology)

Students must take four courses as shown. Those who wish to proceed to the MSc in Sociology will be expected to pass the Diploma at a standard satisfactory to the Department.

Paper	Course number and title
1	SO101 Issues and Methods of Social Research
2	SO201 Sociological Theory
3 & 4	Two of the following: EU201 Theories and Problems of Nationalism SO103 Aspects of British Society SO106 Sociology of Religion SO202 The Social Analysis of Russia and the CIS (NA 01/02) SO203 Political Sociology (NA 01/02) SO204 Political Processes and Social Change (NA 01/02) SO208 Gender and Society SO210 Crime, Deviance and Control SO211 Sociology of Medicine SO212 Sociology of Work: Management and Employment SO214 The Psychoanalytic Study of Society SO215 Evolution and Social Behaviour SO216 Cults, Sects and New Religions ST103 Statistical Methods for Social Research

ACCOUNTING AND FINANCE

AC211

Management Accounting

Teachers responsible: Dr A Bhimani, A307 and others

Pre-requisites: Available for Bachelor's degree and for Diplomas where listed in the regulations. Students must have completed AC100.

Core syllabus: Three main themes are developed in the course comprising Management Accounting, Accounting Information Systems, and Accounting and Information Economics and Agency Theory.

Content: **Management Accounting Concepts:** Management accounting and its organizational roles; cost-volume-profit relationships; relevant costs for decision making; cost information and optimization models; traditional versus modern cost management; activity-based costing; strategic and market-based costing; planning and budgeting; responsibility accounting; transfer pricing; performance measurement; comparative management accounting practices and management accounting and e-business.

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.

Accounting and Information Economics and Agency Theory: The general decision model under uncertainty, elements of theory of games, sensitivity analysis, decision making under uncertainty – risk attitudes and decision criteria; moral hazard and adverse selection leading on to Agency theory, agency and top management pay.

Reading list: A detailed reading list will be given out at the start of the course. Illustrative texts include: C Horngren, A Bhimani, G Foster & S Datar, *Management and Cost Accounting* (Prentice Hall, 1999); M Bromwich & A Bhimani, *Management Accounting: Pathways to Progress* (CIMA, 1994).

Teaching: 22 lectures of 2 hours and 20 classes of 1 hour.

Written work: Students will be expected to complete written assignments for classes and to make presentations of their work. Class discussions many of which will feature case study analyses are essential.

Assessment: A three hour unseen examination will take place in the ST.

AC212

Principles of Finance

Teacher responsible: Dr J L G Board, E309

Pre-requisites: Elementary economics and quantitative methods.

Core syllabus: The course examines the theory of financial decision making by firms and examines the behaviour of the capital markets in which these decisions are taken.

Content: The topics covered are the theory of capital budgeting under certainty in perfect and imperfect capital markets, portfolio theory, equity bond markets, the capital asset pricing model, efficient markets, sources of funds, basic theory of capital structure and the cost of capital, company dividend decisions and financial markets and institutions.

Reading lists: Detailed course programmes and reading lists are distributed at the start of the course. Illustrative texts include: Grinblatt & Titman, *Financial Markets and Corporate Strategy* (Irwin, McGraw-Hill) or Brealey & Myers, *Principles of Corporate Finance* (McGraw-Hill).

Teaching: 40 lectures (AC212) of 1 hour MT and LT and 20 classes (AC212.A/B/C) of 1 hour MT and LT.

Written work: Students are expected to produce written work for classes and to make positive contributions to class discussion.

Assessment: A three hour written examination in the ST.

AC330

Financial Accounting

Teachers responsible: Mr C Noke, A311 and others

Pre-requisites: Background required equivalent to **Elements of Accounting and Finance**. Not available as outside option nor to General Course students.

Core syllabus: The theory and practice of financial reporting. Accounting practices are examined in the light of historical development, regulatory requirements, theories of income and capital and other approaches to accounting theory.

Content: Financial accounting with particular reference to company accounts. Alternative approaches to accounting theory. Regulation of financial reporting, including standardisation. The measurement of income, costs and depreciation. The valuation of assets. Accounting for changing prices. Issues in financial accounting. Empirical research in accounting. Further details will be given at the start of the course.

Reading list: A detailed reading list of books and journal articles will be provided at the start of each term. No one book covers the entire course. Recommended books include G Whittington, *Inflation Accounting: an introduction to the debate* (CUP, 1983).

Teaching: 30 Lectures (AC330), 2 each week MT, 1 each week LT. 20 Classes (AC330.A, AC330.B), weekly MLS.

Written work: Students should prepare weekly written work for class discussion. At least two pieces per term will be collected for marking.

Assessment: Formal examination of three and a quarter hours (the first fifteen minutes of which will be reading time) in ST.

AC340

Auditing and Accountability

Teachers responsible: Professor M Power, H606 and others

Pre-requisites: This course is available for Bachelor's degrees and Diplomas where listed in the regulations. Students must have a background in accounting equivalent to **Elements of Accounting and Finance**.

Core syllabus: The course provides a critical analysis of the audit function in its many forms. Auditing is understood in a broad sense to exist wherever a need to monitor relations of accountability arises. As private and public sector organisations become increasingly complex this monitoring function is both more important and more difficult.

Content: The course addresses the theoretical basis of auditing, its practical methodologies and its legal, professional and social environment. While the primary focus is upon the UK, international comparisons, particularly with Europe, will be made. In addition to the consideration of the statutory audit of companies, forms of the audit function in environmental management, public sector and other contexts will be covered. Further details will be provided at the start of the session.

Reading list: No one book covers the entire syllabus. In addition to professional and academic journals, reading will cover the following: B Porter, D Simon & D Hatherly, *Principles of External Auditing* (Wiley, 1999); M Sherer & M Turley (Eds), *Current Issues in Auditing* (Paul Chapman, 1997); and refer to M Power *The Audit Society* (OUP, 1999). Detailed course programmes and reading lists will be distributed at the first lecture of the course.

Teaching: 20 lectures (AC340) and 20 classes (AC340.A) in the MT, LT and ST.

Written work: Students will be expected to produce a minimum of four written essays per year and one class presentation. All students will be expected to contribute to class discussion.

Assessment: A three hour formal examination will take place in the ST.

AC490

Financial Reporting and Management: Management Accounting and Control

Teacher responsible: Dr T Ahrens, A451

Availability: Intended for MSc students who are not specialising in Accounting and Finance and who have not previously studied these subjects to a significant extent. Students who have previously studied Accounting and Finance are asked to seek advice before selecting this course.

Core syllabus: An introduction to management accounting. The first half concentrates on costing and the second half discusses issues of performance measurement and investment appraisal.

Content: Cost Volume Profit Analysis. Costing Systems. Budgeting & Standard Costing. Performance Measurement. The Balanced Scorecard. Investment Appraisal Principles. Investment Appraisal in Action.

Teaching: Ten weekly lectures of two hours each in LT. Classes: three hours LT.

Written work: Students are expected to produce several pieces of written work, including accounting exercises, case studies, and essays.

Reading list: A detailed reading list is made available at the start of the course. Illustrative texts include Horngren, Sundem, Stratton, *Introduction to Management Accounting* (Prentice Hall, 1998) and Horngren, Bhimani, Foster, Datar, *Management and Cost Accounting* (Prentice Hall, 1998).

Assessment: A two hour written examination in the ST.

H

AC491

Financial Reporting and Management: Financial Reporting

Teacher responsible: Father K McMillan, A263

Availability: Intended for MSc students who are not specialising in Accounting and Finance and who have not previously studied these subjects to a significant extent. Students who have previously studied Accounting and Finance are asked to seek advice before selecting this course.

Core syllabus: An introduction to financial reporting.

Content: Accounting Rules & Regulation. Assets & Depreciation. Equity & Debt. Financial Statement Analysis. Limitations of the Conventional Accounting Model. Recent Standard Setting Initiatives. Consolidation & Goodwill. Intangible Assets.

Teaching: Ten weekly lectures of two hours each in MT. Classes: three hours MT.

Written work: Students are expected to produce several pieces of written work, including accounting exercises, case studies, and essays.

Reading list: A detailed reading list will be made available at the start of the course. Illustrative texts include Arnold, Hope, Southworth, Kirkhams, *Financial Accounting* (Prentice Hall, 2001) and Glynn, Perrin, Murphy, *Accounting for Managers* (ITP, 1998).

Assessment: A two hour written examination in the ST.

H

ECONOMICS

EC201

Microeconomic Principles I

Teachers responsible: Dr M Bray, S476 and Dr J Leape, R538

Pre-requisites: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students are expected to have completed EC102 **Economics B** or an equivalent introductory course in economics based on textbooks such as D Begg, S Fischer & R Dornbusch, *Economics*; P A Samuelson & W Nordhaus, *Economics*; or R G Lipsey, *Positive Economics*. Students are also expected to have completed an introductory mathematics course such MA107 **Quantitative Methods (Mathematics)** and should revise calculus including partial derivatives and the use of Lagrangians.

Core syllabus: An intermediate course in microeconomic analysis.

Content:

- I. **Consumer Theory.** Utility functions and indifference curves. Income and substitution effects. The Slutsky equation. The expenditure function, compensating and equivalent variation, and consumer surplus. Selected applications to savings and labour supply, including the effects of taxes and benefits.
- II. **Producer Theory.** Production and cost functions. Firm and industry supply. Perfect Competition and Monopoly.
- III. **Strategic Choice.** Basic ideas in game theory. Applications to oligopoly and auctions.
- IV. **General equilibrium and welfare.** Competitive equilibrium. Efficiency of equilibrium. Welfare criteria.
- V. **Topics in welfare economics.** Public goods, externalities, second best pricing.
- VI. **Uncertainty and information.** Choice under uncertainty. Insurance markets. Asymmetric information. Selected applications.

Reading list: A reading list will be provided at the start of the course. The main text for the course is M L Katz & H S Rosen, *Microeconomics*, but frequent reference is also made to W Nicholson, *Microeconomic Theory*. The readings for particular topics also typically include other texts or journal articles.

Teaching:

Lectures EC201: 40 MT and LT.

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.

Assessment: A three-hour written examination in the ST. Candidates are required to answer eight short questions and three long questions.

EC202

Microeconomic Principles II

Teachers responsible: Professor F A Cowell, R520 and Dr J Lane, S681

Pre-requisites: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students are expected to have completed **Economics B** or an equivalent introductory course in Economics. Students who have thoroughly mastered mathematics to the level of MA107 should be able to follow the course, but would find it difficult. EC110 or MA100 would give a better grounding.

Core syllabus: An intermediate course in microeconomic analysis.

Content: The coverage is similar to **Microeconomic Principles I**. However a greater mathematical facility will be assumed of the student permitting both greater depth and a number of additional topics, such as duality, to be covered. Further details are available on

<http://darp.lse.ac.uk/frankweb/courses/micro/index.html>

Reading list: There is no one text that covers the course: detailed lecture notes will be provided. Students may find it helpful to use as background material: H Gravelle & R Rees, *Microeconomics* (2nd edn), 1992; R Gibbons, *A Primer in Game Theory*, Harvester Wheatsheaf, 1992.

Teaching:

Lectures EC202: 40 MT and LT.

Classes EC202.A: 20 Sessional.

Classes will be largely devoted to discussion of problems designed to strengthen students' understanding of analytical methods.

Written work: Students are urged to attempt the assigned problems before attending classes. At least five pieces of written work will be required and marked by class teachers.

Assessment: A three-hour written examination in the ST. Candidates are required to answer four questions.

EC210

Macroeconomic Principles

Teachers responsible: Professor C Pissarides, S677 and Dr L Stanca, S682

Pre-requisites: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students are expected to have completed **Economics B** or an equivalent introductory course in Economics based on textbooks such as D Begg, S Fischer & R Dornbusch, *Economics*; P A Samuelson & W Nordhaus, *Economics*; or R G Lipsey, *Positive Economics*. Students are also expected to have completed an introductory mathematics course such as **Basic Mathematics for Economists**.

Core syllabus: An intermediate course in macroeconomic analysis.

Content:

I. **The Economy in the Long Run.** Factor market equilibrium and the Neoclassical theory of income distribution. Classical and endogenous economic growth. The growth implications of European integration. Unemployment and the Beveridge curve. Inflation; seigniorage and the fiscal prerequisites for stopping hyperinflation; the costs of inflation. Determinants of the real exchange rate and the role of international capital flows; the European Monetary System. The life-cycle-permanent-income consumption function. Life-cycle consumption theory, budget deficits and the National Debt.

II. **The Economy in the Short Run.** Business cycle facts. The determination of aggregate demand; the Great Depression. New Classical and New Keynesian models of aggregate supply; the Policy Ineffectiveness Proposition, menu costs, and multiple equilibria. Stabilisation policy and the time consistency problem; the case for an independent central bank; rules for monetary policy. Real business cycles. The open economy in the short run: the Mundell-Fleming and Dornbusch models; the Thatcher recession and the role of North Sea oil. The supply of, and demand for money; simple portfolio models.

Reading list: N G Mankiw, *Macroeconomics*; R Barro & V Grilli, *European Macroeconomics*; O Blanchard, *Macroeconomics* and M Burda & C Wyplosz, *Macroeconomics: A European Text*. Although students should organise their reading around one or more of these textbooks, the material covered in these textbooks should be regarded as the minimum requirement for the course. Other more advanced or specialist readings will be listed at the start of the course.

Teaching:

Lectures EC210: 40 MT and LT.

Classes EC210.A: 20 Sessional. EC210.B: for 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.

Assessment: A three-hour written examination in the ST. Candidates are required to answer eight out of ten short questions and three out of six long questions.

EC220

Introduction to Econometrics

Teacher responsible: Dr C Dougherty, S376

Pre-requisites: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students are expected to have completed an introductory statistics course such as **Basic Statistics or Quantitative Methods for Economists**.

Core syllabus: An introductory course in econometrics.

Content: The course begins with 4 optional review lectures on random variables, expectations, unbiasedness, efficiency, consistency. The main lectures cover covariance, variance and correlation; simple and multiple regression analysis; test statistics; problems of multicollinearity and misspecification; transformation of variables; dummy variables and binary response models; proxy variables; autocorrelation; heteroscedasticity; measurement errors and Friedman's Permanent Income Hypothesis; simultaneous equations bias; instrumental variables; two-stage least squares; an introduction to non stationary time series; an introduction to maximum-likelihood estimation.

Reading list: C R S Dougherty, *Introduction to Econometrics*, Oxford University Press, 1992. Further materials will be available on the EC220 website (<http://econ.lse.ac.uk/ie/>).

Teaching: Lectures EC220: 44 (4 optional) Sessional.

Dr Dougherty gives the four preliminary review lectures in the first two weeks of the MT and the main lectures from the third week of the MT. The theory lectures continue in the LT and ST.

Classes EC220.A: 20 Sessional. EC220.B for 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.

Assessment: A three-hour written examination in the ST.

ECONOMIC HISTORY

EH240

British Business and Contemporary Economic Performance

Teacher responsible: Dr Tim Leunig, C322

Availability: This is an optional course for Bachelor's degrees in Economic History, and for other degrees and diplomas as regulations permit.

Core syllabus: This course looks at the history of British business and industry, with an emphasis on the post-war period.

Content: The course examines some of the hypotheses on why the UK economy grew more slowly than other OECD nations with particular 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

EUROPEAN INSTITUTE

EU201

Theories and Problems of Nationalism

Teacher responsible: Dr J Hutchinson, European Institute

Availability: Optional course for Bachelor's degrees in Sociology, International Relations and Government. Students should have completed a suitable course in Anthropology, Sociology, Political Science, International Relations or International History.

Core syllabus: Investigations into various problems of nationalism and nation-states in their historical, sociological and international aspects, and a consideration of the main theories of their origin and diffusion in Europe and the Third World.

Content: The aspects considered cover three main areas:

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; primordialism and ethnicity; globalisation and nationalism.
2. Relations between nationalism and politics, especially in Europe and the Soviet Union; democracy, ethnicity and citizenship.
3. Nationalism and the international system, including problems of sovereignty, secession and self-determination; racism and nationalism; the ethics of nationalism.

INDUSTRIAL RELATIONS

ID200

Organisational Theory and Behaviour

Teacher responsible: Dr Mary Logan, H801

Pre-requisites: This course is an option available to Bachelor's (ID200) and Master's degree students (ID403/ID404) where the regulations permit.

Core syllabus: This course uses behavioural theories from sociology, psychology, anthropology, political science and social psychology and to analyse employee behaviour and attitudes in the organisational context.

Content: Organizational structure including: design of work, employee participation, empowerment, and organizational culture. Individual behaviour including: personality, perception and decision making, values, attitudes, performance and motivation. Group and intergroup processes

EC313

Industrial Economics

Teacher responsible: Dr M Schankerman, S567

Pre-requisites: This course is for BSc 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, and the process of entry and entry deterrence.

Content: The main subjects include monopoly and price discrimination, vertical arrangements between firms, transactions costs and contract design, game theoretic models of firm behaviour, collusive arrangements, strategic entry deterrence by pricing, investment, and product differentiation.

Economic models will be used to address policy issues.

Reading list: A detailed reading list will be provided at the beginning of the course. The primary text, from which we draw **selectively**, is J Tirole, *The Theory of Industrial Organisation*. Supplementary reading will be assigned. The main reference used for game theory (selectively) is R Gibbons, *A Primer in Game Theory*.

Teaching:

Lectures EC313: 30 hours MT and LT.

Classes EC313.A: 15 MT and LT.

Written work: At least four problem sets will be required and assessed by class teachers.

Assessment: A three-hour written examination in the ST.

is on business performance in the public and private sectors, including scale effects, multinationals' comparative performance, technology, labour management and management quality.

Other factors alleged to have contributed to Britain's poor performance – ranging from 'culture' through government policy to education and trade unions – are also discussed.

Teaching: EH240 consists of 20 lectures in MT and LT, with directly related classes (EH240.A). In addition revision sessions are offered in the ST.

Written work: During the course students are expected to write two essays and complete two timed mock exams, all of which will be marked.

Reading list: A full listing is available from the Economic History Department, C422. The following are among the major recommendations: R Floud & D McCloskey (Eds), *The Economic History of Britain Vol III* (2nd edn, 1994), chapters 5 & 6; N F R Crafts & N Woodward (Eds), *The British Economy since 1945* (1991); M Dintenfuss, *The Decline of Industrial Britain 1870-1980*; B Elbaum & W Lazoniak (Eds), *The Decline of the British Economy* (1986); S N Broadberry, *The Productivity Race: British Manufacturing in International Perspective, 1850-1990* (1997).

Assessment: A three hour written examination in the ST.

Teaching: 20 Lectures EU201 (ML) given by:

Dr J Hutchinson on **Theories of Nationalism**;

Mr G Schopflin on **Nationalism and Politics**;

Dr D Jocquain-Berdal on **Nationalism and the International System**.

These are supported by weekly classes EU201.A following the lectures with revision classes in the ST.

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; B Anderson, *Imagined Communities*, Verso Books, 1983; J Mayall, *Nationalism and International Society*, Cambridge University Press, 1990; E Hobsbawm, *Nations and Nationalism since 1780*, CUP, 1990; A D Smith, *National Identity*, Penguin, 1991; J Breuille, *Nationalism and the State*, Manchester University Press, 2nd edn, 1993; J Hutchinson, *Modern Nationalism*, Fontana, 1994; W Connor, *Ethno-Nationalism: The Quest for Understanding*, Princeton University Press, 1994; J Hutchinson & A D Smith (Eds), *Nationalism*, Oxford University Press, 1994; J Hutchinson & A D Smith (Eds), *Ethnicity*, Oxford University Press, 1996; A Hastings, *The Construction of Nationhood*, CUP, 1997; A D Smith, *Nationalism and Modernism*, Routledge, 1998.

Supplementary reading list: A more detailed reading list is available from Dr Hutchinson or secretary.

Assessment: A three-hour exam in ST, covering Sociology and Politics/History issues.

including: conflict and negotiation, power and politics, and leadership. Organizational dynamics will address: identity theory, organizational change and resistance to change, socialization, stress and cross cultural management.

Reading list: A complete reading list will be provided at the start of the course. J Child, *Organisations*; S Dawson, *Analysing Organizations*; S Robbins, *Organizational Behaviour: Concepts, Controversies, Applications*; R Steers & L Porter, *Motivation and Work Behaviour*.

Teaching:

Lectures: weekly Dr Mary Logan, Dr Hyun-Jung Lee.

Classes: weekly starting in week 2 MT.

Written work: Undergraduate students are required to submit four pieces of written work throughout the year.

Assessment: One three-hour examination paper with approximately twelve questions, three questions to be answered. Separate papers are set for undergraduate and MSc students.

INTERNATIONAL RELATIONS

IR300.1	Foreign Policies of the Powers
IR300.3	Decisions in Foreign Policy
IR416.1	The External Relations of the European Union
IR421	Concepts and Methods of International Relations
IR902	New States in World Politics
IR903	Disarmament and Arms Limitation
IR904	International Verification

These courses are not for examination at Diploma 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 International Relations Master's degree Course Guides.

IR400

World Politics (Seminar)

Teacher responsible: Dr J Kent, D407

Availability: 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 modern history and 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.

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: 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 Brown and others give a 20 lecture series for first year students on **The Structure of International Society** (IR100), Dr P Wilson and others give a 20 lecture series for BSc students on **International Political Theory** (IR200) and Professor C Brown and Professor F Halliday a 20 lecture series for MSc students on **International Politics** (IR410.1). Those interested in more advanced discussion of International Relations theory should attend 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 weekly seminar groups (IR400.A) beginning in week 1 of the MT until the end of week 3 in the ST.

Reading list: J Baylis & S Smith *The Globalisation of World Politics*; C Brown, *Understanding International Relations*; P Calvocoressi, *World Politics Since 1945*; Robert Jackson and Georg Sorenson, *An Introduction to International Relations*; R Little & M Smith (Eds), *Perspectives on World Politics*; C Klegley & E Wittkopf, *World Politics*; G Stern, *The Structure of International Society*. A detailed course outline will be provided.

Assessment: Students are required to write four essays of a maximum length of 1,500 words each during the session. An average of the marks awarded for the third and fourth essays will account for 20% of the final result. The remainder will be for a three-hour examination in the ST 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: Professor Margot Light, D411

Availability: 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.

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: Students are highly recommended to attend the Lectures **Foreign Policy Analysis** IR300.2 12 weekly M and L and **Decisions in Foreign Policy**. IR300.3 6 L. Diploma students should also attend as any of the (IR300.1) **The Foreign Policies of the Powers** (various lecturers) as possible. They will find IR902, **New States in World Politics** (Dr Lyon) useful. In addition, students will be assigned to small seminars (IR401.A) which meet for 15 sessions, beginning in week 6 of the MT.

Written work: Students are expected to write three essays of a maximum length of 1,500 words each on questions arising out of the course. They should choose their questions from one of the past examination papers

provided and hand in their essays to their seminar 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 Fleron, 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.

Assessment: A three-hour formal examination in the ST. 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 Russia/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

Teacher responsible: Mr N A Sims, D609

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.

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: Lecture series (IR301). Seminars (IR402.A). There will be 24 lectures, throughout the MT and LT, and the first 4 weeks of the ST and 20 weekly one-and-a-half hour seminars, starting in week 3 of the MT and ending in week 2 of the ST.

Written work: Students are expected to write three essays of a maximum length of 1,500 words each in addition to at least one presentation (introduction to discussion) given in the seminar. The seminar teacher will set and mark the essays and presentations.

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 Organisation* (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 seminars.

Assessment: One three-hour written examination in the ST.

IR403

The Politics of International Economic Relations II

Teacher responsible: Dr D Josselin, D515

Availability: Course intended primarily for Diploma in World Politics.

Core syllabus: The economic factor in foreign policy; the development of thought about the relationship between international politics and the international economy.

Content: Power and politics in international economic relations. Major approaches in international political economy: economic nationalism, laissez faire, marxism and comparative political economy. The political economy of money, trade, production and development since 1944. Current debates: economic sanctions, economic security, regionalism, capital market integration, the role of non-state actors, globalisation and the retreat of the state.

Teaching and Written work: 15 weekly Lectures (IR304) commencing in week 1 of MT and 18 weekly seminars (IR403.A) commencing in week 3 of MT. Five lectures on **Introduction to Economics** (IR304). Students deliver class papers and write three essays of a maximum length of 1,500 words each for the seminar leader on topics notified at the beginning of the session.

Reading list: The basic books are: D Baldwin, *Economic Statecraft*; D Balaam & M Veseth, *Introduction to International Political Economy*; R Heilbroner, *The Worldly Philosophers*; S Strange, *States and Markets*; J

Frieden & D Lake, *International Political Economy*. A detailed reading list will be given at the beginning of the course.

Assessment: A three-hour written examination in the ST, three questions chosen from twelve.

IR404

Strategic Aspects of International Relations II

Teacher responsible: Dr C Coker, D511

Availability: 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.

Content: War in the Twentieth Century. War and Modernity. War in the Post-Modern Era: The new political economy of wars; 'The Sociology of Post-Modern Warfare': Technology and Post-Modern War. The Revolution in Military Affairs. Clausewitz and the Western Way of Warfare; war and genocide, war and Huntington's Clash of Civilisations; war in the developing world; terrorism and crime; policing the international order; NATO and its future; the future of war.

LAW

LL209

Commercial Law

Teachers responsible: Dr S Worthington, A159, and Mrs V Prais, Y121

Availability: Available to Bachelor's degree and Diploma students where regulations permit. There is no pre-requisite law subject.

Core syllabus: An introduction to the fundamental principles of contract law, company law and the law of corporate insolvency.

Content:

- Contract law: essentials of a valid contract; capacity restrictions; privity rules; factors of invalidation; discharge; remedies.
- Company law: incorporation of a company; constitutional documents; capacity and ultra vires problems; liability of the company to third

MATHEMATICS

MA107

Quantitative Methods (Mathematics)

Teacher responsible: Dr A Ostaszewski, B406

Pre-requisites: This is a basic course in mathematics intended primarily for students who have already reached A level standard in Mathematics. It is also accessible to students who have performed well at a level slightly lower than A level (eg AS Level) and are proficient in basic calculus.

Core syllabus: Additional mathematical tools necessary for further study in economics. Ideas are taught systematically, with emphasis on applicability to economic problems. Liberal use of examples throughout for motivation and illustration.

Content: This course is to give students the additional mathematical tools necessary for further study in economics or related disciplines as used in the description and forecasting of some selected economic phenomena and to develop basic mathematical modelling skills for these phenomena. Techniques of calculus (partial differentiation, integration, optimisation), methods of linear algebra (use of matrices), the solution of difference and differential equations are the focal points. Specific topics are as follows:

OPERATIONAL RESEARCH

OR201

Operational Research for Management

Teacher responsible: Dr D Read, G313

Availability: For second and final-year students on the BSc degrees in Accounting and Finance, in Economics, in Management, 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**.

Core syllabus: An elementary introduction to the formal techniques of Management Science/Operational Research, which is an approach to the structuring and solution of managerial decision problems in business, industry, government, and in everyday life. The techniques are mathematical, although this course requires only a basic understanding of mathematics. Because many of the concepts are probabilistic, OR201 also contains an introduction to probability theory.

Teaching: There is a weekly lecture course (IR305) (12 MT and LT commencing in week 1 of MT) and weekly seminars (IR404.A) commencing in week 3 of MT. The majority of seminar 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 who are also registered in the International Relations Department are eligible for student membership, which gives access to certain meetings and to excellent specialised libraries. Please see the International Relations Department Postgraduate Taught Course Student Handbook 2001/2 for further details.

Written work: Students are required to write three essays of a maximum length of 1,500 words each for their seminar teacher.

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*; 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*; J Keegan, *A History of Warfare*; C Coker, *War and the Illiberal Conscience*.

Assessment: There is a three-hour formal examination held in the ST. Three questions must be answered from twelve or more. Examples of recent past examination papers will be appended to the reading list.

parties; directors' duties; shareholders' powers and protections, including majority rule and minority protection.

- Corporate insolvency law: fund raising; secured lending; receivership; liquidation.

Reading list: Core texts: E McKendrick, *Contract Law*; Griffin, *Company Law: Fundamental Principles*. Supplementary texts: Collins, *The Law of Contract*; Sealy, *Cases and Materials on Company Law*; Davies, *Gower's Principles of Modern Company Law*. Further reading will be recommended at the start of each segment of the course.

Teaching:

Lectures: weekly MLS

Classes: weekly MLS

Written work: Students will be expected to complete two essays during the year, and to prepare outline arguments for weekly classes.

Assessment: One formal three-hour examination in the ST, comprising ten questions of which four must be answered.

sets, functions, equations, graphs. Difference equations, sequences, limits. Differentiation, inverse functions, exponential and logarithmic functions. Partial differentiation, chain rule, homogeneous functions. Optimisation in two variables: unconstrained and constrained. Lagrange multipliers. Vector notation, geometry of lines and planes, convexity. Matrix notation, solution of linear systems, inverse matrices. Integration. Differential equations.

Note: Each mathematical section will be intimately linked to one or more economic models; for details see <http://www.maths.lse.ac.uk/Courses/ma107.html>

Reading list: The course follows M Anthony & N L Biggs, *Mathematics for Economics and Finance: Methods and Modelling*, CUP, 1996. A useful background text which is the basis of a follow-on course is A Ostaszewski, *Mathematics for Economics: Models and Methods*, Blackwell, 1993. There are many other books with titles like *Mathematics for Economists* but none of them are close to this course. Further information will be provided in the lectures.

Teaching: Lectures MA107: 20 during MT and LT. Classes MA107A: 10 during MT, LT and ST. Revision lectures will be arranged in the ST.

Written work: Written answers to set problems will be expected on a weekly basis.

Assessment: A two-hour examination in the ST.

Content: OR201.1 **Elements of Probability:** Definitions and rules of probability; Bayes theorem; random variables and expectation; discrete and continuous distributions.

OR201.2 **Operational Research:** Techniques treated include linear programming, critical path analysis, Markov chains, queuing theory, computer simulation, inventory management, decision analysis, game theory, problem structuring methods, etc. Full lecture notes will be provided.

Reading list: Recommended books

OR201.1: M Arthurs, *Probability Theory*; L Lapin, *Statistics for Modern Business Decisions*; T H Wonnacott & R J Wonnacott, *Introductory Statistics*.

OR201.2: D R Anderson, D J Sweeney & T A Williams, *Introduction to Management Science*; F S Hillier, M S Hillier & G J Lieberman, *Introduction to Management Science*; P Goodwin & G Wright, *Decision Analysis for Management Judgment*; J Rosenhead (Ed), *Rational Analysis for a Problematic World*.

Teaching:

Lectures: OR201.1: 6 MT; OR201.2: 25 MT, LT and ST.

Classes: OR201.2A: 32 MT, LT & ST.

Written work: Written answers to set exercises will be expected on a regular basis.

Assessment: One three-hour formal examination in the ST, covering both component courses.

SOCIOLOGY

SO101

Issues and Methods of Social Research

Teacher responsible: Dr Ursula Henz, S218

Pre-requisites and excluded combinations: Compulsory course for Bachelor's degrees in Sociology and the Diploma in Sociology. Students must be concurrently taking, or must have completed, the course ST103 **Statistical Methods for Social Research** (or an equivalent course).

Core syllabus: The aim of the course is to introduce students to central issues and basic techniques in the conduct of research in sociology.

Content: The course examines issues and methods of social research. It covers elementary aspects of the philosophy of science, the relationship between research and theory, study design and sampling, social surveys, experiments and quasi-experiments. Students are made familiar with the concepts of reliability and validity, with specific techniques of data-gathering (such as interviews and questionnaires) and with the measurement devices appropriate for particular tasks (eg, various types of attitude measurement). The course covers differing approaches to data analysis, in particular various techniques for handling confounding variables and the construction of simple causal models.

Teaching: The course comprises a series of fifteen lectures and five computer workshops (SO101) and twenty weekly classes in small groups (SO101.A). Lectures: SO101 **Issues and Methods of Social Investigation** MT and LT. 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*.

Assessment: A three-hour written examination in the ST 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

Teacher responsible: Dr C T Husbands, S287

Pre-requisites and excluded combinations: While constructed primarily for first- and second-year undergraduates reading for the BSc course unit degree in sociology and for other Bachelor degrees where regulations permit, the course does not assume a detailed knowledge of sociology. It is also intended to be suitable as an outside option for undergraduates reading for a range of other degrees. Overseas students, including General Course students, may find it a useful means of improving their knowledge of British society.

Core syllabus: The course considers important social, economic, and political issues relevant to contemporary Britain. It is strongly empirical and makes much use of quantitative material, drawing upon comparisons with other countries, where appropriate.

Content: The lectures and classes of this course are taught primarily by Dr Husbands, but with assistance from one or more colleagues with some of the lecturing and class teaching. The following subjects indicate the nature of material presented in the course: class structure and occupational change; forms of inequality and the distribution of income and wealth; economic structure; employment relations and the labour market; politics and voting; gender; demographic patterns and family structure; the mass media, ethnic relations; political reactions to blacks' and Asians' presence in Britain; multiculturalism; the education system; crime and deviance; and health.

Teaching: A series of 21 lectures (SO103) in the MT, LT and ST, with 19 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, *Contemporary British Society* (3rd edn). It is also important that students are aware of the standard reference works needed for this course, such as those that appear on a regular basis; particular attention is drawn to Office for National Statistics, *Annual Abstract of Statistics*, *Social Trends*, and *Labour Market Trends*.

Written work: Classes will be given using a variety of teaching techniques, some requiring students to produce written work. Each student should also expect to prepare two formal essays for his/her class teacher, one in the MT and one in the LT.

Assessment: The course examination will be in two parts, each contributing 50 per cent to the final course mark. The first part will be two essays, each of a maximum of 2,000 words, to be prepared during the Easter vacation from a selection of topics and to be submitted to the Undergraduate Office by Noon on Wednesday 1 May 2002. The second part will be a two-hour unseen examination in the ST in which candidates will be required to answer two questions selected from a choice of eight or so.

SO106

Sociology of Religion

Teacher responsible: Professor Eileen Barker, S217

Pre-requisites and excluded combinations: 1st, 2nd and 3rd year Bachelor's degree but other students may take this course as permitted by the regulations for their degree. No background knowledge is required.

Core syllabus: The course is concerned with the relationship between religion and other areas of society; the ways in which and extent to which religion can affect and be affected by individuals, social groups, institutions and cultures.

Content: The course concentrates primarily, but not exclusively, on the role of religion in industrial societies during the past 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: Lectures: (SO106). 25 weekly MLS.

Classes: (SO106.A) 25 weekly MLS.

Field trips: Visits will be arranged to religious services and/or to meet adherents of about 6 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).

Reading list: (More detailed reading lists are available for specific topics). M McGuire, *Religion: the Social Context* (Wadsworth, 4th edn, 1997); P Berger, *The Social Reality of Religion* (Faber, 1967); M Weber, *The Sociology of Religion* (Methuen, 1965); B Wilson, *Religion in Sociological Perspective* (Oxford University Press, 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).

Assessment: A three-hour formal paper in the ST (60% of the marks) and a 4,000 max word essay, to be handed in to the Undergraduate Office in H310 on Friday 3 May 2002 before 4.30pm. This is to be a comparison of three (or more) religious services which the student visits during the course. Further details will be given in lectures.

SO201

Sociological Theory

Teachers responsible: Dr Nigel Dodd, S283 and Professor Nicos Mouzelis, S280

Pre-requisites and excluded combinations: Compulsory course for Bachelor's degrees in Sociology. Available to other students as permitted by regulations.

Core syllabus: An exploration of modern and postmodern social theory.

Content: In the first term (Dr Dodd) modern and postmodern sociological theories will be examined with particular reference to classical themes. The syllabus is ordered chronologically: through neo-Marxism, the Frankfurt School, Habermas, Lyotard, Bauman, Baudrillard, Giddens, and Beck. In the second term (Professor Mouzelis), a more in-depth and analytical approach will be taken to core problems in sociological theory, for example, the relationship between structure and action, and the analysis of language and culture.

Teaching: Lectures: SO201 Twenty lectures, weekly in MT and LT. Classes: SO201.A Twenty classes, weekly in MT and LT.

Selected reading: Z Bauman, *Postmodernity and its Discontents*; J Baudrillard, *Fatal Strategies*; U Beck, *Democracy Without Enemies*; U Beck, A Giddens & S Lash, *Reflexive Modernization*; M Berman, *All that is Solid Melts into Air*; N Dodd, *Social Theory and Modernity*; M Foucault, *Power/Knowledge*; D Frisby, *Fragments of Modernity*; A Giddens, *The Consequences of Modernity*; A Giddens, *Capitalism and Modern Social Theory*; J Habermas, *The Philosophical Discourse of Modernity*; M Horkheimer, *Critical Theory*; J-F Lyotard, *The Postmodern Condition*; N Mouzelis *Sociological Theory: What went wrong?*; G Ritzer, *Sociological Theory*; R Rorty, *Achieving Our Country*; J H Turner, *The Structure of Sociological Theory*.

Assessment: One three-hour formal examination in the ST, based on the whole syllabus of the lecture course and the classes.

SO202

The Social Analysis of Russia and the CIS

Teacher responsible: Dr E A Weinberg, S266

Pre-requisites and excluded combinations: Optional course for Bachelor's degrees in Sociology. Other students may take this course as permitted by the regulations for their degrees.

Core syllabus: Major aspects of Soviet and Russian social structure will be examined in relation to problems of industrialisation and social change. The course draws on a wide range of contemporary materials, but places these within an historical perspective.

Content: Particular attention will be given to the analysis of: women, the family, population policy, urban and rural structure, the distribution of power, the economy, collectivisation, social stratification and mobility, the education system, social welfare, trade unions, religion, nationalities, and the military. Problems of information, the role of ideology, cohesion, conflict and social change will also be discussed.

The course will also include the comparative analysis of the Soviet Union as a model of industrialisation.

Teaching: The lectures and classes are given by Dr Weinberg and as such are entirely integrated.

Lectures: SO202 23 in a two-hour session MLS.

Written work: Each student is required to produce several papers for class presentation throughout the year.

Reading list: The following should be consulted for relevant topics throughout the course:

C Black (Ed), *The Transformation of Russian Society*; E A Weinberg, *The Development of Sociology in the Soviet Union*; J Pankhurst & M P Sacks, *Contemporary Soviet Society*; D Lane, *State and Politics in the USSR*; *Soviet Economy and Society*; S Cohen, *Rethinking the Soviet Experience*; D Lane, *Soviet Society under Perestroika*; M Buckley, *Redefining Russian Society and Polity*; R Sakwa, *Russian Politics and Society*.

Assessment: A three-hour formal examination in the ST.

SO203

Political Sociology

Teacher responsible: Dr A W G Stewart, S276

Pre-requisites and excluded combinations: Optional course for Bachelor's degrees in Sociology.

Core syllabus: The aim of the course is to discuss central theoretical and empirical issues in the political sociology of modern societies.

Content: The course presents competing arguments regarding the nature of power relations and political processes in modern societies.

Alternative models of power analysis in modern societies are presented and analysed, including Marxist, elite institutional, pluralist, and postmodernist. The development of the modern system of states and its relationship with capitalist modernity is examined. The changing nature of relations between states and economic processes is considered, including the question as to whether states and economic processes is considered, including the question as to whether states are increasingly powerless in relation to globalisation. Theories of revolutions are examined in relation to the development of modernity. Contemporary arguments about and possibilities for democratisation are identified and discussed, including debates about the public sphere, citizenship and social movements.

Teaching: Lectures: SO203 Sessional.

Classes: SO203.A 22 Sessional.

Written work: At least one class presentation and a termly paper in the MT and LT.

Reading list: D Beetham, *Max Weber and the Theory of Modern Politics*; R Michels, *Political Parties*; P Bacrach, *The Theory of Democratic Elitism*; S Lukes, *Power: A Radical View*; A Stewart, *Theories of Power and Domination*; A Giddens, *The Nation-State and Violence*; R Holton, *Globalization and The Nation-State*; S Benhabib (Ed), *Democracy and Difference*; T H Marshall, *Citizenship and Social Class*; S Tarrow, *Power in Movement*; A McGrew, *The Transformation of Democracy?*

Assessment: A three-hour written examination in the ST.

SO204

Political Processes and Social Change

Teacher responsible: Dr A W G Stewart, S276

Pre-requisites and excluded combinations: Optional course for Bachelor's degrees in Sociology.

Core syllabus: The aim of the course is to familiarise students with major concepts and theories concerned with the role of political processes in relation to different patterns of social change.

Content: Role attributed to political processes in different theories of social change; theories of state development and their relation to other theories of change in and of modern societies; processes of state formation and their relation to other social processes; world-systems approaches to political processes; determinants of major modern socio-political regimes; states, capitalism and collective actors; fascist movements and regimes; theories of the declining significance of states in relation to other sites of political action.

Teaching: Lectures: SO204 - Sessional.

Classes: SO204.A - Sessional.

Together these represent a complementary and entirely integrated series of twenty-three lectures and twenty-three classes.

Written work: Two papers per term, MT and LT.

Reading list: P Abrams, *Historical Sociology*; A Giddens, *The Nation-State and Violence*; M Mann, *The Sources of Social Power*; G Poggi, *The Development of the Modern State*; C Chase-Dunn, *Global Formations*; B Moore Jr, *Social Origins of Dictatorship and Democracy*; T Skocpol, *States and Social Revolutions*; P Anderson, *English Questions*; J A Hall, *The State: Critical Concepts*.

Assessment: A three-hour formal examination in the ST based on the full syllabus.

SO208

Gender and Society

Teacher responsible: Dr Virginia Morrow

Availability: Optional course for Bachelor's degrees in Sociology, and other degrees where permitted by regulations.

Core syllabus: The nature and explanation of various aspects of gender relations.

Content: An examination of the importance of gender and the forms of gender inequality in society. Contrasting theoretical explanations will be applied to a number of substantive issues of contemporary concern. The main topics are: social control; work; families; violence; age; health; reproductive technologies; sexuality; culture; state and politics; gender and ethnicity.

Teaching: The course will consist of 20 lectures (SO208) and 23 classes (SO208.A).

Written work: Students will be expected to prepare one essay per term

and at least one class paper per term which will be written up and handed to the class teacher.

Reading: The following indicates some of the books. P Abbott & C Wallace, *An Introduction to Sociology: Feminist Perspectives*, (2nd edn) 1996; R W Connell, *Gender and Power*, 1987; Doyal, *What Makes Women Sick*, 1995; M Mac an Ghaill, *Understanding Masculinities*, 1996; *The Polity Reader in Gender Studies*, 1994; R Tong, *Feminist Thought*, 1989; S Walby, *Theorizing Patriarchy*, 1990; E Silva (Ed), *Good Enough Mothering*; S Lees, *Ruling Passions*, 1997; C Smart, *Regulating Womanhood*, 1992; E Silva & C Smart, *The New Family?*, 1999; H Bradley, *Men's Work, Women's Work*, 1989.

A more detailed reading list will be provided at the beginning of the course.

Assessment: A three hour unseen written paper in the ST.

SO210

Crime, Deviance and Control

Teachers responsible: Professor S Cohen, S277 and Dr Janet Foster, S268

Pre-requisites and excluded combinations: Optional course for Bachelor's degrees in Sociology. Students should have completed introductory courses in sociological theory and social structure.

Core syllabus: Criminological theories used to explain crime and deviance; applications; social control.

Content: The social construction of crime and deviance, sources of information about crime, the major sociological perspectives on deviance and control, informal and formal social controls, crime prevention.

Teaching: There is a lecture course and classes.

Lectures: SO210: 10 MT, 10 in LT.

Classes: SO210.A: 23 (1 hour) MT, LT and ST.

Written work: Two essays per term.

Reading list: There is no set text for the course, and a full reading list covering all classes is provided at the first class. The following is basic reading: R White & F Haines *Crime and Criminology* (2nd edn), 2000; J Muncie & E McLaughlin *The Problem of Crime*, 1996; D M Downes & P E Rock, *Understanding Deviance*, 1998; J Tierney, *Criminology: Theory and Context*, 1996; J Muncie et al (Eds), *Criminological Perspectives*; M Maguire et al, *The Oxford Handbook of Criminology*, 1997.

Assessment: A 3-hour examination in the ST.

SO211

Sociology of Health and Medicine

Teacher responsible: Ms M Kinloch, S264

Pre-requisites and excluded combinations: Optional Course for Bachelor's degrees in Sociology and other subjects where regulations permit.

Core syllabus: Key sociological perspectives on health, sickness, health care and the development of medicine as a social institution.

Content: The role of medicine, medicalisation and the social production of medical knowledge and practices; the social bases of health, health inequality and the politics of health, stress, social support and health; the sociology of sickness, sick role, stigma, illness and identity; the social causes of mental disorder, mental illness and social control, sociological perspectives on suicide and self harm; the crises in health care provision in modern societies, managerialism, consumerism and health care.

Reading list: S Taylor & D Field, *Sociology of Health and HealthCare*, (2nd edn), 1997; D Field & S Taylor, *Sociological Perspectives on Health, Illness and Medicine*, 1998; M Bury, *Health and Illness in a Changing Society*, 1997; B Davey *Health and Disease*, 1995; Townsend, N Davidson & M Whitehead, *Inequalities in Health*, 1992; B Turner, *Medical Power and Social Knowledge*, (2nd edn), 1995.

Teaching: Lectures: SO211, weekly MLS.

Classes: SO211, weekly MLS.

Written work: Students will be expected to produce 2 essays and one class paper per term.

Assessment: a) a three-hour unseen examination [75%] from which three questions are to be attempted; b) an assessed essay of 2,000 words to be handed in during the first week of the ST [25%].

SO212

Sociology of Work, Management and Employment

Teacher responsible: Dr Patrick McGovern, S275

Pre-requisites and excluded combinations: Optional course for Bachelor's degrees in Sociology, Management and Industrial Relations. Outside option for Course Units (BA and BSc).

Core syllabus: Coverage of contemporary sociological perspectives on the employment relationship, labour market divisions, economic restructuring, globalization and contemporary developments in management.

Content: The employment relationship; control and consent at work; scientific management and McDonaldization; emotion work; labour market divisions; employers and labour markets; women in the labour market; discrimination at work; developments in contemporary management such as Total Quality Management, lean production and management gurus; globalization and labour; employment practices of multinational corporations; the future of work.

Teaching: There will be 20 lectures (SO212) given by Dr P McGovern (convener) and some guest speakers (Professor S Hill; Dr C Hakim).

Written work: One essay and one class paper per term.

Reading list: There is no recommended textbook. Books of a general nature that cover substantial parts of the syllabus are: K Grint, *The Sociology of Work* (2nd edn); C Lane, *Industry and Society in Europe*; C

Tilly & C. Tilly, *Work under Capitalism*; T. Watson, *Sociology, Work and Industry* (3rd edn). A more comprehensive bibliography will be available to students taking this course.

Assessment: A three-hour formal examination in the ST (70%) and an assessed essay (30%) of approximately 2,500 words. The essay must be submitted on the first Friday of the ST.

SO214

The Psychoanalytic Study of Society

Teacher responsible: Dr C Badcock, S282

Pre-requisites and excluded combinations: Optional course for Bachelor's degrees in Sociology and other subjects where regulations permit; also for General Course students.

Core syllabus: The course aims to provide students of the social sciences with a basic grounding in the aspects of psychoanalysis relevant to their discipline.

Content: The first part of the course begins with a short introduction to Freud's basic ideas and covers Freud's writings on the social sciences treated as set texts.

The second part of the course reviews a number of key concepts in classical and post-classical psychoanalytic theory and compares them with parallel sociological concepts.

Teaching:

Lectures: SO214 23 Sessional.

Classes: SO214.A Sessional.

Written work: Entirely at the class teacher's discretion. There is no formal course work.

Reading list: (Part 1) S Freud, *Introductory Lectures and New Introductory Lectures on Psychoanalysis; Totem and Taboo; Civilisation and its Discontents; Group Psychology and the Analysis of the Ego; Moses and Monotheism*. (Part 2) L Gomez, *Introduction to Object Relations*; S Freud, *On Narcissism: An Introduction* in Pelican Freud Library, Vol 11; M Klein, *Envy and Gratitude*; D W Winnicott, *Playing and Reality*.

Supplementary reading list: A supplementary reading list associated with class topics will be issued to students at the beginning of the course.

Assessment: A three-hour unseen examination in the ST.

SO215

Evolution and Social Behaviour

Teacher responsible: Dr C Badcock, S282

Pre-requisites and excluded combinations: Optional course for Bachelor's degrees in Sociology and Social Psychology, and other subject where regulations permit.

Core syllabus: The course aims to give students of the social sciences an introduction to evolutionary biology and its applications to human societies. The course also deals with the relevance of evolution and its insights into fundamental questions of social science such as the problem of order, the origins of motivation and social co-operation, altruism, kinship, family co-operation and conflict, sex roles, and so on.

Content: Fundamentals of evolution; selection and adaptation; heredity, genes and development, the group-selectionist fallacy; the evolution of co-operation; inclusive fitness and kin altruism; the theory of parental investment; the sociobiology of sex; parent-offspring and genetic conflict; reciprocal altruism, deceit and the evolution of consciousness and the emotions; PsychoDarwinism; incest; the nature/nurture controversy; genes, memes co-evolution and culture; the relevance and validity of evolution; the Standard Social Science Model and the crisis in sociology.

Teaching: Weekly lecture (SO215) accompanied by a class (SO215.A).

Written work: No formal course work.

Reading list: C Badcock, *Evolutionary Psychology: A Critical Introduction*; M Berg & M Singer, *Dealing with Genes: The Language of Heredity*; L

Betzig (Ed), *Human Nature: A Critical Reader*; L Betzig, M Bergerhoff Mulder & P Turke (Eds), *Human Reproductive Behaviour*; C Crawford & D Krebs (Eds), *Handbook of Evolutionary Psychology*; M Daly & M Wilson, *Sex, Evolution and Behaviour* (2nd edn); D Buss, *The Evolution of Desire: Strategies of Human Mating*; R Dawkins, *The Selfish Gene*; W D Hamilton, *Narrow Roads of Gene Land*; J R Harris, *The Nurture Assumption*; J Lopreato & T Cnppen, *Crisis in Sociology: The Need for Darwin*; R Plomin et al, *Behavioural Genetics* (3rd edn); M Ridley, *The Origins of Virtue*; S C Stearns, *Evolution in Health and Disease*; R Trivers, *Social Evolution*; J Wind (Ed), *Essays in Human Sociobiology*, Vols 1 & 2; G Williams, *Plan & Purpose in Nature*; R Wright, *The Moral Animal: The New Science of Evolutionary Psychology*.

Assessment: A three-hour unseen examination in the ST.

SO216

Cults, Sects and New Religions

Teacher responsible: Professor Eileen Barker, S217

Pre-requisites and excluded combinations: 1st, 2nd and 3rd year Bachelor's degree but other students may take this course as permitted by the regulations for their degree. No background knowledge is required.

Core syllabus: The course is concerned with a sociological understanding of the wave of new religious movements that have become visible since the Second World War, concentrating mainly on North America, Western and Eastern Europe, the FSU and Japan.

Content: Definitions and statistics; historical and comparative perspectives; the rise, spread and distribution of new religious movements (NRMs) in the West and Japan; the range of beliefs, practices, organisations, leadership (charismatic authority), life-styles, attitudes to violence, sex, women, children; membership profiles; case studies of a variety of types of NRMs (eg Christian, Eastern, New Age, 'Self-religions' Satanism, UFO-cults and millenarian movements). Conversion and the brainwashing thesis; apostasy. Changes with emergence of second and subsequent generations; the spread to former Soviet societies. Social responses to NRMs from government agencies, the media and the general public; and the rise of the anti-cult movement. Social issues (human rights; education, medical and legal rights, etc). Methodological and ethical issues involved in the sociological study of NRMs.

Videos: Arrangements will be made for students to watch videos about NRMs.

Field trips: Visits will be arranged to visit about 6 different NRMs as a group. Students will also be expected to make their own arrangements to visit 3 different NRMs for their Examination Essay.

Teaching:

(SO216) 25 weekly lectures MLS.

(SO216.A) 25 weekly classes for Undergraduates MLS.

Written work: Students will be expected to produce 4 pieces of written work during the year as well as their Examination Essay (see below).

Reading list: (More detailed reading list is given out in lectures). E Barker, *The Making of a Moonie: Brainwashing or Choice?* (Gregg Revivals, 1993); *New Religious Movements: A Practical Introduction* (HMSO 1989); J Beckford, *Cult Controversies* (Tavistock, 1985); D Bromley & J Hadden (Eds), *The Handbook on Cults and Sects in America* (JAI Press, 1993); J G Melton, *Encyclopedic Handbook of Cults in America* (Garland, 1992); A Shupe & D Bromley, *The New Vigilantes: Deprogrammers, Anti-Cultists, and the New Religions* (Sage, 1980); R Wallis, *The Elementary Forms of the New Religious Life* (Routledge, 1984); B Wilson, *The Social Dimensions of Sectarianism* (Clarendon, 1990).

Assessment: A three-hour formal paper (60% of marks) and a 4,000 word essay (40%), to be handed in to the Undergraduate Office in H310 on Friday 3 May 2002 before 4.30pm. This is to be a comparison of three (or more) NRMs which the student will have visited during the course. Further details will be given during lectures.

STATISTICS

ST103

Statistical Methods for Social Research

Teacher responsible: Dr B Blight, B615

Availability: Primarily for 1st Year BSc Sociology students. Cannot be taken with 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.

Content: The place of statistics in the social sciences. Descriptive statistics: levels of measurement. The summarization and presentation of data using graphic methods. The normal distribution. Basic ideas of sampling and statistical inference. Sampling from finite populations. The sampling distributions of proportions and means estimation and hypothesis testing. Testing goodness of fit. The measurement of association and correlation and simple tests of significance. Simple linear regression. Two-sample tests for means.

Reading list: Each week a set of notes covering the lecture topics for that week will be distributed. These notes will provide a framework for further reading, and will indicate where further material on the topics may be found.

Teaching: Lectures ST103:10 MT, 20 LT, 3 ST.

Classes ST103.A: 25 MT, LT and ST.

Written work: Written answers to set exercises are expected weekly. The exercise marks form part of the course assessment.

Assessment: Exercise assessment [30%]; 3-hour open-book examination in the ST [70%].

ST105

Quantitative Methods (Statistics for Economists)

Teacher responsible: Dr B Blight, B615

Availability: BSc degrees in Economics. Pre-requisites: A-level Mathematics or equivalent. (Students without A-level Mathematics should consider taking ST100 *Basic Statistics*.)

Core syllabus: The elementary statistical tools necessary for further study in economics. The applicability of statistical methods to economic problems.

Content: 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.

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.

Teaching:

Lectures ST105: 10 MT, 7 LT.

Classes ST105.A: 4 MT, 5 LT fortnightly.

Written work: Weekly example sheets will be set and students are expected to submit solutions to the class teacher each week.

Assessment: 2-hour written examination in the ST.

MASTERS PROGRAMMES

Masters degrees are governed by the Regulations for MA and MSc degrees and by the Code of Practice for Taught Masters Programmes.

INTRODUCTION

See YOUR PROGRAMME OF STUDY

When choosing your courses you should first read the programme regulations governing the choice of subjects for your degree. Only those subjects or combinations of subjects explicitly permitted by the regulations for each degree may be offered for examination. Where special permission is required for a particular subject or combination of subjects, you must apply for permission, in writing, to the Academic Registrar at the start of the session.

The deadline for confirming your course choices is Friday 26 October 2001 (see CHOOSING YOUR COURSES in the section YOUR PROGRAMME OF STUDY).

In the programme regulations, a course number is printed by the name of each examination paper. The courses are listed after the regulations, including details of teaching, reading lists, and other essential information for each course. Information on the teaching timetable is published separately.

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

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REGULATIONS FOR MA AND MSc DEGREES

General

- These Regulations apply to all persons having registered for a programme of study leading to a degree of Master of Arts or Master of Science at the School and to those having registered for any part of such a programme. They are made subject to the General Academic Regulations of the School.

Entrance qualifications

- The normal minimum entrance qualification for registration for a Masters degree is
 - a Second Class Honours degree of a UK university or of the CNAU, or a qualification of an equivalent standard obtained after a course of study extending over not less than three years in a university (or an educational institution of university rank), in a subject appropriate to that of the course to be followed, or a qualification of an equivalent standard appropriate to the course to be followed; or
 - a professional or other qualification obtained by written examination and approved by the School.
- An applicant for admission possessing a professional or other qualification obtained by written examination may be required by the School 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 the School may prescribe a qualifying examination for such a candidate.
- An applicant for admission will also be required to meet any additional entrance requirements specified in the relevant programme regulations.
- The School may prescribe English language and/or other tests as conditions of admission.
- Application for admission to a programme and registration for that programme shall be undertaken in accordance with procedures specified by the School.
- The School may exceptionally exempt a student from part of a programme on the basis of previous study at another institution and may exempt such a student additionally from part of the examinations prescribed for the degree.
- When considering an application under Regulation 7 the School shall consider *inter alia*
 - the standard and content of courses and examinations taken elsewhere, certified by the appropriate officer or officers of the relevant institution, and their relevance to the intended programme at the School;
 - the compatibility of the study previously undertaken with the proposed programme, to allow a smooth transition into that programme.

Programmes of study

- Programmes and the examinations associated with them shall be so organised as to fall into one or both of the following categories:
 - 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;
 - 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.
- 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.

11. Where a student is pursuing a programme extending over not less than one calendar year he/she may be allowed, at the discretion of the School and provided that the individual programme regulations so permit, to spend a maximum period of six months or, in the case of students pursuing a part-time programme, an equivalent period, on project work under appropriate supervision at an organisation or institution approved by the School as having a function relevant and suitable to the field of study. A student pursuing a programme extending over a minimum of one academic year will not be permitted to undertake the project work outside the School unless permitted by the individual programme regulations.
12. A full-time student will normally register for courses up to the value of four courses in each year, and a part-time student for courses to a value of three courses or fewer. Courses must be chosen to comply with the programme regulations concerned.
13. The School may permit a student to transfer from one programme to another within the School. Such permission will be given only on the recommendation of the departmental tutors of the department responsible for the student's current degree and for the programme into which he/she wishes to transfer. A student wishing to transfer must apply for permission by completing a 'request to change programme of study' form, available from the Graduate School Office.
14. In exceptional circumstances, the School may permit a student to vary his or her programme by substituting for courses to the maximum value of one full unit, listed in the course regulations, other graduate courses of equivalent value. Such permission will be given only on the recommendation of the departmental tutor for the department responsible for the programme concerned. A student wishing to substitute a course must apply for permission, in writing, to the Academic Registrar.

Entry to examinations

15. A candidate for the degree will be deemed to have entered the examinations for the courses for which he/she is registered. He/she must ensure that any examination fee payable must be received by the dates specified by the School.
16. Notwithstanding an examination entry under Regulation 15, no candidate shall be eligible to sit the examination in a course unless having satisfactorily attended that course in that year of study and having completed the work required in that course.
17. Candidates are bound by the regulations in force at the time of their entry to the examination including the individual programme regulations.
18. A candidate will be examined in each course, unless having deferred or withdrawn under these Regulations. A candidate will not be re-examined in any course which he or she has already passed.
19. No fee is payable for the first attempt at an examination.

Examinations

20. The School will establish a board of examiners for each programme. Each board shall include examiners who are not members of the staff of the School, who shall have regard to the totality of each degree programme and who shall be involved and particularly influential in the decisions relating to the award of every degree and shall annually report to the Director, being asked specifically to comment and give judgment on the validity and integrity of the assessment process and the standard of student attainment.
21. Examination procedures shall ensure that assessment is and can be demonstrated to be fair and impartial.
22. Each board of examiners shall ensure *inter alia* that award schemes shall have regard to the totality of the programme and to the requirements for progression within it, and to the requirement for each student to achieve a satisfactory overall standard.
23. Schemes of examination shall be prescribed in the individual programme regulations and unless the individual programme regulations indicate otherwise shall include the submission of a significant piece of individual work in the form of an essay, report or dissertation which may be based on a project or fieldwork.
24. The examination for each written paper shall take place on one occasion each year.
25. 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. Where such an essay/report/dissertation is submitted later than the specified date the School shall at its discretion either disregard its lateness or not consider it at all or, having considered it, award lower marks or grades for it than would otherwise have been awarded.
26. To be eligible for the award of a degree a candidate must satisfy the examiners in the examinations prescribed for the programme on completion of each course. In special cases the School may allow later examination.
27. The examiners shall have the discretion to award a mark of merit or distinction to a candidate.
28. A candidate wishing to defer sitting one or more examinations must first obtain the support of his or her supervisor. Where the supervisor is not willing to support the request the candidate may appeal to the Course Director or departmental Convener as appropriate. The candidate must then seek the approval of the Chair of the appropriate board of examiners. If the Chair supports the request, the Chair shall put the case to the School for approval. Permission must be sought no later than Friday of the first week of the Summer term except in the case of unforeseen and exceptional circumstances. Candidates who are absent without formal permission from an examination entered will have that examination counted as the first attempt. Where deferment has been granted candidates will be informed of the marks they obtained in those elements in which they have been examined.
29. If the essay, report or dissertation is adequate except that it requires minor amendment the examiners may require the candidate to make within one month the amendments specified by them or one of their number nominated by them.
30. If a candidate who has been examined in all elements of an examination or of part of an examination for which he/she has entered fails to satisfy the examiners, the examiners may determine that he/she may on re-examination be exempt from one or more of the following:
 - 30.1 one or more of the written papers;
 - 30.2 essay/report/dissertation;
 - 30.3 assessment of coursework;
 - 30.4 practical examinations;
 - 30.5 oral examination.
31. In exceptional circumstances examiners shall have discretion to require a student to be examined orally in one or more components of his or her examination.
32. 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.
33. The conduct of candidates in assessment is governed by the *Regulations on assessment offences in taught degree and diploma courses*.

Late submission of course-work

34. Where a course includes course-work as part of its assessment, all students must be given clear written instructions on what is required and the deadline for its submission.
35. If a student believes that he or she has good cause not to meet the deadline (eg illness) he or she should first discuss the matter with the course teacher and seek a formal extension from the chair of the board of examiners. Normally extensions should only be granted where there is good reason backed by supporting evidence (eg medical certificate).
36. If a student misses the deadline for submission but believes he or she has had good cause which could not have been alerted in advance he or she should first discuss the matter with the course teacher and seek a formal extension. Normally extensions should only be granted where there is a good reason backed by supporting evidence (eg medical certificate).
37. Any extension should be confirmed in writing to the student.
38. If a student fails to submit by the set deadline (or extended deadline as appropriate) the following penalties will apply:
 - 38.1 For each day the submission is overdue a deduction of 10 marks out of 100 will be made.

Re-examination

39. A candidate who does not at his/her first attempt successfully complete the examination or part of the examination for which he/she has entered and who has not been given an overall pass at any level in his or her degree may, subject to the agreement of the School when such re-entry would involve further attendance at the School, re-sit that examination on one occasion only. Such re-examination will be at the next following examination except where a School has granted permission for a candidate to defer until the examination in a subsequent year.
40. A candidate proposing to re-sit an examination when not registered for the course concerned shall enter for that examination by the means prescribed from time to time by the Academic Registrar.
41. A candidate proposing to re-sit an examination shall be bound by all the current Regulations applicable to the first sitting of the examination except as modified by Regulations 34, 35, 37 and/or 38.
42. Candidates being re-examined are required to sit the same examinations as they sat previously, unless they have satisfactorily completed courses for different examinations.
43. A candidate who resits an examination when not registered at the School will be required to pay a fee determined by the School from time to time, except that a candidate who for medical or other reasons approved by the School does not sit an examination while in attendance at the School may be permitted to sit such an examination on one subsequent occasion without payment of a fee, whether or not in attendance at the School.

Illness

44. A candidate who, owing to illness, the death of a near relative or other cause judged sufficient by the School on the recommendation of the board of examiners, is prevented from completing at the normal time the examination or part of the examination for which he/she has entered may with the permission of the School:
 - 44.1 enter the examination in those elements in which he/she was not able to be examined on the next occasion when the examination is held in order to complete the examination; or
 - 44.2 at the discretion of the examiners and with permission from the Chair of the Graduate School Committee, be set a special examination in those elements of the examination missed as soon as possible and/or be permitted to submit any work prescribed on or by a date specified by the board of examiners. The special examination shall be in the same format as specified in the programme regulations for the element(s) missed.
45. Where a candidate has failed to complete the examination for one of the reasons specified in Regulation 44 the candidate shall submit the application with medical certification or other supporting evidence to the Graduate School Office within seven days of the last day of the written examinations or for the submission of the essay/report/dissertation.

Notification of results

46. After the examiners have reached a decision, every candidate will be notified by the School of the result of his/her examination.
47. A degree certificate under the seal of the University will be despatched to each candidate who is awarded the degree. The certificate will state the title of the degree awarded.

Appeals against decisions of boards of examiners

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

SCHEDULE TO THE REGULATIONS FOR MA AND MSc DEGREES

The powers of the School set out in these Regulations shall be exercisable as follows:

Regulation	Powers exercisable by
2.2, 3, 5, 7, 10, 11, 13, 14, 16, 21, 26, 28, 34, 35, 36, 37, 38	Graduate School Committee
6, 15, 43, 46, 47	Academic Registrar
20	Academic Board on recommendation of Graduate School Committee
22, 25	The appropriate board of examiners
44	The appropriate board of examiners and Chair of the Graduate School Committee

CODE OF PRACTICE FOR TAUGHT MASTERS PROGRAMMES

Introduction

1. The Masters degree is either a programme of study at an advanced level of a subject already studied for a first degree, or a conversion programme in which a candidate can acquire a set of skills or knowledge different from those of the first degree studied, or a preliminary year to MPhil/PhD in which *inter alia* a programme of research training can be given¹.
2. This Code of Practice sets out the basic requirements for all School Masters programmes and the responsibilities both of programme providers and of students. It codifies what already exists in most departments. By making minimum requirements explicit, it provides a basis for monitoring the academic activity of the School through the Teaching Quality Assurance Committee as well as a guide to students of what they can reasonably expect and to departments of what they should provide.
3. The Code does not seek to reflect all departmental/programme variations. The expectation, and requirement, is that all programmes will conform to the minimum standards set out in the paragraphs below and that, where departmental/programme variations exist, they will enhance these minimum standards. (The Code uses the term *department* to cover both departments and institutes.)
4. Regulations governing the registration, attendance and examination of Masters students are published annually in the *Calendar/Graduate School Handbook*. All those involved as teachers or students on Masters programmes should be familiar with these regulations. The content and structure of each programme is also given in the *Calendar/Graduate School Handbook*.
5. Part-time students should contact their Programme Tutors for information on relevant variations from the terms of this Code. In particular, they should ensure that they will be able to attend lectures, classes and seminars when required.

¹ This code does not apply to the MPhil by research (see Code of Practice for Research Students and Their Supervisors).

Basic Requirements

6. All programme providers must make arrangements to ensure that the requirements set out in paragraphs 7 to 27 below are fulfilled.

Programme Tutor

7. Each department appoints a named Programme Tutor for each programme, who is responsible for all administrative matters related to that programme and for its academic content (*eg arrangements for assignment of supervisors to students and for provision of clear information for students*). The name of the Programme Tutor must be made known to all incoming students before arrival and at the start of each session, by inclusion in all relevant documents and in other appropriate ways.

Induction

8. The department will send to all applicants accepted on to a Masters programme, normally no later than 1 August of the year of admission, detailed information about the programme, the courses available in the coming session and a preliminary reading list. This information should be sent as a follow-up to the formal offer of admission and as a way of welcoming the applicant, before arrival, on to the programme. The Programme Tutor is responsible for sending the information.
9. At the start of each session the department will hold an introductory meeting for all students on each programme, introducing them to it and to the department (or will make alternative arrangements if more appropriate to the size of the programme(s) in the department). At this meeting students should be given full written guidance of the requirements of the programme, the selection of options and the arrangements for supervision.
10. Arrangements must be made for a formal meeting between each student and his or her supervisor as soon as possible in the session, and certainly within the first three weeks.

Progress Monitoring

11. Each student should meet his/her supervisor at least twice a term. These meetings provide an opportunity for the student to seek and receive academic guidance and feedback on progress and performance. Their form will be for the individual supervisor to determine but will frequently involve the discussion of the student's written work or seminar presentation. Each supervision should, as far as possible, be uninterrupted by telephone calls, visitors or other distractions. Each supervisor must have at least one office hour a week during term-time, and the time of this hour should be posted on the outside of his/her door.
12. Supervisors are responsible for advising students on their academic progress and on any academic problems they may experience. Supervisors also undertake a pastoral role and in the case of non-academic problems (emotional, financial, personal) s/he should refer the student, as necessary, to the appropriate agencies in the School (eg Health Service, Financial Support Office, Advisers, Deans). If a student decides to withdraw from or interrupt his/her programme of study the supervisor should at once inform the Graduate School Office and the Programme Tutor.
13. In the Lent term each student is asked to complete a progress report form and discuss progress with his/her supervisor. The completed form is returned to the Programme Tutor of each Masters programme.
14. If a student wishes to change supervisor s/he should approach the Programme Tutor for advice. Where the Programme Tutor is the supervisor a student should approach the departmental Convener and, failing a satisfactory outcome at departmental level, the Dean of the Graduate School.

Tuition

15. Normally a programme will include (in addition to other courses) one core course and a long essay/project/dissertation of not more than 10,000 words².
16. Each programme will normally include at least 120 hours of formal tuition exclusive of individual supervision. The component courses of each programme may differ in the amount of formal tuition but each will normally be of between 30 and 40 contact hours for a full year course or 15-20 hours for a semester course.
17. Teaching will be a combination of lectures, seminars and classes. The teaching method will largely be determined by the size of the programme and the nature of the subject. When students are asked to attend undergraduate lectures, separate graduate classes or seminars must be provided.
18. Students will normally be given the opportunity to produce at least two essays or other form of written work for each course in addition to written work which is required as part of the final assessment for the course. Written work produced during the programme will not count towards the final assessment unless specifically stated in the programme regulations.
19. Written work should normally be marked and returned within two weeks of submission, with constructive comment.

Assessment

20. The assessment of each Masters programme is conducted in accordance with the regulations for that programme printed in the *Calendar/Graduate School Handbook*. These regulations are set by the School within the regulations for students proceeding to the degrees of MSc and MA and by the School and the University in the case of the LL.M. There is considerable scope for a variety of assessment methods. If Programme Tutors wish to change the method of assessment they must seek prior approval from the Examinations and Regulations Sub-Committee of the Graduate School Committee for a change in the programme regulations.
21. Regulations require all examination scripts to be double-marked, ie marked independently by two internal examiners. Scripts are then available for moderation by an External Examiner in accordance with the duties of External Examiners set out in the School's Instructions for Examiners. If coursework counts towards the final award the School requires that it be marked in detail by one internal examiner with a second internal marker having at least an overview of the work. In cases of disagreements between the two markers the External Examiner should be asked to moderate. The External Examiner has the right to inspect any coursework he or she wishes.
22. The final Board of Examiners will be held no later than 31 August for Masters programmes where examinations (including the dissertation) are complete by the end of June and 30 November for all other Masters degree programmes.

Long Essay/Project/Dissertation Guidance

23. Where a programme includes a long essay/project/dissertation as part of the final assessment, in addition to the guidance given at the start of the session, students should be given written guidance in the Lent term (or at a time consistent with when topics are selected) on the requirements of this element of the final assessment. Students should also be given clear information on what assistance they can expect to receive from their supervisors. A meeting of all students might also be held to enable students to raise questions on the requirements.
24. School practice regards the long essay/project/dissertation in one of two ways: either as a form of 'take-home examination' or as a piece of original research under the guidance of a supervisor. For the former, supervisors can be expected to assist on the selection of topics and on reading but not comment on drafts of the work.

² It is exceptional rather than normal for an LL.M student to be allowed to take an essay in one of the four examined subjects. In addition it should be noted that some Masters programmes have no options and some have no compulsory dissertation element.

Staff-Student Committee

25. Each department must make arrangements for a Staff-Masters Students' Committee (or, if more appropriate to the size of the department, a Staff-Graduate Students' Committee).
26. The Staff-Students' Committee should be scheduled to meet at least once a term to discuss issues of relevance and interest to Masters students and their teachers.
27. The Staff-Students' Committee should at its first meeting appoint a representative to the Dean's Committee for Masters Students.

Responsibilities of the student

28. Students are required to attend the School for the full duration of each term. Students who wish to be away for good reason in term-time must firstly obtain the consent of their supervisor and inform the Graduate School Office. If students are away from the School for any reason, including illness, they must inform their supervisor and, in case of absence of more than a fortnight, the Graduate School Office.
29. Students are required to pay School fees when due. Failure to pay fees could result in the withdrawal of Library rights, termination of registration, and withholding of award certification.
30. Students must keep all their appointments with their supervisors; attend lectures, classes and seminars as required; submit written work as required by their supervisor, seminar or class teacher; and take note of the guidance and feedback given.
31. Students should decide on their choice of course after discussion with their supervisor. They must ensure that their choice accords with the regulations for the degree, as published in the *Calendar/Graduate School Handbook*, and that they submit their option choice form, signed by the supervisor, to the Graduate School Office no later than the specified deadline. All subsequent changes must be reported to the Graduate School Office by the specified deadline. *Failure to report changes will result in a student being required to take the examination in the course for which he or she was originally registered.*
32. Students must make sure that, on receipt of their examination entry form, they check it and return it to the Graduate School Office by the deadline.
33. Students are required to communicate changes of address to the Graduate School Office as soon as they occur. Vital information is sent to students during term-time and failure to communicate changes may result in a student not being entered for examinations or not receiving other important information.
34. Students who decide to withdraw from the School must inform their supervisor, the Programme Tutor and the Graduate School Office in writing. Failure to inform the School could result in a demand for fee payments for the full session.

Revised June 2001

MASTERS PROGRAMME REGULATIONS

General rules

Unless otherwise specified under each programme the following rules apply:

Duration

One year for full-time students and two years for part-time students. Programme regulations show in each case which programmes are organised on an academic year basis (nine months) and which are organised on a full year basis (twelve months). Part-time students normally sit papers in two parts. At the end of the first year they sit papers up to the value of two units. In the second year they sit the remaining papers and the dissertation. Rules on resits are on pages 26.

Choice

Choice of any course is subject to School approval. Choice of any course outside your home department is subject to availability, timetabling constraints and the approval of the host department. Courses chosen must be at masters degree level. No course may be counted more than once towards the degree. ♦ means by special permission only. (H) means a half-unit course. NA 01/02 means not available in the year 2001-2002.

Examination dates

Written papers are taken in May/June for MSc courses or August/September for LLM courses. For full-year programmes the dissertation must be submitted by 1 September and for academic year programmes by 1 July unless shown otherwise. The dissertation, long essay or report is a maximum of 10,000 words unless shown otherwise.

MSc Accounting and Finance

(Department of Accounting and Finance)

Academic year programme but may be a full-year depending on courses selected. Students must take four courses, as shown.

Paper	Course number and title
1	AC430 Corporate Finance and Asset Markets*
2	AC420 Corporate Financial Reporting, or AC410 Management Accounting, Strategy and Organisational Control
3 & 4	Students should select remaining papers to the value of two full units: AC402 Financial Risk Analysis (H) AC410 Management Accounting, Strategy and Organisational Control (if not taken under paper 2) AC420 Corporate Financial Reporting (if not taken under paper 2) AC421 Applied Corporate Finance (H) AC440 Corporate Finance Theory (H) AC441 Derivatives (H) AC442 Quantitative Methods for Finance and Risk Analysis (H) AC443 Empirical Asset Pricing and Market Microstructure (H) AC444 Valuation and Security Analysis (H) AC445 Portfolio Management (H) AC446 Market Microstructure Theory (H) AC447 Global Financial System (H) AC448 Financial Intermediaries (H) AC450 International Accounting and Finance AC460 History of Accounting (N/A 01/02) AC499 Dissertation (31 May) ID403 Organisational Theory and Behaviour Any other course ♦

Notes:

Students may elect to have their degree specialisation indicated on their degree certificate. Students who take AC450 as Paper 3 may opt to have *MSc Accounting and Finance: International Accounting and Finance* on their certificate. Students who take AC410 or AC420 as Paper 3, may opt to have *MSc Accounting and Finance: Accounting and Financial Management* on their certificate. Students taking finance courses to the equivalent of two full units as Papers 3 and 4 may opt to have *MSc Accounting and Finance: Finance* on their certificate.

* With the approval of the Programme Director, students with the required background may be permitted to take an alternative paper.

MSc Analysis Design and Management of Information Systems

(Department of Information Systems)

Full-year programme which is not available on a part-time basis. Students must take three compulsory courses and two optional courses and a dissertation as shown. Students will also be required to attend a Skills course.

Paper	Course number and title
1	IS470 Information Systems (H)
2	IS471 Systems Development (H)
3	IS472 Information Systems Management (H)
4	One of the following: IS473 Interpretations of Information IS474 Implementation and Use of Information Systems IS475 IT and Development IS476 Security in Information Systems for Organisations IS477 Interorganisational Information Systems IS453 System Design in Context
5	One of the following provided that the topic has not already been taken under 4 above: IS481 Aspects of Information (H) IS482 Aspects of Implementation and Use of Information Systems (H) IS483 Aspects of IT and Development (H) IS484 Aspects of Security in Information Systems (H) IS485 Aspects of Interorganisational Information Systems (H)

	IS486 Topics in Information Systems (H)
	IS462 Aspects of Systems Design (H)
	IS461 Nature & Society: the Contribution of Science Studies (H)
	ID404 Introduction to Organisational Analysis (H)
	AC491 Financial Reporting and Management: Financial Reporting (H)
	OR411 Problem Structuring Methods (H)
	OR401 Techniques of Operational Research (H)
	OR423 Topics in Decision Analysis (H)
	LL407 Media and Communication Regulation (H)
	GV403 Network Regulation (H)
	LL406 Introduction to Regulation (H)
	PS439 The Social Psychology of New Technology ♦
	GI401 Feminist Perspectives on Technology ♦
	A course from another programme ♦

plus IS499 Dissertation
IS490 Information Technology: Issues and Skills Course (non examined)

MSc Anthropology and Development

(Taught jointly by the department of Anthropology and the Development Studies Institute)

Full-year programme. Students must take two compulsory courses and one full-unit or two half-unit optional courses and a dissertation as shown. Written papers will be taken in the Summer term and the dissertation must be submitted in September.

Paper	Course number and title
1	AN404 Anthropology: Theory and Ethnography
2	DV400 Development: Theory, History and Policy
3	The equivalent of one full unit from the following: AN402 The Anthropology of Religion AN405 Kinship, Sex and Gender AN406 Political and Legal Institutions AN407 Economic Institutions and Social Transformation DV406 Development Management DV407 Poverty (NA 01/02) DV409 Economic Development Policy DV413 Institutions, Environmental Change and Development (H) DV415 Institutions and the Global Environment (H) DV416 Gender Institutions and Social Development (H) DV417 Global Civil Society (H) DV418 African Development (H) DV419 The State and Political Change in North Africa (H) DV420 Complex Emergencies (H) Any other full unit or combination of two half units offered by Anthropology or Development Studies, as approved
plus	AN499/DV410 Dissertation

MA Area Studies

Academic or full-year programme depending on courses selected (either three courses and a dissertation or four courses). Candidates offering a dissertation will not be permitted to proceed to its submission unless they have satisfied the examiners in the written papers which are usually taken in June. The dissertation is submitted in September.

Lecture/Seminar lists and Course Guides for these degrees will mainly be found in the information on Masters degrees in the departments concerned.

The School co-operates in the teaching for certain branches of the MA Area Studies degree offered by the University of London.

MSc Cities, Space and Society

(Department of Geography and Environment)

Full-year programme. Students must take compulsory courses (1,2 and 3), optional courses to the value of one and a half units and a dissertation as shown. Students are expected to attend either an additional seminar of outside speakers as directed by the Programme Convener (Cities Programme Seminar) or GY505 Cities Seminar (NA 01/02).

Paper	Course number and title
1	GY430 Contemporary Urbanism
2	GY402 Research Methods I (H)
3	Courses to the value of one and a half units from the following: GY411 Third World Urbanisation or GY431 Cities, People and Poverty in the South (H) or GY432 Cities, Culture and Politics in the South (H) GY405 Global Cities (H) GY414 Gender, Space and Society or GY421 Gender and Development: Geographical Perspectives (H) or GY422 European Gender Systems (H) GY407 Managing Economic Development or GY409 Aspects of Managing Economic Development (H) or GY413 Economic Development: Project Development and Evaluation (H) GY433 Planning for Sustainable Cities (H) GY455 Economic Aspects of Project Appraisal (H) GY406 Historical Geographical Materialism: The Miliband Seminar (H) SA4A1 Critical Studies of Cities and Regions (H) A course from another programme ♦
plus	GY499 Dissertation

MSc City Design and Social Science

(Department of Social Policy)

Full-year programme. Students must take the City Design Studio course (one and a half units), three compulsory half-unit courses, and optional courses to the value of one and a half units.

Paper	Course number and title
1	SA532 City Design Studio (1.5 units)
2.	SA434 Foundations of Urban Studies (H) SA437 Urban Morphologies (H) SA438 Urban Infrastructure (H)
3.	One and a half units from the following: EC436 Economics of Urban and Regional Planning (H) EC437 Economic Aspects of Urban Change (H) SA4A1 Critical Studies of Cities and Regions (H) SA4A3 Social and Political Aspects of Regional and Urban Planning (H) GY405 Global Cities (H) GY433 Planning for Sustainable Cities (H) GY430 Contemporary Urbanism GY455 Economic Aspects of Project Appraisal (H) GY410 Aspects of European Economic Development and Management (H) SA464 Issues in Housing and Urban Policy (H) SA479 The Development of Housing Policy (H) SA491 Population Policies: Evolution and Impact (H) SO404 Sociology of Development SA429 Social Exclusion, Inequality and the Underclass Debate (H) SA431 Housing Law (H) SA478 International Housing and Social Change Any other course in the Department of Social Policy, or other departments ♦, by agreement with the course tutor

MSc Comparative Politics

(Department of Government)

Full-year programme. Students must take papers as shown. All students are required to write a 10,000 word dissertation. Exceptionally a student may substitute one half unit course by a 5,000 word essay (GV470) to be submitted in July. Note that some of the courses must be taken together. Part-time students may take up to four courses in their first year. Alternatively, students may chose to apply for either of two streams (Empire or Latin America) for which individual regulations apply (see below).

Paper	Mandatory papers (all half-unit courses unless otherwise indicated; (M) for courses given in the Michaelmas term and (L) for courses given in the Lent term), (H = half unit)
1 & 2	GV467 Introduction to Comparative Politics (H) (M) GV400 Skills Course (M)
plus	GV499 dissertation
3, 4, 5 & 6	Four of the following (all half-unit courses unless otherwise indicated; (M) for courses given in the Michaelmas term and (L) for courses given in the Lent term): GV431 Nations and Nationalism (H) (M) GV436 National and Ethnic Conflict Regulation (H) (L) GV465 Democracy and the Politics of National Self Determination (H) (L) GV437 Politics and Economic Policy in Latin America (H) (M) (NA 01/02) GV443 The State and Political Institutions in Latin America (H) (M) GV444 Democracy and Development in Latin America (H) (L) GV484 Government and Politics in the USA (H) (M) GV485 US Public Policy (H) (L) GV404 Empire and Imperialism: Case Studies (H) (M), must be taken with GV402 [course below] GV402 Empire and its Consequences: Comparisons, Concepts, Conclusions (H) (L), must be taken with GV404 [course above] GV401 Nationalism and Ethnic Conflict in the Former Soviet Union (H) (L) GV468 Themes in Russian History (H) (M) GV439 Government and Politics in Eastern Europe (H) (M) DV402 The Politics of South East Asian Development (M) (NA 01/02) GV427 Democracy and Democratisation in East and South Asia (H) (L) GV432 Government and Politics in China (H) (M) GV460 Government and Politics in Britain (H) (M) GV461 Political Change in Modern Britain (H) (L) (NA 01/02) GV462 Constitutional Issues in Britain (H) (L) (NA 01/02) GV426 Topics in UK Executive Government (H) (L) GV451 European Policy: Comparative Analysis (H) (L) GV452 European Union: Politics and Policy (H) (L) GV454 European Multi-Party Systems (H) (L) EU415 Government and Politics in France (H) (M) EU414 Public Policy in France (H) (L)

- GV457 Government and Politics in Italy (H) (M) (NA 01/02)
- GV458 Government and Politics in Germany (H) (M)
- GV459 Public Policy in Germany (H) (L)
- GV464 Conflict and Consensus in Twentieth Century Ireland (H) (L)

- GV480 Introduction to Comparative Public Administration (H) (M)
- GV481 Public Choice and Public Policy 1: Introduction (H) (M)
- GV482 Public Choice and Public Policy II: Advanced Topics (H) (L, must be taken with GV481)
- GV403 Network Regulation (H) (L)

- GV438 Religion and Politics (H) (L)
- GV442 Globalisation and Democracy (H) (M & L)
- GV441 The State and Prosperity (H) (L) (NA 01/02)

A half-unit course from the Government or another department ♦ (with the consent of the convenor of MSc Comparative politics and the teacher of the course)

MSc Comparative Politics (Empire)

(Department of Government)

Full-year programme. Students must take papers as shown, three of which must be GV467, GV404 and GV402. All students are required to write a 10,000 word dissertation. Exceptionally a student may substitute one half unit course by a 5,000 word essay (GV470) to be submitted in July. Note that some of the courses must be taken together. Part-time students may take up to four courses in their first year.

Paper	Mandatory papers (all half-unit courses unless otherwise indicated; (M) for courses given in the Michaelmas term and (L) for courses given in the Lent term) (H = half unit):
1, 2 & 3	GV467 Introduction to Comparative Politics (H) (M) GV404 Empire and Imperialism: Case Studies (H) (M) GV402 Empire and its Consequences: Comparisons, Concepts, Conclusions (H) (L)
plus	GV499 Dissertation

4, 5 & 6 Two or three of the following (all half-unit courses unless otherwise indicated; (M) for courses given in the Michaelmas term and (L) for courses given in the Lent term):

- GV468 Themes in Russian History (H)
- EU412 The Politics of Transition in the Former Soviet Union (H)
- GV401 Nationalism and Ethnic Conflict in the Former Soviet Union (H) (L)
- GV439 Government and Politics in Eastern Europe (H) (M)

- IR411 Foreign Policy Analysis III (full-unit, M & L)†
- IR413 Regional Integration in Western Europe (full-unit, M & L)†
- IR418 International Politics: Asia and the Pacific (full-unit, M & L)†
- IR419 International Relations of the Middle East (full-unit, M & L)†
- IR425 Soviet and Post-Soviet Foreign Policy (full-unit, M & L)†
- IR457 The Politics of International Trade (full-unit, M & L) †
- IR427 International Politics of Africa (full-unit, M & L) †

- GV431 Nations and Nationalism (H) (M)
- GV436 National and Ethnic Conflict Regulation (H) (L)
- GV465 Democracy and the Politics of National Self Determination (H) (L)
- EU405 Nationalism (full-unit, M & L)
- GV437 Politics and Economic Policy in Latin America (H) (M) (NA 01/02)
- GV443 The State and Political Institutions in Latin America (H) (M)
- GV444 Democracy and Development in Latin America (H) (L)
- GV484 Government and Politics in the USA (H) (M)
- GV485 US Public Policy (H) (L)

- DV402 The Politics of South East Asian Development (H) (M) (NA 01/02)
- GV427 Democracy and Democratisation in East and South Asia (H) (L)
- GV432 Government and Politics in China (H) (M)

- GV460 Government and Politics in Britain (H) (M)
- GV461 Political Change in Modern Britain (H) (L) (NA 01/02)
- GV462 Constitutional Issues in Britain (H) (L) (NA 01/02)

- GV452 European Union: Politics and Policy (H) (L)
- GV454 European Multi-Party Systems (H) (L)

- EU415 Government and Politics in France (H) (M)
- EU414 Public Policy in France (H) (L)
- GV457 Government and Politics in Italy (H) (M) (NA 01/02)
- GV458 Government and Politics in Germany (H) (M)
- GV459 Public Policy in Germany (H) (L)
- GV464 Conflict and Consensus in Twentieth Century Ireland (H) (L)

- GV480 Introduction to Comparative Public Administration (H) (M)
- GV481 Public Choice and Public Policy 1: Introduction (H) (M)
- GV482 Public Choice and Public Policy II: Advanced Topics (H) (L, must be taken with GV481)
- GV403 Network Regulation (H) (L)
- GV438 Religion and Politics (H) (L)
- GV442 Globalisation and Democracy (H) (M & L)

GV441 The State and Prosperity (H) (L) (NA 01/02)
GV400 Skills Course (M)

A full or two half-unit papers from the Government or another department ♦ (with the consent of the convenor of MSc Comparative Politics (Empire) and the teacher of the course).

† Please note that the International Relations (IR) Department now permits non IR students to take only one IR option, subject to availability of space on the course concerned. Students taking MSc Comparative Politics (Empire) have the right to take any one of the options listed above.

MSc Comparative Politics (Latin America)

(Department of Government)

Full-year programme. Students must take courses as shown, one of which must be GV467 and a skills course. All students are required to write a 10,000 word dissertation on a topic relating to Latin America. Exceptionally a student may substitute one half unit course by a 5,000 word essay (GV470) to be submitted in July. Note that some of the courses must be taken together. Part-time students may take up to four courses in their first year.

Paper	Mandatory papers (all half-unit courses unless otherwise indicated; (M) for courses given in the Michaelmas term and (L) for courses given in the Lent term) (H = half unit)
1 & 2	GV467 Introduction to Comparative Politics (H) (M) GV400 Skills Course (H) (M)
plus	GV499 Dissertation
2 & 3	At least two of the three following (all half-unit courses unless otherwise indicated; (M) for courses given in the Michaelmas term and (L) for courses given in the Lent term): GV437 Politics and Economic Policy in Latin America (H) (M) (NA 01/02) GV443 The State and Political Institutions in Latin America (M) GV444 Democracy and Development in Latin America (L)
4, 5 & 6	Three of the following (all half-unit courses unless otherwise indicated; (M) for courses given in the Michaelmas term and (L) for courses given in the Lent term): One of the papers not already taken above GV431 Nations and Nationalism (H) (M) GV436 National and Ethnic Conflict Regulation (H) (L) GV465 Democracy and the Politics of National Self Determination (H) (L) GV404 Empire and Imperialism: Case Studies (M, must be taken with GV402 [course below]) GV402 Empire and its Consequences: Comparisons, Concepts, Conclusions (L, must be taken with GV404 [course above]) GV401 Nationalism and Ethnic Conflict in the Former Soviet Union (H) (L) GV468 Themes in Russian History (H) (M) GV439 Government and Politics in Eastern Europe (H) (M) DV402 The Politics of South East Asian Development (M) (NA 01/02) GV427 Democracy and Democratisation in East and South Asia (H) (L) GV432 Government and Politics in China (M) (H) GV460 Government and Politics in Britain (M) (H) GV461 Political Change in Modern Britain (L) (H) (NA 01/02) GV462 Constitutional Issues in Britain (H) (L) (NA 01/02) GV452 European Union: Politics and Policy (H) (L) GV454 European Multi-Party Systems (H) (L) EU415 Government and Politics in France (H) (M) EU414 Public Policy in France (H) (L) GV457 Government and Politics in Italy (H) (M) (NA 01/02) GV458 Government and Politics in Germany (H) (M) GV459 Public Policy in Germany (H) (L) GV464 Conflict and Consensus in Twentieth Century Ireland (H) (L) GV484 Government and Politics in the USA (H) (M) GV485 US Public Policy (H) (L) GV480 Introduction to Comparative Public Administration (H) (M) GV481 Public Choice and Public Policy 1: Introduction (H) (M) GV482 Public Choice and Public Policy II: Advanced Topics (H) (L, must be taken with GV481) GV403 Network Regulation (H) (L) GV438 Religion and Politics (H) (L) GV442 Globalisation and Democracy (M & L) GV441 The State and Prosperity (H) (L) (NA 01/02)

A full or two half-unit papers from the Government or another department ♦ (with the consent of the convenor of MSc Comparative Politics (Latin America) and the teacher of the course)

MSc Crime, Deviance and Control (Specialist)

(Department of Sociology)

Full year programme. Students must take courses to the value of three full units and a dissertation as shown.

Paper	Course number and title
1	SO409 Sociology of Crime, Deviance and Control
2	MI411 Quantitative Analysis in Social Research (H) SO415 Methods of Criminological Inquiry
3	One other related course (other than Theoretical Criminology LL496) from the LLM, MSc Sociology or MSc Courses in Social Policy chosen after discussion with the student's supervisor.
plus	SO499 An essay or not more than 10,000 words on an approved topic.

MSc Crime, Deviance and Control (Research)

(Department of Sociology)

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Paper	Course number and title
1	SO409 Sociology of Crime, Deviance and Control
2	MI411 Quantitative Analysis in Social Research (H) SO415 Methods of Criminological Inquiry
3	Any two other half units offered by the Methodology Institute
plus	SO499 Dissertation

MSc Criminal Justice Policy

(Department of Social Policy)

Full-year programme. Students must take one compulsory course and optional courses to the value of two full units and a dissertation as shown. Law courses will be examined in August/September.

Paper	Course number and title
1	SA403 Criminal Justice Policy
2 & 3	Two of the following: SA439 Managing Risk in Mental Health Care SA444 Rehabilitation of Offenders SA446 Psychology and Crime SO409 Sociology of Crime, Deviance and Control LL465 Law and Social Theory LL478 Policing and Police Powers LL486 Regulation and Law LL457 Juvenile Justice LL458 Mental Health Law A course from another programme ♦
plus	SA465 Dissertation

MSc Decision Sciences

(Department of Operational Research)

Full-year programme. Students are required to take four compulsory courses and optional courses to the value of two half units.

Paper	Course number and title
	Compulsory Courses
1	OR422 Decision Analysis in Theory and Practice
2 & 3	Two of the following: OR411 Problem Structuring Methods (H) OR431 System Dynamics Modelling ¶ (H) OR417 Advanced Topics in Decision Analysis (H) OR418 Applied Decision Sciences Δ
4	Optional Courses
5	Two of the following: the paper not taken under 2 and 3 above MA402 Game Theory (H) OR401 Techniques of Operational Research (H) OR430 Decision Science Methods ¶ (H) or OR403 Computer Modelling in Operational Research ¶ (H) OR424 Analytic Frameworks for Policy Evaluation ¶ (H) (NA 01/02) IS472 Information Systems Management (H) MN415 The Analysis of Strategy A (H) ID404 Introduction to Organisational Analysis (H) A course from any other MSc Programme ♦

¶ Examined entirely by means of essays and project reports

Δ This is an extended practical project which will be introduced in the summer term and worked on throughout the summer.

MSc Demography

(Department of Social Policy)

Full-year programme. Students must take four compulsory half unit courses and optional courses to the value of one full unit and a dissertation as shown.

Paper	Course number and title
1 & 2	SA484 Demography of Developed Societies (H) and SA493 Population Trends and Processes in the Developing World (H)

- 3 SA481 Basic Population Analysis (H)
 4 SA480 Advanced Population Analysis (H)
 5 Either SA482 Demographic Data Collection, Sampling and Surveys (H) (NA 01/02) and SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H) or one course from the following list:
 SA411 Foundations of Health Policy
 SA405 European Social Policy
 SA452 Social Policy Planning and Participation in Developing Countries
 SA4A2 Health, Population and Society
 GY411 Third World Urbanisation
 A course from another programme •
 plus SA498 Dissertation (1 September) and SA495 Statistics and Computing for Demographers

MSc Development Management

(Development Studies Institute)

Full-year programme. Students must take three courses and a dissertation as shown.

Paper Course number and title

Two compulsory papers:

- 1 DV406 Development Management
 2 DV400 Development: Theory, History and Policy
 3 Courses to the value of one full unit from the following:
 DV402 Politics of South East Asian Development (NA 01/02)
 DV407 Poverty (NA 01/02)
 DV409 Economic Development Policy
 DV413 Institutions, Environmental Change and Development (H)
 DV415 Institutions and the Global Environment (H)
 DV416 Gender Institutions and Social Development (H)
 DV417 Global Civil Society (H)
 DV418 African Development (H)
 DV419 The State and Political Change in North Africa (H)
 DV420 Complex Emergencies (H)
 EC429 Reform of Economic Systems
 EC436 The Economics of Regional and Urban Planning (H)
 EH416 Markets and States in Developing Economies since c. 1880
 GV483 Public Management Theory and Doctrine (H)
 GV494 Contested Issues in Public Management (H)
 ID402 Industrial Organisation: Theory and Behaviour
 IR451 Politics of Money in the World Economy *
 IS475 IT and Development
 GY407 Managing Economic Development
 GY408 European Economic Development Management
 GY409 Aspects of Managing Economic Development (H)
 GY410 Aspects of European Economic Development (H)
 MN403 Negotiation Analysis (H)
 MN404 Incentives and Governance in Organisations (H)
 OR413 Operational Research in Less Developed Countries (H) (NA 01/02)
 SA404 Education and Social Planning
 SA411 Foundations of Health Policy
 SA435 NGO Management, Policy and Administration
 SA460 Urbanisation and Social Planning
 SA478 International Housing and Social Change
 SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H)
 Another course with the approval of supervisor/course tutor
 plus DV410 Research Design and Dissertation in Development Studies, including DV410.1 Research Methods in Developing Countries.

* Permission must be obtained from the IR451 lecturer for entry to this course

MSc Development Studies

(Development Studies Institute)

Full-year programme. Students must take three courses and a dissertation as shown.

Paper Course number and title

- 1 DV400 Development: Theory, History and Policy
 2 DV410 Research Design and Dissertation in Development Studies, including DV410.1 Social Research Methods in Developing Countries
 3 & 4 Courses to the value of two full units from the following: (note: the International Relations (IR) Department now permits non IR students to take only one option from those prefixed "IR". Access is not guaranteed for any option)
 AN406 Political and Legal Institutions
 AN407 The Anthropology of Economic Institutions and their Social Transformation
 DV402 The Politics of South East Asian Development (NA 01/02)
 DV406 Development Management
 DV407 Poverty (NA 01/02)
 DV409 Economic Development Policy
 DV413 Institutions, Environmental Change and Development (H)
 DV415 Institutions and the Global Environment (H)
 DV416 Gender Institutions and Social Development (H)
 DV417 Global Civil Society (H)
 DV418 African Development (H)
 DV419 The State and Political Change in North Africa (H)

- DV420 Complex Emergencies (H)
 EC307 Economic Development †
 EC428 Development and Growth ‡
 EC436 The Economics of Regional and Urban Planning ‡
 EH416 Markets and States in Developing Economies since c. 1880
 EH426 Latin American Development in the 20th century: Liberalism to Neo-liberalism
 EH440 African Economic Development in Historical Perspective
 EH446 Economic Development of East and Southeast Asia
 EU405 Nationalism
 GI400 Gender Theories in the Modern World: An Interdisciplinary Approach
 GV431 Nations and Nationalism (H)
 GV441 The State and Prosperity (H) (NA 01/02)
 GV437 Politics and Economic Policy in Latin America (H) (NA 01/02)
 GV480 Introduction to Comparative Public Administration (H)
 GV483 Public Management Theory and Doctrine (H)
 GY411 Third World Urbanisation
 GY414 Gender, Space and Society
 GY420 Environmental Planning: National and Local Policy Implementation
 One of the following IR courses: ‡
 IR418 International Politics Asia and the Pacific
 IR419 International Relations of the Middle East
 IR420 Revolutions and the International System (NA 01/02)
 IR427 International Politics of Africa
 IR450 International Political Economy
 IR451 Politics of Money in the World Economy *
 IR457 Politics of International Trade
 IR458 International Political Economy of Energy (NA 01/02)

- IS475 IT and Development
 LL426 Environmental Law and Policy (NA 01/02)
 LL447 International Economic Law
 LL448 International Environmental Law (NA 01/02)
 LL450 The International Law of Natural Resources
 LL453 International Protection of Human Rights
 LL461 United Nations Law
 LL498 Urban and Environmental Law in Developing Countries (NA 01/02)
 GY408 European Economic Development Management
 SA254 The Population of the Indian Sub-Continent Δ (H)
 SA404 Education and Social Planning
 SA411 Foundations of Health Policy Δ
 SA414 Health Economics Δ
 SA435 NGO Management, Policy and Administration Δ
 SA445 Social Planning for Rural Development Δ
 SA460 Urbanisation and Social Planning Δ
 SA478 International Housing and Social Change
 SA481 Basic Population Analysis (H)
 SA485 Methods for Population Planning (H)
 SA491 Population Policies: Evolution and Impact (H)
 SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H)
 SA493 Population Trends and Processes in the Developing World Δ
 SO404 Sociology of Development

† For students without a first degree in Economics

‡ Entry to these courses may be restricted

Δ Course designed for those with a minimum of one year's practical working experience in developing countries; seminars draw extensively on students' own experience. Entry may be restricted. Interested students should attend lectures and consult the lecturers.

- Permission must be obtained from the IR451 lecturer for entry to this course.

MSc Econometrics and Mathematical Economics

(Department of Economics)

Academic year programme. Students must take courses to the value of four full units as shown.

Paper Course number and title

- 1 EC484 Advanced Econometric Theory or EC403 Methods of Economic Investigations II (only if EC476 Advanced Economic Theory is selected under paper 4)
 2 & 3 Two papers selected from the following:
 a) EC475 Quantitative Economics
 b) EC485 Further Topics in Econometrics (EC484 Advanced Econometric Theory must be taken concurrently)
 c) EC412 Microeconomics II (not if taken in preliminary year)
 d) EC414 Macroeconomics II
 One paper selected from the following:
 4 a) Approved Statistics and/or Mathematics courses to the total value of one unit:
 i) ST410 Basic Time Series (H)
 ii) ST409 Stochastic Processes (H) (not if taken as part of EC485)
 iii) ST411 Regression Diagnostics and Generalised Linear Modelling (H)
 iv) ST413 Further Time Series (H) (not if taken as part of EC485)
 v) ST418 Non-linear Dynamics and the Analysis of Real Time Series (H)
 vi) Other courses in Statistics or Mathematics may be selected with the approval of the Programme Director
 b) EC476 Advanced Economic Theory

- c) EC483 Game Theory for Economists
- d) One course from the Paper 4 list of options of the MSc in Economics with the approval of the Programme Director
- e) EC485 Further Topics in Econometrics (ECE484 Advanced Econometric Theory must be taken concurrently) (if not taken under Papers 2 & 3)

MSc Econometrics and Mathematical Economics (Preliminary Year)

(Department of Economics)

Students without a satisfactory background in both economics and mathematics are required to take the MSc programme over two years the first of which is a preliminary year. Students who successfully complete the examinations at the end of the first year will be awarded a Diploma in Econometrics. To proceed to the final year, students must pass three examinations with a mark of at least 60%. Students are expected to attend four courses during the preliminary year.

Paper	Course number and title
1	EC309 Econometric Theory
2 & 3	Two courses from the following list: a) MA200 Further Mathematical Methods (Calculus) (H) and MA201 Further Mathematical Methods (Linear Algebra) (H) b) ST202 Probability, Distribution Theory and Inference c) EC319 Mathematical Economics d) EC411 Microeconomics I or EC412 Microeconomics II e) A course approved by the candidate's teachers and the Programme Director In addition, preliminary year students are required to attend EC331 Quantitative Economics Project Seminar

MSc Economic History

(Department of Economic History)

Full-year programme. Students must take one compulsory course, two optional courses and a dissertation as shown.

Paper	Course number and title
1	EH400 Historical Analysis of Economic Change
2 & 3	Two of the following: EH416 Markets and States in Developing Economies since c. 1880 EH422 Topics in Quantitative Economic History EH440 African Economic Development in Historical Perspective EH446 Economic Development of East and Southeast Asia EH459 Financial and Business History: America, Europe and Japan EH462 Latin American Development in the Twentieth Century: from liberalism to neo-liberalism EH475 The Rise and Decline of Economic Policy in Twentieth Century Western Europe EH477 History of Economics: From Moral Philosophy to Social Science Either EH482 Pre-Modern Paths of Growth: East and West Compared 1000-1800 or EH483 The Development and Integration of the World Economy in the 19th and 20th Centuries Either EH428 The Economics of Less Developed Countries or SO404 Sociology of Development
plus	EH499 Dissertation (15,000 words)

MSc Economics

(Department of Economics)

Academic year programme. Students must take three compulsory courses, one optional course and a dissertation linked to the optional course as shown. Students are also required to attend the September Course and take EC400 and EC401.

Paper	Course number and title
1	EC413 Macro-Economics I or EC414 Macro-Economics II
2	EC411 Micro-Economics I or EC412 Micro-Economics II
3	EC402 Methods of Economic Investigation I or EC403 Methods of Economic Investigation II
4	One of the following courses: EC421 International Economics EC438 Public Financial Policy EC423 Labour Economics EC424 Monetary Economics EC426 Public Economics EC427 Economics of Industry EC428 Development and Growth EC429 Reform of Economic Systems EC430 Capital Markets EC439 Global Market Economics EH422 Topics in Quantitative Economic History EH477 History of Economics: From Moral Philosophy to Social Science Any other course in Economics approved by the candidate's teachers
plus	EC499 Dissertation (6,000 words) to be submitted by beginning of the Summer term

MSc Economics (Preliminary Year)

(Department of Economics)

Students without a strong background in economics are required to take the MSc programme over two years. Students who successfully complete the examinations at the end of the first year will be awarded a Diploma in Economics. To proceed to the final year, students must pass four examinations with marks of at least 60%.

Paper	Course number and title
1	EC201 Microeconomic Principles I or EC202 Microeconomic Principles II
2	EC210 Macroeconomic Principles
3	MA100 Mathematical Methods or MA107 Quantitative Methods (Mathematics) (H) and ST105 Quantitative Methods (Statistics for Economists) (H)

- 4 or MA200 Further Mathematical Methods (Calculus) (H) and MA201 Further Mathematical Methods (Linear Algebra) (H)
ST100 Basic Statistics or ST102 Elementary Statistical Theory or EC220 Introduction to Econometrics
or EC221 Principles of Econometrics

Candidates may be allowed to substitute one other course for one of the above papers with the permission of the Course Tutor

MSc Economics and Economic History

(Taught jointly by the Departments of Economics and Economic History)

Full-year programme. Students must take four courses and a dissertation the draft of which must be submitted for supervisor's comments by the end of the Summer term.

Paper	Course number and title
1	Either EC411 Microeconomics I or EC412 Microeconomics II or EC413 Macroeconomics I or EC414 Macroeconomics II
2	EC402 Methods of Economic Investigation I or EC403 Methods of Economic Investigation II
3	EH422 Topics in Quantitative Economic History
4	One of the following: EH416 Markets and States in Developing Economies since c1880 EH440 African Economic Development in Historical Perspective EH446 Economic Development of East and Southeast Asia EH459 Financial and Business History: America, Europe and Japan EH462 Latin American Development in the Twentieth Century: from liberalism to neo-liberalism EH475 The Rise and Decline of Economic Policy in Twentieth Century Western Europe
plus	EH499 Dissertation (8,000-10,000 words)

MSc Economics and Philosophy

(Taught jointly by the Departments of Economics and Philosophy)

Full-year programme. Students must take three courses and a dissertation as shown.

Paper	Course number and title
1	Two of the following: EC411 Microeconomics I EC413 Macroeconomics I EC402 Methods of Economic Investigation I
2	One of the following: PH400 Philosophy of Science and Scientific Method PH405 Philosophy of the Social Sciences PH407 Foundations of Probability PH413 Philosophy of Economics
3	PH418 Philosophical Research and Writing Seminar (not examined)
4	Seminar for PH413 Philosophy of Economics (compulsory for all students regardless of whether they are taking PH413 for credit under paper 2)
plus	PH499 Dissertation

MSc Environmental Assessment and Evaluation

(Department of Geography)

Full-year programme. Students must take three compulsory courses and a dissertation as shown.

Paper	Course number and title
1	GY420 Environmental Regulation: Implementing Policy
2	GY424 Environmental Impact and Risk Assessment
3	GY423 Environmental Evaluation of Economic Development
plus	GY429 Environmental Project: Synthesis and Application

MSc Environment and Development

(Taught jointly by the Department of Geography and the Development Studies Institute)

Full-year programme. The programme has two streams. Students on Stream A must take courses to the value of four full units whilst those on Stream B take courses to the value of three full units and a dissertation as shown.

Paper	Course number and title
Stream A	
1	DV413 Institutions, Environmental Change and Development (H) and DV415 Institutions and the Global Environment (H)
2	GY423 Environmental Evaluation of Economic Development
3	One full unit or two half units offered by the Development Studies Institute
4	One of the following: GY420 Environmental Regulation: Implementing Policy GY424 Environmental Impact and Risk Assessment GY416 Hazard and Risk Management
Stream B	
1	DV413 Institutions, Environmental Change and Development (H) and DV415 Institutions and the Global Environment (H)
2	GY423 Environmental Evaluation of Economic Development
3	GY455 Economic Aspects of Project Appraisal (H) GY402 Research Methods in Human Geography (H) and one further half unit chosen from the following GY421 Gender and Development: Geographical Perspectives (H) GY431 Cities People and Poverty in the South (H) GY432 Cities Culture and Politics in the South (H) GY455 Economic Aspects of Project Appraisal (H)

- DV416 Gender Institutions and Social Development (H)
 DV417 Global Civil Society (H)
 DV418 African Development (H)
 or any other half unit offered by the Department of Geography and Environment or the Development Studies Institute with the approval of the programme director.
- plus GY499/DV410 Dissertation

MSc European Political Economy: Integration

(European Institute)

Full-year programme. Students must take three compulsory courses and one course and a dissertation as shown. Additionally, all students must take EU410 Interdisciplinary Research Methods and Design and EU450 European Institute: Contemporary Research in preparation for the dissertation.

Paper	Course number and title
1	EU442 The Political Economy of European Integration
2	First term, EU441 The Political Economy of EU Enlargement (H) and in the second term, EU443 European Models of Capitalism (H)
3	One of the following: GY408 European Economic Development Management ♦ EU401 The EU: Government, Law and Policy In the first term, GY415 Economic Development: Global Change and Local Response ♦ and in the second term, either EU402 Government and Business in Germany (H) or GV453 Socio-Economic Cohesion Policies in the EU (H) ♦ LL431 The European Internal Market ♦ IR457 The Politics of International Trade † A relevant course from another programme ♦
plus	EU499 Dissertation

† Please note that the International Relations (IR) Department now permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Therefore, if a non IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'A relevant course from another programme' and vice versa.

MSc European Political Economy: Transition

(European Institute)

Full-year programme. Students must take one compulsory course and optional courses to the value of two full units and a dissertation as shown. Additionally, all students must take EU410 Interdisciplinary Research Methods and Design and EU451 Post Communist Politics and Policies in preparation for the dissertation.

Paper	Course number and title
1	EU400 The Political Economy of Transition in Europe Students with little or no background in Economic Theory are expected to attend EU409 Basic Economic Concepts for European Political Economy during the first 5 weeks of the Michaelmas term.
2	One of the following: both EU441 The Political Economy of EU Enlargement (H) and EU443 European Models of Capitalism (H) EC429 Reform of Economic Systems ♦ ID412 Labour Market Analysis: Economic Analysis of Trade Unions (H) ♦ ID413 Labour Market Analysis: Pay (H) ♦ EU406 Ethnicity, Nationalism and Racism in Europe (NA 01/02) EU411 Ethnic Diversity and International Society In the first term, either GV439 Government and Politics in Eastern Europe (H) ♦ or GV480 Introduction to Comparative Public Administration (H) ♦ and in the second term EU402 Government and Business in Germany (H)
3	One of the following: GY408 European Economic Development Management ♦ EU401 The EU: Government, Law and Policy SA414 Health Economics ♦ SA405 European Social Policy ♦ ID401 Comparative Industrial Relations ♦ IR425 Soviet and Post-Soviet Foreign Policy † A course from 2 above not already taken A relevant course from another programme ♦
plus	EU499 Dissertation

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MSc European Politics and Policy

(Department of Government)

Full-year programme. Students must take five courses and a skills course and dissertation as shown. Exceptionally a student may substitute one half unit course by a 5,000 word essay (GV470) to be submitted in July. Part-time students may take up to four courses in their first year.

Paper	Course number and title
1 & 2	Two of the following (Comparative Element): Obligatory Core Course I: Michaelmas term GV450 European Politics: Comparative Analysis (H) GV439 Government and Politics in Eastern Europe (H) Lent term

- GV452 European Union: Politics and Policy (H)
 GV451 European Policy: Comparative Analysis (H)
 GV454 European Multi-Party Systems (H)
 GV463 Government and Politics in Scandinavia (H)
 GV453 Socio-economic Cohesion Policies in the EU (H)
 GV471 Institutional Politics in the European Union – A Rational Choice Approach (H)
- 3 & 4 Two of the following (Country Element):
Obligatory Core Course II:
 Michaelmas term
 GV460 Government and Politics in Britain (H) or EU415 Government and Politics in France (H) or GV458 Government and Politics in Germany (H) or GV457 Government and Politics in Italy (H) (NA 01/02)
 GV429 Government and Politics in Spain (H)
 Lent term
 GV426 Topics in UK Executive Government (H)
 EU402 Government and Business in Germany (H)
 GV464 Conflict and Consensus in Twentieth Century Ireland (H)
 either GV461 Political Change in Modern Britain (H) (NA 01/02) or GV462 Constitutional Issues in Britain (H) (NA 01/02)
 EU414 Public Policy in France (H)
 GV459 Public Policy in Germany (H)
 EU403 Spain and Europe (H)
 EU440 Greece and South-East Europe: Government, Economy and Foreign Policy (H)
- 5 One of the following, in Michaelmas or Lent term:
 Michaelmas term
 GV480 Introduction to Comparative Public Administration (H)
 Another course from 1-4 above or a half unit course taught in the Government or another department ♦
 Lent term
 GV436 National and Ethnic Conflict Regulation (H) *
 GV438 Religion and Politics (H)
 * Students who wish to take this course must sign up to request to do this course with the MSc Programme Manager in the first five weeks of the Michaelmas term. They must state the time and date of their application, the MSc programme they are taking and their reasons for wishing to take the course. They must leave their email address. They will be informed quickly of the teacher's decision.
- 6 Another course from 1-4 above
 A half unit course taught in the Government or another department ♦
- plus **Obligatory Core Course III:**
 GV400 Skills Course
 GV499 Dissertation

MSc European Social Policy

(Department of Social Policy)

Academic year programme. Students must take one compulsory course and optional courses to the value of two full units and a dissertation as shown.

Paper	Course number and title
1	SA405 European Social Policy
2	One of the following: EU401 The EU: Government, Law and Policy IR413 Regional Integration in Western Europe † EC433 Economic Organisation of the European Community GV452 European Community: Politics and Policy (H) and GV453 Socio-Economic Cohesion Policies in the EC (H)
3	Courses to the value of one full unit from the following: SA450 Social Policy and Administration SA451 Social Policy Research SA406 Jean Monnet Module in European and Comparative Health Policy SA425 Income Maintenance and Social Security Policies SA440 Planning of Personal Social Services SO409 Sociology of Deviant Behaviour SA429 Social Exclusion, Inequality and the 'Underclass' Debate (H) SA402 Social Policies for Ageing Populations (H) SA4A7 Gender and Social Policy: Theory and Practice (H) SA4A9 Gender and European Welfare States (H) A course from another MSc programme ♦
plus	SA466 Dissertation

† Please note that the International Relations (IR) Department now permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Therefore, if a non IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'A relevant course from another programme' and vice versa.

MSc European Studies

(European Institute)

Full-year programme. Students must take one compulsory course, optional course to the value of two full units and a dissertation as shown. Additionally, all students must take EU410 Interdisciplinary Research Methods and Design and EU450 European Institute: Contemporary Research in preparation for the dissertation.

Paper	Course number and title
1	IR413 Regional Integration in Western Europe
2	One unit from of the following: EU416 Introduction to the Integration of the European Political Economy EU411 Ethnic Diversity and International Society or EU405 Nationalism or EU413 Welfare, Religion and National

Identity (NA 01/02) or EU406 Ethnicity, Racism and Nationalism (NA 01/02)
 In the first term EU415 Government and Politics in France (H) and in the second term EU414 Public Policy in France (H) or EU440 Greece and South East Europe (H) or EU403 Spain and Europe (H) or EU402 Government and Business in Germany (H)
 GV475 Mill's Liberalism (H)
 GV476 Twentieth-Century European Liberal Thought (H)

- 3 One of the following:
 Another option from 2 above
 IR416 The International Politics of Western Europe †
 SA405 European Social Policy ♦
 SA406 European Comparative Health Care Policy ♦
 LL430 European Community Competition Law *
 HY411 European Integration in the Twentieth Century ♦
 A relevant Course from another programme ♦
- plus EU499 Dissertation

* May only be taken with permission of teacher and MSc Programme Tutor

† Please note that the International Relations (IR) Department now permits non-IR students to take only one IR option, (This does not include the core course IR413) subject to availability of space on the course concerned. Therefore, if a non IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'A relevant course from another programme' and vice versa.

MSc EU Policy Making

(European Institute)

Full-year programme. Students must take one compulsory course, optional courses to the value of two full units and a dissertation as shown. Additionally, all students must take EU410 Interdisciplinary Research Methods and Design and EU450 European Institute: Contemporary Research in preparation for the dissertation.

Paper	Course number and title
1	EU401 European Union: Government, Law and Policy
2 & 3	EU416 Introduction to the Integration of the European Political Economy SA405 European Social Policy IR416 The International Politics of Western Europe † SA406 European and Comparative Health Policy ♦ LL430 European Community Competition Law ♦ In the first term, either EU415 Government and Politics in France (H) or GV458 Government and Politics in Germany (H) ♦ or GV457 Government and Politics in Italy (H) (NA 01/02) ♦ or GV429 Government and Politics in Spain (H) ♦ and in the second term, EU414 Public Policy in France (H) or GV453 Socio-Economic Cohesion Policies in the EU (H) ♦ or EU440 Greece and South East Europe: Government, Economy and Foreign Policy (H) or EU403 Spain and Europe (H) or EU402 Government and Business in Germany (H) A relevant course from another programme ♦
plus	EU499 Dissertation

† Please note that the International Relations (IR) Department now permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Therefore, if a non IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'A relevant course from another programme' and vice versa.

MSc Finance and Economics

(Department of Accounting and Finance)

Academic year programme. Students must take three compulsory courses and optional courses to the value of one full unit. They must submit a dissertation in one of the optional courses and take a two hour examination in the other. Admitted students must pass the September course in Mathematics and Statistics. The dissertation must be submitted by the last week of June.

Papers	Course Number and Title
1	EC411 Microeconomics I *
2	AC436 Financial Economics
3	AC437 Financial Econometrics
4	Courses to the value of one full unit selected from the following: AC402 Financial Risk Analysis (H) AC421 Applied Corporate Finance (H) AC440 Corporate Finance Theory (H) AC444 Valuation and Security Analysis (H) AC445 Portfolio Management (H) AC446 Market Microstructure Theory (H) AC447 Global Financial System (H) AC448 Financial Intermediaries (H) plus AC499 Dissertation within one optional paper

* With the approval of the Programme Director, students with the required background may be permitted to take EC413 Macroeconomics I

MSc Gender

(Gender Institute)

Full-year programme. Students must take one compulsory course and options to the value of two full units and a dissertation as shown.

Paper	Course number and title
1	GI400 Gender Theories in the Modern World: An Interdisciplinary Approach
2	Courses from the list below to the value of two full units: DV400 Development Studies: Theory, History and Policy

GI401 Feminist Perspectives on Technology (H)
 AN405 Kinship, Sex and Gender
 LL454 Human Rights of Women
 GI403 Gender and the Media (H)
 GI402 Gender, Epistemology and Research Methodology (H)
 GI404 Gender and Post-Colonial Theory (H)
 GI405 Rethinking the Sexual Body: Theories, Cultures and Practices (H)
 SA4B2 Family Change and Society (H)
 SA491 Population Policies: Evolution and Impact (H)
 SA493 Population, Trends and Processes in the Developing World (H)
 SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H)
 PS413 Psychology of Gender (H)
 SA402 Social Policies for Ageing Populations (H)
 GV410 Feminist Political Theory (H)
 A course from another programme ♦

plus GI499 Dissertation (1 September)

† Please note that the International Relations (IR) Department now permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Therefore, if a non IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'A relevant course from another programme' and vice versa.

MSc Gender and Development

(Taught jointly by the Gender Institute and the Development Studies Institute)

Full-year programme. Students must take two compulsory courses and optional courses to the value of one full unit and a dissertation as shown. Examinations for the written papers will be taken in the Summer term except for any written papers from law courses which will be examined in August/September. The Dissertation will be submitted in September.

Paper	Course number and title
1	DV416 Gender Institutions and Social Development (H) and SA4A8 Gender, International Social Policy and Development (H)
2	GI400 Gender Theories in the Modern World: An Interdisciplinary Approach
3	Courses to the value of one full unit from the list below: DV400 Development Theory, History and Policy DV402 The Politics of Southeast Asian Development (NA 01/02) DV406 Development Management DV407 Poverty (NA 01/02) DV409 Economic Development Policy DV418 African Development (H) DV420 Complex Emergencies (H) GY414 Gender, Space and Society LL454 Human Rights of Women AN405 Kinship, Sex and Gender GI404 Gender and Post-Colonial Theory (H) GI405 Rethinking the Sexual Body: Theories, Cultures and Practices (H) GI402 Gender: Epistemology and Research Methodology (H) DV413 Institutions, Environmental Change and Development (H) DV415 Institutions and the Global Environment (H) SA4B2 Family Change and Society (H) SA402 Social Policies for Ageing Populations (H) SA491 Population Policies: Evolution and Impact (H) SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H) SA493 Population, Trends and Processes in the Developing World (H) PS413 Psychology of Gender (H) GV410 Feminist Political Theory (H) A relevant course from another programme as approved by the programme director ♦
plus	GI499 Dissertation or DV410 Research Design and Dissertation in Development Studies

† Please note that the International Relations (IR) Department now permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Therefore, if a non IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'A relevant course from another programme' and vice versa.

MSc Gender and Social Policy

(Taught jointly by the Gender Institute and the Social Policy department)

Full year programme. Students must take courses to the value of three full units and a dissertation as shown below.

Paper	Course number and title
1	SA4A7 Theorising Gender and Social Policy (H) and one of the following: SA4A9 Gender and European Welfare States (H) SA4A8 Gender, International Social Policy and Development (H)
2	GI400 Gender Theories in the Modern World: An Interdisciplinary Approach
3	Courses to the value of one full unit from the list below: Either SA4A9 Gender and European Welfare States (H) or SA4A8 Gender, International Social Policy and Development (H) SA450 Social Policy and Administration SA405 European Social Policy SA452 Social Policy, Planning and Participation in Developing Countries SA4B2 Family Change and Society (H) SA402 Social Policies for Ageing Populations (H)

SA429 Social Exclusion, Inequality and the 'Underclass' Debate (H)
SA491 Population Policies: Evolution and Impact (H)
SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H)
SA493 Population Trends and Processes in the Developing World (H)
SA4B2 Family Change and Society (H)
GI402 Gender: Epistemology and Research Methodology (H)
GI403 Gender and the Media (H)
GI405 Rethinking the Sexual Body: Theories, Cultures and Practices (H)
PS413 Psychology of Gender (H)
SO411 The Sociology of Gender
GY414 Gender, Space and Society
GV410 Feminist Political Theory (H)
LL454 Human Rights of Women
plus GI499 or SA4A5 Dissertation (10,000)

† Please note that the International Relations (IR) Department now permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Therefore, if a non IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'A relevant course from another programme' and vice versa.

MSc Gender and the Media

Full year programme. Students must take courses to the value of three full units and a dissertation as shown below.

Paper	Course number and title
1	PS405 Theories and Concepts in Media and Communications (Power and Processes)
2	PS432 Methods of Research in Media and Communications (H)
3	GI400 Gender Theories in the Modern World: An Interdisciplinary Approach
4	GI403 Gender and the Media (H)
plus	GI499 Dissertation of between 10,000-15,000 words

MSc Global History

(Department of Economic History)

Full-year programme. Students must take three compulsory courses to the value of 2.5 units, one optional half unit course and a dissertation as shown. 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.

Paper	Course number and title
1	EH481 Economic Change in Global History: approaches and analysis (Michaelmas term only) (H)
2	EH482 Pre-modern Paths of Growth: East and West compared, 1000-1800
3	EH483 The Development and Integration of the World Economy in the 19th and 20th centuries
4	One of the following (Lent term only): EH485 Scientific, Technical and Useful Knowledge from Song China to the Industrial Revolution (H) EH486 Shipping and Sea Power in Asian Waters, c 1600-1860 (H) EH488 The Economic History of a Continental Empire: the Hapsburg Monarchy, 1700-1914 (H) (NA 01/02) EH484 Gender, Work and Industrialisation (H) (NA 01/02) EH487 International Economic Institutions since World War I (H) EH489 The Globalisation of Social Risk and Social Security since 1850 (H) (NA 01/02)
plus	EH480 Dissertation in Global History (10,000 words) to be submitted by 1 September

MSc Global Market Economics

(Department of Economics)

Academic year full-time programme lasting two years, not available part-time. Students must take six compulsory courses, two optional courses and submit a dissertation linked either to EC405 or to EC439. In both years the written papers will be taken in June, but the dissertation will be due on the first day of the Summer term in year two. At least one of EC402, EC403, EC411, EC412, EC413 and EC414 must be taken, either in year 1 or year 2. Candidates who successfully complete the examinations at the end of the first year will be awarded the LSE Diploma in Global Market Economics. To be eligible to proceed into the second year candidates must pass three out of their four papers and must achieve an average mark of 60 or higher in those courses prefixed by "EC2". Candidates permitted to proceed to the second year will be allowed to re-sit a paper failed at the first attempt at the end of the second year.

Paper	Course number and title
Year 1	
1	EC404 Current Economic Issues I
2	EC201 Microeconomic Principles I or EC202 Microeconomic Principles II or EC411 Microeconomics I or EC412 Microeconomics II
3	EC210 Macroeconomic Principles or EC413 Macroeconomics I or EC414 Macroeconomics II
4	EC220 Introduction to Econometrics and Economic Statistics EC402 Methods of Economic Investigation I EC403 Methods of Economic Investigation II
Year 2	
5	EC439 Global Market Economics
6	EC405 Current Economic Issues II
7 & 8	Courses worth two units from the following list: EC402 Methods of Economic Investigation I EC403 Methods of Economic Investigation II EC411 Microeconomics I EC412 Microeconomics II EC413 Macroeconomics I EC414 Macroeconomics II EC421 International Economics
	DV409 Economic Development Policy EH416 Markets and States in Developing Economies since c.1880 EH459 Financial and Business History: America, Europe and Japan EH477 History of Economics: From Moral Philosophy to Social Science MN403 Negotiation Analysis (H) and MN404 Incentives and Governance in Organisations (H) GY407 Managing Economic Development GY420 Environmental Regulation: Implementing Policy GV406 The Theory of Positive Freedom (H) (NA 01/02) GV427 Democracy and Democratisation in East and South Asia

EC423 Labour Economics
EC424 Monetary Economics
EC426 Public Economics
EC427 The Economics of Industry
EC428 Development and Growth
EC429 Reform of Economic Systems
EC430 Capital Markets
EC433 The Economic Organisation of the European Community
EC438 Public Financial Policy
AC430 Corporate Finance and Asset Markets
AC440 Corporate Finance Theory (H) and AC441 Derivatives (H)
AC440 Corporate Finance Theory (H) and AC448 Financial Intermediaries (H)

GV450 European Politics: Comparative Analysis (H)
GV481 Public Choice and Public Policy I – Introduction (H) or GV482 Public Choice and Public Policy II – Advanced Topics (H)
LL400 Jurisprudence and Legal Theory Part B
LL426 Environmental Law and Policy (NA 01/02)
LL431 The European Internal Market
LL447 International Economic Law
IR451 Politics of Money in the World Economy †
IR457 Politics of International Trade †
ID401 Comparative Industrial Relations
ID402 Industrial Organisation: Theory and Behaviour

† Please note that the International Relations (IR) Department now permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Therefore, if a non IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'A course from another programme' and vice versa.

MSc Global Media and Communications

(Taught jointly by Media@lse)

Full time programme taken over two calendar years. Students must take courses as shown below and are required to attend PS444 The Media Seminar.

Paper	Course number and title
Year 1	
1	PS405 Theories and Concepts in Media and Communications (Power and Processes)
2	PS432 Methods of Research in Media and Communications (H)
3	SO420 Approaches to Globalisation (H) SO423 Media and Globalisation (H)
4	Two of the following: SO431 Media, Ritual and Public Life (H) SO432 New Media, Information and Knowledge Systems (H) SO422 Globalisation, Regulation and Public Policy (H) (N/A 01/02) PS423 Political Communication (H) PS411 Social Psychology of the Media (H) PS407 Citizenship and the Media (H) SO421 Media, Technology and Everyday Life (H) PS422 Contemporary Issues in Media Policy (H) Any other MSc level course which is offered in the School, subject to the consent of the candidate's teachers PS444 The Media Seminar (Not examined)
5	
Year 2	
6	SO428 Dissertation (15,000-20,000 words) (2 LSE units)
7	6 courses to the value of 24 USC units taken at the University of California, from: ICUS01 Social Dynamics of Communication Technologies (4 USC units) ICUS02 Communication and the International Economy (4 USC units) ICUS03 The Culture of New Technologies (4 USC units) ICUS04 Communication and Global Competition (4 USC units) ICUS05 Political Economy of Global Telecommunications and Information (4 USC units) ICUS06 Comparative Communications (4 USC units) ICUS07 International Communication: National Development (4 USC units) ICUS08 Global, International and Intercultural Communication in Organisations (4 USC Units) ICUS09 The Globalisation of Media and Culture (4 USC units) ICUS10 The Global Entertainment Industry (4 USC units) ICUS11 Global Advertising (4 USC units) Any other course which is offered in the Annenberg School for Communications, the Marshall School of Business, or the School of International Relations at the University of Southern California at 500 level, subject to the consent of the candidate's teachers

[Please note that the availability of optional courses is dependant upon a number of factors and thus Media@lse cannot guarantee that all options will be available each year.]

MSc in Health and Social Services

(Department of Social Policy)

Academic year programme. Students must take courses to the value of six half units and a dissertation as shown. Exams will take place in June and the dissertation must be submitted by 21 June.

Paper	Course number and title
1	Two of the following: SA447 Foundations of Health Policy (H) SA448 Foundations of Social Service Policy (H) SA449 Management in Health and Human Services (H) SA457 Managing Change in Health and Social Services (H)
2	Courses to the value of two full units from the following: Any course not taken under 1 SA402 Social Policies for Ageing Populations (H) SA429 Social Exclusion, Inequality and the 'Underclass' Debate (H) SA439 Managing Risk in Mental Healthcare

- SA458 Child Protection: Risk Assessment and Decision Making
 SA444 Rehabilitation of Offenders
 SA451 Methods of Social Policy Research
 SA414 Health Economics
 SA440 Planning of Personal Social Services
 SA406 The Jean Monnet Module in European and Comparative Health Policy
 SA450 Social Policy and Administration
 Any other course ♦
 plus SA467 Dissertation

MSc Health Policy, Planning and Financing

(Department of Social Policy)

Academic year programme taught jointly with the London School of Hygiene and Tropical Medicine. Students must take courses to the value of four units as shown. ¶

Paper	Course number and title
1	SA411 Foundations of Health Policy
2	One of the following: SA414 Health Economics SA400 Applied Epidemiology SA406 The Jean Monnet Module in European and Comparative Health Policy
3	Any combination of the following: a) One or two further choices from (2) above b) Any LSE courses (full or half units) subject to approval by the Course Organiser (including individual components of courses listed under (2) above). c) Any LSHTM Linear or Study Units from the following subject to the approval of the Course Organiser SA4H1 Health Policy Planning and Financing Study Unit 1 (H) SA4H2 Health Policy Planning and Financing Study Unit 2 (H) SA4H3 Health Policy Planning and Financing Study Unit 3 (H) SA4H4 Health Policy Planning and Financing Study Unit 4 (H) SA4H5 Health Policy Planning and Financing Full Linear Unit SA4H6 Health Policy Planning and Financing Half Linear Unit (H)
d)	SA468 Health Policy, Planning and Financing – Report

¶ It is highly recommended that students select courses which spread the workload over the course of the year.

MSc in Health, Population and Society

(Department of Social Policy)

Full-year programme. Students must take courses to the value of three full units and a dissertation

Paper	Course number and title
1	SA4A2 Health, Population and Society
2	SA411 Foundations of Health Policy OR: Two of the following half unit courses: SA485 Methods of Population Planning (H) SA490 Population and Development (H) SA491 Population Policies: Evolution and Impact (H) SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H) SA493 Population Trends and Processes in the Developing World (H)
3	Courses to the value of one full unit from the list. Any course not taken in 2. SA406 Jean Monnet Module in European and Comparative Health Policy SA414 Health Economics SA450 Social Policy and Administration SA402 Social Policies for Ageing Populations (H) SA408 Health Economics (H) SA429 Social Exclusion, Inequality and the Underclass Debate (H) SA480 Advanced Population Analyses (H) (NA 01/02) SA482 Data Collection, Sampling and Surveys (H) (NA 01/02) SA4B2 Family, Change and Society (H) A related course from another programme
4	SA4B3 Dissertation on a topic approved by the supervisor

MA/MSc History of International Relations

(Department of International History)

Full-year programme. Students must take one compulsory course and two optional courses and a dissertation as shown.

Branch 1 International History in the Twentieth Century

Paper	Course number and title
1	HY400 International History in the Twentieth Century
2 & 3	Either two courses from the following list or alternatively one course from the list and a course from another Masters programme taught at LSE which is complementary with the other courses chosen, is suitably time-tabled and has the approval of the teachers concerned and the Programme Director. HY428 Britain and the Modern World: Power and Decline since 1870 HY406 The Great War, 1914-1918 (NA 01/02) HY419 The Russian Revolution 1914-1921 HY434 The Rise and Fall of Communism in Europe 1917-1990

- HY422 Presidents, Public Opinion and Foreign Policy from the Era of Franklin Roosevelt to the Present
 HY408 Nationalism Communism and Conflict in East Asia, 1931-54
 HY409 The Origins and Conduct of the Second World War, 1935-1945
 HY412 Spain and the Great Powers, 1936-1953: Civil War, World War, Cold War
 HY413 Germany's New Order in Europe, 1939-1945
 HY429 Anglo-American Relations from 1939 to the Present
 HY414 French External Relations in the Era of de Gaulle, 1940-1969 (NA 01/02)
 HY430 The Marshall Plan and Europe, 1945-1952 (NA 01/02)
 HY421 History of the Arab-Israeli Conflict, 1948 to the present
 HY431 The Cold War and Third World Revolutions, 1965-1989
 HY432 From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1995 (NA 01/02)
 plus HY499 Dissertation

Branch 2 The Making of Contemporary Europe

Course number and title

Paper	Course number and title
1	HY401 Europe: Unity and Disunity since the Renaissance
2 & 3	Either two courses from the following list or alternatively course HY411 and a course from another Masters programme taught at LSE which is complementary with the other courses chosen, is suitably time-tabled and has the approval of the teachers concerned and the Programme Director. HY433 Cultural Encounters from the Renaissance to the Modern World HY426 The European Enlightenment, c 1680-1830 HY428 Britain and the Modern World: Power and Decline since 1870 HY411 European Integration in the Twentieth Century HY406 The Great War, 1914-1918 (NA 01/02) HY419 The Russian Revolution, 1914-1921 HY412 Spain and the Great Powers, 1936-1953: Civil War, World War, Cold War HY413 Germany's New Order in Europe, 1939-1945 HY429 Anglo-American Relations from 1939 to the Present HY414 French External Relations in the Era of de Gaulle, 1940-1969 (NA 01/02) HY430 The Marshall Plan and Europe, 1945-1952 (NA 01/02) HY432 From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1995 (NA 01/02) A course from another programme ♦
plus	HY499 Dissertation

MSc Housing and MSc Housing (International)

(Department of Social Policy)

Full-year programme. Students studying for the MSc in Housing must take SA479 and SA464 and either SA422 or SA431 and another full unit or two half units from the list below and the dissertation. Students studying for the MSc Housing (International) are required to take SA479, SA478 and courses to the value of one and a half units from those marked with an asterisk but not both SA488 and SA450) and submit a dissertation

Paper	Course number and title
1	SA479 The Development of Housing Policy (H) SA464 Issues in Housing and Urban Policy (H)*
2	SA422 Housing Economics and Finance*
3	SA478 International Housing and Social Change
4	SA429 Social Exclusion, Inequality and the 'Underclass' Debate (H)* SA488 Development of Social Policy (H)* SA450 Social Policy and Administration SA431 Housing Law (H)* SA436 Planning and Regeneration (H)*
5	A full or half unit course from another programme within the department ♦
plus	SA469 Dissertation

MSc Housing and MSc Housing (International) with Professional Diploma

(Department of Social Policy)

Full-year programme taken over 17 months by full-time students and 26 months by part-time students. Students wishing to complete the professional diploma alongside the MSc Housing/MSc Housing (International) must take the following modules in addition to those listed above for the MSc Housing and MSc Housing (International). Students who have taken SA436 are exempt from SA441. Full-time students are also required to complete three work placements.

Paper	Course number and title
1	SA441 Planning Studies
2	SA401 Building Studies
3	SA433 Management Studies and Management Skills
4	SA462 Welfare Rights
5	SA443 Race and Housing

MSc Housing Policy and Design

(Department of Social Policy)

Full-year programme. Students must take the City Design Studio (Housing) course (one unit), three compulsory half-unit courses, and optional courses to the value of one and a half units.

Paper	Course number and title
1.	SA533 City Design Studio (Housing)
2.	SA434 Foundations of Urban Studies (H) SA479 The Development of Housing Policy (H) Either SA436 Planning and Regeneration (H) SA464 Issues in Housing and Urban Policy (H)
or	
3.	One and a half units from the following: SA431 Housing Law (H)

- SA478 International Housing and Social Change
- SA422 Housing Economics and Finance
- SA488 Development of Social Policy (H)
- SA429 Social Exclusion, Inequality and the 'Underclass' Debate (H)
- SA437 Urban Morphologies (H)
- SA438 Urban Infrastructure (H)
- SA460 Urbanisation and Social Planning
- GY404 Seminar in Local Economic Development (H)
- GY430 Contemporary Urbanism
- GY432 Cities, Culture and Politics in the South (H)
- Any other course in the Department of Social Policy, or other departments, by agreement with the course tutor

MSc Human Geography Research

(Department of Geography)

Full-year programme. Students are required to be examined in elements from the three parts of the programme as specified below to the value of four units. Precise examination arrangements are listed under each course guide

Paper	Course number and title
Part I Research Core	
1	GY403 Contemporary Debates in Human Geography Seminar (H)
2	GY503 Research Methods II (H)
3	MI411 Quantitative Analysis in Social Research I (H) or MI422 Text Image and Sound in Social Research (H)
Part II Substantive Specialism	
Either	
4	Economic Geography Specialism
	a) Local Economic Development Strand: GY407 Managing Economic Development and GY415 Economic Development: Global Change and Local Response (H)
	or
	b) Regional and Urban Economics Strand (1.5 units from the following): GY457 Applied Urban and Regional Economics GY458 Real Property Market Practice (H) EC437 Economic Aspects of Urban Change
Or	
5	Development Specialism
	1.5 units from the following:
	a) GY411 Third World Urbanisation (not to be taken with GY431 or GY432)
	b) GY421 Gender and Development: Geographical Perspectives (H)
	c) GY423 Environmental Evaluation and Economic Development
	d) GY431 Cities, People and Poverty in the South (H)
	e) GY432 Cities, Culture and Poverty in the South (H)
Or	
6	Environmental Regulation Specialism
	a) GY420 Environmental Regulation: Implementing Policy or GY423 Environmental Evaluation of Economic Development or GY424 Environmental Impact and Risk Assessment and
	b) GY455 Economic Aspects of Project Appraisal (H) or GY456 Issues in Environmental Regulation (H) (unless already taking GY420)
Or	
7	Urban Specialism
	1.5 units from the following:
	a) GY430 Contemporary Urbanism
	b) GY431 Cities, People and Poverty in the South (H)
	c) GY432 Cities, Culture and Poverty in the South (H)
	d) GY405 Global Cities (H)
	e) SA4A1 Critical Studies of Cities and Regions (H)
	f) GY406 Historical Geographical Materialism: The Miliband Seminar (H)
	g) GY454 Urban Policy and Planning
Or	
8	Any other course to the value of one and a half units as approved by the course tutor and the teacher concerned
Part III	
9	GY497 Dissertation of not more than 10,000 words on a topic approved by the course tutor

MSc Human Rights

(Department of Sociology)

Full year course. Students are required to take one compulsory course, optional courses to the value of two units, and write a dissertation as shown.

Paper	Course number and title
1	SO424 Key Issues in Human Rights
2 & 3	Optional Courses to the value of two full units from the following (registration for these options depends on availability, regulations and the conditions of the outside department. Some further restrictions apply to Law Department options that are part of the LL.M degree)
	AN406 Political and Legal Institutions
	AN407 Anthropology of Economic Institutions and their Social Transformation
	DV400 Development: Theory, History and Policy
	DV417 Global Civil Society (H)

- EU406 Ethnicity, Nationalism and Racism in Europe (NA 01/02)
- GV475 Mill's Liberalism (H)
- GV476 Twentieth Century European Liberal Thought (H)
- GV436 National and Ethnic Conflict Regulation (H)
- GV442 Globalisation and Democracy (H)
- GV443 The State and Political Institutions in Latin America (H)
- GV448 Human Rights Theory (H)
- GV465 Democracy and the Politics of National Self-Determination (H)
- IR405 Sovereignty, Rights and Justice
- IR412 International Institutions III
- IR422 Conflict and Peace Studies (NA 01/02)
- LL409 Human Rights in the Developing World
- LL445 International Criminal Law
- LL452 The International Law of Armed Conflict and the Use of Force
- LL453 International Protection of Human Rights
- LL454 Human Rights of Women
- LL461 United Nations Law
- SA4B4 Child Rights, Child Poverty and Development
- plus A dissertation of no more than 15,000 words on an approved topic

MSc Industrial Relations and Personnel Management (Academic Stream)

(Department of Industrial Relations)

Full-year programme. Students must take one compulsory course and two optional courses to the value of two full units and a dissertation as shown.

Paper	Course number and title
1	ID400 British Industrial Relations or ID401 Comparative Industrial Relations
2 & 3	Two of the following: ID400 or ID401 if not already taken under 1 ID402 Industrial Organisation: Theory and Behaviour ID405 Industrial Psychology (H) SO412 Sociology of Employment (NA 01/02) ID480 Labour Law ID410 Management of Human Resources (H) ID411 Comparative Human Resource Management (H) ID412 Labour Market Analysis: Economic Analysis of Trade Unions (H) ID413 Labour Market Analysis: Pay (H)
plus	A course from another programme ♦ ID499 MSc Project Report

MSc Industrial Relations and Personnel Management (Professional Stream)

(Department of Industrial Relations)

Full-year programme for students seeking exemption from the Stage 1 and 2 examinations of the Institute of Personnel Development. Students must take three compulsory courses and 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. (ID493)

Paper	Course number and title
1	ID400 British Industrial Relations
2	ID402 Industrial Organisation: Theory and Behaviour
3	ID410 Management of Human Resources (H) ID411 Comparative Human Resource Management (H)
plus	ID499 MSc Project Report

MSc Information Systems Security and Access

(Department of Information Systems)

Two year, part-time online programme. Students must take four compulsory courses, one option course and a dissertation, as shown.

Paper	Course number and title
1	IS476 Security in Information Systems for Organisations
2	IS465 Modelling for Secure Business Systems (H)
3	IS466 Secure Electronic Commerce (H)
4	IS486a Global Consequences of IT (H)
5	One course from the following list: IS467 New Technology and Management Issues in Information Systems Security (H) IS468 Information Security and Law (H) IS469 Models for Open Access (H)
plus	IS499 Dissertation

MSc International Health Policy

(Department of Social Policy)

Full-year programme. Students must take one compulsory course and courses to the value of two full units and a dissertation as shown.

Paper	Course number and title
1	SA406 Jean Monnet Module in European and Comparative Health Policy
2 & 3	Courses to the value of two full units from the following: SA426 Hospital Economics and Management (H) SA427 Pharmaceutical Economics (H) SA414 Health Economics

- SA411 Foundations of Health Policy
 - MN403 Negotiation Analysis (H)
 - SA405 European Social Policy
 - EC433 The Economic Organisation of the European Community
 - MI411 Quantitative Analysis in Social Research I (H)
 - MI412 Quantitative Analysis in Social Research II (H)
 - EC426 Public Economics I ♦
 - Any other course subject to the approval of the course organiser ♦
- plus SA4A6 Dissertation

MSc International Relations (Research Track)

(Department of International Relations)

Full-year programme. Students must take four compulsory courses and optional courses to the value of one full unit and a dissertation. All students on this programme are required to take a test at the beginning of October.

Paper	Course number and title
1	IR410 International Politics
2	IR421 Concepts and Methods in International Relations
3 & 4	MI411 Quantitative Analysis in Social Research 1 (H) MI420 Concepts and Methods in Social Inquiry (H)
5	One of the following: IR411 Foreign Policy Analysis III IR412 International Institutions III IR413 Regional Integration in Western Europe III IR415 Strategic Aspects of International Relations III IR416 International Politics of Western Europe IR418 International Politics: Asia and the Pacific IR427 International Politics: Africa IR419 The International Relations of the Middle East IR420 Revolutions and the International System (NA 01/02) IR422 Conflict and Peace Studies (NA 01/02) IR425 Soviet and Post-Soviet Foreign Policy IR429 Economic Diplomacy IR405 Sovereignty, Rights and Justice EU405 Nationalism DV413 Institutions, Environmental Change and Development (H) and DV415 Institutions and the Global Environment (H) GV446 The Politics of Empire and Post-Imperialism A course from another programme ♦
plus	IR499 International Relations Long Essay

MSc International Relations (Specialist Track)

(Department of International Relations)

Full-year programme. Students must take one compulsory course, optional courses to the value of two full units and a dissertation. All students on this programme are required to take a test at the beginning of October.

Paper	Course number and title
1	IR410 International Politics
2 & 3	Two of the following: IR411 Foreign Policy Analysis III IR412 International Institutions III IR413 Regional Integration in Western Europe III IR415 Strategic Aspects of International Relations IR416 International Politics of Western Europe IR418 International Politics: Asia and the Pacific IR427 International Politics: Africa IR419 The International Relations of the Middle East IR456 International Business in the International System IR420 Revolutions and the International System (NA 01/02) IR421 Concepts and Methods in International Relations IR422 Conflict and Peace Studies (NA 01/02) IR425 Soviet and Post-Soviet Foreign Policy IR429 Economic Diplomacy IR451 The Politics of Money in the World Economy IR405 Sovereignty, Rights and Justice EU405 Nationalism DV413 Institutions, Environmental Change and Development (H) and DV415 Institutions and the Global Environment (H) GV446 The Politics of Empire and Post-Imperialism A course from another programme ♦
plus	IR499 International Relations Long Essay

MSc Law and Accounting

(Taught jointly by the Departments of Law and Accounting and Finance)

Full-year programme. Students must take four courses one of which will be examined in part by dissertation. The Core course will be examined by essay due by July 31 and a two hour exam in May/June. Examinations in other courses may be in May/June or August/September depending on the regulations under which those courses fall.

Paper	Course number and title
1	LL440 Corporate Accountability: Topics in Legal and Accounting Regulation¶
2	AC420 Corporate Financial Reporting‡ or AC490 Financial Reporting and Management: Management Accounting and Control (H) † and AC491 Financial Reporting and Management: Financial Reporting (H)
3	LL408 Company Law* or one of the following selected with the approval of the candidate's tutor: LL439 General Principles of Insolvency Law LL492 Taxation Principles and Policy LL491 Taxation of Business Enterprises LL494 Value Added Tax LL455 International Tax Law LL467 Legal Aspects of International Finance LL434 Employment Law ID480 Labour Law LL484 Regulation of Financial Markets Any other LLM course from those offered at LSE subject to approval
4	Any of the courses listed in 3 above for which the student is eligible and has not already taken, or one of the following: with approval AC430 Corporate Finance and Asset Markets AC410 Management Accounting, Strategy and Organisational Control AC444 Valuation and Securities Analysis (H) and AC445 Portfolio Management (H) AC460 History of Accounting (N/A 01/02) LL406 Introduction to Regulation (H) either LL407 Media and Communications Regulation (H) or GV403 Network Regulation (H) An LSE LLM or MSc course not listed here ♦

¶ To be examined by 10,000 word essay and a two hour examination

‡ Prior knowledge of accounting needed

† For those without prior knowledge of accounting

* For those without adequate knowledge of company law

MSc Local Economic Development

(Department of Geography)

Full-year programme. Students must take courses to the value of three full units as shown and a dissertation.

Paper	Course number and title
1	GY404 Seminar in Local Economic Development (H)
2	GY407 Managing Economic Development or GY408 European Economic Development Management
3	Elements to the value of 1 unit from the following list: Students will normally choose a further course from those listed under paper 2 above or any of the related half unit courses (GY409, GY410, GY413, GY415) GY453 Geographical Aspects of Regional and Urban Planning (H) GY411 Third World Urbanisation GY420 Environmental Regulation: Implementing Policy GY405 Global Cities (H) A relevant course from another programme
4	Subjects to the value of one half unit from the following list: MI411 Quantitative Analysis in Social Research I (H) or MI412 Quantitative Analysis in Social Research II (H) or MI421 Social Research Design (H) or any other suitable methods course
plus	GY498 Dissertation

LLM

(Department of Law)

Full-year programme. This is an intercollegiate programme which means that some of the courses take place at other University of London Colleges. Students registered at LSE must take four of the full courses listed or a combination of full and/or half courses to the value of four full courses. The equivalent of at least two full courses chosen must be from those offered by the School. Courses marked with an asterisk are usually taught by LSE. Please note that not all courses are offered in any one year.

The following regulations are subject to amendment by the University. For up to date information, students should consult the latest edition of the Regulations and syllabuses for Internal Students, published annually by the University.

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. (H = half subject)

Paper	Course number and title
1	LL400 Jurisprudence and Legal Theory*
2	LL465 Law and Social Theory*
3	ICL001 Legal History
4	LL474 Modern Legal History* (examined by 15,000 word essay)
5	LL483 Administrative Law*
6	ICL100 Law and Governance in the Developing World
7	ICL102 Western European Legal History

- 8 LL504 European Administrative Law*
- 9 LL480 The Principles of Civil Litigation* (NA 01/02)
- 10 LL404 Evidence and Proof (also available as two half subjects 10A Analysis of Evidence and 10B Theoretical Aspects of Evidence and Proof)*
- 11 ICL002 Jeremy Bentham and Utilitarian Tradition
- 12 ICL103 Law and Literature
- 13 ICL025 The Law and Economics of Regulated Industries, Networks and Markets
- 14 LL484 Regulation of Financial Markets*
- 15 LL402 Alternative Dispute Resolution*
- 16 ICL003 UK Government and the Constitution
- 17 ICL005 Ethnic Minorities and the Law
- 18 ICL004 Equality and the Law: the Legal Regulation of Discrimination (Part I of the course is also available as a half subject 18A ICL005)
- 19 ICL073 Media Law
- 20 ICL081 Telecommunications Law
- 21 LL408 Company Law* (may not be taken with subject 60)
- 22 ICL006 Insurance (excluding Marine Insurance)
- 23 ICL040 Marine Insurance
- 24 LL405 Carriage of Goods by Sea*
- 25 ICL076 Admiralty Law
- 26 ICL009 The Taxation of Corporate Finance
- 27 ICL008 Law of Finance and Foreign Investment in Emerging Economies
- 28 LL491 Taxation of Business Enterprises*
- 29 LL492 Taxation Principles and Policy*
- 30 ICL104 Taxation and Electronic-Commerce (H)
- 31 LL455 International Tax Law*
- 32 ICL075 Law of Credit and Security
- 33 LL433 International and Comparative Commercial Arbitration*
- 34 ICL007 Interests in Securities
- 35 ICL08 Corporate Insolvency (can be taken as two half subjects, but not with subject 38)
- 36 LL503 Securities Regulation* (part I may be offered as a half subject ICL09A)
- 37 ICL010 International Commercial Litigation (not with subjects 89 and 90)
- 38 LL439 General Principles of Insolvency Law* (may not be taken with subjects 35, 35A or 35B)
- 39 LL412 European Community Tax Law*
- 40 ICL072 Commercial Fraud
- 41 LL436 Industrial and Intellectual Property*
- 42 ICL012 Information Technology Law
- 43 ICL013 Franchising Law (H)
- 44 ICL014 Transfer of Technology Law (H)
- 45 LL463 Law of Management and Labour Relations*
- 46 ICL035 Individual Employment Law
- 47 ICL016 Monopoly, Competition and the Law (may not be offered with Competition Law, special subject of subject 66, or with subject 67 or 71)
- 48 ICL105 Global Policy and Economics of Intellectual Property Law
- 49 LL428 International and European Labour Law (not to be taken with 66C)*
- 50 LL415 Compensation and the Law*
- 51 ICL106 Intellectual Property in the Digital Millennium
- 52 LL449 EC Regulation of the State in Competitive Markets* (H) (NA 01/02)
- 54 ICL091 Internet Law
- 55 ICL092 Bailment and Chattel Leasing
- 56 ICL020 Tax and Estate Planning
- 58 LL487 The Law of Restitution*
- 59 ICL093 Comparative Development of Roman and Common Law
- 60 ICL022 Comparative European Company Laws (may not be offered with subject 21)
- 61 ICL051 International and Comparative Insolvency Law (may not be offered with subject 63)
- 62 ICL023 Trans-national and Comparative Commercial and Financial Law
- 63 ICL052 Comparative Commercial Law (may not be offered with subject 61)
- 64 LL411 Comparative Family Law* (not to be taken with 101)
- 65 ICL024 Comparative Conflict of Laws
- 66 European Community Law. Note: Available as discrete half subjects only as follows:
- 66A ICL25A European Community Law relating to Companies
- 66B ICL25B European Community Law relating to Competition (not to be taken with 47, 67 or 71)
- 66C LL429 European Community Law (Social Policy)* (not with subject 49)
- 66G LL501 European Community Law: Economic and Monetary Union* (H)
- 67 LL430 European Community Competition Law* (this subject may not be offered with subjects 47 or 71 or with the Competition Law special subject of subject 66B)
- 68 LL431 The European Internal Market*
- 69 ICL026 Arab Comparative Commercial Law
- 70A ICL027 Foreign Investment in Russia and the CIS (H)
- 70B ICL028 Investment and Trade Law in Central and Eastern Europe (H) (not with subjects 67, 47 or 66B)
- 71 ICL029 Comparative US and EEC Antitrust Law (may not be offered with the Competition Law special subject of subject 66, or with 47 or 67)
- 72 LL498 Law and Urbanisation in Developing Countries* (NA 01/02)
- 73 ICL108 Comparative Tort Law: German, English and American Law Compared
- 74 ICL031 Comparative Immigration and Nationality Law
- 75 ICL032 History of International Law
- 76 ICL033 Methods and Sources of International Law
- 77 ICL034 Comparative Approaches to International Law (H)
- 78 LL461 United Nations Law*
- 79 LL459 Constitutional and Institutional Law of the European Union*
- 80 LL454 Human Rights of Women*

- 81 ICL015 Common Law Foundations of International Commercial Law
- 82 ICL036 International Air Law (excluding Law of Carriage by Air)
- 83 ICL086 Space Law (H)
- 84 ICL037 Law of Carriage by Air (H)
- 85 LL451 International Law of the Sea*
- 86 LL447 International Economic Law*
- 87 LL452 International Law of Armed Conflict and the Use of Force*
- 88 ICL039 International and Comparative Trust Law
- 89 LL442 International Business Transactions I: Litigation* (not with subject 37)
- 90 LL443 International Business Transactions II: Substantive Law* (not with subject 37)
- 91 LL450 The International Law of Natural Resources*
- 92 ICL080 Multinational Enterprises and the Law
- 93 LL467 Legal Aspects of International Finance* (not with subject 138)
- 94 LL448 International Environmental Law* (NA 01/02)
- 95 LL502 International Trade Law*
- 96 ICL041 Law of Treaties
- 97 LL453 The International Protection of Human Rights*
- 98 LL409 Human Rights in the Developing World*
- 99 ICL043 Foreign Relations Law
- 100 ICL044 Law and Development
- 101 ICL107 Law and Society in the Middle East and North Africa
- 103 ICL047 Law and Society in South Asia
- 105 ICL049 Islamic Law of Succession
- 106 ICL050 Islamic Law
- 107 ICL51 Traditional Chinese Law and Custom (also available as two half subjects, 107A-ICL51A, 107B-ICL51B)
- 108 ICL52 Foreign Trade and Investment Law (also available as two half subjects, may not be offered with subject 111)
- 109 ICL53 Modern Chinese Law
- 110 ICL054 Chinese Commercial Law
- 112 LL496 Theoretical Criminology* (NA 01/02)
- 113 LL417 Crime Control and Public Policy*
- 114 LL489 Sentencing and the Criminal Process*
- 115 LL457 Juvenile Justice*
- 116 ICL056 Child Law
- 117 LL419 Criminal Procedure*
- 118 LL478 Policing and Police Powers*
- 119 LL495 Theoretical and Comparative Criminal Law*
- 120 LL445 International Criminal Law*
- 121 ICL078 Comparative Environmental Law
- 122 ICL074 European Community Environmental Law
- 123 LL426 Environmental Law and Policy* (NA 01/02)
- 124 ICL109 Constitutional Law of the USA
- 125 ICL057 International Construction - Contracts and Arbitration (not offered with subject 33)
- 126 ICL058 International Law on the Rights of the Child
- 127 ICL059 International and Comparative Law of Patents, Trade secrets and Related Rights (candidates who also take subject 41 Intellectual Property will not be permitted at examination to answer questions on the overlapping sections of the syllabuses)
- 128 LL403 International and Comparative Law of Copyright and Related Rights* (NA 01/02) Candidates who also take subject 41 will not be permitted at examination to answer questions on the overlapping sections of the syllabuses)
- 129 ICL061 International and Comparative Law of Trade Marks, Designs and Unfair Competition (same conditions apply as for 128 above)
- 130 LL410 The Law and Policy of International Courts and Tribunals*
- 131 ICL063 External Relations Law of the European Union
- 132 ICL064 Electronic Banking Law (H)
- 133 ICL065 Law of Cultural Property
- 134 LL456 Legal Regulation of the Music Industry* (NA 01/02)
- 135 ICL066 Employee Share Schemes (H)
- 136 LL494 Value Added Tax*
- 137 LL470 Banking Law*
- 138 ICL067 Law of International Finance (may not be taken with subject 93)
- 139 ICL068 Japanese Law (also available as two half subjects 139A and 139B)
- 140 ICL069 Japanese Commercial Law: Corporate and Business Environment
- 141 ICL088 Japanese Commercial Transactions (H)
- 142A ICL70A Russian and other CIS Legal systems I (H) (see 142B below)
- 142B ICL70B Russian and other CIS Legal systems II: Selected Special subjects (H) (may not be taken with subject 62)
- 143 ICL099 Japanese International Trade and Competition Law (H)
- 144 ICL077 Comparative European Law (not to be taken with subject 62)
- 145 LL458 Mental Health Law*
- 146 ICL101 The Law of Human Rights in the United Kingdom

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 Masters 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.

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 LLM 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, ie, 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 LLM 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 appendices and footnotes but exclusive of bibliography). 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. Students taking an essay in place of full or half unit subjects should use the following codes LL490 (Full subject 1), LL488 (Full subject 2), LL497 (Half subject 1), LL477 (Half Subject 2). Candidates who write an essay as part of the LLM examination will be required, at the time of submission, to sign a statement concerning plagiarism.

An oral examination may be held if the examiners so determine.

Questions may be set on recent legislation and current proposals for law reform within the scope of the syllabus.

Statutes and other materials may not be brought into the examination room except in accordance with the following regulations:

Candidates are permitted to take into the examination

- (1) a Queen's 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.

Markers in the form of plastic tags to flag materials are permitted, provided that tags are no wider than 2 cm; are attached firmly to the relevant page; contain no more than two words of identification; and are visible when volumes are closed.

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 Masters courses will be examined at the time the respective courses of which they form a part are examined.)

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.

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, 8, 13, 16, 17, 18, 19, 20, 72, 74, 79, 97, 98, 100, 109, 123, 124, 130, 146.
 Group II: Criminology and Criminal Justice. Subjects 40, 112, 113, 114, 115, 117, 118, 119, 120, 145.
 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, 130, 131.
 Group IV: Commercial and Corporate Law. Subjects 14, 15, 20, 21, 22, 23, 24, 26, 27, 28, 31, 32, 33, 34, 35, 36, 37, 38, 40, 41, 42, 43, 44, 47, 51, 52, 55, 58, 60, 61, 63, 66, 67, 68, 69, 70A, 70B, 71, 81, 83, 84, 86, 88, 89, 90, 91, 92, 93, 95, 108, 110, 125, 127, 128, 129, 131, 132, 134, 137, 138, 140, 143.
 Group V: Tax. Subjects 26, 28, 29, 30, 31, 39, 56, 57, 135, 136.
 Group VI: Maritime Law. Subjects 23, 24, 25, 85. In order to qualify for this subject grouping candidates must offer either three (or four) subjects from list A below, or subjects to the value of two full subjects from list A and a subject or subjects to the value of at least one other full subject from list B.

List A: 23, 24, 25, 85.

List B: 9, 33, 55, 58, 81, 89, 93, 95.

Group VII: European Law. Subjects 7, 8, 19, 39, 41, 49, 52, 60, 62, 66, 67, 68, 71, 79, 122, 131, 144.

Group IX: Labour Law. Subjects 21, 45, 46, 49, 50, 135.

Group XI: Legal Theory and History. Subjects 1, 2, 3, 4, 7, 10, 11, 12, 13, 14, 15, 59, 75, 100, 107, 119.

Group XII: Economic Regulation. Subjects 13, 14, 20, 27, 36, 40, 44, 48, 52, 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, 52, 61, 63, 65, 66A, 67, 68, 69, 70A, 70B, 71, 81, 83, 84, 86, 89, 90, 91, 92, 93, 95, 108, 110, 125, 127, 128, 129, 132, 138, 140.

Group XVI: Islamic Law. Subjects 69, 101, 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.

List B: 15, 44, 63, 70A, 70B, 80, 85, 92, 97, 101, 102, 103, 106, 108, 109, 110, 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, 139, 140, 141, 142A, 142B, 143.

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.

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, 30, 41, 42, 43, 44, 51, 127, 128, 129, 134.

Group XXII: Banking Law. Subjects 14, 27, 32, 34, 35, 36, 40, 66G, 86, 88, 93, 95, 100, 132, 137, 138.

Group XXIII: Human Rights Law. Subjects 1, 18, 49, 80, 97, 98, 120, 126, 145, 146.

(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.

LLM (Labour Law)

(Department of Law)

Full-year programme. Students must take three compulsory courses and one optional course as shown. Part-time students must take LL424 and LL434 in their first year and the other courses in their second year. The Regulations of the University of London apply to some of the courses listed under 4 from the intercollegiate LLM. Written exams will take place in August/September for University of London courses and June for courses LL424, LL434 and courses with the prefix "ID". LL401 will be examined by a 15,000 word dissertation which must be submitted by 1 September.

Paper	Course number and title
1	LL401 Research Seminar in Labour Law and Industrial Relations (includes Problems in Labour Law and Research Methods and ID600 Labour Management Problems Seminar)
2	LL424 Law of Management and Labour Relations (LLM Labour Law)
3	LL434 Employment Law
4	One of the following: LL428 International and European Labour Law LL415 Compensation and the Law LL420 Legal Regulation of Information Technology ID400 British Industrial Relations ID401 Comparative Industrial Relations ID412 Labour Market Analysis: Economic Analysis of Trade Unions (H) ID413 Labour Market Analysis: Pay (H) Another course offered for the LLM or MSc at the LSE with the approval of the supervisor.

MSc Management

(Institute of Management)

Full-year programme. Students must take four compulsory half unit courses and optional courses to the value of two half units and a dissertation as shown. The examination for MN403 is held in January.

Paper	Course number and title
1	MN403 Negotiation Analysis (H) and MN404 Incentives and Governance in Organisations (H)
2	MN415 The Analysis of Strategy A (H) and MN416 The Analysis of Strategy B (H)
3	Courses to the value of two half units from the following: AC490 Financial Reporting and Management: Management Accounting and Control (H) AC491 Financial Reporting and Management: Financial Reporting (H) GV480 Introduction to Comparative Public Administration (H) IS441 Aspects of Information Systems (H) MN401 Public Management Theory and Doctrine (H) MN402 Contested Issues in Public Sector Management (H) GY407 Managing Economic Development GY408 European Economic Development Management GY409 Aspects of Managing Economic Development (H) GY410 Aspects of European Economic Development Management (H) MN413 International Marketing Management: A Strategic Approach (H) MN414 International Marketing Research Topic (H) GY413 Economic Development: Institutions, Network and Evaluation (H) GY415 Economic Development: Global Change and Local Response (H) MN419 Systems Thinking and Strategic Modelling (H) OR411 Problem Structuring Methods (H) OR431 System Dynamics Modelling (H) Any other course †
plus	MN499 Dissertation

† Please note that the International Relations (IR) Department now permits non-IR students to take only one IR option, subject to availability of space on the course concerned (under 'Any other course').

MSc Management (CEMS/IMEX Route)

(Institute of Management)

Full-year programme. Students must take two compulsory half unit courses and optional courses to the value of two full units, one unit of which will be taken at the exchange School, and a dissertation as shown. The examination for MN403 is held in January.

Paper	Course number and title
1	MN403 Negotiation Analysis (H) and MN419 Systems Thinking and Strategic Modelling (H)
2	Courses to the value of one full unit from: AC470 International Accounting (H) MN409 Aspects of Human Resource Management (H)

Any other course that fits in with the time restrictions (CEMS and IMEX) and the academic requirements (CEMS) of the exchange programmes.

- 3 MN424 Courses to the value of one unit to be taken at one of the CEMS/IMEX partner Schools
plus MN499 Dissertation

MSc Management (Public Sector)

(Institute of Management)

Full-year programme. Students must take three compulsory half unit courses and optional courses to the value of three half units and a dissertation as shown. The examination for MN403 is held in January.

Paper	Course number and title
1	MN401 Public Management Theory and Doctrine (H) and MN402 Contested Issues in Public Management (H)
2	MN403 Negotiation Analysis (H)
3	Courses to the value of three half units from the following: AC490 Financial Reporting and Management: Management Accounting and Control (H) AC491 Financial Reporting and Management: Financial Reporting (H) GV480 Introduction to Comparative Public Administration (H) IS441 Aspects of Information Systems (H) MN404 Incentives and Governance in Organisations (H) GY407 Managing Economic Development GY408 European Economic Development Management GY409 Aspects of Managing Economic Development (H) GY410 Aspects of European Economic Development Management (H) MN413 International Marketing Management: A Strategic Approach (H) MN414 International Marketing Research Topic (H) MN415 The Analysis of Strategy A (H) MN416 The Analysis of Strategy B (H) GY413 Economic Development: Institutions, Network and Evaluation (H) GY415 Economic Development: Global Change and Local Response (H) MN419 Systems Thinking and Strategic Modelling (H) OR411 Problem Structuring Methods (H) OR431 System Dynamics Modelling (H) Any other course ♦
plus	MN499 Dissertation

MSc Management of Non-Governmental Organisations

(Department of Social Policy)

Full-year programme. Student must take one compulsory course and courses to the value of two full units and a dissertation as shown.

Paper	Course number and title
1	SA435 NGO Management, Policy and Administration
2	One of the following: SA452 Social Policy, Planning and Participation in Developing Countries SA461 Voluntary Sector Policy and Administration
3	One of the following: ID403 Organisation Theory and Behaviour DV406 Development Management DV407 Poverty (NA 01/02) One course from the MSc in Social Policy and Planning in Developing Countries A course from another programme ♦
plus	SA470 Dissertation

MSc Management and Regulation of Risk

(Department of Accounting and Finance)

Full-year programme. Student must take courses to the value of four full units (of which one paper includes a dissertation) as follows. The dissertation must be submitted by 3 September.

Paper	Course number and title
1	AC403 Management and Regulation of Risk (includes dissertation)
2	Papers to the value of one full unit from the following list of quantitative courses: AC402 Financial Risk Analysis (H) AC421 Applied Corporate Finance (H) AC430 Corporate Finance and Asset Markets AC442 Quantitative Methods for Finance and Risk Analysis (H) AC444 Valuation and Security Analysis (H) AC445 Portfolio Management (H) OR411 Problem Structuring Methods (H) OR423 Topics in Decision Analysis (H) OR424 Analytic Frameworks for Policy Evaluation (H) (NA 01/02) OR432 System Dynamic Modelling (H) ST409 Stochastic Processes (H)
3	Papers to the value of one full unit from the following list of qualitative courses: Either GY416 Hazard and Risk Management or GY424 Environmental Impact and Risk Assessment GY420 Environmental Regulation: Implementing Policy LL484 Regulation of Financial Markets SO425 Regulation, Risk and Economic Life
4	Papers to the value of one full unit from those not selected in 2 or 3 above, or any other paper with the approval of the Programme Director

MSc Media and Communications

(Taught by Media@lse)

Full year programme. Students must take courses to the value of three full units and a dissertation as shown below. In addition, students are required to attend PS444 The Media Seminar.

Paper	Course number and title
1	PS405 Theories and Concepts in Media and Communications (Power and Processes)
2	PS432 Methods of Research in Media and Communications (H)
3	Courses to the value of one and a half units from the following: PS450 Audiences and Communities: Current Issues in Radio (H) PS423 Political Communication (H) PS412 The Audience in Mass Communications (H) PS411 Social Psychology of the Media (H) PS407 Citizenship and the Media (H) SO421 Media, Technology and Everyday Life (H) PS422 Contemporary Issues in Media Policy (H) PS415 The Social Psychology of Economic Life (H) PS439 The Social Psychology of New Technology (H) PS436 Current Issues in Media and Communications (H) GI403 Gender and the Media (H) SO431 Media, Ritual and Public Life (H) SO432 New Media, Information and Knowledge Systems (H) Any other MSc level course which is offered in the School, subject to the consent of the candidate's teachers
4	PS444 The Media Seminar (Not examined)
plus	PS435 Dissertation (10,000-15,000 words)

[Please note that the availability of optional courses is dependant upon a number of factors and thus Media@lse cannot guarantee that all options will be available each year.]

MSc Media and Communications Regulation

(Taught by Media@lse)

Full year programme. Students must take courses to the value of three full units and a dissertation as shown below.

Paper	Course number and title
1	PS405 Theories and Concepts in Media and Communications (Power and Processes)
2	PS432 Methods of Research in Media and Communications (H)
3	LL406 Introduction to Regulation (H)
4	LL407 Media and Communications Regulation (H)
5	One course to the value of 0.5 units from the following: LL421 New Media Regulation (H) PS407 Citizenship and the Media (H) PS422 Contemporary Issues in Media Policy (H) GV403 Network Regulation (H) SO432 New Media, Information and Knowledge Systems (H) SO422 Globalisation, Regulation and Public Policy (H) (N/A 01/02) Any other MSc level course which is offered in the School, subject to the consent of the candidate's teachers
plus	PS435 Dissertation (10,000-15,000 words)

[Please note that the availability of optional courses is dependant upon a number of factors and thus Media@lse cannot guarantee that all options will be available each year.]

MSc Nationalism and Ethnicity

(European Institute)

Full-year programme. Students must take one compulsory course, optional courses to the value of two full units and a dissertation as shown. Additionally, all students must take EU410 Interdisciplinary Research Methods and Design and EU450 European Institute: Contemporary Research in preparation for the dissertation.

Paper	Course number and title
1	EU405 Nationalism
2	Two of the following: EU406 Ethnicity, Nationalism and Racism in Europe (NA 01/02) EU411 Ethnic Diversity and International Society IR416 The International Politics of Western Europe † or HY411 European Integration in the Twentieth Century ♦ EU413 Warfare, Religion and National Identity (NA 01/02) In the first term, either GV498 Multiculturalism, Nationalism and Citizenship (H) ♦ or GV429 Government and Politics in Spain (H) ♦ and in the second term, GV436 National and Ethnic Conflict Regulation (H) ♦ or EU440 Greece and South East Europe: Government, Economy and Foreign Policy (H) or EU403 Spain and Europe (H) A relevant course from another programme ♦
plus	EU499 Dissertation

† Please note that the International Relations (IR) Department now permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Therefore, if a non IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'A relevant course from another programme' and vice versa.

MSc New Media, Information and Society

(Taught by Media@lse)

Full year programme. Students must take courses to the value of three full units and a dissertation as shown below.

Paper	Course number and title
1	PS453 Theories and Concepts in Media and Communications (Media and Power) (H)
2	SO432 New Media, Information and Knowledge Systems (H)
3	PS432 Methods of Research in Media and Communications (H)
4	IS470 Information Systems (H)
5	IS481 Aspects of Information (H)
6	One course to the value of 0.5 units from the following: PS439 The Social Psychology of New Technology (H) PS407 Citizenship and the Media (H) SO421 Media, Technology and Everyday Life (H) PS422 Contemporary Issues in Media Policy (H) IS461 Nature and Society: The Contribution of Science Studies (H) IS486 Topics in Information Systems (H)
plus	Any other MSc level course which is offered in the School, subject to the consent of the candidate's teachers PS435 Dissertation (10,000-15,000 words)

[Please note that the availability of optional courses is dependant upon a number of factors and thus Media@lse cannot guarantee that all options will be available each year.]

MSc Operational Research

(Department of Operational Research)

Full-year programme. Students are required to take four compulsory courses and optional courses to the value of three half units as shown.

Paper	Course number and title
1	OR401 Techniques of Operational Research (H)
2	OR402 Operational Research in Context ¶ (H)
3	OR403 Computer Modelling in Operational Research ¶ (H)
4	OR404 Applied Operational Research Δ
5	Three of the following, of which at least one must be from the first twelve courses listed: OR406 Mathematical Programming (H) OR408 Combinatorial Optimisation (H) OR409 Dynamic Processes and Game Theory (H) OR411 Problem Structuring Methods (H) OR413 Operational Research in Less Developed Countries ¶ (H) (NA 01/02) OR414 Advanced Topics in Operational Research ¶ (H) OR423 Topics in Decision Analysis (H) OR424 Analytic Frameworks for Policy Evaluation ¶ (H) (NA 01/02) OR431 System Dynamics Modelling ¶ (H) ST402 Principles and Methods of Statistical Practice * (H) ST417 Applied Statistical Sources and Packages ¶ * (H) ST410 Basic Time Series (H) ST415 Surveys and Experiments in Social Research (H) (NA 01/02) ID404 Introduction to Organisational Analysis (H) AC491 Financial Reporting and Management: Financial Reporting (H) IS471 Systems Development (H) A course from any other MSc programme •

¶ Examined entirely by means of essays and project reports

Δ This is an extended practical project which will be introduced in the Summer term and worked on throughout the summer

* Not to be taken by students who specialised in Statistics in their first degree

MSc Organisational and Social Psychology

(Department of Social Psychology)

Full-year programme. Students must take courses to the value of three compulsory courses (PS404, PS443, PS431) and optional courses to the value of one full unit and a dissertation as shown.

Paper	Course number and title
1	PS404 Organisational Social Psychology
2	PS443 Modern Social Psychology (H) ‡
3	PS431 Methods of Research in Organisational and Social Psychology (H) ¶
4	Courses to the value of one full unit from the following: PS410 Social Representation (H) PS415 The Social Psychology of Economic Life (H) PS411 The Social Psychology of the Media (H) PS413 The Psychology of Gender (H) PS412 The Audience in Mass Communications (H) PS421 Issues in Social Psychology (H) (NA 01/02) PS418 Social Psychology of Health (H) PS439 The Social Psychology of New Technology (H) PS437 Representations, Institutions and Communities (H) (NA 01/02) PS445 Organisational and Social Decision Making (H) PS451 Cognition and Culture (H) PS452 Moral Psychology (H) Courses to the value of one full unit from another programme •
plus	PS434 Research Report (19 August)

‡ Students can be exempted from this course if they have taken PS400 Contemporary Social Psychology

¶ Alternatively, students may wish to take PS430 Methods of Research in Social Psychology for a more comprehensive knowledge of research methods, and take a half unit option for paper 4.

MSc Philosophy and History of Science

(Department of Philosophy, Logic and Scientific Method)

Full-year programme taught jointly with King's College London. Students must take three courses and a dissertation as shown.

Paper	Course number and title
1,2 & 3	Three of the following. Students must take at least one of the first five courses: PH400 Philosophy of Science and Scientific Method ‡ PH404 History of Science ‡ PH409 Philosophical Foundations of Physics PH411 Philosophy of Biological and Cognitive Sciences PH403 Philosophy of Mathematics PH407 Foundations of Probability Either PH408 Mathematical Logic or PH417 Logic: Formal and Philosophical ¶ Either PH405 Philosophy of the Social Sciences or PH413 Philosophy of Economics
plus	PH499 Dissertation

‡ Students must take at least one of PH400 and PH404

MSc Philosophy of the Social Sciences

(Department of Philosophy, Logic and Scientific Method)

Full-year programme. Students must take three courses and a dissertation as shown.

Paper	Course number and title
1,2 & 3	Three papers selected with the approval of the candidate's tutor from the following: PH405 Philosophy of the Social Sciences ‡ PH413 Philosophy of Economics ‡ PH416 Philosophy, Morals and Politics PH408 Mathematical Logic PH402 Philosophical Logic and Metaphysics PH403 Philosophy of Mathematics PH404 History of Science PH407 Foundations of Probability PH400 Philosophy of Science and Scientific Method PH411 Philosophy of the Biological and Cognitive Sciences PH417 Logic: Formal and Philosophical ¶ EH477 History of Economics: From Moral Philosophy to Social Science An approved paper from outside the Department of Philosophy •*
plus	PH499 Dissertation

‡ Students must take at least one of PH405 & PH413

¶ this course may not be taken in conjunction with PH408 or PH402

* may not be taken in conjunction with EH477

MSc Philosophy, Policy and Social Value

(Department of Philosophy, Logic and Scientific Method)

Full year programme. Students must take two compulsory courses, one optional course and a dissertation as shown.

Paper	Course number and title
1	PH415 Philosophy and Public Policy
2	PH416 Philosophy, Morals and Politics
3	One of the following: PH400 Philosophy of Science and Scientific Method PH405 Philosophy of the Social Sciences PH413 Philosophy of Economics
plus	PH499 A dissertation of not more than 10,000 words, consisting of a study on a single social policy question, showing how the fundamental considerations studied in the degree bear on it.

MSc Politics of the World Economy (Research Track)

(Department of International Relations)

Full-year programme. Students must take four compulsory courses and one optional course and a dissertation as shown. All students on this programme are required to take a test at the beginning of October.

Paper	Course number and title
1	IR450 International Political Economy
2 & 3	MI411 Quantitative Analysis in Social Research I (H) MI420 Concepts and Methods in Social Inquiry (H)
4	IR421 Concepts and Methods in International Relations
5	One of the following: IR429 Economic Diplomacy IR451 Politics of Money in the World Economy IR456 International Business in the International System IR457 The Politics of International Trade IR458 International Political Economy of Energy (NA 01/02) IR459 The History of Ideas in International Political Economy (NA 01/02 as an examinable option but will run as a short lecture series for interested students) IR460 Comparative Political Economy (NA 01/02) DV413 Institutions, Environmental Change and Development (H) and DV415 Institutions and the Global Environment (H)

EC433 The Economic Organisation of the European Union
 GV446 The Politics of Empire and Post-Imperialism
 A course from another programme ♦

plus IR499 International Relations Long Essay

MSc Politics of the World Economy (Specialist Track)

(Department of International Relations)

Full year programme. Students must take one compulsory course and optional courses to the value of two full units and a dissertation as shown. All students on this programme are required to take a test at the beginning of October.

Paper	Course number and title
1	IR450 International Political Economy
2 & 3	Two of the following: IR429 Economic Diplomacy IR451 The Politics of Money in the World Economy IR456 International Business in the International System IR457 The Politics of International Trade IR458 International Political Economy of Energy (NA 01/02) IR459 The History of Ideas in International Political Economy (NA 01/02 as an examinable option but will run as a short lecture series for interested students) IR460 Comparative Political Economy (NA 01/02) DV413 Institutions, Environmental Change and Development (H) and DV415 Institutions and the Global Environment (H) EC433 The Economic Organisation of the European Union GV446 The Politics of Empire and Post-Imperialism A course from another programme ♦
plus	IR499 International Relations Long Essay

MSc Political Sociology

(Department of Sociology)

Full-year programme. Students must take three courses and a dissertation as shown.

Paper	Course number and title
1	SO407 Contemporary Political Sociology: Theories and Research Strategies
2 & 3	Two of the following: EU405 Nationalism IR420 Revolutions and the International System † PS405 Theories and Concepts in Media and Communications (Power and Processes) SO401 Methods of Sociological Study SO404 Sociology of Development SO411 The Sociology of Gender SO413 Society and Culture SO417 Contemporary Russian Society: Key Issues and Developmental Trends (NA 01/02) SO424 Key Issues in Human Rights SO425 Regulation, Risk and Economic Life
plus	SO499 Dissertation

† Please note that the International Relations (IR) Department now permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Therefore, if a non IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'A relevant course from another programme' and vice versa.

MSc Political Theory

(Department of Government)

Full-year programme. Students must take five courses and a compulsory seminar and dissertation as shown. Exceptionally a student may substitute one half unit course by a 5,000 word essay (GV470) to be submitted in July. Part-time students may take up to four courses in their first year.

Paper	Course number and title
1,2,3,4,5	Choose five of the following but no more than three in any one term: GV414 Greek Political Theory: Thought and Action in Plato's Political Theory (H) (NA 01/02) GV412 Methods and Controversies in the History of Political Thought: the Continental Tradition (H) (NA 01/02) GV406 The Theory of Positive Freedom (H) (NA 01/02) GV474 Difference, Democracy and Discourse (H) GV410 Feminist Political Theory (H) GV408 Contemporary Disputes about Justice (H) GV425 Legitimation and Government (H) GV415 Greek Political Theory: Thought and Action in Aristotle's Political Theory (H) (NA 01/02) GV413 Methods and Controversies in the History of Political Thought: The Anglo-American Tradition (H) (NA 01/02) GV447 Rethinking the Modern Polity: Sovereignty, Accountability and Governance (H) GV448 Human Rights Theory (H) GV473 Contemporary Political Philosophy and the Body (H) GV418 Political Thinking in Britain to the end of the Twentieth Century (H) GV498 Multiculturalism, Nationalism and Citizenship (H) GV475 Mill's Liberalism (H) GV476 Twentieth Century European Liberal Thought (H) A half unit course from the Government or another department ♦
6	GV405 Methods in Political Theory Seminar (H)
plus	GV499 Dissertation

MSc in Population and Development

(Department of Social Policy)

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Paper	Course number and title
1	Four of the following: SA490 Population and Development: An Analytic Approach (H) SA491 Population Policies: Evolution and Impact (H) SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H) SA493 Population Trends and Processes in the Developing World (H) SA481 Basic Population Analysis (H) SA485 Methods of Population Planning (H)
2	One or two of the following to the value of one full unit: Any courses not taken in 1 above SA480 Advanced Population Analysis (H) (NA 01/02) SA254 The Population of the Indian Sub-continent SA452 Social Policy Planning and Participation in Developing Countries SA460 Urbanisation and Social Planning SA445 Social Planning for Rural Development SA411 Foundations of Health Policy SA404 Education and Social Planning DV413 Institutions, Environmental Change and Development (H) DV415 Institutions and the Global Environment (H) DV400 Development: Theory, History and Policy GY411 Third World Urbanisation GY414 Gender, Space and Society IS483 Aspects of IT and Development (H) SO404 Sociology of Development A course from another programme, in a related discipline ♦
plus	SA499 Dissertation (1 September)

MSc in Public Financial Policy

(Department of Economics)

Academic year full-time programme lasting two years. Not available part-time. Students must take six compulsory courses, two optional courses and submit a dissertation linked either to EC405 or to EC438. In both years the written papers will be taken in June, but the dissertation will be due on the first day of the Summer term in year 2. At least one of EC402, EC403, EC411, EC412, EC413 and EC414 must be taken, either in year 1 or in year 2. Candidates who successfully complete the examinations at the end of the first year will be awarded the LSE Diploma in Public Financial Policy. To be eligible to proceed into the second year candidates must pass three out of their four papers and must achieve an average mark of 60 or higher in those courses prefixed by "EC2". Candidates permitted to proceed to the second year will be allowed to re-sit a paper failed at the first attempt at the end of the second year.

Paper	Course number and title
Year 1	
1	EC404 Current Economic Issues I
2	EC201 Microeconomic Principles I or EC202 Microeconomic Principles II or EC411 Microeconomics I or EC412 Microeconomics II
3	EC210 Macroeconomic Principles or EC413 Macroeconomics I or EC414 Macroeconomics II
4	EC220 Introduction to Econometrics and Economic Statistics EC402 Methods of Economic Investigation I EC403 Methods of Economic Investigation II
Year 2	
5	EC438 Public Financial Policy
6	EC405 Current Economics Issues II
7 & 8	Two courses from the following list at least one of which must be from those with the prefix "GV", "LL", "ID", "IR" or "GY" EC402 Methods of Economic Investigation I EC403 Methods of Economic Investigation II EC411 Microeconomics I EC412 Microeconomics II EC413 Macroeconomics I EC414 Macroeconomics II EC421 International Economics EC423 Labour Economics EC424 Monetary Economics EC426 Public Economics EC427 The Economics of Industry EC428 Development and Growth EC429 Reform of Economic Systems EC430 Capital Markets EC439 Global Market Economics. AC430 Corporate Finance and Asset Markets AC436 Financial Economics AC440 Corporate Finance Theory (H) and AC441 Derivatives (H) AC440 Corporate Finance Theory (H) and AC448 Financial Intermediaries (H) DV409 Economic Development Policy EH416 Markets and States in Developing Economies since 1880 EH459 Financial and Business History: America, Europe and Japan EH477 History of Economics: From Moral Philosophy to Social Science MN403 Negotiation Analysis and MN404 Incentives and Governance in Organisations GY407 Managing Economic Development GV406 The Theory of Positive Freedom (H) (NA 01/02) GV427 Democracy and Democratisation in East and South Asia (H) GV435 Politics and Policy in Developing Countries (H) GV450 European Politics: Comparative Analysis (H) GV481 Public Choice and Public Policy I – Introduction (H) or GV482 Public Choice and Public Policy II – Advanced Topics (H) LL400 Jurisprudence and Legal Theory Part B LL426 Environmental Law and Policy (NA 01/02) LL431 The European Internal Market LL447 International Economic Law IR451 Politics of Money in the World Economy † IR457 Politics of International Trade † ID401 Comparative Industrial Relations ID402 Industrial Organisation: Theory and Behaviour GY420 Environmental Regulation: Implementing Policy

† Please note that the International Relations (IR) Department now permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Therefore, if a non IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'A relevant course from another programme' and vice versa.

MSc Public Policy

(Department of Government)

Full-year programme. Students must take five courses and a skills course and dissertation as shown. Exceptionally a student may substitute one half unit course by a 5,000 word essay (GV470) to be submitted in July. Part-time students may take up to four courses in their first year. Candidates may, subject to the approval of their supervisor, substitute for up to two of the written papers listed under 4 & 5 below, any paper which is offered in the MSc, LLM or MA which involves at least 20 weeks of an integrated teaching programme and which counts as one quarter (or one full unit) of the complete MSc programme in which it is offered. Where a candidate already has a substantial background in policy or administrative analysis (or in other exceptional circumstances), he/she may be allowed to subject to the supervisor's approval, to substitute for one of the papers under 1,2 and 3 below a paper from 4 & 5 or from the MSc in Social Policy and Planning or from any of the courses offered by the Department of Government. Any paper so substituted shall be taken at the time when it is normally taken by other candidates.

Paper	Course number and title
1,2,3	At least three of the following core courses: GV480 Introduction to Comparative Public Administration (H) GV481 Public Choice and Public Policy I – Introduction (H) GV483 Public Management Theory and Doctrine (H) GV482 Public Choice and Public Policy II – Advanced Topics (H)
4 & 5	Up to two of the following One of the courses listed above which has not already been taken LL407 Media and Communication Regulation (H) LL406 Introduction to Regulation (H) GV403 Network Regulation (H) GV426 Topics in UK Executive Government (H) SA4A3 Social and Political Aspects of Regional and Urban Planning (H) SA405 European Social Policy (counts as two courses) GV484 Government and Politics in the USA (H) GV485 US Public Policy (H) GV453 Socio-Economic Cohesion Policies in the European Union (H) ¶ GV452 The European Union: Politics and Policy (H) GV494 Contested Issues in Public Management (H) DV402 The Politics of Southeast Asian Development (NA 01/02) DV406 Development Management GV471 Institutional Politics in the European Union – A Rational Choice Approach (H)
6	GV400 Skills Course ‡
plus	GV499 Dissertation (1 July)

¶ Please note that GV452 is a pre-requisite for this course

‡ This is compulsory for all students. Students who do not have an adequate background in quantitative analysis will be required to take Quantitative Analysis I within GV400. Assessment will be by an in class examination and a take home examination.

MSc Real Estate Economics and Finance

(Department of Geography)

Full-year programme. Students must take three compulsory courses and one optional half unit course and a dissertation as shown.

Paper	Course number and title
1	GY457 Applied Urban and Regional Economics
2	AC430 Corporate Finance and Asset Markets
3	GY458 Real Property Market Practice (H)
4	A relevant half unit course where offered ♦
4	GY499 Dissertation

MSc Regional and Urban Planning Studies

(Department of Geography)

Full-year programme. Students must take courses to the value of three full units and a dissertation. Additionally all students are required to take GY495 Research Methods in Planning.

Paper	Course number and title
1	EC436 The Economics of Regional and Urban Planning (H)
2	GY453 Geographical Aspects of Regional and Urban Planning (H)
3	SA4A3 Social and Political Aspects of Regional and Urban Planning (H)
4	GY454 Urban Policy and Planning (H)
5	Two of the following: EC437 Economic Aspects of Urban Change (H) GY415 Economic Development: Global Change and Local Response (H) SA437 Urban Morphologies (H) SA438 Urban Infrastructure (H) GY432 Cities, Culture and Politics in the South GV453 Socio-economic Cohesion Policies in the EU (H) GY456 Issues in Environmental Regulation (H) GY455 Economic Aspects of Project Appraisal (H) A half unit course from another programme at the discretion of the Programme Director ♦
6	GY495 Research Methods in Planning (non assessed but compulsory)
plus	GY499 Dissertation

MSc Regulation

(Department of Law)

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Paper	Course number and title
1	GV488 Law and Politics of Regulation
2 & 3	Two courses to the value of two full units from the following: Environmental Regulation ¶ GY420 Environmental Regulation: Implementing Policy GY416 Hazard and Risk Management GY453 Geographical Aspects of Regional and Urban Planning (H) DV413 Institutions: Environmental Change and Development (H) DV415 Institutions and the Global Environment (H) LL407 Media and Communications Regulation (H) LL448 International Environmental Law (NA 01/02) LL426 Environmental Law and Policy (NA 01/02) Financial and Commercial Regulation ¶ AC460 History of Accounting (NA 01/02) AC490 Financial Reporting and Management: Management Accounting and Control (H) or AC492 Principles of Finance LL484 Regulation of Financial Markets LL431 The European Internal Market LL420 Legal Regulation of Information Technology LL421 New Media Regulation (H) Social Regulation ¶ SA405 European Social Policy LL429 European Community Law (Social Policy) GY414 Gender, Space and Society SA403 Criminal Justice Policy ID480 Labour Law LL478 Policing and Police Powers either AN406 Political and Legal Institutions or AN407 The Anthropology of Economic Institutions and their Social Transformation Utilities Regulation ¶ IR458 International Political Economics of Energy † (NA 01/02) LL430 European Community Competition Law ‡ GV403 Network Regulation (H) Government and Law ¶ GV483 Public Management Theory and Doctrine (H) LL465 Law and Social Theory LL400 Jurisprudence and Legal Theory LL474 Modern Legal History GV481 Public Choice and Public Policy I – Introduction (H) GV482 Public Choice and Public Policy II – Advanced Topics (H) A course from another programme ♦
plus	LL499 Dissertation

¶ Students who take courses to the value of two full units from one of the categories shown in bold above, or one course and a dissertation which in the opinion of the School falls within the same category, may choose to have the title of their subject category included on the degree certificate. No more than one category may appear on the degree certificate.

† Please note that the International Relations (IR) Department now permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Therefore, if a non IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'A relevant course from another programme' and vice versa.

MSc Regulation (Research Training)

(Department of Law)

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Paper	Course number and title
1	GV488 Law and Politics of Regulation
2 & 3	Courses to the value of one full unit from the following: Environmental Regulation ¶ GY420 Environmental Regulation: Implementing Policy GY416 Hazard and Risk Management GY453 Geographical Aspects of Regional and Urban Planning (H) DV413 Institutions: Environmental Change and Development (H) DV415 Institutions and the Global Environment (H) LL448 International Environmental Law (NA 01/02) LL426 Environmental Law and Policy (NA 01/02) Financial and Commercial Regulation ¶ AC460 History of Accounting (NA 01/02) AC490 Financial Reporting and Management: Management Accounting and Control (H) or AC492 Principles of Finance LL484 Regulation of Financial Markets LL431 The European Internal Market Social Regulation ¶ SA405 European Social Policy LL429 European Community Law (Social Policy) GY414 Gender, Space and Society SA403 Criminal Justice Policy ID480 Labour Law

LL478 Policing and Police Powers
either AN406 Political and Legal Institutions or AN407 The Anthropology of Economic Institutions and their Social Transformation

Utilities Regulation ¶

IR458 International Political Economics of Energy † (NA 01/02)

LL430 European Community Competition Law ‡

GV489 Law and Politics of Utility Regulation

Government and Law ¶

GV483 Public Management Theory and Doctrine (H)

LL465 Law and Social Theory

LL400 Jurisprudence and Legal Theory

LL474 Modern Legal History

GV481 Public Choice and Public Policy I – Introduction (H)

GV482 Public Choice and Public Policy II – Advanced Topics (H)

A course from another programme ♦

4 MI411 Quantitative Analysis in Social Research I (H) and MI420 Concepts and Methods in Social Inquiry (H)

plus LL499 Dissertation

¶ Students who take courses to the value of two full units from one of the categories shown in bold above, or one course and a dissertation which in the opinion of the School falls within the same category, may choose to have the title of their subject category included on the degree certificate. No more than one category may appear on the degree certificate.

‡ Students taking this course must have a law degree

† Please note that the International Relations (IR) Department now permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Therefore, if a non IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'A relevant course from another programme' and vice versa.

MSc Religion and Contemporary Society

(Department of Sociology)

Full-year programme. Students must take three compulsory courses and a dissertation as shown.

Paper	Course number and title
1	SO401 Methods of Sociological Study
2	SO408 Sociology of Religion
3	SO416 Cults, Sects and New Religions
plus	SO499 Dissertation

MSc Russian and Post-Soviet Studies

(European Institute)

Full-year programme. Students must take at least two courses from those listed under Paper 1, optional courses to the value of two full units and a dissertation as shown. Additionally, all students must take EU451 Post Communist Politics and Policies in preparation for the dissertation

Paper	Course number and title
1	GV401 Nationalism and Ethnic Conflict in the Former Soviet Union (H) EU412 The Politics of Transition in the Former Soviet Union (H) GV468 Themes in Russian History (H)
2 & 3	Two of the following: IR425 Soviet and Post-Soviet Foreign Policy † EU400 The Political Economy of Transition SO417 Contemporary Russian Society: Key Issues and Development Trends (NA 01/02) HY419 The Russian Revolution 1914-1921 EU405 Nationalism HY431 The Cold War and the Third World Revolutions HY434 The Rise and Fall of Communism in Europe 1917-1990 In the first term GV439 Government and Politics in Eastern Europe (H) and in the second term, GV428 Contemporary Russia: The Politics of Transition (H) A relevant course from another programme ♦
plus	GV499 Dissertation.

† Please note that the International Relations (IR) Department now permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Therefore, if a non IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'A relevant course from another programme' and vice versa.

MSc Social Anthropology

(Department of Anthropology)

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown

Paper	Course number and title
1	AN404 Anthropology: Theory and Ethnography
2	One of the following: AN406 Political and Legal Institutions AN407 Economic Institutions and Social Transformation AN402 The Anthropology of Religion AN405 Kinship, Sex and Gender
3	One or two of the following to the value of one full unit: A paper from 2 above not already taken AN409 The Anthropology of the Mediterranean with special reference to Greece and Cyprus (H) AN410 The Anthropology of Madagascar (H) (NA 01/02) AN411 Research Methods in Social Anthropology (H) (NA 01/02)

AN412 The Anthropology of Death (H)

AN413 The Anthropology of Conflict, Revolution and War (H) (NA 01/02)

AN414 The Anthropology of Art and Communication (H)

AN415 The Anthropology of India

AN416 The Anthropology of Hunters and Gatherers of Sub-Saharan Africa (H) (NA 01/02)

AN418 Cognition and Anthropology (H) (NA 01/02)

AN419 The Anthropology of Christianity (H) (NA 01/02)

AN420 The Anthropology of South-East Asia (H) (NA 01/02)

AN421 The Anthropology of Industrialisation and Industrial Life (H) (NA 01/02)

AN422 The Anthropology of Religious Nationalism and Fundamentalism (H)

AN425 The Anthropology of China (H)

AN426 Film and Photography in Anthropological Practice and Theory (H) (NA 01/02)

AN427 The Anthropology of South-West Asian and North African Societies (H)

AN429 The Anthropology of Southern Africa (H) (NA 01/02)

AN430 The Anthropology of Governance in the Modern State

AN431 The Anthropology of Lowlands, Latin America (H) (NA 01/02)

AN432 Anthropological Linguistics (H) (NA 01/02)

AN433 Anthropological Theories of Exchange (H) (NA 01/02)

AN434 The Anthropology of East and Central Africa (H) (NA 01/02)

AN435 The Anthropology of Agrarian Development and Social Change (H) (NA 01/02)

AN436 The Anthropology of Development (H)

plus AN499 Dissertation (7 September)

MSc Social Policy and Planning

(Department of Social Policy)

Academic year programme. Students must take courses to the value of three full units and a dissertation as shown.

Paper	Course number and title
1	SA450 Social Policy and Administration
2 & 3	Courses to the value of two full units from the following: SA411 Foundations of Health Policy SA425 Income Maintenance and Social Security Policies SA440 Planning of Personal Social Services SO409 Sociology of Crime, Deviance and Control SA405 European Social Policy SA451 Social Policy Research SA429 Social Exclusion, Inequalities and the 'Underclass' Debate (H) SA402 Social Policies for Ageing Populations (H) SA4A7 Gender and Social Policy: Theory and Practice (H) SA4A9 Gender and European Welfare States (H) A full or half unit course from another programme ♦
plus	SA471 Social Policy and Planning Dissertation

MSc Social Policy and Planning in Developing Countries

(Department of Social Policy)

Full-year programme. Students must take one compulsory course and courses to the value of two full units, a Research Methods course and a dissertation as shown.

Paper	Course number and title
1	SA452 Social Policy, Planning and Participation in Developing Countries ¶
2	Courses to the value of two full units from the following: Any course within the Department of Social Policy A paper from another programme ♦
3	SA4B1 Long Essay and Research Methods †
plus	SA472 Dissertation (10 September)

¶ Project report required for this course must be submitted on the last day of Week 9, Lent term

† This course is not examined

MSc Social Psychology

(Department of Social Psychology)

Full-year programme. Students are required to take two compulsory courses (PS400, PS430) and optional courses to the value of one full unit and a dissertation as shown.

Paper	Course number and title
1	PS400 Contemporary Social Psychology
2	PS430 Methods of Research in Social Psychology, consisting of: a) Principles of Social Research b) MI411 Quantitative Analysis in Social Research I (H) and MI412 Quantitative Analysis in Social Research II (H) or MI412 Quantitative Analysis in Social Research II (H) and MI413 Quantitative Analysis in Social Research III (H)
3	Two of the following: PS410 Social Representations (H) PS411 The Social Psychology of the Media (H) PS412 The Audience in Mass Communications (H) PS413 The Psychology of Gender (H) PS415 The Psychology of Economic Life (H) PS418 Social Psychology of Health (H) PS421 Issues of Social Psychology (H) (NA 01/02) PS437 Representations, Institutions and Communities (H) (NA 01/02)

- PS439 The Social Psychology of New Technology (H)
 PS451 Cognition and Culture (H)
 PS452 Moral Psychology (H)
 A course from another programme ♦
 plus PS433 Research Report (19 August)

MSc Social Research Methods (Gender)

(Methodology Institute)

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Paper	Course number and title
1	GI400 Gender Theories in the Modern World: An Interdisciplinary Approach
2	GI402 Gender: Epistemology and Research Methodology (H)
3	MI411 Quantitative Analysis in Social Research I (H) and MI412 Quantitative Analysis in Social Research II (H)
4	MI422 Text, Image and Sound in Social Research (H) or MI421 Social Research Design (H)
plus	MI499 Dissertation (20 August)

MSc Social Research Methods (Philosophy)

(Methodology Institute)

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Paper	Course number and title
1	Two of the following: MI411 Quantitative Analysis in Social Research I (H) MI412 Quantitative Analysis in Social Research II (H) MI413 Quantitative Analysis in Social Research III (H) or approved courses in Statistics to the value of one full unit ♦
2	MI421 Social Research Design (H) and MI422 Text, Image and Sound in Social Research (H)
3	Courses to the value of one full unit from the following: PH405 Philosophy of the Social Sciences PH407 Foundations of Probability PH400 Philosophy of Science and Scientific Method PH413 Philosophy of Economics PH410 Advanced Social Philosophy
plus	MI499 Dissertation (20 August)

MSc Social Research Methods (Social Policy)

(Methodology Institute)

Full-year programme. Students are required to take courses to the value of three full units and a dissertation as shown. Courses shown under paper 1 are examined by a combination of formal examination at the end of the term in which they are taken and a take-home paper to be completed by the end of the following vacation or by an unseen exam in May/June.

Paper	Course number and title
1	Two of the following: MI411 Quantitative Analysis in Social Research I (H) MI412 Quantitative Analysis in Social Research II (H) MI413 Quantitative Analysis in Social Research III (H) or approved courses in Statistics to the value of one full unit ♦
2	MI421 Social Research Design (H) and MI422 Text, Image and Sound in Social Research (H)
3	SA451 Social Policy Research
plus	MI499 Dissertation (20 August)

MSc Social Research Methods (Social Psychology)

(Methodology Institute)

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown. Courses shown under paper 1 are examined by a combination of formal examination at the end of the term in which they are taken and a take-home paper to be completed by the end of the following vacation or by an unseen exam in May/June.

Paper	Course number and title
1	Two of the following: MI411 Quantitative Analysis in Social Research I (H) MI412 Quantitative Analysis in Social Research II (H) MI413 Quantitative Analysis in Social Research III (H) or approved courses in Statistics to the value of one full unit ♦
2	MI421 Social Research Design (H) and MI422 Text, Image and Sound in Social Research (H)
3	Courses to the value of one full unit from the following: PS418 Social Psychology of Health (H) PS410 Social Representations (H) PS411 Social Psychology of the Media (H) PS415 The Social Psychology of Economic Life (H) PS413 Psychology of Gender (H) PS412 The Audience in Mass Communications (H) PS404 Organisational Social Psychology PS439 Social Psychology of New Technology (H) PS443 Modern Social Psychology (H) PS445 Organisational and Social Decision Making (H)
plus	MI499 Dissertation (20 August)

MSc Social Research Methods (Sociology)

(Methodology Institute)

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown. Courses shown under paper 1 are examined by a combination of formal examination at the end of the term in which they are taken and a take-home paper to be completed by the end of the following vacation or by an unseen exam in May/June.

Paper	Course number and title
1	Two of the following: MI411 Quantitative Analysis in Social Research I (H) MI412 Quantitative Analysis in Social Research II (H) MI413 Quantitative Analysis in Social Research III (H) or courses in Statistics to the value of one full unit ♦
2	MI421 Social Research Design (H) and MI422 Text, Image and Sound in Social Research (H)
3	One of the following: SO402 Sociological Theory SO403 Social Analysis of Industrial Societies (NA 01/02) SO404 Sociology of Development SO406 Political Stability and Change (NA 01/02) SO407 Contemporary Political Sociology: Theories and Research Strategies SO408 Sociology of Religion SO409 Sociology of Crime, Deviance and Control SO411 The Sociology of Gender SO412 Sociology of Employment (NA 01/02) SO413 Society and Culture (H) (NA 01/02)
plus	MI499 Dissertation (20 August)

MSc Social Research Methods (Statistics)

(Methodology Institute)

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown. Courses shown under paper 1 are examined by a combination of formal examination at the end of the term in which they are taken and a take-home paper to be completed by the end of the following vacation or by an unseen exam in May/June.

Paper	Course number and title
1	MI412 Quantitative Analysis in Social Research II (H) and MI413 Quantitative Analysis in Social Research III (H) or approved courses in Statistics to the value of one full unit ♦
2	MI421 Social Research Design (H) and MI422 Text, Image and Sound in Social Research (H)
3	Courses to the value of one full unit from: ST417 Statistical Sources and Packages (H) ST415 Surveys and Experiments in Social Research (H) (NA 01/02) ST416 Multilevel Models (H) or other approved Statistics courses
plus	MI499 Dissertation (20 August)

MSc Sociology

Full-year programme. Students must take three courses and write a dissertation as shown.

Paper	Course number and title
1	SO401 Methods of Sociological Study
2 & 3	Two of the following: EU405 Nationalism SA437 Urban Morphologies (H) SO403 Social Analysis of Industrial Societies (NA 01/02) SO404 Sociology of Development SO406 Political Stability and Change (NA 01/02) or SO407 Contemporary Political Sociology: Theories and Research Strategies SO408 Sociology of Religion SO409 Sociology of Crime, Deviance and Control SO410 Medical Sociology SO411 The Sociology of Gender SO412 Sociology of Employment (NA 01/02) SO413 Society and Culture (H) (NA 01/02) SO414 Professions, Society and Policy: Lawyers, Engineers and Accountants (NA 01/02) SO416 Cults, Sects and New Religions SO417 Contemporary Russian Society: Key Issues and Developmental Trends SO418 Genes and Society SO421 Media, Technology and Everyday Life SO425 Regulation, Risk and Economic Life SO426 Sociological Theory Part I (H) SO427 Sociological Theory Part II (H)* SO429 Culture and Economy
plus	SO499 Dissertation

*Students wishing to take SO427 must also take SO426 or be able to demonstrate a sufficient background in the theories covered.

MSc Statistics

(Department of Statistics)

Full-year programme. Students must take courses to the value of four full units. The programme has two branches. For those student taking Branch 1 the dissertation is optional and if chosen must be submitted in June but for those taking Branch 2 it is compulsory and must be submitted in September.

Paper	Course number and title
Branch 1	
1	ST417 Statistical Sources and Packages (H)
2	ST402 Principles and Methods of Statistical Practice (H)

- 3 Courses to the value of one full unit from the following:
 ST410 Basic Time Series (H)
 ST409 Stochastic Processes (H)
 ST411 Regression, Diagnostics and Generalised Linear Modelling (H)
 ST415 Surveys and Experiments in Social Research (H) (NA 01/02)
 ST405 Multivariate Analysis (H)
 ST404 Sampling Theory and Practice (H)
- 4 Courses to the value of two full units from the following:
 Courses listed under 3 above not already taken
 ST413 Further Time Series (H)
 ST416 Multilevel Models (H)
 ST430 Computer Modelling for Operational Research (H)
 ST418 Non-linear Dynamics and the Analysis of Real Time Series (H)
 EC484 Advanced Econometric Theory
 OR406 Mathematical Programming (H)
 SA481 Basic Population Analysis (H)
 a Mathematics course (with permission) (H)
 a Methodology course (with permission) (H)
 ST499 Dissertation
- Branch 2**
- 1,2,3, as for Branch 1
- 4 One half unit from those listed under 4 for Branch 1
- 5 MI421 Social Research Design (H) or MI420 Concepts and Methods in Social Inquiry (H)
- plus ST499 Dissertation

MSc Theory and History of International Relations

(Department of International History)

Full-year programme. Students must take two compulsory papers, one optional paper and a dissertation as shown.

Paper	Course number and title
1	HY400 International History in the Twentieth Century
2	IR411 Foreign Policy Analysis
3	One of the following, to be chosen from either section I or II
	Section I:
	HY428 Britain and the Modern World: Power and Decline since 1870
	HY406 The Great War, 1914-1918 (NA 01/02)
	HY419 The Russian Revolution, 1914-1921
	HY434 The Rise and Fall of Communism in Europe 1917-1990
	HY422 Presidents, Public Opinion and Foreign Policy from the Era of Franklin Roosevelt to the Present
	HY408 Nationalism, Communism and Conflict in East Asia, 1931-1954
	HY409 The Origins and Conduct of the Second World War, 1935-1945
	HY412 Spain and the Great Powers, 1936-1953: Civil War, World War, Cold War
	HY413 Germany's New Order in Europe, 1939-1945
	HY429 Anglo-American Relations from 1939 to the Present
	HY414 French External Relations in the Era of de Gaulle, 1940-1969 (NA 01/02)
	HY430 The Marshall Plan and Europe, 1945-1952 (NA 01/02)
	HY421 The History of the Arab-Israeli Conflict, 1948 to the present
	HY431 The Cold War and Third World Revolutions, 1965-1989
	HY432 From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1995 (NA 01/02)
	Section 2
	IR412 International Institutions III
	IR413 Regional Integration in Western Europe
	IR415 Strategic Aspects of International Relations III
	IR416 International Politics of Western Europe
	IR418 International Politics: Asia and the Pacific
	IR427 International Politics: Africa
	IR419 International Relations of the Middle East
	IR420 Revolutions and the International System
	IR421 Concepts and Methods in International Relations
	IR422 Conflict and Peace Studies
	IR405 Sovereignty, Rights and Justice
	EU405 Nationalism
	IR425 Soviet and Post-Soviet Foreign Policy
plus	HY499 Dissertation

MSc Voluntary Sector Organisation

(Department of Social Policy)

Academic year programme. Students must take two compulsory courses, one optional course to the value of one full unit and a dissertation as shown.

Paper	Course number and title
1	SA461 Voluntary Sector Policy and Administration
2	SA450 Social Policy and Administration
3	Course(s) to the value of one full unit from the following: ID403 Organisational Theory and Behaviour A course from Social Policy and Planning not already taken A course from another programme
plus	SA475 Dissertation

ACCOUNTING AND FINANCE

AC402

Financial Risk Analysis

Teachers responsible: Professor R Anderson A375 and Professor H S Shin A350

Availability: This is an optional course in MSc Management and Regulation of Risk, MSc Accounting and Finance, and MSc Finance and Economics. The course assumes a knowledge of finance theory as taught in **Corporate Finance and Asset Markets** (AC430) and basic statistics and mathematics (calculus, linear algebra).

Course syllabus: This course treats methods of financial risk assessment including: advanced risk measurement for fixed income and derivative instruments, credit risk modelling, advanced methods for risk adjusted capital allocation, and modelling systemic and liquidity risk. This course builds upon and extends **Quantitative Methods in Finance and Risk Analysis** (AC442). The two can be taken in sequence as a two-term, in depth treatment of the subject.

Content: The course will include a selection of:

- Multi-factor models with applications to portfolio analysis, VaR, and capital provisioning
- Advanced methods of risk adjusted performance measure and capital allocation
- Term structure models
- VaR and extreme values for fixed income portfolios and derivatives
- Credit risk (scoring, structural models, ratings based models, intensity models)
- Modelling liquidity risk and systematic risk

Teaching: Lectures weekly in LT (20 hours). Classes (10 hours).

Reading list: Course readings will vary from year to year depending upon the topics covered. Useful references are J Hull, *Options, Futures and Other Derivatives* (3rd edn); P Jorion, *Value at Risk*; T Björk, *Arbitrage Theory in Continuous Time*.

Assessment: Individual projects (25%) and a 90-minute written exam in ST (75%). **For MSc Finance and Economics students,** individual projects (25%) and a 90-minute written exam in ST (75%) or a 6,000 word dissertation (100%) on a topic to be agreed with the course leader. The dissertation option shall be utilised in one half unit module only, and this choice must be confirmed in the LT with the Programme Director.

AC403

Management and Regulation of Risk

Teacher responsible: Professor R W Anderson, A375

Availability: This is the core course for the MSc Management and Regulation of Risk. The course will not normally be open to other students.

Core syllabus: This course is designed to expose students to the breadth of risk management thinking and approaches across different areas.

Content:

Section A. Risk and Regulation: Introduction and Overview: Sets out the problem of risk management and regulation. By considering significant cases it illustrates the several dimensions of risk that arise in practice. It formulates a general conceptual framework that can be used in devising solutions to risk either as a management problem or as a regulatory problem, or both.

Section B. Risk Identification, Measurement and Management: Explores the principal elements of risk and regulation in context. It will look at the domains of risk in more depth and develop an understanding of the regulatory frameworks within which organisations must function. On completing this section of the course, students should be able to understand how to identify risks, describe the nature and potential effects of these risks and the variety of management tools which organisations have at their disposal to manage these risks. Students will understand the potential for risk sharing through insurance contracts and the consequences of such contracts for risk-taking behaviour. They will have the opportunity to learn how risk management systems work in conjunction with regulatory systems. Concepts of voluntary and enforced self-regulation will be explored as well as the distinctions between the two concepts as applied in two key organisational environments. Specific applications to the areas of financial risk, credit risk, operational risk and environmental risk will be considered in-depth.

Section C. Risk Spillovers, Market Failures, and Regulation: Enables students to understand the nature of complex risks involving a variety of parties and situations, and will look at how cooperation both within and between organisations or regulatory mechanisms, are required to deal with such risks. Applications to large scale projects and prudential regulation of financial institutions are treated in-depth.

Section D. Conclusions and Synthesis: Brings the concepts and theories examined throughout the core course to a conclusion, providing students with a summary of the areas of risk and regulation that have formed the basis of their studies.

Teaching: The course consists of 40 hours of lectures in the MT and LT and 15 hours of practitioner seminars.

Written work: A substantial (10,000 word essay) is an integral part of the course and represent 50% of the assessment. As part of the multi-disciplinary approach taken in the programme, students are actively encouraged to select topics that involve several of the relevant core competencies in an integrated way. Analyses of complex cases are suitable for this. However, conceptual and theoretical works are also welcome.

Reading: R Baldwin, C Hood & C Scott (Eds), *A Reader on Regulation* (Clarendon Press, 1999); S Dawson, *Analysing Organisations* (Macmillan, 1996); N Doherty, *Integrated Risk Management* (McGraw-Hill, 2000); S French, *Readings in Decision Analysis* (Chapman and Hall, 1989); C Hood

& D K Jones, *Accident and Design* (UCL Press, 1996); B Hutter, *Regulation and Risk: Occupational Health and Safety Regulation on the Railways* (Oxford University Press, 2001); M Jacobs (Ed), *Greening the Millennium? The New Politics of the Environment* (Blackwell, 2000); P Jorion, *Value at Risk* (McGraw-Hill, 1997); M Power, *The Audit Society: Rituals of Verification* (Oxford University Press, 1997); J Rosenhead (Ed), *Rational Analysis for a Problematic World* (Wiley, 1989); B A Turner & N F Pidgeon, *Man-made Disasters* (Butterworth-Heinemann, 1997); R Welford & A Gouldson, *Environmental Management and Business Strategy* (Pitman Publishing, 1993).

Assessment: A two hour unseen examination in June and an essay of not more than 10,000 words on a topic agreed with the course director. Each of these will represent 50% of the final mark for the course.

AC410

Management Accounting, Strategy and Organisational Control

Teachers responsible: Professor M Bromwich, A382 and Mr J Dent, A450

Availability: Intended for students on the MSc Accounting and Finance and MSc Law and Accounting. Other students may be admitted if they have sufficient background knowledge acquired at the undergraduate level.

Core syllabus: Aims to provide an advanced overview of current research and practice in the area of management accounting, strategy and organisational control. Particular emphasis is given to the economic analysis of management accounting and to strategic and organisational aspects of control systems design.

Content: *Economic Perspective:* Current developments in management accounting research and practice. The emerging strategic role for management accounting. Strategic Management Accounting; Target Costing; Activity Based Costing; economic approaches to the allocation of overhead costs, including Ramsey prices. Game theory and agency relationships; agency theory and its role in the analysis of risk sharing and goal congruence; the role of information in agency relationships. New developments in divisional performance evaluation and in setting top management rewards.

Strategic and Organisational Perspective: The analysis of business strategy, positional and resource-based perspectives. The process and politics of strategic decisions. Strategy formation as a longitudinal process. Emergent strategy. Elements of control systems design. The evolution of planning and control systems. Strategy and control. Control systems and organisation design. Styles of control, performance measurement and the balanced scorecard. Control systems and organisational change. Contingency theories of management accounting and control. International differences in management accounting and control. Strategy, organisation and control in global firms.

Teaching: 21 meetings (AC410) of three hours Sessional. A total of about 15 weekly classes (AC410.A).

Written work: A variety of types of assignments are given for class discussion including exercises and case studies. Two pieces of written work, or equivalent, per term are assessed, but the grades will not count towards the overall course assessment.

Reading list: Detailed reading lists will be given out at the start of each part of the course. Illustrative references include: R S Kaplan & A A Atkinson, *Advanced Management Accounting* (3rd edn, Prentice-Hall, 1998); R Cooper & R S Kaplan, *The Design of Cost Management Systems* (2nd edn, Prentice-Hall, 1999); M Bromwich & A Bhimani, *Management Accounting: Pathways to Progress* (CIMA, 1994); R Grant, *Contemporary Strategy Analysis* (3rd edn, Blackwell, 1998); R Simons, *Performance Measurement & Control Systems for Implementing Strategy*, (Prentice Hall, 2000); C A Bartlett & S Ghoshal, *Managing Across Borders: The Transnational Solution* (Harvard, 1989).

Assessment: A three hour written examination in the ST.

AC420

Corporate Financial Reporting

Teachers responsible: Professor R Macve, Y211 and others

Availability: Anyone on the MSc programmes in Accounting and Finance subject to satisfactory completion of any required preliminary reading. Other students may be admitted if they have a substantial knowledge of financial accounting acquired at undergraduate level.

Core syllabus: The course examines the current approach to corporate financial reporting to investors and other groups in countries with active capital markets (such as the UK and USA).

Content: The course studies the economic and social rationales for corporate financial reporting, with particular consideration being given to the nature of conventional (historical cost) accounting and to prevailing regulatory structures applying to financial reporting. Emphasis is placed on the range of theories that have been developed to explain the nature, form and content of corporate financial reports, rather than on the technicalities of preparing financial statements.

The main theoretical perspectives examined are: deductive approaches, based on the notion of financial accounting as the measurement of economic income and value (including applications to current accounting controversies); social approaches, studying financial reporting as a social and behavioural phenomenon; economic approaches, regarding corporate financial reporting as an information system, 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: 22 lectures of two hours each, sessional (AC420), and 20 classes (AC420.A) of one hour.

Written work: The lecturers set exercises, essays or case studies for class discussion each week. Many of these involve reading key papers and other writings in the financial accounting literature. At least four pieces of work, based on these assignments, are collected for assessment.

Reading list: Detailed reading lists are handed out at the start of the course, and will be largely based on papers in academic journals. Relevant books covering specific parts of the course are: W H Beaver, *Financial Reporting: An Accounting Revolution* (3rd edn, Prentice-Hall, 1998); M Bromwich, *Financial Reporting, Information and Capital Markets* (Pitman, 1992); R Macve, *A Conceptual Framework for Financial Accounting and Reporting* (Garland, 1997); W Scott, *Financial Accounting Theory*, (Prentice Hall, 1997); R L Watts & J L Zimmerman, *Positive Accounting Theory* (Prentice-Hall, 1986).

Assessment: A three hour plus 15 minutes reading time written examination in the ST.

AC421**Applied Corporate Finance**

Teacher responsible: Professor D Webb, R413

Availability: Intended for students on the MSc Accounting and Finance, MSc Finance and Economics and MSc Management and Regulation of Risk. This is an advanced course. The course is primarily seen as a complement to **Corporate Finance Theory** (AC440). Coverage of the material in the course entitled **Corporate Finance and Asset Markets** (AC430) is normally required as a prerequisite for this course.

Core syllabus: Provides a thorough grounding in recent developments in applied corporate finance.

Content: The course involves a study of the empirical corporate finance literature and case studies. It will examine capital structure and payout policy, raising capital, going public, financial risk management by firms, going public, corporate governance, takeovers and insolvency.

Teaching: 20 hours of lectures and 10 hours of classes in LT.

Written work: Class papers and case based research are required.

Reading list: Articles from journals and readings from D H Chew, *The New Corporate Finance: Where Theory Meets Practice* (3rd edn, McGraw Hill); W E Fruhan, W C Kester, S P Mason, T R Piper & R S Ruback, *Case Problems in Finance* (10th edn, Irwin, Homewood IL, 1992); S Mason, R Merton, A Perold & P Tufano, *Cases in Financial Engineering: Applied Studies of Financial Innovation* (Prentice-Hall, Englewood Cliffs, NJ, 1995); E Dimson & P Marsh, *Cases in Corporate Finance* (Wiley, Chichester, 1988).

Assessment: A two hour written examination in the ST (100%). **For MSc Finance and Economics students,** a two hour written examination in the ST (100%) **or** a 6,000 word dissertation (100%) on a topic to be agreed with the course leader. The dissertation option shall be utilised in one half unit module only, and this choice must be confirmed in the LT with the Programme Director.

AC430**Corporate Finance and Asset Markets**

Teachers responsible: Dr J L G Board, E309 and Professor R W Anderson (A375)

Availability: Intended for students on the MSc Accounting and Finance and MSc Management and Regulation of Risk. Other students may be admitted if they can demonstrate knowledge of finance acquired at undergraduate level.

Core syllabus: Aims to provide a grounding in the investment and financing aspects of corporate finance theory. More advanced presentations of some of the topics covered are available in other finance courses offered by the Department.

Content: Topics covered include: capital budgeting techniques; the effects of tax and inflation on investment appraisal; the use of portfolio theory and the capital asset pricing model in capital budgeting; the role of efficient markets in project appraisal; arbitrage and asset pricing; options. The financing decisions of the corporate finance manager which are covered include: financial markets and methods of issue; corporate debt and dividend policy; the choice of debt and equity securities; the impact of tax and inflation on financing instruments; mergers; and pensions.

Written work: At least two pieces of work per term will be assessed.

Teaching: 40 hours of lectures (AC430) in the MT and LT plus 20 classes (AC430.A) in which case studies and journal articles will be discussed. Students are expected to make presentations at these classes.

Reading list: Students are advised to purchase the following book: M Grinblatt & S Titman, *Financial Markets and Corporate Strategy*, McGraw-Hill, 1998.

Full details of reading will be specified in the Course Programme and **Reading List** which will be distributed at the first lecture.

Assessment: A three hour written examination in the ST.

AC436**Financial Economics**

Teachers responsible: Professor S Bhattacharya, E308, Dr R Rahi, A351 and Dr J-P Zigrand, A454a

Availability: Exclusively for MSc Finance and Economics students. Mathematical background to the level of the September Courses in Mathematics and Statistics is assumed.

Core syllabus: A required graduate course for the MSc Finance and Economics program, on investors' behaviour, market equilibrium, and securities pricing in intertemporal settings.

Content: Will encompass topics in choice under uncertainty, complete and incomplete asset markets, mean-variance portfolio theory and equilibrium asset pricing, Modigliani-Miller theorems and pricing with no arbitrage, intertemporal asset pricing, Black-Scholes option and other contingent

claims pricing models, the term structure of interest rates under uncertainty, and the pricing of interest rate linked and other derivative securities.

Teaching: Forty hours of lectures, twenty hours of classes.

Written work: Fortnightly problem sets (ten) in classes.

Reading list: Will be based on: C Huang & R Litzberger, *Foundations for Financial Economics*, North-Holland, 1988; J-P Danthine & J Donaldson, *Intermediate Financial Theory*, forthcoming; T Bjork, *Arbitrage Theory in Continuous Time*, Academic Press, 1998; R C Merton, *Continuous-Time Finance*, Blackwell, 1990; J C Cox & M Rubinstein, *Options Markets*, Prentice-Hall, 1985; S Neftci, *Introduction to the Mathematics of Financial Derivatives*, Academic Press, 1996; and some journal articles and teaching notes.

Assessment: A three hour written examination in the ST.

AC437**Financial Econometrics**

This course is taught jointly by the Accounting and Finance and Economics Departments.

Teachers responsible: Professor O Linton, S383 and Dr G Connor, A353

Availability: Exclusively for MSc Finance and Economics students. Mathematical background to the level of the course taught in September in the Economics Department, is assumed.

Core syllabus: The techniques of empirical investigation in economics and to introduce students to recent empirical findings based on asset pricing models. Students will be familiarized with key properties of asset return data through computer exercises.

Content: The course includes 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. Mixtures of Normals. Markov Switching.
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. Models of Asset Prices

Econometric task of CAPM and Factor models. Models of high frequency data. Predictability of asset returns. Data-snooping, Monte Carlo simulation techniques. Speculative bubbles. Mean Reversion Task.

Teaching: Lectures AC437: 40 hours of lectures MT and LT. Classes AC437 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: A reading list is available at the beginning of session.

Assessment: A three hour written examination in the ST.

AC440**Corporate Finance Theory**

Teacher responsible: Professor D Webb, R413

Availability: Intended for students on the MSc Accounting and Finance and MSc Finance and Economics. This is an advanced course. Students will be expected to have a strong background in Micro Economics and be comfortable with mathematical arguments. Coverage of the material in the course entitled **Corporate Finance and Asset Markets** is normally required as a prerequisite for this course.

Core syllabus: Provides a thorough grounding in recent developments in the theory of corporate finance.

Content: The course involves an advanced development of theories of corporate capital structure and corporate governance, going public, takeovers and insolvency. The development of these theories involves applying the modern theories of agency, asymmetric information and game theoretic ideas. Applications of the economics of incomplete contracts to the problems of ownership and control and financial decisions will also be developed.

Teaching: 20 hours of lectures and 10 hours of classes in the MT.

Written work: Written answers to problems will be expected on a weekly basis. There will also be a Christmas assignment.

Reading list: No one book covers the entire course, students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course. A set of lecture notes and a study pack of journal articles will be provided. Some additional material can be found in O D Hart, *Firms Contracts and Finance Structure* (Oxford University Press, 1995) and C W Smith, *The Modern Theory of Corporate Finance* (McGraw-Hill, 1990).

Assessment: A two hour written examination in the ST (100%). **For MSc Finance and Economics students,** a two hour written examination in the ST (100%) **or** a 6,000 word dissertation (100%) on a topic to be agreed with the course leader. The dissertation option shall be utilised in one half unit module only, and this choice must be confirmed in the LT with the Programme Director.

AC441**Derivatives**

Teacher responsible: Dr J-P Zigrand, A454a

Availability: Intended for students on the MSc Accounting and Finance. This is an advanced course. Students will be expected to have a strong background in microeconomics, statistics and mathematics.

Core syllabus: Provides a thorough grounding in the theory of derivatives pricing.

Content: This course develops the theories of arbitrage and equilibrium asset pricing. Particular emphasis is placed on pricing within a multi-period, mostly continuous-time, framework. A special feature of the course is its coverage of the modern theory of contingent claims valuation by PDE and martingale methods. These asset pricing methods are applied to the pricing of options and corporate liabilities, forwards, futures, as well as fixed income derivatives.

Teaching: 20 hours of lectures and 10 hours of class teaching in the LT.

Written work: Weekly problem sets in classes (10).

Reading list: No one book covers the entire course. Books recommended include, in increasing order of difficulty, J Hull, *Options Futures and Other Derivatives*, (4th edn, Prentice-Hall, 2000); M Baxter & A Rennie, *Financial Calculus* (Cambridge University Press, 1996); Bjork, *Arbitrage Theory in Continuous Time* (Oxford University Press, 1998); R C Merton, *Continuous-Time Finance* (Blackwell, 1990); D Duffie, *Dynamic Asset Pricing Theory* (2nd edn, Princeton University Press, 1996). For an introduction to the mathematical techniques, refer to S N Neftci, *An Introduction to the Mathematics of Financial Derivatives* (Academic Press, 1996) or to B Oksendal, *Stochastic Differential Equations: An Introduction with Applications* (Springer-Verlag Berlin, 1992).

Assessment: A two hour written examination in the ST.

AC442**Quantitative Methods for Finance and Risk Analysis**

Teachers responsible: Dr R Payne, Y210 and Dr J Danielsson, A454b

Availability: This course is intended for students on the MSc Accounting and Finance and MSc Management and Regulation of Risk. A background in statistics and mathematics is required.

Core syllabus: A graduate level course on the quantitative and statistical tools that are important in applied finance. Students will be exposed to application of these tools and the key properties of financial data through a set of computer-based classes and exercises.

Content: The following topics will be covered; review of statistics and introduction to time-series econometrics; modelling financial returns and the efficient markets hypothesis; an introduction to the analysis of financial data using MATLAB; event studies; modelling financial return volatility; modelling extreme portfolio returns and Value-at-Risk.

Teaching: 27 hours of combined lectures/seminars plus 5 hours of computer classes in the MT.

Written work: Students must complete computer based projects using real financial data. The results of these projects must be presented in seminars and written up for evaluation by the instructor.

Reading list: The core text for this course is: J Campbell, A Lo & A C Mackinlay, *The Econometrics of Financial Markets* (Princeton University Press, 1997). The coverage in the text is not sufficient for some topics and for these topics extra readings from recent journals will be assigned.

Assessment: A one and a half hour written examination in the ST (75%) and a 3,000 word project worth (25%).

AC443**Empirical Asset Pricing and Market Microstructure**

Teacher responsible: Dr R Payne, Y210

Availability: This course is intended for students on the MSc Accounting and Finance. The course entitled **Quantitative Methods for Finance and Risk Analysis** is a required pre-requisite for this course. However, students who can satisfy the course teacher that they have covered the material in **Quantitative Methods for Finance and Risk Analysis** adequately may be granted exemption from this requirement.

Core syllabus: A graduate level course which focuses on the interface between theoretical finance research and empirical work. Emphasis is placed on the techniques used to test asset pricing and market microstructure models and the results derived from these tests in the empirical finance literature.

Content: The following topics will be covered; testing the CAPM and multifactor pricing models; present value models for stock prices, bubbles and 'excess volatility'; consumption-based asset pricing, the equity premium puzzle and the risk-free rate puzzle; fitting term structure models; foreign exchange market efficiency and exchange rate determination; modelling transaction-level data in equity and foreign exchange markets; testing microstructure models.

Teaching: 30 hours of combined lectures/seminars in the LT.

Written work: Students will be asked to give short seminar presentations based on the topics covered in the course and will be graded on these presentations.

Reading list: The core text for this course is: J Campbell, A Lo & A C Mackinlay, *The Econometrics of Financial Markets* (Princeton University Press, 1997.) Supplementary material can be found in K Cuthbertson, *Quantitative Financial Economics* (Wiley, 1996).

Additionally, where required, journal articles will be specified as extra readings.

Assessment: A two hour written examination in the ST.

AC444**Valuation and Security Analysis**

Teacher responsible: Dr P Frantz, E310

Availability: Intended for students on the MSc Accounting and Finance, MSc Finance and Economics, MSc Law and Accounting and MSc Management and Regulation of Risk. Anyone admitted to the MSc Accounting and Finance has been judged to have the necessary background, subject to satisfactory completion of any required preliminary reading. Other students may be admitted to the course if they have a reasonable knowledge of accounting or finance acquired at undergraduate or equivalent level.

Core syllabus: The aim of this course is to introduce students to security analysis and valuation from both theoretical and empirical perspectives. Students are furthermore provided with an opportunity to apply their skills by valuing, in small groups, from the point of view of a "sell-side analyst", a firm's equity of their choice using technologies based on the present values of free cash flows and economic value added. The course should appeal to students interested in investment analysis and fund management.

Content: The course comes in three parts. The first part, financial analysis, focuses on past and present performance evaluation, which is used by financial analysts to generate expectations about future performance (prospective analysis). The second part, security valuation, focuses on the determination of intrinsic security prices, which, in efficient markets, reflect prospective performance. The third part, returns to fundamental and technical analysis, provides empirical evidence on returns to trading strategies based on financial analysis or past stock returns.

Reading list: Lectures are based on S Penman, *Financial Statement Analysis & Security Valuation* (McGraw-Hill, 2001). Other books recommended include K Palepu, B Healy & V Bernard, *Business Analysis & Valuation* (South-Western College Publishing, 1999).

For background reading: T Copeland, T Koller & J Murrin, *Valuation: Measuring and Managing the Value of Companies* (Wiley, 2000), for the corporate valuation project. The course also relies on journal articles published in the financial analysis and financial markets literatures.

Teaching: Teaching arrangements consist of lectures (20 hours) and classes (10 hours) in the MT.

Assessment: A written examination (weight 70%) and the corporate valuation project report (weight 30%). **For MSc Finance and Economics students,** a written examination (weight 70%) and the corporate valuation project report (weight 30%) **or** a 6,000 word dissertation (100%) on a topic to be agreed with the course leader. The dissertation option shall be utilised in one half unit module only, and this choice must be confirmed in the LT with the Programme Director.

AC445**Portfolio Management**

Teacher responsible: Dr G Connor, A353

Availability: MSc Accounting and Finance, MSc Law and Accounting, MSc Finance and Economics and MSc Management and Regulation of Risk.

Core syllabus: A topics course on empirical and applied problems in portfolio management.

Content: Portfolio risk management, international diversification, currency management for international investors, asset allocation, trade implementation costs and trading strategies, portfolio performance measurement and attribution.

Teaching: 20 hours of lectures and 10 hours of classes in the LT.

Written work: Two written assignments involving problems and critical reviews of papers, to be presented during class meetings.

Reading list: Drawn from journal articles.

Assessment: A two hour written examination in the ST (100%). **For MSc Finance and Economics students,** a two hour written examination in the ST (100%) **or** a 6,000 word dissertation (100%) on a topic to be agreed with the course leader. The dissertation option shall be utilised in one half unit module only, and this choice must be confirmed in the LT with the Programme Director.

AC446**Market Microstructure Theory**

Teacher responsible: Dr P Vitale, A309

Availability: MSc students in Accounting and Finance, Finance and Economics. Other students need to obtain the authorisation of the course leader.

Core syllabus: This course covers topics in international finance and the microstructure of securities markets. So that it comprises two units: In the former unit, we discuss issues in the theory of exchange rate determination and the classical models of the asset market approach. We will then apply this approach to explain the fluctuations of the US dollar in the 1980s and discuss a series of related puzzles. We will also consider the effects of currency bands on the dynamics of exchange rates and the specific micro structure of the market for foreign exchange. In the latter unit, we analyse informational issues in financial markets. In particular, we see how private information is transmitted through prices, strategic traders balance the trade-off between information revelation and speculative profits, and how the market structure conditions the price formation process.

Content: International Finance Exchange Rate Economics; The US Dollar in the 1980s; Exchange Rates and Currency Bands; The Micro Structure of the Market for Foreign Exchange. Market Micro Structure: Instruments and Preliminary Concepts; Rational Expectations and Securities Prices; Strategic Behaviour in Financial Markets; Dynamic Trading in Financial Markets.

Teaching: 9 x 2 hour lectures; 9 x 1 hour classes in the MT.

Written work: Extended essay of 6,000/8,000 words.

Reading list: Maureen O'Hara, *Market Microstructure Theory*, Blackwells.
Assessment: A two hour written examination in the ST (100%). **For MSc Finance and Economics students,** a two hour written examination in the ST (100%) or a 6,000 word dissertation (100%) on a topic to be agreed with the course leader. The dissertation option shall be utilised in one half unit module only, and this choice must be confirmed in the LT with the Programme Director.

AC447

Global Financial System

Teacher responsible: Professor H S Shin, A350

Availability: Intended for students on the MSc Accounting and Finance and MSc Finance and Economics. Students should have a strong background in microeconomics, and be comfortable with formal arguments.
Core syllabus: This course examines the academic and policy debates on the operation of the global financial system. The course will aim to be topical, but the analysis of the issues will be based on rigorous economic arguments.

Content: The course begins with a brief overview of the history of the international financial system. Several theories of financial crises are then developed in some detail, and are assessed by reference to historical experience and the mechanics of speculative of attack. Special emphasis is placed on the analysis of coordination failures and their implications for economic policy. We then proceed to examine the economic issues surrounding the design and operation of the "international financial architecture".

Teaching: 20 hours of lectures and 10 hours of classes in the LT.

Written work: Students are expected to attempt the problem sets and essay questions set in the classes.

Reading list: Given the topical nature of the course, we will make extensive use of resources available on line, and the course outline itself will be maintained as an html file with links to most course references. For preparatory reading on the history of the international financial system, Barry Eichengreen's book *Globalizing Capital* is a useful brief reference. Students may also benefit from a review of the material in a microeconomics textbook at the graduate level, such as J Green, A Mas-Colell & M Whinston, *Microeconomic Theory*.

Assessment: A two hour written examination in the ST (100%). **For MSc Finance and Economics students,** a two hour written examination in the ST (100%) or a 6,000 word dissertation (100%) on a topic to be agreed with the course leader. The dissertation option shall be utilised in one half unit module only, and this choice must be confirmed in the LT with the Programme Director.

AC448

Financial Intermediaries

Teacher responsible: Professor S Bhattacharya, E308

Availability: Intended for students on the MSc Accounting and Finance and MSc Finance and Economics; other graduate students to be admitted only with the permission of the course lecturer. Mathematical background to the level of the course taught in September, in the Economics Department, is assumed.

Core syllabus: A graduate course on the theories of the firm and its financial policies, and on financial intermediation and the macroeconomic implications of imperfect financial markets.

Content: The course introduces and applies the analytical methods of information economics, contract theory, and the property rights framework, to issues in corporate financial policy and governance; insurance, equity and credit markets; macroeconomic credit rationing and dynamics; the theory and regulation of financial (bank) intermediaries; and debt renegotiation and bankruptcy resolution procedures under asymmetric information.

Teaching: 20 hours of lectures and 10 hours of classes in LT.

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); X Freixas & J-C Rochet, *Microeconomics of Banking* (MIT Press, 1997); G R Hubbard (Ed), *Financial Markets and Financial Crises* (UCP, 1991); and journal articles to be described in a detailed reading list.

Assessment: A two hour written examination in the ST (100%). **For MSc Finance and Economics students,** a two hour written examination in the ST (100%) or a 6,000 word dissertation (100%) on a topic to be agreed with the course leader. The dissertation option shall be utilised in one half unit module only, and this choice must be confirmed in the LT with the Programme Director.

AC450

International Accounting and Finance

Teachers responsible: Dr E Bertero, A308 and Mr D Cairns, A450

Availability: This is a compulsory course for the International Accounting and Finance pathway of the MSc Accounting and Finance programme. Other students may be admitted to the course if they have a substantial knowledge of accounting and finance acquired at undergraduate level.

Core syllabus: Aims to provide a review of the international dimensions of accounting and finance. Comparative aspects are also included.

Content: International Accounting: This section deals with three broad issues:

1. The influence of different economic, social, political and institutional circumstances on accounting requirements. France, Germany, the USA, Japan and the countries in East and Central Europe illustrate this theme.
2. The rationale and consequences of harmonisation proposals and the institutional and political contexts out of which they emerge. The work of the International Accounting Standards Committee (IASC) and the European Union will be considered.
3. The choice of accounting treatments for particular circumstances in different countries and circumstance. The technical issues considered include consolidated (group) accounts, foreign currency accounting and accounting for changing prices.

This part of the course involves a number of outside speakers with practical and academic experience of accounting issues in different countries and environments.

International Finance: This section is divided into three parts:

1. Exchange rates: theory and regimes (the fundamental equilibrium relationships in international finance and empirical evidence; exchange rates models and empirical evidence; the international monetary system and the European monetary union);
2. International financial architecture (the 1987 crash; contagion and currency crises; the multilateral and EU frameworks for financial services; a comparison of financial systems);
3. International financial management (foreign exchange risk; exposure, management and hedging; currency options, futures and swaps).

Teaching: Twenty meetings (AC450) of two hours in the MT and LT. Classes: five hours MT, nine hours LT.

Written work: In the international accounting section of the course students are required to undertake a comparative investigation of accounting either in one or more countries or for one technical topic. 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: As well as a number of general texts on international accounting and financial reporting by multinational enterprises, the accounting section makes extensive use of journal articles as well as technical and policy pronouncements by national and international agencies. The readings for the finance section are a selection of journal articles and the following text books: P Sercu & R Uppal, *International Financial Markets and the Firm* (Chapman and Hall, 1995); A Shapiro, *Multinational Financial Management* (5th edn, Allyn & Bacon, 1991).

Assessment: A three hour written examination in the ST.

AC460

History of Accounting

Teacher responsible: Professor R Macve, Y211

Availability: 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.

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: There will be approximately 20 weekly two-hour seminars (AC460) commencing in the fifth week of the MT and continuing into the LT and ST. 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 is 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 are 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); 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); B S Yamey & R H Parker (Eds), *Accounting History: Some British Contributions* (Oxford University Press, 1994) and the collected essays of B S Yamey (published in two volumes by Garland Publishing).

Assessment: A three hour written examination in the ST.

AC470

International Accounting

Teacher responsible: Mr D Cairns, A450

Availability: For students taking the CEMS/IMEX route of the MSc Management. Students should have undergraduate level knowledge (or equivalent) of Accounting and Finance (for example, a good grade in AC100 Elements of Accounting and Finance).

Core syllabus: Aims to provide a review of the international dimensions of accounting. Comparative aspects are also included.

Content: The course deals with three broad issues:

1. The influence of different economic, social, political and institutional circumstances on accounting requirements. France, Germany, the USA, Japan and the countries in East and Central Europe illustrate this theme.

2. The rationale and consequences of harmonisation proposals and the institutional and political contexts out of which they emerge. The work of the International Accounting Standards Committee (IASC) and the European Union will be considered.
3. The choice of accounting treatments for particular circumstances in different countries and circumstance. The technical issues considered include consolidated (group) accounts, foreign currency accounting and accounting for changing prices.

The course involves a number of outside speakers with practical and academic experience of accounting issues in different countries and environments.

Teaching: Nine meetings of two hours in the MT (AC450).

Reading list: As well as a number of general texts on international accounting and financial reporting by multinational enterprises, the course makes extensive use of journal articles as well as technical and policy pronouncements by national and international agencies.

Assessment: Assessment is determined by an essay of approximately 5,000 words providing a comparative investigation of accounting in either one or more countries or for one technical topic.

AC490

Financial Reporting and Management: Management Accounting and Control

Teacher responsible: Dr T Ahrens, A451

Availability: Intended for MSc students who are not specialising in Accounting and Finance and who have not previously studied these subjects to a significant extent. Students who have previously studied Accounting and Finance are asked to seek advice before selecting this course.

Core syllabus: An introduction to management accounting. The first half concentrates on costing and the second half discusses issues of performance measurement and investment appraisal.

Content: Cost Volume Profit Analysis. Costing Systems. Budgeting & Standard Costing. Performance Measurement. The Balanced Scorecard. Investment Appraisal Principles. Investment Appraisal in Action.

Teaching: Ten weekly lectures of two hours each in LT. Classes: three hours LT.

Written work: Students are expected to produce several pieces of written work, including accounting exercises, case studies, and essays.

Reading list: A detailed reading list is made available at the start of the course. Illustrative texts include Horngren, Sundem, Stratton, *Introduction to Management Accounting* (Prentice Hall, 1998) and Horngren, Bhimani, Foster, Datar, *Management and Cost Accounting* (Prentice Hall, 1998).

Assessment: A two hour written examination in the ST.

AC491

Financial Reporting and Management: Financial Reporting

Teacher responsible: Father K McMillan, A263

Availability: Intended for MSc students who are not specialising in Accounting and Finance and who have not previously studied these subjects to a significant extent. Students who have previously studied Accounting and Finance are asked to seek advice before selecting this course.

Core syllabus: An introduction to financial reporting.

Content: Accounting Rules & Regulation. Assets & Depreciation. Equity & Debt. Financial Statement Analysis. Limitations of the Conventional Accounting Model. Recent Standard Setting Initiatives. Consolidation & Goodwill. Intangible Assets.

ANTHROPOLOGY

AN402

Anthropology of Religion

Teachers responsible: Professor M Bloch, A608 and Dr L Bear, A507

Availability: For the MSc in Social Anthropology and MSc in Anthropology and Development.

Core syllabus: This course covers selected topics in the anthropology of religion, focusing upon relevant theoretical debates. Reference will be made to ethnographies of the ritual, symbolism and religious knowledge of non-Western societies.

Content: Various anthropological approaches to the study of religion, ritual and symbolism are covered. Key topics will be: the religious representation of life, death, sex, morality and gender; the relation between cosmology and magical practice; typologies of thought; the religious, the aesthetic, the scientific; religion and the social construction of the emotions; the work of the symbol, myth and history; shamanism and spirit possession; theodicy and world religions; persons, objects and spirits in the process of conversion; the problem of religious belief; the category of 'religion'; ritual.

Teaching: Lectures AN402 weekly ML, Seminars AN402.A weekly ML.

Reading list: M Bloch, *Prey into Hunter: the Politics of Religious Experience*; M Douglas, *Purity and Danger*; E Evans-Pritchard, *Witchcraft Oracles and Magic among the Azande*; D Lan, *Guns and Rain*; G Lewis, *Day of Shining Red*; C Lévi-Strauss, *The Savage Mind*; M Bloch, *From Blessing to Violence*; J Comaroff, *Body of Power, Spirit of Resistance*; P Boyer, *The Naturalness of Religious Ideas*; F Cannell, *Power and Intimacy in the Christian Philippines*; M Bloch & J Parry, *Death and the Regeneration of Life*; T Asad, *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam*; V Raphael, *Contradicting Colonialisms: Translation and Christian Conversion in Tagalog Society under early Spanish Rule*.

Teaching: Ten weekly lectures of two hours each in MT. Classes: three hours MT.

Written work: Students are expected to produce several pieces of written work, including accounting exercises, case studies, and essays.

Reading list: A detailed reading list will be made available at the start of the course. Illustrative texts include Arnold, Hope, Southworth, Kirkham, *Financial Accounting* (Prentice Hall, 2001) and Glynn, Perrin, Murphy, *Accounting for Managers* (ITP, 1998).

Assessment: A two hour written examination in the ST.

AC492

Principles of Finance

Teacher responsible: Dr J L G Board, E309

Availability: Intended for MSc students who are not specialising in Accounting and Finance and who have not previously studied finance to a significant extent. Students should have taken courses in quantitative methods and economics at an undergraduate level.

Core syllabus: The theory of financial decision making by firms and examine the behaviour of the capital markets in which these decisions are taken. The topics covered are the theory of capital budgeting under certainty in perfect and imperfect capital markets, portfolio theory, equity bond markets, the capital asset pricing model, efficient markets, sources of funds, basic theory of capital structure and the cost of capital, company dividend decisions and financial markets and institutions.

Teaching: 40 lectures (AC212) of 1 hour MT and LT and 20 classes (AC492.A) of 1 hour MT and LT.

Written work: Students are expected to produce written work for classes and to make positive contributions to class discussion.

Reading lists: Detailed course programmes and reading lists are distributed at the start of the course. Illustrative texts include: Grinblatt & Titman, *Financial Markets and Corporate Strategy* (Irwin, McGraw-Hill); Brealey & Myers, *Principles of Corporate Finance* (McGraw-Hill).

Assessment: This course is based on a 3 hour written examination in the ST.

AC900

NA 01/02

Issues in Accounting and Finance

Availability: Intended for students on the MSc Accounting and Finance.

Core syllabus: To examine selected contemporary issues in research relevant to the study of finance, accounting and control. The actual composition of the course will vary from year to year. Currently, it focuses on strategy, organization and control.

Content: 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 multi-national corporations. The course includes presentations from senior business people and others responsible for strategy and control in their own organizations.

Teaching: Up to 20 meetings of 3 hours duration to be held in the MT and LT.

Reading list: A detailed reading list is given out at the start of the course. Illustrative references include: 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: No examination.

Detailed reading lists are provided at the beginning of the course.

Assessment: There is a three-hour examination in the ST.

AN404

Anthropology: Theory and Ethnography

Teachers responsible: Professor M Bloch, A608 and Dr C Stafford

Availability: This course is compulsory for the MSc in Social Anthropology and the MSc in Anthropology and Development.

Core syllabus: This course covers classical social theory and modern anthropological theory from evolutionism and functionalism to the present day. Through five thematic sections, it discusses a range of theoretical issues from all the main substantive fields within anthropology in relation to ethnographic case-studies. It emphasises the distinctive character of anthropological enquiry and in particular the mutual relationship between theory and ethnographic data.

Content: Conceptualising Society: Evolution, functionalism, the coherence and incoherence of society, relativism and interpretivism, the politics of anthropology.

Conflict and Control: Marxism and ideology, resistance and hegemony, traditional states, structure and event in history, law and social control.

Transactions in persons and things: Reciprocity and exchange, money, technological determination, property, labour and capital.

Natural and Cultural Relationships: Gender differentiation, birth and the nature of kinship, the family, sexuality, the continuity of kinship structures.

Knowledge and Belief: Ritual initiation and funerary practices, belief and the nature of knowledge, world religions, religious knowledge, classification and the natural world.

Teaching: Lectures (25 in all) AN404 weekly MLS, Seminars (25 in all) AN404.A weekly MLS.

Reading list: M Douglas, *Purity and Danger*; A Gell, *Wrapping in Images*; D Lan, *Guns and Rain*; E Evans-Pritchard, *Witchcraft, Oracles and Magic among the Azande*; J Parry, *Death in Banaras*; E R Leach, *Political Systems of Highland 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*; M Bloch, *Ritual History and Power*; C Geertz, *The Interpretation of Culture*; A Kuper, *The Invention of Primitive Society*; D Sperber, *Explaining Culture*; M Bloch, *How we think they think*. Detailed reading lists are provided at the beginning of the course.

Assessment: There is a three-hour examination in the ST.

AN405

Kinship, Sex and Gender

Teachers responsible: Dr P Gow, A601 and Dr B Placido, A610

Availability: For the MSc in Social Anthropology, MSc in Anthropology and Development, MSc in Gender, MSc in Gender and Development.

Core syllabus: An examination of the cultural frameworks of kinship systems, of gender roles, and of human sexuality, analysed through ethnographic examples taken from diverse cultures; an analysis of theoretical debates concerning such core concepts as 'kinship', 'marriage', 'male', 'female' and 'the person' and a critical discussion of such notions as 'human nature' and 'natural' in so far as they relate to gender roles.

Content: The history of anthropological debate on kinship. The analysis of the content of kinship relationships. Critique of the notion of 'kinship'. Variety in idioms of kinship in different societies. Concepts of substance and the body. Kinship and morality. Descent theory. Lévi-Strauss and alliance theory. Gender roles. Recent perspectives on gender theory. Procreation theories. Kinship and cognition.

Teaching: Lectures: AN405 weekly ML, Seminars AN405.A weekly ML.

Reading list: Readings required will include: C Lévi-Strauss, *The Elementary Structure of Kinship*; D Schneider, *A Critique of the Study of Kinship*; M Godelier, T Trautmann & F Tjon Sie Fat, *Transformations of Kinship*; F Myers, *Pintupi Country, Pintupi Self*; D Lan, *Guns and Rain*; L Abu-Lughod, *Veiled Sentiments*; E Leach, *Re-thinking Anthropology*; C McCormack & M Strathern, *Nature, Culture and Gender*. Detailed reading lists are provided at the beginning of the course.

Assessment: There is a three-hour examination in the ST.

AN406

Political and Legal Institutions

Teachers responsible: Dr V Benei, A506, and others

Availability: For the MSc in Social Anthropology, MSc in Anthropology and Development, MSc in Development Studies, MSc in Human Rights, MSc in Regulation.

Core syllabus: The anthropological analysis of political and economic institutions as revealed in relevant theoretical debates, and with reference to selected ethnography.

Content: The development of political and legal anthropology and their key concepts; centralised and non-centralised polities; chieftainship, kingship and other forms of authority; the bases for equality and inequality, the legitimisation of power, political competition and conflict; indigenous responses to colonialism; agrarian rebellions; nationalism and ethnicity; theories of order and normative domain, law as command and law as rules; the legal dimensions of hierarchy and authority; dispute institutions and processes; legal pluralism, Indian, Islamic and other non-Western legal systems.

Teaching: Lectures AN406 weekly ML, Seminars AN406.A weekly ML.

Reading list: J Gledhill, *Power and its Disguises* (1994); J Vincent, *Anthropology and Politics* (1990); E R Leach, *Political Systems of Highland Burma* (1954); G Balandier, *Political Anthropology* (1970); M H Fried, *The Evolution of Political Society* (1967); D Riches (Ed), *The Anthropology of Violence* (1986); S Howell & R Willis, *Societies at Peace* (1989); D Lan, *Guns and Rain* (1985); P Bohannan, *Justice and Judgement among the Tiv* (1957); B Malinowski, *Crime and Custom in Savage Society* (1916); J Comaroff & S Roberts, *Rules and Processes* (1981); P Gulliver, *Social Control in an African Society* (1963); S F Moore, *Law as Process* (1978); P Caplan (Ed), *Understanding Disputes* (1995); M Chanock, *Law, Custom and Social Order* (1985). Detailed reading lists are provided at the beginning of the course.

Assessment: There is a three-hour examination in the ST.

AN407

The Anthropology of Economic Institutions and Social Transformation

Teachers responsible: Professor H Moore, A611 and Professor P Loizos, A612

Availability: For the MSc in Social Anthropology, MSc in Anthropology and Development, MSc in Development Studies, MSc in Human Rights, MSc in Regulation.

Core syllabus: The anthropological analysis of economic institutions cross-culturally and of their transformation as a result of their incorporation into a wider capitalist market and of state policies and development initiatives. These themes are examined in relation to relevant theoretical debates and with reference to selected ethnography.

Content: Key concepts and theoretical debates in economic anthropology; the idea of the 'natural' and 'moral' economy; the social organization of production and exchange, gift versus commodity exchange; economic aspects of kinship and gender relations; the emergence of 'free' labour; work regimes in pre-market and market economies; monetization as an agent of social change; theories of consumption; local responses to the transition from peasant to proletarian; the social impact of state development initiatives; capitalist and state interventions affecting the

environment and local reactions to them; the politicization of the peasantry in relation to threats to peasant subsistence; social responses to hunger and famine; social structure and economic organization; poverty; humanitarian and development aid in complex emergencies; dispossession by development to refugees and resettlers.

Teaching: Lectures AN407 weekly ML, Seminars AN407.A weekly ML, plus 2 web training sessions.

Reading list: M Sahlins, *Stone Age Economics* (1974); J Parry & M Bloch (Eds), *Money and the Morality of Exchange* (1989); M Bloch, *Marxism and Anthropology* (1983); J Macrae & A Zwi, *War and Hunger: Rethinking international responses to complex emergencies*; P Richards, *Fighting for the Rainforest: War, Youth and Resources in Sierra Leone*. Detailed reading lists are provided at the beginning of the course.

Assessment: There is a three hour examination in the ST.

AN409

The Anthropology of the Mediterranean with special reference to Greece and Cyprus

Teacher responsible: Professor P Loizos, A612

Availability: For the MSc in Social Anthropology.

Core syllabus: Themes and theoretical debates appearing in the anthropological literature of Greece and Cyprus. Occasional reference will be made to ethnographies of other circum-Mediterranean societies, eg Turkey, Macedonia, Bulgaria, Yugoslavia, Bosnia. Some attention will be paid to studies of refugees, and the incorporation of ethnic minorities into Greek State and society.

Content: Through a discussion of selected texts, issues of culture and social structure will be explored in a number of communities. The importance of orthodoxy in Greek cultural identity will be featured. Particular attention will be paid to the use of history, to capitalist transformation, to gender relations, with particular attention to the division of labour and of religious representation; to the notion of honour; to local violence and its relation to state formation. Nationalism, and the politics of the treatment of cultural minorities will be considered. The management of death will be featured. The role of popular song in ethnography may be discussed. Appropriate ethnographic films may be shown, in addition to lectures and classes.

Teaching: Lectures AN409 weekly, Seminars AN409.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST.

AN410

The Anthropology of Madagascar

Teacher responsible: Dr R Astuti, A614

Availability: For the MSc in Social Anthropology.

Core syllabus: A comparative study of a number of Malagasy peoples.

Content: The course examines the available ethnography on a number of peoples in Madagascar selected so as to give the students some knowledge of the anthropological variety of the island. Particular attention is paid to kinship, gender, notions of the person, identity/ethnicity, religion and politics. All required reading is in English.

Teaching: Lectures AN410 weekly, Seminars AN410.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: R Astuti, *People of the Sea*; M Bloch, *Placing the Dead*; M Bloch, *From Blessing to Violence*; M Covell, *Madagascar: Politics, Economics and Society*; G Feeley-Harnik, *A Green Estate*; M Lambek, *Human Spirits*; M Lambek, *Knowledge and Practice in Mayotte*; J Mack, *Madagascar, Island of the Ancestors*. Detailed reading lists are provided at the beginning of the course. Students are also asked to read a number of recent, still unpublished PhD dissertations.

Assessment: There is a two hour examination in the ST.

AN411

Research Methods in Social Anthropology

Teacher responsible: Professor P Loizos

Availability: For the MSc in Social Anthropology.

Core syllabus: A review of diverse research methods employed by social anthropologists; consideration is given to the selection of appropriate techniques for specific research problems and interests.

Content: A brief introduction to methods in social anthropology, with an outline of the main types, particularly fieldwork by participant observation, the household census, the analysis of household composition, the sample survey, various approaches to asking questions and interviewing, the life history, the case history, research with documents and in archives, aspects of video, photography and sound recording as documentation media, aspects of authorship and the construction of ethnographic texts.

Teaching: Lectures AN411 weekly, Seminars AN411.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two hour examination in the ST.

AN412

The Anthropology of Death

Teacher responsible: Dr R Astuti, A614

Availability: For the MSc in Social Anthropology.

Core syllabus: The course examines the relationship between practices

and beliefs surrounding death and notions of the person and of the body in different parts of the world, including Euro-America. Special attention is paid to the disposal of the dead, beliefs in the afterlife, tombs and funerary monuments, beliefs in pollution and in the regeneration of life through death.

Content: The definition of death and dying; death and emotions; remembering and forgetting the dead; death and the person in Africa and Melanesia; death and the transformation of the body; tombs and funerary monuments; death and rebirth; euthanasia and the definition of death in the West.

Teaching: Lectures AN412 weekly, Seminars AN412.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: R Astuti, *People of the Sea*; M Bloch, *Pray into Hunter*; M Bloch & J Parry (Eds), *Death and the Regeneration of Life*; S Cederroth, C Corlin & J Lindstrom (Eds), *On the Meaning of Death*; F H Damon & R Wagner, *Death Rituals and Life in the Societies of the Kula Ring*; J Parry, *Death in Banaras*; N Scheper-Hughes, *Death without Weeping*; J Watson & E S Rawski (Eds), *Death Ritual in Later Imperial and Modern China*. Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST.

AN413

The Anthropology of Conflict, Revolution and War

Availability: For the MSc in Social Anthropology.

Core syllabus: The aim of this course is to present an anthropological perspective on the socioeconomic and technological dimensions of conflict, violence and war in various types of societies selected from different parts of the world.

Content: This course is concerned with a comparative study of conflict, violence and war primarily among non-industrialised societies. Some account will be taken of Western Europe and the effect of industrialisation. Particular attention is given to how societies cope with conflict, violence and war, and what factors contribute to the incidence and degree of these phenomena.

Teaching: Lectures AN413 weekly, Seminars AN413.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: Napoleon A Chagnon, *Yanomamo: The Fierce People*; C Von Clausewitz, *On War*; Karl Heider, *Grand River Dani*; John Keegan, *In Face of Battle*; Mervyn Meggitt, *Blood is their Argument*; H H Turney-High, *Primitive War*; D Riches (Ed), *The Anthropology of Violence*; M Z Rosaldo, *Knowledge and Passion*. Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST.

AN414

The Anthropology of Art and Communication

Teacher responsible: Dr P Gow, A601

Availability: For the MSc in Social Anthropology.

Core syllabus: The study of visual art forms as social action. The problems raised by an anthropology of art, and its relation to disciplines such as art history and aesthetics. Specific issues in the anthropology of art.

Content: The production and consumption of works of art in their social context. The domain of 'art' in Western societies, and in other societies. The problem of evaluation: aesthetics as a cross-cultural category. Art as communication and as action, and the connection to other communicational media.

Teaching: Lectures AN414 weekly, Seminars AN414.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: A Gell, *Art and Agency*; N Munn, *The Fame of Gawa*; E Gombrich, *Art and Illusion*; C Lévi-Strauss, *The Savage Mind*. Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST.

AN415

The Anthropology of India

Teachers responsible: Professor J Parry, A613, Dr L Bear, Dr V Benei and Dr H Donner

Availability: For the MSc in Social Anthropology.

Core syllabus: Society and culture in modern India.

Content: The caste system; the village and its local economy; kingship. The modern transformation of caste and stratification systems; untouchability and reservations. Modern industry and economic development and their impact on caste and class. Popular Hindu belief and practice and the social organisation of religion; religious reformism and nationalism. Modern politics and the state; the impact of globalisation.

Teaching: Lectures AN415 weekly ML, Seminars AN415.A weekly ML.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: V Das, *Structure and Cognition: Aspects of Hindu Caste and Ritual*; L Dumont, *Homo Hierarchicus*; C Fuller, *Servants of the Goddess: The Camphor Flame: Popular Hinduism and Indian Society*; A Gold, *Fruitful Journeys*; J Parry, *Death in Banaras: Caste and Kinship in Kangra*; M Srinivas, *Religion and Society among the Coorgs*. Detailed reading lists are provided at the beginning of the course.

Assessment: There is a three hour examination in the ST.

AN416

The Anthropology of Hunters and Gatherers of Sub-Saharan Africa

Availability: For the MSc in Social Anthropology.

Core syllabus: A comparative analysis of ethnographic source material on the culture and social organisation of Sub-Saharan African hunting and gathering societies.

Content: The course examines a range of ethnographic data drawn from studies of such Sub-Saharan hunting and gathering societies as the !Kung, G/wi, Hadza, Mbuti, Aka, Twa and Okiek in a search for comparative generalisations about their cultural and social organisation. Possible explanatory frameworks intended to account for the similarities and differences in the culture and social organisation of these various societies will be considered.

Teaching: Lectures AN416 weekly, Seminars AN416.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: R R Grinker, *Houses in the Rainforest*; S Kent (Ed), *Cultural Diversity among Twentieth-Century Foragers*; T Ingold, D Riches & J Woodburn (Eds), *Hunters and Gatherers, Vol 1: History, Evolution and Social Change. Vol 2: Property, Power and Ideology*; R B Lee, *The !Kung San*; L Marshall, *The !Kung of Nyae Nyae*; J C Woodburn, 'Egalitarian Societies', *Man*, 1982.

Assessment: There is a two-hour examination in the ST.

AN418

Cognition and Anthropology

Teacher responsible: Professor M Bloch, A608

Availability: For the MSc in Social Anthropology.

Core syllabus: The course re-examines the topic of the relation between individual cognitive development and cultural constructs. It pays particular attention to theories of semantics as they relate to child cognitive development and to the interface between cognitive science and theories of culture.

Content: This course re-examines the relation between cultural constructs and individual cognitive processes and development. In the historical development of modern anthropology there has, at times, been an active transfer of ideas between psychologists and anthropologists. Among the instances of such transfers of ideas, which are dealt with in the course, are the Sapir/Whorf theory of 'linguistic relativity' and the theory of schema proposed by Bartlett. After dealing with the past development of the interdisciplinary relation between cognitive science and anthropology, some contemporary issues are examined in detail. These include i) the nature of concepts and concept formation; ii) anthropological and psychological accounts of metaphor; iii) theory of mind and metare presentations; iv) anthropological and psychological theories of learning; v) domain specificity; vi) the significance of 'expertise' vii) the anthropology and psychology of emotions and viii) the anthropology and psychology of memory.

Teaching: Lectures AN418 weekly, Seminars AN418.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: E Hutchinson, *Cognition in the Wild*; D Holland & N Quinn, *Cultural Models in Language and Thought*; G Lakoff & M Johnson, *Metaphors that we live by*; R Sternberg & E Smith, *The Psychology of Human Thought*; T Schwartz et al, *New Directions in Psychological Anthropology*; J Lave, *Cognition in Practice*; L Hirschfeld & S Gelman (Eds), *Mapping the Mind*; D Sperber, *Explaining Culture*; M Bloch, *Ritual, History and Power*; P Boyer, *The Naturalness of Religious Ideas*. Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST.

AN419

The Anthropology of Christianity

Teacher responsible: Dr B Placido, A612

Availability: For the MSc in Social Anthropology.

Core syllabus: The ethnography of the perception of Christianity in the light of differing cultural and social situations especially colonial conditions and their historical parallels.

Content: The course examines a number of anthropological and historical studies of local forms of Christianity, including local forms of Catholicism, contemporary and historical Protestantisms including American Fundamentalist Protestantism and 'heretical' and other unorthodox Christianities. The course asks why anthropologists have shied away from analysing Christianity long after studies of other world religions, such as Islam, Hinduism and Buddhism, have become widely established. It looks at the relationship between Christianity and the history of anthropological thought, and locates the place of Christianity in the writings of Mauss, Durkheim, Foucault and others, in order to defamiliarise the religion which Europeans and Americans especially often take for granted. Issues examined will include the nature and experience of belief, the problems of writing about religion, Christianity and the state, the nature of religious confession, Christianity and women's religious and social experience (from Medieval women mystics to women priests), inquisitions and heretical beliefs, priests and alternative forms of mediation with divine power, miraculous saints, incorrupt bodies and 'non-eaters' and changing ideas about death, Heaven and Hell. Particular attention is paid to the nature of conversion, the history of missionaries and to Christianity in colonial and post-colonial situations in a variety of contexts such as Madagascar, South America, South East Asia and South Africa, and to issues of resistance and the re-appropriation of Christian doctrines by local populations.

Teaching: Lectures AN419 weekly, Seminars AN419.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: M Bloch, *From Blessing to Violence: History and Ideology in the Circumcision Ritual of the Merina of Madagascar*; F Cannell, *Catholicism, Spirit Mediums and the Ideal of Beauty in a Bicolano Community, Philippines* (PhD thesis, University of London); W Christian, *Person and God in a Spanish Valley*

(reprint 1988); J Comaroff, *Body of Power, Spirit of Resistance*; J de Pina Cabral, *Sons of Adam, Daughters of Eve: the Peasant World View in the Alto Minho*; R Ito, *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*.

Detailed reading lists are provided at the beginning of the course.
Assessment: There is a two hour examination in the ST.

AN420 H NA 01/02

The Anthropology of South-East Asia

Teacher responsible: Dr F Cannell

Availability: For the MSc in Social Anthropology.

Core syllabus: This course examines the anthropology of Southeast Asia from three perspectives. Firstly, it looks at some of the reasons for treating the countries of Southeast Asia as an ethnographic region. Secondly, it explores a selection of particular topics in the ethnography of different Southeast Asian countries which also have a wider comparative significance within the region. Thirdly, it considers some aspects of the interaction between Southeast Asian and 'Westernising' cultures.

Content: The course aims to make use of the extremely varied ethnography on Southeast Asia, including both the older accounts of 'tribal' cultures, and the more recent generation of writers who have focused on a comparative perspective centred on notions of identity, power and the construction of the person in hierarchical and egalitarian systems in Southeast Asia. The course first considers the notion that Southeast Asia, like the Mediterranean, is an area held together most meaningfully by the sea (eg by sea-born trade, travel and piracy). It also looks at the broad similarities of ecology and cultural patterns throughout the region, especially the contrast between highland and lowland societies. The kinds of continuities which it is suggested apply to Southeast Asian cultures in general will be introduced. The main ethnographic section of the course relates a series of studies of specific, (and highly varied) societies within the Southeast Asian region to themes of power and identity. These include a selection of topics such as some of the following: theatre, eg Javanese shadow puppet theatre; funerary rituals eg in Borneo; slavery, rank and hierarchy and courtly centres; spirit possession; some aspects of material culture eg architecture; notions of speech, rhetoric and/or musical performances; aspects of social and kinship organisation including the importance of commensality and of the idea of the 'house'; games, performances and competitions. The third theme of the course is concerned with some aspects of the interaction between Southeast Asian societies and influences usually referred to as 'Westernising', 'modernising' or 'globalising'. These topics include a selection from the following: popular culture; nationalism; world religions and their offshoots. They are seen within the context of the historical circumstances in which they have been produced.

Teaching: Lectures AN420 weekly, Seminars AN420.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: S Errington, *Meaning and Power in a Southeast Asian Realm*; J M Atkinson & S Errington, *Power and Difference*; B Anderson, *The Idea of Power in Javanese Culture*; C Geertz, *Negara*; U Wikan, *Managing Turbulent Hearts*; W Keeler, *Javanese Shadow Play, Javanese Selves*; P Metcalf, *A Borneo Journey into Death*; N Constable, *Maid to order in Hong Kong*.

Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two hour examination in the ST.

AN421 H NA 01/02

The Anthropology of Industrialisation and Industrial Life

Teacher responsible: Professor J Parry, A613

Availability: For the MSc in Social Anthropology.

Core syllabus: Anthropological perspectives on the industrialization process, on industrial life and industrial work, examined in relation to relevant theoretical debates and with reference to selected ethnographies.

Content: The way in which local understandings of modern machine production are laid down on the template of pre-existing cultural assumptions and cosmological ideas; the rural-urban nexus linking neophyte proletarians with peasant villages; the extent to which traditional forms of social structure and inequality are reproduced in the modern factory; the modern factory as an ethnic 'melting-pot' and as an agent of the 'secularization' and 'disenchantment of the world'; shop-floor organization, cultural and organizational factors affecting the intensity of labour, and the extent to which factory production requires new concepts of time and new kinds of work discipline; the social organization of the industrial neighbourhood; gender relations in factory and neighbourhood; the extent to which industrial workers in 'the Third World' represent an 'aristocracy of labour', the contrast between workers in the organised sector and the unorganised sector, and the conditions under which the industrial workforce emerges as a class 'for itself'; trade-union activism; resistance to and collusion with management; local discourses about industrial pollution and environmental degradation.

Teaching: Lectures AN421 weekly, Seminars AN421.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Select reading list: J Nash, *We eat the Mines and the Mines eat us: Dependency and Exploitation in Bolivian Tin Mines* (1979); A Ong, *Spirits of Resistance and Capitalist Discipline: Factory Women in Malaysia* (1987); D Wolf, *Factory Daughters: Gender, Dependency and Rural Industrialization in Java* (1992); S Westwood, *All Day, every Day: Factory and Family in the Making of Women's Lives* (1984); F Zonabend, *The Nuclear Peninsula* (1993); R Chandavarkar, *The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bombay, 1900-40* (1994);

M Holmstrom, *South Indian Factory Workers: their Life and their World* (1976); M Holmstrom, *Industry and Inequality: towards a Social Anthropology of Indian Labour* (1984); J Parry, J Bremen & K Kapadia (Eds), *The Worlds of Indian Industrial labour* (1999).

Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST.

AN422 H NA 01/02

The Anthropology of Religious Nationalism and Fundamentalism

Teachers responsible: Professor C Fuller, A505 and Dr V Benei, A506

Availability: For the MSc in Social Anthropology.

Core syllabus: The comparative ethnography and anthropological analysis of religious nationalism and fundamentalism in the non-western world.

Content: Conceptual problems in the definition of religious 'nationalism' and 'fundamentalism', with particular reference to Islam, Hinduism, Buddhism and non-western Christianity. The relationship between nationalism (and communalism and ethnicity) and fundamentalism, and the significance of violence in politico-religious conflicts, as illustrated by ethnographic material. The relationship between fundamentalism and religious reformism and scripturalism. The impact of fundamentalism on 'traditional' forms of popular and elite religion. Resistance to fundamentalism and religious nationalism, and the question of religious 'tolerance' in cross-cultural perspective. The relationship between nationalism and regionalism. Education, the transmission of knowledge and the historical construction of nationalism.

Teaching: Lectures AN422 weekly, Seminars AN422.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: L Caplan (Ed), *Studies in Religious Fundamentalism*; P Chatterjee, *Nationalist Thought and the Colonial World*; E Daniel, *Charred Lullabies*; V Das, *Critical Events: Mirrors of Violence*; M Davies, *Knowing One Another: Shaping an Islamic Anthropology*; S Gopal (Ed), *Anatomy of a Confrontation*; D Ludden (Ed), *Contesting the Nation*; T Madan, *Modern Myths, Locked Minds*.

Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST.

AN425 H

The Anthropology of China

Teacher responsible: Dr C Stafford, A609

Availability: For the MSc in Social Anthropology.

Core syllabus: The ethnography of China, Taiwan, Hong Kong and Singapore; anthropological approaches to issues in Chinese kinship, religion, education and political-economy.

Content: Chinese kinship: descent, lineages and ancestral cults, marriage, affinity and gender. Chinese popular religion: Daoism, Buddhism and Confucianism; local religion and the community; pilgrimage, spirit mediumship and healing. Literacy, education and nationalism in China; popular culture and the state. Anthropological studies of the Chinese economy.

Teaching: Lectures AN425 weekly, Seminars AN425.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: E Ahern, *Chinese Ritual and Politics*; D Davis & S Harrell (Eds), *Chinese Families in the Post-Mao Era*; H Baker & S Feuchtwang (Eds), *An Old State in New Settings*; S Feuchtwang, *The Imperial Metaphor: Popular Religion in China*; P Steven Sangren, *History and Magical Power in a Chinese Community*; C Stafford, *The Roads of Chinese Childhood*; R Watson & P Ebrey (Eds), *Marriage and Inequality in Chinese Society*; J Watson & E Rawski (Eds), *Death Ritual in Late Imperial and Modern China*; H Gates, *China's Motor: A thousand years of petty capitalism*.

Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST.

AN426 H NA 01/02

Film and Photography in Anthropological Practice and Theory

Teacher responsible: Professor P Loizos, A612

Availability: For the MSc in Social Anthropology.

Core syllabus: The object of the course is to familiarize students with film and the photographic image as sources of ethnographic information, as contributions to the social sciences in a descriptive, evocative and analytic role and as problematic cultural but intellectually provocative representations.

Content: The course considers the problem of realism, and its special importance for the documentary tradition; the historical development of the main ethnographic film-making approaches: (naive documentation realism; observationalism; participatory documentary; symbolist documentary; reflexive filming); problems of validation, verification and interpretation of early photographs of indigenous peoples; recent reactions against naive realism and against the observational movement; post-modern developments in ethnographic film, media representations of 'otherness', of ethnic conflict and refugees. The course also examines the need for written contextualization of historical images and films, and the opponents of this view. The course also examines in detail a number of significant benchmark films, and leading theoretical debates surrounding the ethics of responsible documentary representations of cultures and individual persons, and where possible consider how photographs and films are to be viewed in the light of existing written ethnography.

Teaching: Lectures AN426 weekly, Seminars AN426.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: E H Gombrich, *Art and Illusion*; Crawford & Turton, *Film as Ethnography*; B Nichols, *Representing Reality*; Gross, Katz & Ruby, *Image Ethics*; L Taylor, *Visualizing Theory*; P Loizos, *Innovation in Ethnographic Film*; E Edwards, *Photography & Anthropology*; D MacDougall, *Transcultural Cinema*; C Pinney, *Camera Indica: The Social Life of Indian Photographs*; I Borbosh & L Taylor, *Cross-Cultural Filmmaking*; L Devereaux & R Hillman (Eds), *Fields of Vision*; D Vaughan, *For Documentary*; T Allen & J Seaton, *The Media of Conflict - War Reporting and Representations of Ethnic Violence*; M Ignatieff, *The Warrior's Honour: Ethnic Conflict and the modern conscience*.

Detailed reading lists are provided at the beginning of the course.

Possible Films for Analysis: Flaherty, *Man of Aran*; Wright, *Song of Ceylon*; Woodburn & Hudson, *The Hadza: The Food Quest of an East African Hunting and Gathering Tribe*; Moser, *The Last of the Cuiva*; Moser, *The Meo*; MacDougall & MacDougall, *To Live with Herds*; Preloran, *Imaginerio*; Kildea & Leach, *Trobriand Cricket*; Kildea, *Valencia Diary*; Dunlop & Morphy, *Madampa Funeral at Gurka'wuy*; McKenzie & Hiatt, *Waiting for Harry*; D MacDougall, *Goodbye Old Man*; Boonzajer Flaes, *Polka: the Roots of Texas-Mexican Accordion Music in S Texas and N Mexico*.

Assessment: There is a two-hour examination in the ST.

AN427 H NA 01/02

The Anthropology of South-West Asian and North African Societies

Teacher responsible: Dr M Mundy

Availability: For the MSc in Social Anthropology.

Core syllabus: Anthropological perspectives on the societies of South-West Asia and North Africa, with particular emphasis on Arabic-speaking societies, examined in relation to relevant theoretical debates and with reference to selected ethnographies.

Content: Introduction to geographical and historical factors making for the social unity and diversity of the area; the character of scholarship on the area and the place of anthropology within that; kinship systems: unity and diversity; kingship and the Muslim political tradition; Khaldunianism and the persistence of the tribe; the ethnography of law; the ethnography of Islamic learning and institution; the anthropology of aesthetic tradition: austerity of ritual, luxuriance of language; regional ethnographies (2 or 3 to be considered in any year): Anatolia/Turkey, Iran, Yemen, Palestine/Israel, Morocco, Algeria, Syria/Lebanon, Egypt, Sudan.

Teaching: Lectures AN427 weekly, Seminars AN427.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: L Abu-Lughod, 'Anthropology's Orient: the Boundaries of Theory on the Arab World' in H Sharabi (Ed), *Theory, Politics and the Arab World: Critical Responses*; J Berque, *Essai sur la Methode Juridique Maghrebine*; P Bourdieu, *Algeria*; D Eickelman, *The Middle East: An Anthropological Approach*; E Evans-Pritchard, *The Sanusi of Cyrenaica*; E Gellner, *Muslim Society*; M Gilsenan, *Recognizing Islam*; A Hourani, *A History of the Arab Peoples*; I Khalidun, *The Mughaddima*; E Peters, *The Bedouin of Cyrenaica: Studies in Personal and Corporate Power*; ((Eds) J Goody & E. Marx); B Messick, *The Calligraphic State*; G Tillon, *The Republic of Cousins*.

Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST.

AN429 H NA 01/02

The Anthropology of Southern Africa

Teacher responsible: Dr D James, A616

Availability: For the MSc in Social Anthropology.

Core syllabus: This course serves as an introduction to the ethnography of Southern Africa. Topics to be considered include labour migration, urbanisation, transformations in land tenure and land use, changing kinship and gender relations, ethnicity and identity, and the role of performance and expressive culture in managing social transformation. Throughout the course, the effects on local communities of apartheid and of its demise will be a central concern.

Content: The ethnography of South and southern Africa has played a formative role in social anthropology, generating some of the key theoretical issues which underpin the discipline. This course provides students with an opportunity to understand changes in anthropological theory and practice by comparing the classic ethnographic texts with more recent writings from the same regions. Areas covered include South Africa, Lesotho, Swaziland, Botswana, Mozambique and Zimbabwe. The course, through looking at the new significance of institutions which appear to have remained intact, concerns itself with analyzing processes of social change and continuity. In particular, it examines some of the social effects of the apartheid regime, and of its demise. It looks not only at objective changes in political economy and livelihood, but also the forms of expressive culture through which these changes are expressed by those experiencing them. It develops students' ethnographic knowledge about specific communities, and also equips them with the skills to address key theoretical issues from the broader corpus of anthropological writings, in the context of data from this particular region.

Teaching: Lectures AN429 weekly, Seminars AN429.A.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: J Comaroff, *Body of Power, Spirit of Resistance*; J L & J Comaroff, *From Revelation to Revolution*; D Coplan, *In the Time of Cannibals: The Word Music of South Africa's Basotho Migrants*; V Erlman, *Nightsong*; R Gordon & A D Spielgel, 'Southern Africa Revisited' *Annual Review of Anthropology*; M Hunter, *Reaction to Conquest*; D James, 'I Dress in this Fashion' in H Hendrickson (Ed), *Clothing and Difference*; A

Kuper, *Wives for Cattle: Bridewealth and Marriage in Southern Africa*; I & P Mayer, *Townsmen or Tribesmen*; C Murray, *Black Mountain*; L Vail & L White, *Power and the Praise Poem: Southern Africa Voices in History*.

Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST.

AN430 H NA 01/02

The Anthropology of Governance in the Modern State

Teacher responsible: Dr M Mundy

Availability: For the MSc in Social Anthropology.

Core syllabus: The course examines recent work by anthropologists on government and the modern state.

Content: The approach is one which conserves the central characteristics of anthropology – a careful documentation of informal and non-state modes of governance, an attempt not to take the European experience as model for political development in isolation from non-European societies, and a commitment to grant oral and observed sources an equal status to written sources in its account of social knowledge – but goes on to incorporate formal institutions and written codes in the analysis of governance. It treats 'the modern state' as a process of historical depth in which the encounter between European and non-European polities was central and hence includes within its compass work by anthropologists on colonial and post-colonial states. The course examines the following topics: anthropological typologies of states; government models of state and institutional religion (*religio*); literacy and the law: current debates; the regulation of kinship, gender and family; property and government, colonialism, post-colonialism and the state; the political person and the nation-state; The ethnography of the judiciary and the court; the ethnography of state violence; anthropology and the new institutionalism in the other social sciences.

Teaching: Lectures AN430 weekly, Seminars AN430.A weekly.

Reading list: J Cole & E Wolf, *The Hidden Frontier: Ecology and Ethnicity in an Alpine Valley*; L Fallers, *The Social Anthropology of the Nation-State*; M Herzfeld, *The Social Production of Indifference: Exploring the Symbolic Roots of Western Bureaucracy*; S Hutchison, *Nuer Dilemmas: Coping with Money, War and the State*; S Merry, *Getting Justice and Getting Even: Legal Consciousness among Working-Class Americans*; K Verdery, *What Was Socialism, and What Comes Next?*; B Yngvesson, *Virtuous Citizens, Disruptive Subjects: Order and Complaint in a New England Court*; A Gupta & J Ferguson (Eds), *Culture, Power, Place: Explorations in Critical Anthropology*; M Lazarus-Black & S Hirsch (Eds), *Contested States: Law, Hegemony and Resistance*; M Burawoy & K Verdery (Eds), *Uncertain Transitions: Ethnographies of change in the postsocialist world*.

Detailed reading lists are provided during at the beginning of the course.

Assessment: There is a two-hour examination in the ST.

AN431 H NA 01/02

The Anthropology of Lowlands Latin America

Teacher responsible: Dr P Gow, A601

Availability: For the MSc in Social Anthropology

Core syllabus: The course covers selected indigenous societies of Lowland South America, focusing on the interrelationships between politico-economic systems, social structures, cosmologies and historical relations to colonial and national societies.

Content: The course addresses the history and current state of anthropological analyses of the indigenous peoples of Lowland South America, with a concentration on recent developments in the ethnography of the region. The course focuses on these recent attempts to integrate the study of politico-economic systems, social structure, cosmology and external relations, with particular emphasis on the implications of how indigenous peoples of the region conceive of their own social lives and of the world in which they live.

Teaching: Lectures AN431 weekly, Seminars AN431.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: E Viveiros de Castro, *From the Enemy's Point of View*; C Levi-Strauss, *The Raw and the Cooked; The Story of the Lynx*; J Ovinger Kaplan, *The Piarao*; C Crocker, *Vital Souls*; P Gow, *Of Mixed Blood*; P Descola, *In the Society of Nature; The Spears of Twilight*; E Basso, *The Last Cannibals*.

Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two hour examination in the ST.

AN432 H NA 01/02

Anthropological Linguistics

Teacher responsible: Professor M Bloch, A608

Availability: For the MSc in Social Anthropology.

Core syllabus: The relation of social anthropology to the study of language. The Sapir Whorf hypothesis. Semantics and pragmatics. Politeness. Language and thought. Political and religious language. Oratory. The ethnography of speaking.

Content: The course concerns the relation of language to culture and society. It looks at the history of the subject. It examines theories which see a relation between the way we think and the way we see the world. It looks at the anthropological and sociological implications of various types of theories of meaning. The course considers such issues as the hierarchy. The significance of forms of politeness is studied. The issue of the significance of literacy is examined.

Teaching: Lectures AN432 weekly, Seminars AN432.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: Detailed reading lists are provided at the beginning of the course.
Assessment: There is a two-hour examination in the ST.

AN433 H NA 01/02**Anthropological Theories of Exchange****Teacher responsible:** Professor J Parry, A613**Availability:** For the MSc in Social Anthropology.**Core syllabus:** Theories of the gift, reciprocity and exchange; the relationship between exchange and power; exchange and social inequality; and exchange and concepts of the person. Transactional moralities in the context of wider belief systems.**Content:** The course re-examines the classic theories of exchange of such writers as Marx, Mauss, Malinowski, Lévi-Strauss and Sahlins, and reviews the most significant recent developments from, and discussions of their work. It considers such themes as the opposition between gift and commodity exchange; the concept of charity in a cross-cultural perspective; the relationship between ideologies of exchange and the concept of the person; the relationship between religious values and transactional moralities; the variable and problematic way in which the notion of reciprocity has been used in anthropological writing, and the impact of Western-style currency on 'traditional' exchange systems.**Teaching:** Lectures AN433 weekly, Seminars AN433.A weekly.**Written work:** Students are expected to prepare discussion material for presentation in the seminars.**Reading list:** M Sahlins, *Stone Age Economics*; J Parry & M Bloch (Eds), *Money and the Morality of Exchange*; M Taussig, *The Devil and Commodity Fetishism in South America*; J C Scott, *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia*; B Malinowski, *Crime and Custom in Savage Society*; M Mauss, *The Gift. Forms and Functions of Exchange in Archaic Societies*; P Ekeh, *Social Exchange Theory: the Two Traditions*; C Lévi-Strauss, *The Elementary Structures of Kinship*. Detailed reading lists are provided at the beginning of the course.**Assessment:** There is a two hour examination in the ST.**AN434 H NA 01/02****The Anthropology of East and Central Africa****Teacher responsible:** Dr T Sanders, C806**Availability:** For the MSc in Social Anthropology.**Core syllabus:** This course serves as an introduction to the ethnography of East and Central Africa. Topics considered include the impact of colonialism, labour migration, urbanisation, the changing nature of kinship and gender relations, capitalism and economic transformations, and political and religious change.**Content:** East and Central Africa have been, and continue to be, major research areas in social anthropology. The wealth of documentation and published ethnography on these areas makes them especially suitable as an empirical base from which to explore issues of primary concern to the discipline. The main focus of the course will be on Kenya, Ethiopia, Uganda, Tanzania, Zambia, Zaire, Zimbabwe, Botswana and Rwanda. The central concern of the course will be the analysis of processes of social change and cultural continuity. There will be good opportunities to examine such issues as urbanisation, ethnicity, colonialism, as well as such topics as ritual, systems of ideas, witchcraft, and legal, political and economic institutions. The course offers the possibility of developing detailed ethnographic knowledge of particular communities, as well as the chance to address key theoretical issues in the context of a specific body of data. The course also enables students to understand the changing nature of anthropological theory and practice by comparing ethnographies from different periods in the discipline's development.**Teaching:** Lectures AN434 weekly, Seminars AN434.A weekly.**Written work:** Students are expected to prepare discussion material for presentation in the seminars.**Reading list:** H L Moore, *Feminism and Anthropology*; D Cohen & O Odhiambo, *Siaya*; T Hakansson, *Bridewealth, Women and Land*; D Parkin, *Palms, Wine and Witnesses*; N Long, *Social Change and the Individual*; J Pottier, *Migrants No More*; K Tranberg Hansen, *Distant Companions*; P Geschiere, *The Modernity of Witchcraft*; S F Moore, *Anthropology and Africa*; J Goody, *The expansive moment*.

Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST.**AN435 H NA 01/02****The Anthropology of Agrarian Development and Social Change****Availability:** For the MSc in Social Anthropology.**Core syllabus:** The course is about the economy and society of peasantries, and the changes they undergo during the process of economic development. It aims to compare structuralist and rational choice theories about agrarian change; to examine how rural producers respond to changes imposed from without and interpret them within their value systems; and to consider the relations of States and rural people.**Content:** The varieties of peasantries and different patterns of agrarian transformation. Is there a distinctive 'Peasant Economy'? Commercialisation and agrarian change. Rural class formation. Ideology, protest and change – 'The Moral Economy of the Peasantry', 'The Rational Peasant' and issues of collective action. Deconstructing 'The Household Economy' Land tenure and land reform. Rural labour processes and rural poverty. Technology and agrarian change. State and peasantry.**Teaching:** Lectures AN435 weekly, Seminars AN435.A weekly.**Written work:** Students are expected to prepare discussion material for presentation in the seminars.**Reading list:** F Ellis, *Peasant Economics*, 1988; R Guha, *The Unquiet Woods*, 1989; J Harriss (Ed), *Rural Development Theories of Peasant Economy and Agrarian Change*, 1982; G Hart, *Power, Labour and Livelihood: Processes of Change in Rural Java* (University of California Press, 1986); J Scott, *The Weapons of the Weak* (Yale University Press, 1985); R Wade, *Village Republics: Economic Conditions for Collective Action in South India* (Cambridge University Press, 1988).

Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST.**AN436 H****The Anthropology of Development****Teacher responsible:** Dr D James, A616**Availability:** For the MSc in Social Anthropology.**Core syllabus:** This course is centred on an examination of, and an assessment of the validity and reconcilability of, two divergent perspectives: development anthropology, with its corpus of writings by practitioners working on practical projects, and the 'anthropology of development', comprising a series of recent critiques of development theory and practice by anthropologists. This debate has encompassed a range of specific topics, including the anthropology of planning; indigenous technical knowledge and its use in agricultural projects; the culture of organizations; fertility and reproductive health; conservation and the environment. Literature ranges from writings at a high level of theoretical abstraction to those whose authors are anthropologists directly involved in development initiatives.**Content:** Historical background: how development and its discourses were made, through and in the wake of the colonial encounter. A discussion of the role – both past and potential – played by anthropologists in this process. Anthropological insights into the planning process undertaken by states and by NGOs. Anthropological critiques of the notions of 'participation' and 'indigenous technical knowledge' which have been used in agricultural development, especially by NGOs; alternative views which see knowledge as fragmentary and performative. Local, cultural knowledge about forestation, deforestation, and wildlife conservation. The localization and contestation of globally-formulated concepts of human rights, and of state and international programmes of family planning and population control, which often fail to dovetail with local knowledge about fertility and reproduction. Regional ethnographies used include various parts of Southern and West Africa, China, the Caribbean, Latin America, South and South-East Asia.**Teaching:** Lectures AN436 weekly, Seminars AN436.A weekly.**Written work:** Students are expected to prepare discussion material for presentation in the seminars.**Reading list:** E Croll & D Parkin, *Bush Base, Forest Farm: Culture, Environment and Development* (1992); J Crush (Ed), *Power of Development: A Escobar, Encountering Development: the making and unmaking of the third world* (1995); J Fairhead & M Leach, *Misreading the African landscape: society and ecology in the forest-savanna mosaic and Reframing deforestation: global analyses and local realities with studies in West Africa* (1996); J Ferguson, *The Anti-politics machine 'Development', depoliticization and Bureaucratic Power in Lesotho* (1994); J Ferguson 'Anthropology and its evil twin 'Development' in the constitution of a discipline' in F Cooper & R Packard (Eds), *International Development and the Social Sciences* (1997); K Gardner & D Lewis, *Anthropology, Development and the Post-modern challenge* (1996); S Greenhalgh (Ed), *Anthropological contributions to fertility theory* (1994). Detailed reading lists are provided at the beginning of the course.**Assessment:** There is a two-hour examination in the ST.**(ALL HALF UNIT COURSES CONSIST OF 10 WEEKLY LECTURES PLUS 10 WEEKLY SEMINARS)****Assessment:** For full unit courses there is a 3-hour examination in the ST and for half unit courses there is a 2-hour examination in the ST. An essay of not more than 10,000 words on an approved topic.**AN900****A Programme of Ethnographic Films****Teachers responsible:** Professor P Loizos, A612 and Dr B Placido, A610. There will usually be 10 films in each of the MT and LT. Titles will be announced at the beginning of each term.

Development; MSc Gender and Development; MSc Gender; MSc Human Rights; MSc Population and Development.

Core syllabus: The course deals with definitions, causes and consequences of, and obstacles to, development and the corresponding expansion of the capabilities of people as social beings. It aims to integrate the concepts and perspectives of a range of disciplines and to consider major trends of development and change in modern history and interpretations of them in the social sciences; contemporary social theory and its bearing on the policy and practice of development; critical appraisal

of current development policy and an approach to human development.

Content: Concepts of 'development'. Historical evolution of 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 and policy from amongst – poverty, gender, agrarian change, the environment, globalisation, trade, governance, complex emergencies, and social movements.**Teaching:** Twenty lectures (DV400) (each of two hours duration) + twenty seminar classes (DV400.A) (each of one and a half hours duration) will be given in the MT and LT.**Background Readings:** B Agarwal, *A Field of One's Own: gender and land rights in South Asia* (Cambridge University Press, Cambridge & New York, 1994); T Allen & A Thomas, *Poverty and development into the 21st century*, (revised edition, Oxford University Press, 2000); S Berry, *No Condition is Permanent: the Social Dynamics of Agrarian Change in Sub-Saharan Africa* (University of Wisconsin Press, Madison, 1993); J Dreze & Sen, *A Hunger and Public Action* (Oxford University Press, 1989); P Evans, *Embedded Autonomy: States and Industrial Transformation* (Princeton University Press, 1995); J Ferguson, *The Anti-Politics Machine: 'Development', Depoliticization and Bureaucratic Power in Lesotho* (Cambridge University Press, 1990); K Griffin, *Alternative Strategies of Economic Development* (Macmillan 1989); J Harriss, J Hunter & C Lewis (Eds), *The New Institutional Economics and Third World Development* (Routledge 1995); C Leys, *The Rise and Fall of Development Theory* (James Currey, 1996); R Putnam, *Making Democracy Work: Civic Traditions in Modern Italy* (Princeton University Press, 1993); M Todaro, *Economics for a Developing World: An Introduction to Principles, Problems and Policies* (3rd edn, Longman, 1992); R Wade, *Governing the Market: Economic Theory and the Role of Government in East Asian Industrialization* (Princeton University Press, 1990); M Wuyts, M Mackintosh & T Hewitt (Eds), *Development Policy and Public Action* (Oxford University Press, 1992).

A detailed reading list will be presented at the beginning of term.

Written work and Assessment: Students will write at least two essays for presentation and evaluation in class. The course will be assessed through a three-hour examination taken in the ST.**DV402 NA 01/02****The Politics of Southeast Asian Development****Teacher responsible:** Dr J Putzel, A402**Availability:** For MSc in Development Studies, MSc in Comparative Politics, MSc in Development Management and MSc in Public Policy. 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 historical, thematic and institutional approaches to comparative political analysis of states and markets in the region.**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 the region: contrasting experiences of colonialism; differing impact of nationalism, religion and ethnicity on state formation and political and social movements; 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, agrarian change, the impact of social and economic change on women and on the environment, pressures for democratisation and the emergence of civil society. 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. Particular attention will be placed on discussions of different methodological and theoretical approaches to the study of politics.**Teaching:** The course will consist of 18 one and a half-hour lectures in the MT and the LT and 18 one and a half hour seminars held in the MT and the LT. The seminars will be based on a discussion of student presentations of the readings.**Written work:** Students will be expected to present at least two written essays.**Background readings:** A detailed weekly reading list will be provided at the first course meeting. K Hewison, G Rodan & R Robison (Eds), *Southeast Asia in the 1990s: Authoritarianism, Democracy and Capitalism* (Allen and Unwin, 1993); J Steinberg (Ed), *In Search of Southeast Asia: A Modern History* (revised edn, Allen & Unwin, Sydney, 1987); K S Jomo (Ed), *Tigers in Trouble: Financial Governance, Liberalization and the Crises in East Asia* (Zed Press, 1998); R McVey (Ed), *Southeast Asian Capitalists* (Cornell University Press, 1992); G P Means, *Malaysian Politics: The Second Generation* (OUP, 1991); P Pasuk & C Baker, *Thailand: Economy and Politics* (OUP, 1995); K Hewison (Ed), *Political Change in Thailand: Democracy and Participation* (Routledge, 1997); 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); P Huchcroft, *Booty Capitalism: The Politics of Banking in the Philippines* (Cornell University Press, Ithaca and London, 1998); J Putzel, *A Captive Land: The Politics of Agrarian Reform in the**Philippines* (Catholic Institute for International Relations and Monthly Review Press, 1992).**Assessment:** The course will be assessed by a three-hour unseen examination in the ST worth 80% of the final mark and by the two best of three 1,500 word class essays worth 20% of the final mark.**DV406****Development Management****Teacher responsible:** Dr J Beall**Availability:** For MSc Development Management; MSc Development Studies; MSc Environment and Development. 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 the varied institutions of the state, market or civil society which determine the success or failure of development programmes and projects.**Content:** The course will review literature dealing with the principles governing the institutions and organisations through which programmes and projects are implemented. It will examine the variety of functions they must perform; the structures the can assume; the incentive systems which motivate them and how they relate to differing political, economic and social conditions. It will consider recent literature which re-evaluates the way these problems are understood, looking in particular at recent developments in economics, public sector management, and social policy. It will focus on the role of hierarchy, competition and participation in providing different kinds of services in different kinds of situations. It will provide an analytical basis for making judgements about institutional reform programmes by showing how different kinds of institution and organisations – centralised bureaucracies, markets, participatory and solidaristic agencies – operate to provide services in practice. The main purpose of the course will be to strengthen student's capacity to use rigorous theory to solve practical problems. However students will be encouraged to re-evaluate their own practical experience as workers in organisations or consumers of their services during class discussions.**Teaching:** There will be 17 two hour lectures and one-and-a-half hour seminars over the MT and LT. During the LT students doing the Development Management degree programme will conduct group research projects on topics identified by development agencies. A lecture and workshops will be organised to assist student groups to formulate their proposals and report back to their Agencies.**Background readings:** A detailed weekly reading list will be provided at the first course meeting. E A Brett, 'Voluntary agencies as development organizations: theorizing the problem of efficiency and accountability', *Development and Change*, 24, April 1993; C Clague, *Institutions and economic development*, Johns Hopkins, 1997; M Edwards & D Hulme, *Non-Governmental organisations – performance and accountability*, Earthscan, 1995; M Esmar, *Management dimensions of development*, Kumian Press, 1991; A O Hirschman, *Exit, Voice and Loyalty*, Harvard, 1970; O Hughes, *Public Management and Administration*, Macmillan, 1994; 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; S Paul, *Accountability in public services: exit, voice and capture*, World Bank Discussion Paper, Washington, 1990; D Robinson & others, *Managing development*, Sage, 1999; G Thompson & others, *Markets, hierarchies and networks*, Open University, 1990; O E Williamson, 'The economics of organisation: the transaction cost approach', *American Journal of Sociology*, Vol 87, No 3, 1981.**Assessment:** The course will be assessed by a 3 hour unseen examination in the ST worth 80% and by two 2,000 word essays (the best of which will count) worth 20%. Students from the MSc Development Management programme will submit an individual report on their research project to fulfil the examination requirement of DV410.1.**DV407 NA 01/02****Poverty****Teacher responsible:** Professor A Saith, T301b**Availability:** For students taking the MSc in Development Studies; MSc Development Management; MSc Environment and Development. 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; structured in three parts; concepts and measurement, processes and causalities; and interventions and responses.**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 to consider poverty reduction are considered. 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: The course will be taught during MT and LT and will consist of 20 one and a half hour lectures and 20 seminars/workshops each of one and a half hours.

Background readings: Detailed reading lists for different sections will be provided at the start of the course. B Agarwal, *A Field of One's Own: Gender and Land Rights in South Asia*, Cambridge University Press, 1994; R Chambers, *Rural Development: Putting the Last First*; M Desai, *Poverty, Famines 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; S Rowbotham & S Mitter (Eds), *Dignity and Daily Bread: New Forms of Economic Organising among Poor Women in the Third World and the First*, Routledge, 1994; A Saith, 'Development Strategies and the Rural Poor', *Journal of Peasant Studies*, Vol 17, No 2; T W Schultz, *The Economics of Being Poor*, Blackwell, 1993.

Assessment: Two-hour unseen examination held in the ST (50%); one 5,000 word essay to be submitted at the start of ST (50%).

DV409

Economic Development Policy

Teachers responsible: Dr D Weinhold, T401b and Dr M Goldstein, T405
Availability: This course is for students taking the MSc in Development Studies; MSc in Development Management; MSc Environment and Development or from other departments who have had undergraduate second level courses in intermediate macro and microeconomics to a level assessed as adequate by the teachers responsible. Other suitably qualified and interested graduate students may take this course as permitted by the regulations for their degrees and with the permission of the teachers responsible.

Core syllabus: This course focuses on analytically and empirically rigorous analyses of economic policies in developing countries. Increasing data availability has meant that the effectiveness of development policies, in terms of improving welfare and promoting growth, can now be analysed much more rigorously using a variety of quantitative techniques. By looking at how this approach can be applied to a range of development issues the course will provide an overview of new thinking on the design of public policy to improve growth and welfare in developing countries. There is a strong emphasis on regression and other econometric techniques, which allow us to critically assess public policies, in the course.

Content: The course consists of one lecture on the interpretation of empirical regression analysis and the role of quantitative methods in policy evaluation, nine lectures focusing on policies related to macroeconomic issues, and ten lectures on policies relating to microeconomic issues. Macroeconomic topics to be discussed include determinants of growth, human capital accumulation, globalization and the political economy of trade policy, structural adjustment, aid, debt relief, corruption and environment and growth. Microeconomic topics include fiscal reform and the role of the state; redistribution, growth and welfare; targeting and transfers; employment programs; interhousehold resource allocation; asset redistribution; credit rationing and microfinance; off-farm diversification and an examination of the role of decentralization and non-state actors (eg NGOs).

Teaching: The course will be taught during MT and LT and will consist of 20 one and a half hour lectures and 20 seminars/classes of one and a half hours each.

Background readings: The bulk of the course will be taught using journal articles. A reading list will be handed out by the lecturers at the beginning of their sessions. Useful reference texts include D Ray, *Development Economics* (1998) which will serve as the course text, A Deaton, *Analysis of Household Surveys: a Microeconomic Approach to Development Policy* (1997); J Behrman & T N Srinivasan, *Handbook of Development Economics* (1995); P Krugman, *The Accidental Theorist: Recent Dispatches from the Dismal Science* (1998).

Written work and Assessment: Students will be assessed both by continuing evaluation (30%) and by a three-hour written examination to be held in the ST (70%).

DV410

Research Design and Dissertation in Development Studies and Development Management

Teachers responsible: Dr E Francis T301c, Dr J Beall and all DESTIN staff

Availability: Compulsory for MSc Development Studies; MSc Development Management; where this must be taken with DV410.1 (see separate course guide). Also for MSc Gender and Development; MSc Environment and Development; MSc Anthropology and Development.

Core syllabus: Students will design a detailed research proposal on a topic within Development Studies/Management 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 ST.

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 and a tentative outline and preliminary bibliography. Student projects will be presented to research seminars for debate and discussion.

Teaching: In the MT, students will take DV410.1 (see separate course guide). Students will attend individual tutorial sessions with their supervisors during MT and LT to design their research proposals, the topic of which must be approved by the supervisor. Proposals will be evaluated commented upon and approved by staff. Students will present their research projects during Research Seminar Classes to be held in the ST.

Written work and Assessment: Students will submit a research proposal of not more than 2,000 words before the start of ST, which will be evaluated, commented upon and must be approved before proceeding to write the dissertation. Students will submit a dissertation of not more than 10,000 words by 3 September.

DV410.1

Social Research Methods in Developing Countries

Teachers responsible: Dr D Weinhold T401b, Dr E Francis, T301c and all DESTIN staff

Availability: For those taking DV410.

Content: This course is intended to introduce students to the social research methods used in development studies and to provide them with a methodological framework for working on their dissertation.

Teaching: Teaching will consist of ten lectures overviewing Development Studies research, essay and dissertation writing in the MT, individual tutorial sessions with supervisors throughout the MT, LT and ST, and 4 two hour workshop sessions discussing dissertation proposals in the ST. Students will also attend 20 Visiting Lectures presenting recent research or practical experience in the development field in MT and LT.

Background readings: D Casley & D J Lury, *Data Collection in Developing Countries*; J Chataway, A Thomas & M Wuyts (Eds), *Finding out Fast*; 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 Hobcraft (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*.

Assessment: Students will write a 2000 word essay worth 20% of the final mark for DV410 [MSc Development Management] students present an essay linked to their research project for DV406].

DV413

Institutions, Environmental Change and Development

Teachers responsible: Dr Rene Veron, T301a

Availability: For students taking the MSc Environment and Development, MSc in Development Studies, or the MSc in Development Management, and for those taking other MSc programmes with the approval of the course teacher and their own programme directors.

Core syllabus: The course is about the institutions that regulate the interactions between society and the natural environment, at the local and national levels (the international level is dealt with in DV415). The course is also concerned with how these relationships are perceived and understood in particular development contexts. Firstly, a range of explanatory frameworks are introduced, with particular attention to political ecology, gendered resource access, and environmental narratives. Secondly, we critically analyse a number of resource management institutions as promoted by donors and governments, and practiced by local communities. We ask how these different institutions, and the politics surrounding them, impose constraints upon and present opportunities for the promotion of sustainable and equitable development.

Content: Interdisciplinary environmental science for development; Discourses of environmentalism; political ecology, access to resources, and environmental narratives; gender and population in environmental management; the state, the community, common property resources, and co-management of land and forests; environmental movements and environmental politics.

Teaching: There will be a one and a half-hour lecture and a one-and-a-half hour class each week during MT.

Written work: Students will be asked to write at least one paper based on an essay prepared for class (except E&D stream – see below).

Background readings: A detailed weekly reading list will be provided at the first course meeting. W M Adams, *Green Development*, Routledge, 2000; T Benton & M Redclift (Eds), *Social Theory and the Global Environment*, Routledge, 1994; P Blaikie, *The Political Economy of Soil Erosion*, Longman, 1985; P Blaikie & H Brookfield, *Land and Society*, Routledge, 1987; J Fairhead & M Leach, *Misreading the African Landscape: society and ecology in a forest-savanna mosaic*, Cambridge University Press, 1996; J Hannigan, *Environmental Sociology: A Social Constructionist Perspective*, Routledge, 1995; M Leach & R Mearns (Eds),

The Lie of the Land: challenging received wisdom in African environmental change and policy, James Currey, 1996; M Leach, R Mearns & I Scoones, Community-Based Sustainable Development: Consensus or Conflict?, *IDS Bulletin*, 28, 4, 1997; T O'Riordan, *Environmental Science for Environmental Management*, Prentice Hall, 2000; E Ostrom, *Governing the Commons*, Cambridge University Press, 1990; R Peet & M Watts (Eds), *Liberation Ecologies: environment, development, social movements*, Routledge 1996; I Scoones (Ed), *Living With Uncertainty: New Directions in Pastoral Development*, IT Publications, 1995; M Tiffen *et al*, *More People, Less Erosion: Environmental Recovery in Kenya*, John Wiley, 1993; M Thompson *et al*, *Uncertainty on a Himalayan Scale*, Ethnographica, 1986.

Assessment: MSc Environment and Development Students (stream A): Two hour exam (75%) in the ST and a 5,000 word extended essay submitted by 1 September, which is the shared assessment for DV413 and DV415 (25%). All other students: Two hour exam (80%) and an essay of no more than 2,000 words (20%) submitted by the first day of LT.

DV415

Institutions and the Global Environment

Teacher responsible: Professor Robert Wade

Availability: For students taking the MSc Environment and Development, MSc in Development Studies, or the MSc in Development Management, and for those taking other MSc programmes with the approval of the course teacher and their own programme directors.

Core syllabus: The course examines how and why multilateral organizations, mainly the World Bank, have organized themselves to integrate environmental objectives into their "non-environmental" core work. The emphasis is less on the technical aspects of what they have done (still less on the condition of the global environment), and more on the internal organizational dynamics and the external politics of the NGO/US Congress/US Treasury complex. The World Bank is the main case, because it is probably the international agency now having the greatest impact on "environmental policies" and the environment in the developing countries, but is not primarily an environmental organization. How is an environmental function organized inside the Bank, and what is the impact of all the pressure directed at it by environmental advocates? The discussion is relevant to questions about globalization, the autonomy or dependence of international organizations, the role and responsibilities of transnational NGOs, as well as to questions about public administration and environmental policy.

Teaching: There will be a one-and-a-half hour lecture and a one-and-a-half hour class each week during LT.

Written work: Students will be asked to write at least one paper based on an essay prepared for class (except E&D stream A – see below).

Background readings: (A detailed weekly reading list will be provided at the first course meeting). S Buck, *The Global Commons: An Introduction*, Earthscan 1998; Devesh Kapur, John Lewis, Richard Webb, *The World Bank: Its First Half Century*, Vol 1, Brookings, 1997; Robert Wade, *Greening the Bank: the struggle over the environment, 1970-1995*, chapter 13, in Kapur *et al* (Eds), *The World Bank: Its First Half Century*, Vol 2, Perspectives, Brookings Institution, 1997; G Porter & J Welsh Brown, *Global Environmental Politics*, Westview Press, 1991; T O'Riordan, *Environmental Science for Environmental Management*, Prentice Hall, 2000; O R Young (Ed), *The Effectiveness of International Environmental Regimes*, MIT Press, 1999.

Assessment: MSc Environment and Development Students (stream A): Two hour Exam (75%) in the ST and a 5000 word extended essay submitted by 1 September, which is the shared assessment for DV413 and DV415 (25%). All other students: Two hour Exam (80%) and an essay of no more than 2,000 words (20%) submitted by the first day of ST.

DV416

Gender, Institutions and Social Development

Teacher responsible: Dr E Francis T301c

Availability: For MSc Gender & Development; MSc Development Studies; MSc Development Management; MSc Anthropology and Development; MSc Environment and Development.

Core syllabus: This course is concerned with the significance of gender relations in processes of social change and development. It has two major components. The first is a review of theoretical approaches to analysis of gender relations, social change and development, primarily in Sub-Saharan Africa and South Asia. The second component considers the historical and contemporary significance of gender relations in peoples changing forms of involvement in key institutions (chiefly households, communities, markets and states).

Content: The course begins with an overview of basic concepts and issues in the areas of gender and development and feminist theory. Attention will be paid to debates about the representation of 'Third World Women' in academic and policy discourse. Key processes of economic, political, social and cultural change in Sub-Saharan Africa and South Asia will be surveyed, with a focus on their implications for gender relations. Attention then moves to how social change is experienced and negotiated within households and localities. The course also examines the impact on gender relations of changing forms of involvement in and the operation of states and markets. Students will be encouraged to draw extensively on relevant empirical material.

Teaching: Teaching will consist of ten one and a half hour lectures and ten one and a half hour seminars.

Reading list: B Agarwal, *A Field of One's Own: Gender and Land Rights in South Asia* (1994); D Bryceson (Ed), *Women Wielding the Hoe: Lessons from Rural Africa for Feminist Theory and Development Practice* (1995); N

Folbre, *Who Pays for the Kids? Gender and Structures of Constraint* (1994); E Francis, *Making a Living: Changing Livelihoods in Rural Africa* (2000); L Haddad *et al*, *Intra Household Resource Allocation in Developing Countries* (1997); M Mackintosh, *Gender, Class and Rural Transition* (1989); M Marchand & J Parpart, *Feminism/Postmodernism/Development* (1995); H Moore, *Feminism and Anthropology* (1988); S Rai & G Lievesley, *Women and the State: International Perspectives* (1996); T Wallace & C March, *Changing Perceptions: Writings on Gender and Development* (1991).

Assessment: The course will be assessed by a two hour examination in the ST worth 80% of the final mark and coursework worth 20% of the final mark.

DV417

Global Civil Society

Teacher responsible: Professor M Kaldor, M206

Availability: For MSc in Development Studies, Anthropology and Development, Development Management, Environment and Development, Human Rights.

Core syllabus: This course will introduce students to the concept of global civil society and at the same time will provide an overview of transnational civil society organisations and their relation to other global actors. It will emphasise the character of global civil society as a contested arena and the context of both integration and fragmentation that is associated with globalization.

Content: The first half of the course will focus on the theories that contribute to the concept of the global civil society. Topics covered will include: overview of the contemporary debate about global civil society; globalisation and the changing character of sovereignty; theories of civil society; perpetual peace theories and ideas of international order; the politics of cosmopolitanism and particularism. The second half of the course will be more practical; it will include the growth of transnational civil society organisations (transnational social movements and NGOs, international media, religious networks, international business associations, etc), their relationship to other global institutions, particularly international organisations like the United Nations or the European Union, and to transnational corporations, and finally the influence of global civil society on specific issues, eg war, human rights, democracy, development or the environment.

Teaching: The course will consist of ten one and a half hour lectures in the LT and ten one and a half hour seminars which will be student-led.

Written work and Assessment: Students will be expected to write one essay and give one oral presentation on a different subject. The course will be assessed by a term paper (20%) which can be based on the essay or oral presentation and a two hour examination in the ST (80%).

Background reading list: A Arato & J Cohen, *Civil Society and Political Theory*, MIT Press, 1992; Daniele Archibugi, Robin Cohen & Shirin M Rai, *Global Social Movements*, Athlone Press, London and New Brunswick, 2000; David Held, *Global Transformations*, Polity 1999; David Held & Martin Kohler, *Reimagining Political Community*, Polity, 1998; Ernest Gellner, *Conditions of Liberty: Civil Society and its Rivals*, Hamish Hamilton, 1994; D Hulme & M Edwards, *NGOS, States and Donors: Too Close for Comfort*, Macmillan, 1997; Mary Kaldor, 'Civilizing Globalisation?', *Millennium*, Vol 29, No 1, 2000; Mary Kaldor, 'Transnational Civil Society' in Tim Dunne & Nick Weaver (Eds), *Human Rights in Global Politics*, Cambridge University Press, 1999; John Keane, 'Despotism and Democracy' in John Keane (Ed), *Civil Society and the State*, Verso, 1988; John Keane, *Civil Society*, Polity, 1999; Margaret Keck & Kathryn Sikkink, *Activists Beyond Borders*, Cornell University Press, 1998; Naomi Klein, *No Logo*, Flamingo, 2000; Ronnie D Lipschutz, 'Reconstructing World Politics: The Emergence of Global Civil Society', *Millennium: Journal of International Studies*, Vol 21, No 1, 1992; Robin Luckham & Gordon White (Eds), *The Jagged Wave: Democratization in the South*, Manchester University Press, 1996; James Mittelman, *The Globalisation Syndrome: Transformation and Resistance*, Princeton, 2000; Robert O'Brien *et al*, *Contesting Global Governance: Multilateral Economic Institutions and Global Social Movements*, Cambridge University Press, 2000; A Sellman, *The Idea of Civil Society*, Princeton University Press, 1992; Sidney Tarrow, *Power in Movements, Collective Action and Politics*, Cambridge University Press, 1994; P Willetts, (Ed), *The Conscience of the World: The Influence of Non-Governmental Organisations in the UN System*, Hurst, 1996.

DV418

African Development

Teachers responsible: Dr T Allen, T501b and Dr E Francis, T301c

Availability: For students taking the MSc in Development Studies, MSc Development Management, MSc Anthropology and Development, MSc Gender and Development, MSc Environment and Development, MSc Human Rights and for those taking other MSc programmes with the approval of the course teachers and their own programme directors.

Core syllabus: This course is concerned with processes of economic, political, social and cultural change in Sub-Saharan Africa. It provides critical analysis of key development interventions. It also examines African responses to social change and development through study of local-level social change.

Content: One major concern of the course is with the political economy of African development. Attention will be paid to contemporary legacies of the colonial encounter; the constraints and opportunities presented by African countries' positions in the global economy; states, civil society and markets and the causes and effects of wars. A second component of the course will draw on economic, anthropological and sociological approaches to examine

African responses to social change through a focus on changing livelihoods, informal economies, and gender dimensions of social change. A third component will provide an evaluation of development interventions.

Teaching: The course will be taught through ten lectures and ten classes, both lasting one-and-a-half hours.

Background readings: A detailed weekly reading list will be provided at the first course meeting. The following readings provide an introduction to the course: M Mamdani, *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*, 1996; J-F Bayart et al, *The Criminalization of the State in Africa*, 1999; S Berry, *No Condition is Permanent*, 1993; R Werbner & T Ranger, *Post-Colonial Identities in Africa*, 1996; D Bryceson & V Jamal, *Farewell to Farms: De-agrarianisation and Employment in Africa*, 1997; E Chole & J Ibrahim, *Democratisation Processes in Africa*, 1995; J Ferguson, *Expectations of Modernity: myths and meanings of urban life on the Zambian copperbelt*, 1999; E Francis, *Making a Living: Changing Livelihoods in Rural Africa*, 2000; P Richards, *Indigenous Agricultural Revolution*, 1985; J McGaffey et al, *The Real Economy of Zaire*, 1991; M Vaughan, *Curing Their Ills: Colonial Power and African Illness*, 1991; J Comaroff & J Comaroff, *Modernity and its Malcontents*, 1993; J Hanlon, *Mozambique: Who Calls the Shots?*, 1991; T Allen & A Thomas, *Poverty and Development into the Twenty-First Century*, 2000; C Achebe, *Things Fall Apart*; Mwangi, *Going Down River Road*, Ngugi wa Thiong'o, *Moving the Centre*, 1993; T Dangaremba, *Nervous Conditions*, 1988.

Assessment: The course will be assessed by an essay worth 20% of the final mark and an examination worth 80% of the final mark.

DV419

H NA 01/02

The State and Political Change in North Africa

Availability: For MSc Development Studies, MSc Development Management, MSc Anthropology and Development, MSc Human Rights. Students from other MSc programmes are welcome to take the course with the permission of the teachers responsible.

Core syllabus: This course considers the nature and role of the state in North Africa (Egypt, Sudan, Libya, Tunisia, Algeria, Morocco and Mauritania) since independence. It examines the various forms of politics which constituted these states and the extent to which they have been superseded by new forms of politics (eg radical Islamism, varieties of pluralism, etc). The varieties of political change which have occurred are analysed in the light of a critical reading of the contemporary literature on democratisation and political transitions on the one hand and the political economy of the state in the Middle East on the other.

Content: The course will examine the different ways in which the independent states of contemporary North Africa were constituted and the varieties of nationalist politics which were the principal actors in these processes. It will then examine the strategies of nation-building and economic development which were followed in the first decades after independence. In this context, the relevance of the concepts of the 'rentier economy' and the 'rentier state' will be assessed, as will that of the concepts of 'authoritarianism' and 'neopatrimonialism'.

In addition, the course will examine the political role of religion and the variety of cultural controversies and minority issues which have found expression in the political life of the states in question. The second half of the course will consider political change in North Africa since the end of the Cold War, with particular reference to the advent of formal pluralism in the context of what are widely perceived to have been crises of legitimacy. How these changes are to be evaluated will be discussed with reference to theories of democratisation, the rise of 'civil society' and transitions from authoritarianism, but also other theories, including concepts of 'reshaping' or 'mutation' of authoritarian regimes. Finally, the course will consider two specific and controversial questions, the role of violence in the politics of North African states and to what extent the states of North Africa are bound by law, and whether discernible change, notably in respect of human rights, has been occurring in this respect.

Teaching: Teaching will consist of 10 one-and-a-half hour lectures and ten one-and-a-half hour seminars in the LT. The seminars will be based on a discussion of student presentations of the readings.

Background readings: Ernest Gellner & Charles Micaud (Eds), *Arabs and*

Berbers: From Tribe to Nation in North Africa; George Joffe (Ed), *North Africa: Nation, State and Region*; Wilfred Knapp, *North West Africa, a Political and Economic Survey*; Richard Lawless & Allan Findlay, *North Africa: Contemporary Politics and Economic Development*; John Ruedy (Ed), *Islamism and Secularism in North Africa*; Dirk Vandewalle, *North Africa: Development and Reform in a Changing Global Economy*; Simon Bromley, *Rethinking Middle East Politics*; Roger Owen, *State, Power and Politics in the Making of the Modern Middle East*; I William Zartman & William Mark Habeeb (Eds), *Politics and Society in Contemporary North Africa*; Ernest Gellner, *Muslim Society*.

Written work and Assessment: Students will present two written essays for 20% of the final mark and sit an unseen two-hour examination for 80% of the final mark.

DV420

H

Complex Emergencies

Teacher responsible: Dr D Keen, T501c

Availability: For students taking the MSc in Development Management, MSc in Development Studies, MSc in Anthropology and Development, MSc in Gender and Development and MSc in Human Rights. 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 consequences of the kinds of social, economic and political breakdown which are involved in complex emergencies, the political and practical aspects of crisis intervention (and relief) at different levels; and of the processes of rehabilitation and reconstruction.

Content: The course aims to provide students with the ability to analyse the consequences and (more especially) the causes of civil conflicts as well as the ability to consider what kinds of external interventions might best ameliorate these consequences and address these causes.

The course begins by examining the changing nature of civil wars in the post-Cold War era, including the fracturing of lines of command and the growing importance of 'crime' and economically-motivated violence. Alongside the analysis of war, the course examines the causes and nature of famine, emphasising the need to understand the strategies of those experiencing famine as well as the (economic and political) strategies of those who may seek to benefit from famine.

In examining the strengths and weaknesses of 'the international humanitarian system', the course considers the possibility that policies which appear to be failing (in terms of the needs of disaster victims) may nevertheless serve a range of functions for the individuals and organisations involved in their design and implementation, whether at local, national or international levels. The course examines the priorities and dilemmas of aid organisations, and the economic and political factors affecting flows of information within the humanitarian system. This includes consideration of the role of the media.

The focus is principally on Africa, but the course also includes consideration of crises in Asia, Latin America and Europe.

Teaching: The course will be taught in MT and will consist of 10 lectures of between one and one and a half hours and 17 seminars/workshops each of one and a half hours.

Background readings: A detailed weekly reading list will be provided at the first course meeting. 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; 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; A de Waal, *Famine That Kills: Darfur, Sudan 1984-85*, OUP, 1989; D Keen, *The Benefits of Famine*, Princeton, 1994; A de Waal, *Famine Crimes*, James Currey, 1997.

Assessment: One unseen 2-hour examination in the ST worth 80% and continuous assessment of class essays worth 20%.

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 book is C P Simon & L Blume, *Mathematics for Economics*, W W Norton, 1994. Other useful texts are: S Glaister, *Mathematical Methods for Economics*, B Blackwell, 1984; E Silberberg & W Suen, *The Structure of Economics* (3rd edn), McGraw Hill, 2001; B Beavis & I Dobbs, *Optimization and Stability Theory for Economic Analysis*, Cambridge, 1990. The relevant chapters of E T Dowling, *Schaum's Outline of Theory and Problems of Mathematics for Economists*, McGraw Hill, 1992, may also be useful.

Assessment: A three-hour written examination at the end of September.

EC401

Statistics for MSc Economics (September Course)

Teacher responsible: Dr B Blight, B615

Availability: This course is for the MSc in Economics, MSc Economics and Finance, MSc in Economics and Philosophy, MSc in Global Market Economics and for other graduate students only with the permission of Dr A Horsley.

Core syllabus: The aim of this course is to provide students with the essential statistical theory and methods background for the core courses of the MSc Economics programme.

Content: Descriptive measures, probability, random variables, point and interval estimation, hypothesis testing, correlation and regression, introduction to time series.

Teaching: Lectures EC401: 38 hours in September. Classes EC401 A: 9 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: A three-hour written examination at the end of September.

EC402

Methods of Economic Investigation I

Teachers responsible: Professor S Nickell, R448 and Dr V Hajivassiliou, S564

Availability: The course is for the MSc in Economics, MSc in Economics and Economic History, MSc in Economics and Philosophy, MSc in Global Market Economics, MSc in Public Financial Policy and for other graduate students only with the agreement and confirmation, in writing, of the MSc (Economics) course tutor. Such permission will be granted only in exceptional circumstances. A knowledge of calculus, linear algebra, probability and statistics are assumed to the level of the September courses in Mathematics and Statistics. Some knowledge of elementary econometrics will obviously be useful although not absolutely essential.

Core syllabus: The course aims to present and illustrate the techniques of empirical investigation in economics.

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. Asymptotic Theory and its application to the regression model.
4. An example of regression using experimental data estimating the impact of class size on school performance.
5. The partitioned regression model, multicollinearity, misspecification, omitted and added variables.
6. Heteroskedasticity and Generalized Least Squares.
7. Measurement Errors and Instrumental Variables.
8. An example of the omitted variable problem. The omission of ability in the determination of the rate of return of schooling.
9. The method of maximum likelihood.
10. The analysis of time series. Basic concepts; the autoregressive process; asymptotic theory.
11. Regression models in time series. Distributed lags; autocorrelated disturbances; estimation methods.
12. Diagnostic tests, model selection.
13. Simultaneous equations. Structural and reduced forms; identification, two stage least squares. Dynamic simultaneous equation systems.
14. Co-integration and error correction models.
15. The application of these methods to consumption.

Teaching: Lectures EC402: Main course 40 (twice weekly) MT and LT. Supplementary course 8 (once fortnightly) MT and LT (Dr A Michaelides). Classes EC402 A: 20 Sessional.

Written work: Exercises are provided each week and are discussed in classes. In order to have any chance of completing the course successfully, these exercises must be attempted. Special test exercises will be set at three points during the year. These will be carefully marked and the results made available.

Reading list: J Johnston & J diNardo, *Econometric Methods* (4th edn) or W H Greene, *Econometric Analysis* (4th edn).

Assessment: A three-hour written examination in the ST. There will be approximately seven questions. The first question (which will be compulsory and account for 60 per cent of the marks) will contain seven short problems.

EC403

Methods of Economic Investigation II

Teachers responsible: Dr V Hajivassiliou, S564 and Professor O Linton, S583

Availability: This course is for the MSc in Economics, as an advanced alternative to **Methods of Economic Investigation I** and for the MSc in Econometrics and Mathematical Economics, MSc in Economics and Economic History, MSc in Economics and Finance, MSc in Global Market Economics, MSc in Public Financial Policy and for other graduate students only with the agreement and confirmation, in writing, of the MSc (Economics) course tutor. Such permission will be granted only in exceptional circumstances. Students should 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.

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. Dynamic models.

Teaching: Lectures EC403: 40 (twice weekly) MT and LT.

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: A three-hour written examination in the ST.

EC404

Current Economic Issues

Teacher responsible: Dr C Scott, S686

Availability: This is a two-year course, compulsory for students taking the MSc in Global Market Economics and MSc in Public Financial Policy and only open to these students.

Core syllabus: This course will be a seminar-based programme covering selected topics of current policy and practical importance. Seminars are presented by leading economic policy makers and academics. Examples of topics are: European Monetary Union; Corruption, Public Sector Efficiency and Growth; the Asian Crisis; Trade and the Environment; the Political Economy of Reform; Competition Policy; the International Aid Regime; The Economics of New Technologies.

Teaching: 10 x 2 hours MT and LT, 2 x 2 hours ST.

Reading list: Readings for this course will vary according to the issues addressed in each term. A reading list will be supplied at the beginning of each term. A sample reading list for one intended topic, Aid Effectiveness and the International Aid Regime, is:

Assessing Aid: What Works, What Doesn't, and Why, A World Bank Policy Research Report, OUP, 1998; P Boone & J P Faguet, 'Multilateral Aid, Politics and Poverty' in R Grant & J Nijman (Eds), *The Global Crisis in Foreign Aid*, Syracuse UP, 1998; R Cassen, 'Finance and Development' in *The Effectiveness of Aid*, 23(1), March 1986; A Killick, 'The Developmental Effectiveness of Aid to Africa' in I Husain & J Underwood (Eds), *African External Finance in the 1990s*, A World Bank Symposium, World Bank, 1991; L H Summers & L Pritchett, 'The Structural Adjustment Debate' in *American Economic Review*, 83(2), May 1993.

Assessment: In the first year, two short essays and a three-hour written examination in the ST. In the second year, a three-hour written examination, or a dissertation and three-hour written examination.

EC411

Microeconomics I

Teachers responsible: Professor J Sutton, R519 and Professor M Piccione, S477

Availability: This course is for the MSc in Economics, MSc in Economics and Economic History, MSc Finance and Economics, MSc in Economics and Philosophy, MSc in Global Market Economics, MSc in Public Financial Policy and for other graduate students only with the agreement and confirmation, in writing, of the MSc (Economics) course tutor. Such permission will be granted only in exceptional circumstances. Students should have completed an undergraduate economics degree or equivalent. 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.

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: Lectures EC411: 20 x two-hours MT and LT.

Classes EC411 A: 20 Sessional.

Written work: Exercises are set for each class but only three of these will be taken in and marked. There will be a one-and-a-half-hour mock examination at the beginning of the ST.

Reading list: The course will draw on a variety of texts, the main ones being: H R Varian, *Microeconomic Analysis* (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: A three-hour written examination in the ST. 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 L Felli, S478 and Professor J Hardman Moore, S676

Availability: This course is for the MSc in Economics, MSc Econometrics and Mathematical Economics, MSc Economics and Economic History, MSc Global Market Economics, MSc Public Financial Policy and for other graduate students only with the agreement and confirmation, in writing, of the MSc (Economics) course tutor. Such permission will be granted only in exceptional circumstances. A 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.

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: Lectures EC412: 20 x two hours MT and LT.

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 ST.

Reading list: The main text is Mas-Colell, Whinston & Green, *Microeconomic Theory*, OUP. Other sources include: D M Kreps, *A Course in Microeconomic Theory*, Harvester Wheatsheaf; H R Varian, *Microeconomic Analysis* (3rd edn), Norton; G J Stigler, *The Theory of Price* (4th edn), Macmillan.

Assessment: A three-hour written examination in the ST.

EC413

Macroeconomics I

Teachers responsible: Professor R Jackman, S777, Professor D Quah, S486, and Dr L Stanca, S682

Availability: This course is for the MSc in Economics, MSc in Economics and Economic History, MSc in Finance and Economics, MSc in Economics and Philosophy, MSc in Global Market Economics and MSc in Public Financial Policy. Other graduate students may attend only with the agreement and confirmation, in writing, of the MSc (Economics) course tutor. Such permission will be granted only in exceptional circumstances. Students should have completed an economics degree or equivalent. A knowledge of differential calculus will 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 technical than **Macroeconomics II**. The course will cover many of the same topics as **Macroeconomics II** but in less depth. Less prior knowledge will be assumed.

Content:

Static Aggregate Demand and Supply: an overview of the Keynesian and Classical models and a discussion of the role of fiscal and monetary policy in both closed and open economies.

New Classical Macroeconomics: the equilibrium approach to business cycles stressing the role of imperfect information, the 'policy ineffectiveness' proposition and empirical tests; the Lucas critique.

New Keynesian Macroeconomics: fixed costs of price adjustment and the new microfoundations of Keynesian business cycle theory.

Labour Markets: implicit contracts, efficiency wage and union models.

Rational Expectations: dynamic models with rational expectations including the 'overshooting' model of exchange rate behaviour; time consistency, credibility and central bank independence.

Household Behaviour: the life-cycle permanent-income model, including empirical testing: labour supply; 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: human capital formation and technical change in economic growth; the impact of government policy.

Real Business Cycles: Equilibrium models of business cycles driven by supply shocks.

Teaching: Lectures EC413: 40 MT and LT.

Classes EC413.A: 20 Sessional.

Written work: Exercises are set for each class, although only three of these will be taken in and marked. There will be a one-and-a-half-hour mock examination at the beginning of the ST.

Reading list: There are no texts that correspond exactly to the material of the course. D Romer, *Advanced Macroeconomics* (2nd edn), is the most useful. D K H Beggs, *The Rational Expectations Revolution in Macroeconomics*; O Blanchard & S Fischer, *Lectures in Macroeconomics*; W H Branson, *Macroeconomic Theory and Policy*; 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: A three-hour written examination in the ST. 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, S677 and Professor N Kiyotaki, S678

Availability: This course is for the MSc in Economics, MSc Econometrics and Mathematical Economics, MSc in Economics and Economic History, MSc in Global Market Economics and MSc in Public and Financial Policy, for those who already have a good background in macroeconomics and plan to do post-MSc research in the subject, and for other graduate students only with the agreement and confirmation, in writing, of the MSc (Economics) course tutor. Such permission will be granted only in exceptional circumstances. 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.

Content: The course begins with a brief treatment of balanced growth models. It then considers endogenous growth, fluctuations around the balanced growth path, real business cycles; employment fluctuations and persistence. Models used include infinite-horizon perfect foresight models, stochastic equilibrium models 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: Lectures EC414 40 MT and LT.

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; M Obstfeld & K Rogoff, *Foundations of International Macroeconomics*, MIT Press, Cambridge MA, 1996; R Barro & X Sala-i-Martin, *Economic Growth*, McGraw Hill, 1995; N L Stokey & R E Lucas, Jr, with E C Prescott, *Recursive Methods in Economic Dynamics*, Harvard University Press, Cambridge MA, 1989.

Assessment: A three-hour written examination in the ST. A quarter of the marks are given for five (out of six) short questions, and the remainder for three (out of six) long questions.

EC421

International Economics

Teachers responsible: Professor A Venables, S877, Dr A Cunat and Dr G Benigno, S879

Availability: This course is for the MSc in Economics, MSc Global Market Economics, MSc in Public Financial Policy 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 consisting of i) the fundamentals of trade theory and its application to policy (MT) and ii) advanced trade theory or international macroeconomics (LT).

Content:

MT: Trade theory: comparative advantage and the gains from trade. Theories of comparative advantage. International trade in a world with many goods and factors of production. Integrated equilibrium, factor price equalization, and the relationship between relative goods and factor prices. Factor endowments, the international location of production, and patterns of international trade. Empirical tests of the Heckscher-Ohlin-Vanek model. General equilibrium trade policy. Introduction to theories of trade under imperfect competition and increasing returns to scale.

LT: Advanced international trade: 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.

And: International Macroeconomics: Intertemporal trade and the current account balance. Dynamics of small open economies. The real exchange rate and the terms of trade. Uncertainty and international financial markets. Imperfections in international capital markets. Global linkages.

Teaching: 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; G Grossman & K Rogoff (Eds), *Handbook of International Economics*, North Holland, 1995; E Leamer, *Sources of Comparative Advantage: Theories and Evidence*, MIT, 1984; P Krugman, M. Fujita and A. Venables, *The Spatial Economy*, MIT, 1999; M Obstfeld & K Rogoff, *Foundations of International Macroeconomics*, MIT Press, 1996.

Assessment: A three hour written examination in the ST. Additionally, students taking the MSc in Economics will be required to submit an extended essay at the beginning of the ST; for such students the written examination and the extended essay will each count for half of the marks.

EC423

Labour Economics

Teachers responsible: Professor A Manning, R451 and Dr S Pischke, R425

Availability: This course is for the MSc in Economics, MSc Global Market Economics, MSc in Public Financial Policy and other graduate students only with the permission of the course lecturer. Students should have completed an intermediate level microeconomics, macroeconomics and econometrics course.

Core syllabus: Labour demand, labour supply, wage determination and unemployment.

Content: Static labour supply and the analysis of welfare systems, dynamic labour supply, human capital theory, schooling and earnings. Labour demand, wage determination, efficiency wages, unions, and the impact of minimum wages. Labour market equilibrium and unemployment. The earnings distribution, technology and inequality. Throughout, the course is concerned with both theory and evidence. It tries to present both current research results on these topics, as well as to provide insights into the research methodology.

Teaching: EC423: A weekly 2 hour session, consisting of 40 lectures and classes (EC423.1A), MT and LT.

Interested students are also welcome to the weekly meetings of the **Seminar on Economic Performance** (EC531) Sessional.

Written work: Students will write two short essays during the year plus the extended essay.

Reading list: Mainly articles. O Ashenfelter & D Card (Eds), *Handbook of Labor Economics* vols 3a-3c, North Holland, 1999; R Layard, S Nickell & R Jackman, *Unemployment: Macroeconomic Performance and the Labour Market*, OUP, 1991; D Hamermesh, *Labour Demand*, Princeton UP, 1993 are useful for reference.

A detailed reading list will be provided at the beginning of the course.

Assessment: A three hour written examination in the ST. Additionally, students taking the MSc in Economics will be required to submit an extended essay at the beginning of the ST; for such students the written examination and the extended essay will each count for half of the marks.

EC424

Monetary Economics

Teachers responsible: Professor N Kiyotaki, S678 and other to be announced

Availability: This course is for the MSc in Economics, MSc Global Market Economics, MSc in Public Financial Policy and for other graduate students only with the permission of the course lecturer. Students should have completed a course in intermediate level microeconomics and macroeconomics. Mathematical background to the level of the course taught in September is assumed.

Core syllabus: The course aims to develop the student's ability to undertake research in monetary economics by studying a number of current issues both theoretical and applied.

Content: 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.

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 the role of monetary policy.

Teaching: Lectures/classes EC424: 64 hours Sessional.

There will be both some essays and, probably, a mock examination at the beginning of the LT. This will not count towards the final examination results.

Reading list: A reading list will be handed out by the lecturers at the beginning of their sessions.

Assessment: A three hour written examination in the ST. Additionally, students taking the MSc in Economics will be required to submit an extended essay at the beginning of the ST; for such students the written examination and the extended essay will each count for half of the marks.

EC426

Public Economics

Teachers responsible: Professor F Cowell, R520 and Dr J Leape, R538

Availability: This course is for the MSc in Economics, MSc Global Market Economics, MSc in Public Financial Policy and for other graduate students only with the permission of the course lecturers. Students should have completed an intermediate level course in microeconomics.

Core syllabus: A 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, regulation and government spending.

Content: Theories of the state. Inequality, poverty, redistribution and social insurance. Theory of public goods. Public provision of private goods. Regulation of Public Utilities. Tax compliance. Impact of taxes on household decisions with respect to labour supply, savings and risk taking. Optimum taxation and the design of fiscal policy. Taxes and investment: Domestic and international issues. Further details are available on <http://darp.lse.ac.uk/frankweb/courses/public/index.html>

Teaching: Lectures EC426: 20 x 2 hours MT and LT.

Classes EC426.A: 4 x 2 hours LT.

Attention is also drawn to **Issues in Taxation Seminar** (Dr Leape and Professor Avery Jones) LL900: 8 Monthly, Sessional.

Reading list: Most of the readings will be in the form of journal articles, but some use will also be made of the following texts: A B Atkinson & J E Stiglitz, *Lectures on Public Economics*, McGraw-Hill, 1980; F Cowell, *Measuring Inequality* (2nd edn), Harvester Wheatsheaf, 1995; 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 Bos, *Privatisation: A Theoretical Treatment*, Oxford University Press, 1991.

Assessment: A three hour written examination in the ST. Additionally, students taking the MSc in Economics will be required to submit an extended essay at the beginning of the ST; for such students the written examination and the extended essay will each count for half of the marks.

EC427

The Economics of Industry

Teacher responsible: Professor J Sutton, R519

Availability: This course is for the MSc in Economics, MSc Global Market Economics, MSc in Public Financial Policy, MSc in Accounting and Finance, and for other graduate students only with the permission of the course lecturer. Students should have a strong background in intermediate level microeconomic theory.

Core syllabus: A graduate course in Industrial Organization, which aims to provide students with a working knowledge of current theory, and to develop the applications of that theory in the area of Competition Policy (Anti-trust).

Content: 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. Economies of scale, etc R & D and advertising. Vertical restraints. The theoretical foundations of competition policy (anti-trust). A detailed study of selected cases, drawn from the UK, the EEC and the US (Class assignments will be based on an analysis of these cases).

Teaching: 20 lectures EC427 and 20 seminars in the MT and LT.

Reading list: Two books which provide a basic framework are J Tirole, *Theory of Industrial Organization*, MIT Press, 1989; J Sutton, *Sunk Costs and Market Structure*, MIT Press, 1991 and *Technology and Market Structure*, MIT Press, 1998. A full reading list will be supplied at the beginning of the course.

Assessment: A three hour written examination in the ST. Additionally, students taking the MSc in Economics will be required to submit an extended essay at the beginning of the ST; for such students the written examination and the extended essay will each count for half of the marks.

EC428

Development and Growth

Teachers responsible: Dr O Bandiera, R526 and Dr R Burgess, R524

Availability: This course is for the MSc in Economics, MSc Global Market Economics, MSc in Public Financial Policy and for other graduate students only with the permission of the course lecturer. Intermediate level microeconomics and macroeconomics, a knowledge of standard empirical techniques used in economics, and some practice in applied economics is required. Prior training in development economics is not a pre-requisite.

Core syllabus: The course provides an advanced treatment of development economics, including theory, evidence and policy.

Content: The aim of the course is to develop students' research abilities by examining a large number of current theoretical and applied topics drawn from the forefront of development economics research. The course has a strong applied focus. For each major topic covered we want to derive testable implications from the theory, subject these to econometric testing, comment on the robustness of the results obtained and draw out policy conclusions. The course is divided into three parts.

(i) Patterns of Growth, Development and Change: Neoclassical models of capital accumulation. Endogenous growth models. Industrialization and the big push. Economic inequality and growth. Institutional change. The role of government.

(ii) Structural Features of Low-income Economies. Coping with risk. Risk-sharing and government policy. Formal and informal risk-sharing institutions. Saving behaviour. Development of financial institutions. Problems of agricultural development. Relationships between landlords and tenants. Poverty and undernutrition. Intra-household allocation and gender bias. Property rights and institutional reform.

(iii) Policy Analysis: Land reforms. Investments in human capital. Off-farm diversification and rural industrialisation. Media and public policy. Social networks and collective action. Social networks in manufacturing.

Teaching: Lectures EC428.1: 18 x 2 hours MT and LT.

Classes EC428.1A: 10 MT and LT.

Attendance at the Seminar EC428.2: 20 MT and LT is expected.

Written work: Occasional written assignments will be expected throughout the MT and LT.

Reading list: Most of the reading is from journal articles which appear on reading lists distributed at the start of each part of the course. However, the following references may serve as an introduction to material included in the syllabus. *Handbook of Development Economics*, Volumes I and II edited by Chenery and Srinivasan, Volume III and IV edited by Behrman and Srinivasan, Amsterdam; North-Holland, 1994; D Ray, *Development Economics*, Princeton UP, 1998.

Assessment: A three hour written examination in the ST. Additionally, students taking the MSc in Economics will be required to submit an extended essay at the beginning of the ST; for such students the written examination and the extended essay will each count for half of the marks.

EC429

Reform of Economic Systems

Teachers responsible: Dr S Gomulka, S576 and Dr C Xu, S587

Availability: This course is for the MSc in Economics, MSc Global Market Economics, MSc in Public Financial Policy and for other graduate students only with the permission of the course lecturer. Students should have completed a course in intermediate level microeconomics and macroeconomics.

Core syllabus: Theory of economic systems and transition economics.

Content:

Part A, given by Dr Xu, discusses theoretical models of the information, incentive and co-ordination problems in economic institutions in general, and during major systemic reforms in particular. The applied section provides a comparative analysis of China and Eastern Europe.

Part B, given by Dr Gomulka, is concerned mainly with the theory and behaviour of centrally-managed economic systems before and during their transition to market-based systems. It discusses in detail reform strategies, stabilization and privatisation policies, institutional and policy factors in economic growth and financial instabilities, and responses of enterprises and whole economies to reforms.

Part C, teaching seminar chaired by Dr Gomulka in which students present and discuss topics related to the course.

Teaching: Lectures EC429.1:

Part A: 10 MT.

Part B: 15 MT and LT.

Part C: 10 x 2-hours LT.

Written work: Students may prepare essays for their supervisors.

Reading list: Reading lists will be distributed by the two lecturers at the start of the course.

Assessment: A three hour written examination in the ST. Additionally, students taking the MSc in Economics will be required to submit an extended essay at the beginning of the ST; for such students the written examination and the extended essay will each count for half of the marks.

EC430**Capital Markets**

Teachers responsible: Dr M Bray, S476 and Dr R Rahi, A339

Availability: This course is for the MSc in Economics, MSc in Econometrics and Mathematical Economics, MSc Global Market Economics, MSc in Public Financial Policy and for other graduate students only with the permission of the course lecturer. Students are expected to have a good background in intermediate level microeconomic theory and knowledge of basic empirical techniques used in economics. Students have taken, or be taking at the same time, a graduate level microeconomics course at the level of EC411 or above. Prior familiarity with finance at the level of R A Brealey & S Myers, *Introduction to Corporate Finance* is desirable but not required.

Core syllabus: The course analyses the behaviour of investors and firms in capital markets, the implications for the equilibrium prices in these markets, and the role of these markets in providing incentives and control mechanism for corporations.

Content: Portfolio choice; equilibrium asset pricing; options; asset markets with asymmetric information; rational expectation models; market efficiency; the Modigliani-Miller theorem; the taxation of firms, capital structure and dividend policy; agency, asymmetric information and incomplete contracts models in corporate finance; mergers and acquisitions.

Teaching: Lectures EC430.1: 20 x 1.5 hours in MT and LT.

Classes EC430.1A: 20 x 1 hour sessions.

Assessment: A three hour written examination in the ST. Additionally, students taking the MSc in Economics will be required to submit an extended essay at the beginning of the ST. For such students the written examination and the extended essay will each count for half of the marks.

EC433**The Economic Organisation of the European Union**

Teacher responsible: Mr A Marin, S566

Availability: This course is for the MSc European Studies, MSc European Social Policy, MSc Global Market Economics, MSc International Health Policy, MSc The Political Economy of Transition in Europe and MSc Politics of the World Economy. It is also available for other graduate students with the consent of the teacher responsible. The course is intended for students with a strong background in economics. The prerequisite is an undergraduate degree in economics or at least a good knowledge of intermediate-level microeconomics and macroeconomics, plus appropriate mathematics. (This course is not available to MSc in Economics students.)

Core syllabus: The course covers economic aspects of the EU. It analyses 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.

Content: The topics covered will include the gains/losses from economic integration, EMS/EMU, the Common Agricultural Policy, regional policy.

Teaching: Students should attend EC303 lectures: 20 MT & LT.

Seminars EC433.3: 20 Sessional Seminars are given by students.

Written work: As well as seminar presentations, students are expected to do two written essays for the seminar teacher.

Reading list: Detailed reading lists will be given out during the course. Background reading for the topics are D Swann, *The Economics of Europe*; T Hitiris, *European Union Economics*; A El Agra (Ed), *The European Union*.

Assessment: A three-hour written examination in the ST.

EC436**The Economics of Regional and Urban Planning**

Teacher responsible: Professor C M E Whitehead, S377

Availability: MSc in Regional and Urban Planning Studies. Other graduates may register for or attend with permission.

Students should normally have completed an introductory course in economics.

Students without this background will be required to attend the micro-economic section of EC100 **Economics A** together with the EC436.A classes.

Core syllabus: To provide an economic framework in which to analyse the structure of economic activity within the urban and regional context; the

impact of this structure on urban form; the role of government at the local level and local economic policy applications.

Content: The determinants of industrial, commercial and residential location. The interaction between activities within a spatial context. The economics of land markets and of the development process. The determinants of rents and densities. Economic models of urban structure. Sources of market failure in the urban economy. The rationale of government intervention. Techniques of intervention in the urban and environmental context. The role of the public sector: pricing, allocation, production and investment decisions. Urban and regional economic policy issues.

Teaching: 13 lectures and 7 one and a half hour seminars in the MT, and 2 revision seminars in the ST.

There will also be 10 classes in the MT and LT mainly for those without a previous economic background. The course will be supplemented by a visiting speaker Seminar Series EC450 **Urban and Transport Economics**.

Reading list: D DiPasquale & W C Wheaton, *Urban Economics and Real Estate Markets*; J F McDonald, *Fundamentals of Urban Economics*; R W Vickerman, *Urban Economics*; H Armstrong & J Taylor, *Regional Economic Policy and its Analysis*; M Fujita, *Urban Economic Theory*; J Stiglitz, *Economics of the Public Sector*; M Common, *Environmental and Resource Economics*; H Dunckerley (Ed), *Urban Land Policy: Issues and Opportunities*. More detailed readings will be provided during the course.

Assessment: A two-hour unseen examination taken in June.

EC437**Economic Aspects of Urban Change**

Teachers responsible: Professor C M E Whitehead, S377 and Mr J Thomas, S687

Availability: Option for MSc Regional and Urban Planning Studies, MSc City Design and Social Sciences and MSc Human Geography Research. 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 regeneration, urban and regional inequalities and the functioning of urban labour markets.

Content: The course will be drawn from the following topics: the dynamics of urban and regional economic growth; theoretical approaches to urban and regional growth; agglomeration economies; cities as engines of growth and sites of economic problems; suburbanisation and the location of jobs and housing; functional urban regions; urban regeneration; 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: 10 (1 hour) lectures in the LT and 10 (1.5 hour) seminars in the LT (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*; Gugler, *Cities in the Developing World: Issues, Theory and Policy*; Thomas, *Surviving in the City: The Urban Informal Sector in Latin America*. Detailed reading lists will be provided for lecture and seminar topics.

Assessment: A two-hour unseen examination paper in June.

EC438**Public Financial Policy**

Teacher responsible: Dr J Leape, R538 and other to be announced

Availability: This course is for the MSc Economics, MSc Global Market Economics, MSc Public Financial Policy, 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.

Content:

Part A: Microeconomic Policy Analysis (Dr Leape). The role of government, alternative models of social decision-making. Government provision: public goods, information failures and social insurance. Taxation: impact of taxes on households' work and savings choices and on firms' investment decisions; optimal taxation; tax evasion. Market failure and regulation of economic activity.

Part B: Macroeconomic Policy Analysis (TBA). The role of the central bank: money supply and demand, the transmission mechanism, issues in commercial bank regulation and financial sector reform, stabilisation from high inflation. Determinants of the balance of payments; external debt crises in less developed countries, issues and current procedures resolving debt crises. Macroeconomic forecasting and programming. What determines growth: theory and empirical evidence.

Teaching: Lectures EC438: 20 Sessional. Students may also be required to attend specific lectures for the course EC426.

Classes EC438.A: 10 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: A three hour written examination in the ST. Additionally,

students taking the MSc in Economics will be required to submit an extended essay at the beginning of the ST; for such students the written examination and the extended essay will each count for half of the marks.

EC439**Global Market Economics**

Teachers responsible: Professor A J Venables, S877 and Dr O Bandiera, R526

Availability: This course is for the MSc in Economics, MSc in Global Market Economics, MSc in Public Financial Policy and for other graduate students only with permission of the course lecturer. Students should have completed a course in intermediate level microeconomics and macroeconomics.

Core syllabus: Changes in technology and in economic policies have led to rapid growth of trade and of international investment flows, and have promoted rapid economic development in some regions of the world. The aim of this course is to provide students with an understanding of these developments, with a basis for assessing their effects on the performance of individual economies, and with a framework for trade policy analysis.

Content: The course will cover the following topics: patterns of trade and investment in the world economy; trade and factor markets; trade and competition; foreign direct investment; trade, industrial location and growth; policy responses.

Teaching: Lectures and classes: 40 sessional.

Reading list: There is no single textbook for the course, but useful background material is contained in: P Krugman & M Obstfeld, *International Economic: Theory and Policy*, Harper Collins, 1994. More advanced reference works are A K Dixit & V Norman, *Theory of International Trade*, Cambridge, 1980; R Jones & P Kenen (Eds), *Handbook of International Economics*, vols I & II, North-Holland, 1984; G Grossman & K Rogoff (Eds), *Handbook of International Economics*, vol III, North-Holland, 1995. A detailed reading list and supplementary handouts will be supplied at the beginning of the course.

Assessment: A three-hour written examination in the ST.

EC450 Urban and Transport Economics**and****GY450 Seminar in Regional and Urban Planning Problems**

Teachers responsible: Dr A Thornley, S420 and Professor C M E Whitehead, S377

Availability: Course intended primarily for MSc Regional and Urban Planning Studies.

Core syllabus: Interdisciplinary seminars with invited speakers from within the LSE and outside. The focus will be on contemporary regional and urban problems and the speakers will either be engaged in relevant current research or be practising planners or policy-makers from central or local government, research agencies or consultancy.

Content: Issues of current concern and debate within urban development transport and planning.

Teaching: 15 (one and a half hour) seminars in the MT and LT.

Assessment: There is no assessment in this course but the content will contribute towards the course GY454 **Urban Policy and Planning** and EC436 **The Economics of Regional and Urban Planning** and EC437 **The Economics of Urban Change**.

EC475**Quantitative Economics**

Teacher responsible: Dr A Michaelides, S483

Availability: This course is for the MSc in Econometrics and Mathematical Economics and for other graduate students with the permission of the course lecturer. A knowledge is expected of econometric theory and applied econometrics corresponding to **Principles of Econometrics** or **Methods of Economic Investigation I**. Students must be prepared to read journal articles with a difficult mathematical and statistical content.

Core syllabus: The micro part of the course focuses on the application of econometric techniques to modelling the behaviour of individual economic agents (households and firms). In the macro part of the course, the interface between modern macroeconomic theory and empirical work is highlighted, focussing on recent developments. Topics recently discussed have included: Growth and Convergence; vector autoregressions; Real Business cycles; Phillips curves.

Content: The emphasis will be on the connection between economic theory and empirical evaluation. The lecture course covers a wide range of topics in applied microeconomics with a view to illustrating the interplay between models, data and methods.

Teaching: Lectures: 10 x 2 hours micro economics, 10 x 2 hours macro economics.

Seminars: 10 hours micro economics, 10 hours macro economics (as required).

The seminars will cover the same topics as the lectures and aims to introduce students to the best examples of applied econometrics. The students are required to present papers or act as discussants. Participation and contribution will be noted.

Reading list: Articles will be assigned at the start of the course.

Assessment: A three-hour written examination in the ST. Candidates are required to answer questions from both micro and macro sections.

EC476**Advanced Economic Theory**

Teachers responsible: Professor L Felli, S478 and Dr J Mariotti, S481

Availability: This course is for the MSc in Econometrics and Mathematical

Economics and for other graduate students with the permission of the course lecturer.

Core syllabus: The aim of the course is to provide a comprehensive introduction to the economics of moral hazard and adverse selection in strategic settings. The first part of the course covers the static theory of moral hazard and incentive contracts (static principal-agent models, moral hazard in teams and multi-task incentive contracts) and the dynamic theory of incentive contracts (efficiency of long-run relationships, short-term versus long-term contracts and renegotiation). The second part of the course covers static mechanism design and self-selection contracts (revelation principle for Bayesian-Nash and dominant strategy equilibria, static screening contracts) with applications to nonlinear pricing, optimal auctions and regulation, the theory of mechanism design with multiple agents (multiple agents screening and common agency), and the theory of dynamic mechanism design (commitment and renegotiation).

Teaching: Lectures EC476: 20 x 2 hours MT and LT.

Classes: EC476: 10 MT and LT.

Reading list: No one book covers the entire syllabus; a list of references will be provided at the start of the course. The following textbooks provide a treatment of part of the material presented in the course: Jean-Jacques Laffont, *The Economics of Uncertainty and Information*, MIT Press; D Fudenberg & J Tirole, *Game Theory*, MIT Press; Jean-Jacques Laffont & Jean Tirole, *A Theory of Incentives in Procurement Regulations*, MIT Press; Bernard Salanié, *The Economics of Contracts: A Primer*, MIT Press.

Assessment: A three-hour written examination in the ST.

EC483**Game Theory for Economists**

Teachers responsible: Professor M Piccione, S477, and Dr A Prat, R522

Availability: This course is for the MSc in Econometrics and Mathematical Economics and for other graduate students with the permission of the course lecturer.

Core syllabus: The aim of the course is to provide a firm grounding in the basic tools of game theory.

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: Lectures/classes EC483: 40 MT and LT.

Assessment: A three-hour written examination in the ST.

EC484**Advanced Econometric Theory**

Teacher responsible: Dr J Hidalgo, S579

Availability: This course is for the MSc in Econometrics and Mathematical Economics and for other graduate students with the permission of the course lecturer.

Core syllabus: Asymptotic statistical theory, matrix calculus, numerical methods. Consistency and asymptotic normality of general extremum estimators. Part (b) Nonlinear-in variables systems: maximum likelihood and instrumental variables estimates, optimal instrumental variables estimates for static and dynamic models, and models with autocorrelated disturbances. Simultaneous equations systems, identification, estimation, asymptotic behaviour of estimators and hypothesis testing. Wald, generalised likelihood ratio and Lagrange multiplier hypothesis tests, asymptotic null and local behaviour and consistency.

Teaching: Lectures EC484: 20 x 2 hours MT and LT.

Classes: 10 MT and LT.

Reading list: No one book covers the entire syllabus; a list of references will be provided at the start of the course, and lecture notes and relevant articles will be circulated.

Assessment: A three-hour written examination in the ST.

EC485**Further Topics in Econometrics**

Teachers responsible: Professor P Robinson, S577, Professor H Tong, B711 and Dr V Hajivassiliou, S564

Availability: This course is for the MSc in Econometrics and Mathematical Economics and for other graduate students with the permission of the course lecturer. **Advanced Econometric Theory** should be taken concurrently.

Content: The course consists of four series of ten lectures on specialised 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.

A student may substitute two of the four series of lectures in econometrics with an approved half-unit course in statistics and select instead either ST409 **Stochastic Processes** or ST413 **Further Time Series**.

Teaching: Lectures EC485: 40 hours MT and LT.

Reading list: No one book covers the entire syllabus; lists of references will be provided and lecture notes circulated.

Assessment: A two-hour written examination in the ST.

If a student has opted for the substitution of two of the econometrics topics with ST409 or ST413, the examination will reflect this accordingly.

ECONOMIC HISTORY

EH400

Historical Analysis of Economic Change

Teachers responsible: Professor Nicholas Crafts, C321 and Dr Peter Howlett, C214

Availability: Compulsory course for MSc in Economic History and Economic History MPhil 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 Nicholas Crafts and Dr Gareth Austin, C319

Core syllabus: The course provides basic awareness of central themes in economic history, introduces students to important analytic tools used by economic historians, and considers how these have been and can be applied in economic history research.

Content: The course covers a range of topics compiled so as to introduce the student to important methodological issues in the field of economic history. The student is 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 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: Weekly two-hour lectures throughout MT and in the early part of LT provide conceptual background. Each lecture is followed by a 2-hour seminar in which students 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 Shepe (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 Monkton (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, C214, Dr Max-Stephan Schulze, C213 and Dr Tim Leunig, C322

Core syllabus: The course examines the ways in which economic and social historians collect, analyse and interpret data.

Content: Students are introduced to the problems of analysing and interpreting historical evidence. The course covers a range of measurement problems typical of the practice of economic history. Students are expected to become conversant with both selected historiographical literature and some simple statistical techniques and inference procedures and are introduced to the use of computers in historical studies.

Teaching: In the LT there are weekly seminars of one and a half hours, plus a two-hour computer workshop each week.

Written work: Students are expected to complete weekly assignments: these may be technical, interpretative, data collection or computing.

Reading list: The following books 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).

Assessment: There are three parts to the assessment of EH400: (i) a term paper of not more than 3,000 words on an approved methodological topic linked to the student's proposed MSc dissertation (worth 30% of the overall mark); (ii) a written examination in the ST based on EH400(a) (worth 40% of the overall mark); (iii) an examination paper in the ST based on EH400(b) (worth 30% of the overall mark).

EH416

Markets and States in Developing Economies since c1880

Teachers responsible: Dr Kent Deng, C413 and Dr Colin Lewis, C320

Availability: Optional course for students taking MSc in Economic History, MSc in Economics and Economic History, MSc in Development Studies, MSc Global Market Economics, MSc Public Financial Policy, MSc Development Management.

Core syllabus: The course analyses the roles and interactions of states and markets in economic development through the application of relevant theories to the comparative study of specific country cases in Africa, Asia and Latin America.

Content: (a) The following are examined as problems in comparative economic history, within the market-state framework: agricultural productivity, surpluses and exports; institutional and technical change in agriculture; early industrial growth in the 'Third World'; import-substituting and 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: A short series of inaugural lectures, normally held twice weekly, at the beginning of the MT, followed by two-hour seminars for the remainder of the MT and the LT. Seminars start in the fourth week of the MT.

Written work: Three papers, which will be distributed to the group in advance of the corresponding seminars.

Reading list: J Harriss, J Hunter & C Lewis (Eds), *The New Institutional Economics and Third World Development* (1995); B Warren, *Imperialism: Pioneer of Capitalism* (1980); I Wallerstein, *The Capitalist World Economy* (1979); A Hirschman, *The Strategy of Economic Development* (1958); L Reynolds, *Economic Growth in the Third World* (1985); 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).

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 ST, in which candidates answer three questions.

EH422

Topics in Quantitative Economic History

Teachers responsible: Professor Nicholas Crafts, C321, Dr Peter Howlett C214 and others

Availability: Compulsory for MSc in Economics and Economic History. Also available for MSc in Economics, MSc in Economic History and MPhil Economic History; other graduate students may attend by permission. The course is particularly appropriate for those students who are considering following a quantitative economic history PhD thesis in the future. Students enrolled for this course are expected to have completed the equivalent of undergraduate courses in econometrics and intermediate economic theory.

Content: The course is organised on a topic basis, with subjects chosen to illustrate particular theoretical, quantitative or methodological issues. Such topics could include: long run comparative economic growth; human capital issues in economic history; the macroeconomics of the inter-war years; the political economy of trade; industrial economic history; technological change; quantitative approaches to the evolution of markets; the new economic history of institutional change; analysing historical welfare issues. The aims are to: examine the techniques used by economic historians and to assess their validity and whether they help to further our understanding of the particular historical issue to which they have been applied; and to teach students how to evaluate the relevance of historical hypotheses and the historical applicability of models from economic and other social scientific theory. Students are able to investigate in detail the analysis contained in important journal articles using appropriate computer packages.

Teaching: There is a weekly two-hour seminar in the MT and LT; some of this teaching will take the form of computing workshops.

Written work: Three or four papers or presentations during the session.

Reading list: Y S Brenner, H Kaelble & M Thomas (Eds), *Income Distribution in Historical Perspective* (1991); P Dasgupta, *An Inquiry into Well-Being and Destitution* (1993); B Eichengreen & T Hatton (Eds), *Interwar Unemployment in International Perspective* (1988); D Galeason, *Markets in History: Economic 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).

Assessment: The final examination mark is made up of two components: an assessed piece of work and a written examination. The format of both components and their weight within the final examination mark is dependent upon which masters programme the student is following. For Economic History students: a 3,000 word essay (30%) plus a 3 hour written examination (70%); for Economics students: an extended essay of maximum length 6,000 words (50%) plus a 2 hour written examination (50%); for Economic and Economic History students: an 8,000-10,000 word dissertation related to the Economic History option paper they have chosen under paper 4 (70%) plus a written 2 hour written examination (30%).

EH440

African Economic Development in Historical Perspective

Teacher responsible: Dr Gareth Austin, C319

Availability: For MSc in Economic History, MSc in Economics and Economic History, MSc in 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 some of the substantive themes of the course and to introduce students to methodological and source problems.

Content: The coverage relates largely, but not exclusively, to 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: from slave to free labour in Nigeria. The formation and development of mines labour forces: the struggles over black miners' wages in South Africa. Manufacturing in Africa: constraints and opportunities. Policies of decolonisation: the 'Mau Mau' revolt in Kenya. The 'capitalism and apartheid' debate in South Africa. The state and commercial agriculture. Food and famine. Trends in agricultural productivity; population pressure, technology transfer and indigenous change. Trends in poverty and inequality. The perspectives of gender and of the emergence of African capitalism.

Case-study of the political economy of Ghana, c1950-c1990 (occupying about four weeks), based on published primary sources.

Overview: theories and evidence of historical patterns of development and underdevelopment in Africa.

Teaching: Weekly seminars (EH440) with papers distributed in advance.

Written work: All students are required to produce three papers. Two of these are circulated to the seminar; at third is 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); R Bates, *Essays on the Political Economy of Rural Africa* (1983); and the novel by Ngugi Wa Thiong'o, *Petals of Blood* (1977).

Assessment: An assessed essay counts for 30% of the marks. It must be not more than 3,000 words (excluding references) and has to be submitted to 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.

EH446

Economic Development of East and Southeast Asia

Teacher responsible: Dr Kent G Deng, C413

Availability: For MSc in Economic History, MSc in Economics and Economic History, MSc Development Studies. There are no pre-requisites: knowledge of Asian history of the relevant period and region would be an advantage.

Core syllabus: The course deals with conditions and paths of economic development in East and Southeast Asia (excluding Japan) since the first European penetration in that region. Two periods are examined with the divider of World War II. Does the lack of modern growth in this region during the first period suggest that the early Western input was not sufficient condition for such growth? Has the success of the Asian nics in the 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: 20 seminars of two hours each in the MT and LT. Written essays are circulated in advance.

Written assignments: Two written assignments are submitted, the second of which counts as part of the final course assessment. The first is due at the end of the 9th week (in the MT) and the second, the 17th week (in the LT). See below.

Reading list: A detailed reading list and topics for seminars is distributed at the beginning of the course. Preliminary readings include: A Booth, 'The Economic Development of Southeast Asia: 1870-1985' *Australian Economic History Review*, 31 (1); R F Doner, 'Approaches to the Politics of Economic Growth in Southeast Asia', *Journal of Asian Studies*, 50 (4); M Falkus, 'Economic History and Environment in Southeast Asia', *Asian Studies Review*, 14 (1); E L Jones, 'A Framework for the History of Economic Growth in Southeast Asia', *Australian Economic History Review*, 31 (1); G Snooks et al, *Exploring Southeast Asia's Economic Past* (1991); K Yoshihara, *The Rise of Ersatz Capitalism in Southeast Asia* (1988); I Brown, *Economic Change in Southeast Asia* (1997); Immanuel Wallerstein, *The Modern World-System (I-III)* (1974-86); Joel Mokyr, *The Lever of Riches* (1990); Francesca Bray, *The Rice Economies, Technology and Development in Asian Societies* (1986); *Southeast Asia in the Age of Commerce, 1450-1690* (1993); Mark Elvin, *Pattern of the Chinese Past* (1973); T G Rawski & Lillian M Li, *Chinese History in Economic Perspective* (1990).

Assessment: One 3,000 word assignment to be handed in by the end of the 17th week (in the LT) will count for 30% of the final mark. A three-hour unseen examination will count for the remaining 70%.

EH459

Financial and Business History: America, Europe and Japan

Teachers responsible: Dr W P Kennedy, C314 and Dr Tim Leunig, C322

Availability: For MSc in Economic History, MSc in Economics and Economic History, MSc Global Market Economics, MSc Public Financial Policy. Other graduate students are welcome. There are no prerequisites, but some knowledge and an interest in business and finance is advantageous.

Core syllabus: This course explores the global evolution of business and finance from the late nineteenth century to the recent past. In so doing we seek to explain the success of firms, industries and nations and to show how publicly available financial data can be used to explore the changing relationship between the worlds of business and finance.

Content: Introductory lectures set the scene and ensure that students understand key concepts. The next section looks at how national settings affect financial and business performance, including the different settings of leader and follower nations. The third section concentrates on industrial systems, including the role of competition, and the interaction of big business and big finance. The final section looks inside and outside the firm: inside, at workers and management, and outside, at how business, and especially finance, can have wide ranging effects. The onset of the great depression in interwar Germany is taken as an example.

Teaching: The class meets weekly for two terms. A short series of introductory lectures are followed by student-led seminars.

Reading list: The full reading list is available from the Economic History Department, C422. Readings include, T Balderston, 'Beginning of the depression' *Economic History Review* (1983); B Bernanke, 'Nonmonetary effects of the financial crisis' *American Economic Review* (1983); W Brainard, et al 'Financial valuation' *Brookings Papers* (1980); S Broadberry, *Productivity race* (1997); Y Cassis, *Big business: European perspective* (1997); M Edelstein, *Overseas investment* (1982); B Eichengreen, *Golden fetters* (1992); J Kay, *Foundations of corporate success* (1993); J Federer & D Zalewski, 'Uncertainty' *Journal of Economic History* (1994); W Kennedy, 'Portfolio behaviour and economic development' *Research in Economic History* (1991); N Lamoreaux & D Raff (Eds), *Co-ordination and information* (1995); E White, 'Before Glass-Steagall' *Explorations in Economic Activity* (1986).

Assessment: Three-hour written examination in the ST counts for 70% of the mark; an assessed piece of work, to be undertaken in Spring term, counts for the remaining 30%.

EH462

Latin American Development in the Twentieth Century: from liberalism to neo-liberalism

Teacher responsible: Dr Colin M Lewis, C320

Availability: For MSc in Economic History, MSc in Economics and Economic History, MA Area Studies (Latin America).

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.

Content: The course will be largely thematic in structure. The first part will address methodological issues such as defining and measuring growth, development, poverty and welfare. This will be followed by an examination of key themes. These will include the political context within which economic policy was applied; the determinants – and ideological underpinnings – of growth and development; institutional arrangements relating to social security, health care and education; political participation and civil rights; changing patterns of employment; wages and income distribution; absolute and relative levels of poverty. The geographical focus of the course will be on the Argentine, Brazil, Chile, Colombia and Mexico.

Teaching: Two-hour weekly seminars in the MT and LT.

Written work: Three papers during the session.

Reading list: C Abel & C M Lewis (Eds), *Welfare, Poverty and Development in Latin America* (1993); J Buxton & N Phillips (Eds), *Case Studies in Latin American Political Economy* (1999); 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); C Mesa-Lago, *Social Security and Prospects for Equity in Latin America* (1991); K Sikkink, *Ideas and Institutions: Developmentalism in Brazil and Argentina* (1991); W C Smith & R P Korzeniewicz (Eds), *Politics, Social Change and Economic Restructuring in Latin America* (1997); R Thorp, *Progress, Poverty and Exclusion* (1998); J S Tulchin & A M Garland (Eds), *Social Development in Latin America: the politics of reform* (2000).

Assessment: 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.

EH475

The Rise and Decline of Economic Policy in 20th century Europe

Teachers responsible: Dr M-S Schulze, C213 and Mr D E Baines, C414

Availability: For MSc in Economic History, MSc in Economics and Economic History. Students taking other appropriate MSc courses may take this course with permission. There are no formal pre-requisites.

Core syllabus: The course examines the changing role of the state in the development of the European economies using a long run perspective. It will focus on problems of economic management both in peacetime and wartime; policy constraints in both closed and open economies; processes of economic growth, convergence and integration; welfare and regional policies and the policy implications of the growth of global markets.

Content: The economic role of the state before the First World War. Reconstruction after World War I and World War II. Exchange rate and monetary policy, 1900-1990. Crisis management 1931 and 1973. Macro policy in the depression of the early 1930s. The relation of economic theory and policy, 1930s-1990s. Trade and protection, multilateralism versus bilateralism, 1900-1990. The state and resource allocation in wartime. Comparative regional policy since 1945. Economic consequences of welfare policies. Policy responses to demographic change. Did the European economies converge? Labour mobility, formal and informal labour markets.

Teaching: Twenty seminars or lectures of two hours each in the MT and LT. There will be pre-circulated papers for the seminars.

Written assignments: A minimum of three essays.

Reading list: F B Tipton & R Aldrich, *An economic and social history of Europe*, 2 vols (1890-1939; From 1939 to the present) (1987); L A Craig & D Fisher, *The integration of the European economy, 1850-1913* (1997); G Hardach, *The First World War* (1987); D Winch, *Economics and policy. A historical study* (1969); C P Kindleberger, *A financial history of Western Europe* (1984); W R Garside (Ed), *Capitalism in crisis. International responses to the Great Depression* (1992); W Nurkse & W A Brown, *International currency experience. Lessons of the inter-war period*, League of Nations (1944); C H Feinstein (Ed), *Banking, currency and finance in Europe between the Wars* (1995); C H Feinstein, P Termin & G Toniolo, *The European economy between the wars* (1997); B Eichengreen, *Golden Fetters. The Gold Standard and the Great Depression* (1992); P Clarke, *The Keynesian revolution in the making* (1988); M Harrison (Ed), *The economics of World War II* (1998); A S Milward, *War, economy and Society, 1939-45* (1977); A Boltho (Ed), *The European economy: Growth and crisis* (1988); D Ellwood, *Rebuilding Europe. Western Europe, America and post-war reconstruction*, (1992); M S Schulze (Ed), *Western Europe: Economic and social change since 1945* (1999).

Assessment: A three hour unseen examination in the ST.

EH477

History of Economics: From Moral Philosophy to Social Science

Teacher responsible: Professor M Morgan, C420

Availability and restrictions: This course is for the MSc in Economic History, the MSc in Economics and the MSc in Economics and Economic History and other MScs where it is listed as an option. Other graduate students may take this course only with the permission of the course lecturer.

Core syllabus: The course aim is to understand the changing nature and content of economics as it turned from a branch of moral philosophy in the 18th century to a technical social science at the end of the 20th century.

Content: The course will begin by exploring the long-term changes in certain key concepts in economics, such as the notions of rational economic man, competition, equilibrium, money and economic order. The primary texts on these themes, chosen from a variety of European and American authors, will provide material for study of the changes in methods, concepts and theories of economics. Secondary literature will be used to help understand and assess the changing role of economics both as a science and as an art intended for state action.

Teaching: 40 hours over MT and LT, mixture of lectures and seminars. (Those students without relevant background will find it useful to attend the lectures for EC311).

Written work: Students will be expected to produce seminar papers and written work.

Reading list: Reading lists for original texts and secondary reading for seminars will be given out at the beginning of the course. Henry Spiegel's *The Growth of Economic Thought* provides a general background text.

Assessment: A three hour written examination in the ST. Additionally, students taking the MSc in Economics will be required to submit an extended essay at the beginning of the ST; for such students the written examination and the extended essay will each count for half of the marks.

EH481

Economic Change in Global History: Approaches and Analysis

Teachers responsible: Professor Nicholas Crafts, C321, Dr Gareth Austin, C319 and others

Availability: Compulsory course for MSc Global History. Students taking other master's degrees may be admitted, timetable permitting, and with the approval of their department and the course teachers.

Core syllabus: The course will introduce central themes and analytical tools in global history, focussing on the history of material progress and stasis, and considering the comparisons and connections between the histories of different regions of the world.

Content: Consideration will focus upon the following (an asterisk indicates that the lecture for the topic will be shared with EH400a): the emergence of global history as a sub-discipline; theoretical approaches to the global history of material progress and stasis; culture and economic behaviour*; economic development*; processes of economic growth and the issue of convergence*; imperfect information and incentive structures*; the physical

environment and global history; postmodernism and the problem of knowledge in history*; textual analysis*; quantitative issues in global history.

Teaching: Taught during the MT. Weekly two-hour lectures (some of them shared with EH400a) and two-hour classes.

Written work: Students will be expected to produce two written papers during the course, one of which will count towards the examination (see below).

Preliminary reading list: K Pomerantz, *The Great Divide* (2000); D Smith, D Solinger & S Topik (Eds), *States and Sovereignty in the Global Economy* (1999); J Diamond, *Guns, Germs and Steel* (1998); E Jones, *Growth Recurring: economic change in world history* (1988); A Frank, *Re-Orient: global economy in the Asian Age* (1998); C Chase-Dunn & T Hall (Eds), *Rise and Demise: comparing world systems* (1997); D Wright, *The World and a Very Small Place in Africa* (1997); D North, *Institutions, Institutional Change and Economic Performance* (1990); W G Runciman, 'The "Triumph" of Capitalism as a Topic in the Theory of Natural Selection', *New Left Review*, 210 (1995); T Rawski (Ed), *Economics and the Historian* (1996); E Phelps, *Political Economy: an introductory text* (1985); J Alt & K Shepse (Eds), *Perspectives on Positive Political Economy* (1990).

Assessment: An assessed essay of up to 3,000 words counts for 30% of the marks; a 2-hour examination for 70%.

EH482

Pre-Modern Paths of Growth: East and West Compared, 1000-1800

Teachers responsible: Dr Kent Deng, C413 and Dr Regina Grate, C316

Availability: Compulsory course for MSc Global History. Students taking MSc in Economic History may take either EH482 or EH483 but not both. Students taking other master's degrees may be admitted with the approval of their department and the course teachers.

Core syllabus: This course surveys long-term processes of growth and development in pre-modern Europe, China and Japan. The course addresses three major themes. First, it challenges the view that stagnation and poverty were normal conditions in pre-industrial societies and growth an aberration. It therefore raises fundamental questions about the nature of pre-industrial societies and economies. Was growth a one-off and irreversible event, which we now call the "British Industrial Revolution"? Or was it a recurrent, even normal condition before modern industrialisation, which could however occasionally stall or be reversed? Second, it makes an in-depth comparison of three major geo-economic areas (Europe, China and Japan) over seven centuries. It discusses recent research that suggests that pre-modern Asia was as, or possibly more, developed (in terms of living standards, productivity, commerce) than pre-modern Europe, and asks if there was only one or more "roads to development". Third, it addresses the debates over British and European industrialisation. Why was Britain first? Was British success from the late 18th century the result of its unique social, institutional, even cultural features? Or was it a combination of chance and good fortune in the context of a gradual, century-long process of growth that occurred elsewhere as well? To what extent did overseas expansion contribute to Western economic success, and to the relative stagnation of its Asiatic peers?

Content: In addressing these themes the course takes a thematic approach to such questions as the developmental role of property rights, political and legal institutions, and different market structures. Was the pre-industrial peasantry guided by subsistence or maximising strategies? What part did economic incentives play? To what degree did early modern states promote or hinder growth and development? Did different constitutional arrangements make any difference?

In the MT we focus on Europe; during the LT, on China and Japan. Introduction to theories and issues; the dynamics of economic development in western and eastern Europe, Song-Ming-Qing China and Tokugawa Japan; agriculture, population, technology, craft industries, socio-economic structures, warfare and external shocks, trade networks; growth of inter-continental economic relations and their consequences: European expansion; the emergence and role of a 'world economy'.

Teaching: Twenty 2-hour weekly classes in MT and LT.

Written work: All students are required to write four essays: one by the end of the fifth week of the MT, one by the end of the ninth week of the MT, one by end of the fifth week of the LT, and one by the end of the ninth week of the LT.

Preliminary reading list: M Olson, 'Big bills left on the sidewalk: why some nations are rich, and others poor', *Journal of Economic Perspectives* 10.2 (1996); A G Frank, *ReORIENT: Global economy in the Asian age* (1998); E L Jones, *Growth Recurring: economic change in world history* (1988); M Mann, *The Sources of Social Power*, Vol I (1987); D North & R Thomas, *The Rise of the Western World* (1973); K Persson, *Pre-industrial Economic Growth* (1988); J Wallerstein, *Historical Capitalism* (1983); P Anderson, *Lineages of the Absolutist State* (1974); T Aston & C Philpin (Eds), *The Brenner Debate: agrarian class structure and economic development in pre-industrial Europe* (1985); M Elvin, *The Pattern of the Chinese Past* (1973), parts 2 and 3; T C Smith, *The Agrarian Origins of Modern Japan* (1959).

Assessment: A three-hour examination.

EH483

The Development and Integration of the World Economy in the 19th and 20th Centuries

Teachers responsible: Mr Dudley Baines, C414 and Professor Nicholas Crafts, C321

Availability: Compulsory course for MSc Global History. Students taking MSc in Economic History may take either EH482 or EH483 but not both.

Students taking other master's degrees may be admitted with the approval of their department and the course teachers.

Core syllabus: The course analyzes the spread of modern economic growth and demographic change and their relationships with globalization since the First Industrial Revolution.

Content: There will be five main components. (a) Catching-Up, forging ahead and falling behind: analysis of reasons for success and failure in economic growth in different economic eras giving special emphasis to the role of factor and trade flows in the process of development and to the impact of institutional change. (b) Demographic transitions in the long run: "modernization" and fertility change; "western" vs "eastern" family patterns and their implications for development; disease regimes, public health and economic development; impacts of immigration and emigration. (c) Agriculture and the environment: agriculture and industrialization; climate, endowments, institutions and agricultural development; rationale and implications of changing regimes of agricultural protectionism; limits to growth? (d) Changing role of cities: changing functions of the city in the pre-industrial, industrial and post-industrial worlds; evolving patterns of congestion costs and agglomeration benefits; differing solutions to problems of tax competition and the supply of local public goods (e) Why, after all, are countries different in a globalizing world?: considers the dimensions of divergence (including the effects of wars) and explores alternative hypotheses including institutions, cultural factors, natural resources and examines in detail claims of path dependency.

Teaching: Twenty 2-hour weekly seminar-lectures in MT and LT.

Written work: Three papers during the course.

Preliminary reading list: J Diamond, *Guns, Germs and Steel* (1997); D Landes, *The Wealth and Poverty of Nations* (1998); E L Jones, *Growth Recurring* (1988); J Goody, *The East in the West* (1996); B Foster, *The Vulnerable Planet: A Short Economic History of the Environment* (1993); P Mathias & J Davis (Eds), *Agriculture and Industrialization from the 18th Century to the Present Day* (1996); M Livi-Bacci, *A Concise History of World Population* (1997); Wang Gangwu (Ed), *Global History and Migrations* (1997); A van der Woude, A Hayami & J de Vries (Eds), *Urbanisation in History* (1990); World Bank, *Global Integration and Decentralization in an Urbanizing World* (1999); D Puga, 'Urbanization Patterns: European vs. Less Developed Countries', *Journal of Regional Science* (1998); J Williamson, 'Globalization, Convergence, and History', *Journal of Economic History* (1996); B Arthur (Ed), *Increasing Returns and Path Dependence in the Economy* (1994); S Engerman & K Sokoloff, *Factor Endowments, Institutions and Differential Paths of Growth among New World Economies* (1994).

Assessment: The best two of the three course papers count for 30%. The remaining 70% is determined by a three-hour written examination.

EH484

H NA 01/02

Gender, Work and Industrialisation

Teacher responsible: Dr J E Hunter, C313

Availability: Optional course for students taking MSc Global History. Students taking other master's degrees may be admitted, timetable permitting, and with the approval of their department and the course teacher.

Core syllabus: The course examines gender issues in relation to the process of industrialisation from an economic history perspective. The emphasis is on analysing empirical evidence from a wide range of countries over the 18th-20th centuries with a view to identifying similarities and differences in the changes taking place over time. Case studies will focus on Britain, the United States, Japan and Russia, but reference will also be made to the experience of countries outside these particular examples, in order to achieve a more global picture.

Content: The gender division of labour in agriculture, by-employment and proto-industrialisation. Gender and the labour force in the context of manufacturing growth, mechanization and technological change. Gender distributions of the labour force between sectors and industries, and within production. The gender division of labour in the service sector. Family economics and wage levels. Legislation and state intervention in the operation of the labour market. Impact of family structure, ideology and culture on labour markets in industrialisation.

Teaching: Taught during the LT. Ten weekly two-hour seminars at which student papers will be presented and discussed.

Written work: Students will be expected to produce two written papers during the course, one of which will count towards the examination (see below).

Preliminary reading list: G de Groot & M Schrover (Eds), *Women Workers and Technological Change* (1995); N Folbre, *Who Pays for the Kids?* (1994); C Goldin, *Understanding the Gender Gap* (1990); P Hudson & W R Lee, *Women's Work and the Family Economy in Historical Perspective* (1990); J McDermid & A Hillyar, *Women's Work in Russia, 1880-1930* (1998); E Roberts, *Women's Work, 1840-1940* (1988); S O Rose, "'Gender at Work': Sex, Class and Industrial Capitalism", *History Workshop* 21 (1986); J W Scott, *Gender and the Politics of History* (1988); L A Tilly & J W Scott, *Women, Work and Family* (1978); K Uno, 'Women and Changes in the Household Division of Labour' in G L Bernstein (Ed), *Recreating Japanese Women, 1600-1945* (1991).

Assessment: An assessed essay of up to 3,000 words counts for 30% of the marks; a two-hour examination for 70%.

EH485

H

Scientific, Technical and Useful Knowledge from Song China to the Industrial Revolution

Teacher responsible: Professor Patrick O'Brien, E488

Availability: Optional course for students taking MSc Global History. Students taking other master's degrees may be admitted, timetable permitting, and with the approval of their department and the course teacher.

Core syllabus: The course compares the discovery, storage and diffusion of scientific, technical and other forms of 'useful knowledge' in pre-industrial Europe and Asia in the long term. Contrasts in these respects were crucial in explaining the eventual divergence in economic performance between continents. This course will address the meta questions of where, when and why contrasts emerged and why the discernible successes of European science and technology were not emulated more rapidly in Asia.

Content: Topics to be covered include: The flowering of science and technology in Song China. Arab science and technology. Indian and European industrial and agrarian technology in the Middle Ages. Universities and other institutions for the discovery and validation of useful knowledge. Military and nautical technologies. The scientific revolution in Europe. Connections between science and technology. The decline of Chinese science. The decline of the Arab heritage in science and technology; religion and science. Culture and political constraints on the accumulation of scientific knowledge. Notions of rationality in Europe and Asia. The status of scientists and technologists. Incentives to innovation.

Teaching: Taught during the LT. Ten weekly two-hour seminars (with lecture elements). Students will be expected to contribute presentations to the class. If the numbers of students opting for the course falls below 4, it will be run as tutorials.

Written work: Students will be expected to produce two written papers during the course, one of which will count towards the examination (see below).

Preliminary reading list: T Huff, *The Rise of Early Modern Science: Islam, China and the West* (1993); C Cohen, *The Scientific Revolution: an Historical inquiry* (1994); J Needham, *The Grand Titration: science and society in East and West* (1979); A Pacey, *Technology in World Civilization: a thousand-year history* (1990); J Mokyr, *The Lever of Riches* (1990); N Rosenberg, *Inside the Black Box* (1992); G N Von Tunzelman, *Technology and Industrial Progress* (1995); J Goody, *The East in the West* (1996); J Gerner, *A History of Chinese Civilization* (1996); D Bodde, *Chinese Thought, Society and Science* (1991); J E McClellan & H Dorn, *Science and Technology in World History*; D C Linberg & R S Westman (Eds), *Reappraisals of the Scientific Revolution* (1990); P S Ropp (Ed), *The Heritage of Ching* (1990).

Assessment: An assessed essay of up to 3,000 words counts for 30% of the marks; a 2-hour examination for 70%.

EH486

H

Shipping and Sea Power in Asian Waters, c1600-1860

Teacher responsible: Dr Kent G Deng, C413

Availability: Optional course for students taking MSc Global History. Students taking other master's degrees may be admitted, timetable permitting, and with the approval of their department and the course teacher.

Core syllabus: This course examines the development of shipping, sea power and maritime-related industries in East and Southeast Asia, c1600-1860.

Content: Topics include: Introduction to theories and models. Sailing conditions and sea routes in Asian waters. Strategic importance of Asian waters in the global sense. Development of shipping technology. Emergence of naval capacity. Function and pattern of long-distance trade; formation of regional markets and networks; linkages to the home economy. Migration. Investments and returns. Role of governments. Impact of modern capitalism. Regional hegemony. The context of the process and impact of globalisation in Asia.

Teaching: Taught during the LT. Ten weekly two-hour seminars in which student papers will be presented and discussed.

Written work: Students will be expected to produce two written papers of up to 2,500 words during the course, one due at the end of the 4th week and the other at the end of the 9th week (see below).

Preliminary reading list: K Bjork, 'The link that kept the Philippines Spanish: Mexican merchant interests and the Manila trade, 1571-1815' in *Journal of World History*, 1 (1998), 25B50; K N Chaudhuri, *The Trading World of Asia and the English East India Company* (1978); Gang Deng, *Chinese Maritime Activities and Socioeconomic Development c.2100 B.C. to 1900 A.D.* (1997); Gang Deng, *Maritime Sector, Institutions and Sea Power of Premodern China* (1999); D Flynn & A Giraldez, 'Born with a "Silver Spoon": World Trade's Origins in 1571' in *Journal of World History*, Vol 6, No 2 (1995); Yen-p'ing Hao, *The Commercial Revolution in Nineteenth-Century China: The Rise of Sino-Western Mercantile Capitalism* (1986); Yen-P'ing Hao, *The Compradore in Nineteenth-Century China: Bridge between East and West* (1970); L Levathes, *When China Ruled the Seas: The Treasure Fleet of the Dragon Throne, 1405-1433* (1994); W Schurz, *The Manila Galleon* (1985: originally 1938); A So, *The South China Silk District: Local Transformation and World-System Theory* (1986); M Tampoe, *Maritime Trade between China and the West* (1989).

Assessment: An assessed essay of up to 3,000 words counts for 30% of the marks; a 2-hour examination for 70%.

EH487

H

International Economic Institutions since World War I

Teacher responsible: Professor Nicholas Crafts, C321

Availability: Optional course for students taking MSc Global History. Students taking other master's degrees may be admitted, timetable permitting, and with the approval of their department and the course teacher.

Core syllabus: The course analyses the evolution since World War II of the roles of international institutions designed to manage world trade and the international monetary system paying particular attention to the IMF, the World Bank, the GATT and WTO. The analysis of the post-war world is set against the background of the trade wars and breakdown of the Gold Standard in the inter-war period prior to the establishment of these institutions.

Content: The approach is chronological with attention being given both to efficiency and equity aspects of the institutional arrangements. Inter-war developments are examined in terms of the absence of co-operation and a hegemonic power with an emphasis on the costs of the Great Depression and the results in terms of the reversal of earlier globalization trends. The Bretton Woods era of a new financial and trading architecture is discussed in terms of an evaluation of the success of the new institutions against the background of their initial job descriptions and of the much better world economic performance in the period. The changing rationales for the IMF and the World Bank and challenges to the GATT in the difficult economic environment of the 1970s and 1980s are examined. The debates of the time and implications for the continuation of the post-war return to globalization are both considered. Finally, the questions of the likelihood and content of further liberalization of trade and capital flows under WTO and IMF auspices are discussed in the context of an assessment of what is genuinely new about late 20th compared with late 19th century globalization.

Teaching: Taught during the LT. Ten weekly two-hour seminar-lectures in which student papers will be presented and discussed.

Written work: Students will be expected to produce two written papers during the course, one of which will count towards the examination (see below).

Preliminary reading list: A Krueger, 'Whither the World Bank and the IMF?', *Journal of Economic Literature* (1998); O Kirshner (Ed), *The Bretton Woods-Gatt System: Retrospect and Prospect after 50 Years* (1996); B Eichengreen, *Globalizing Capital* (1996); M Thomas (Ed), *The Disintegration of the World Economy between the World Wars* (2 vols) (1996); S Ostry, *The Post Cold War Trading System* (1997); H James, *International Monetary Co-operation since Bretton Woods* (1996); M Bordo, B Eichengreen & D Irwin, 'Was There Really an Earlier Period of Globalization Comparable to Today?', *Brookings Papers on Economic Activity* (1999); P Kenen (Ed), *Managing the World Economy* (1994).

Assessment: An assessed essay of up to 3,000 words counts for 30% of the marks; a two-hour written examination for 70%.

EH488

H NA 01/02

The Economic History of a Continental Empire: the Habsburg Monarchy, 1700-1914

Teacher responsible: Dr Max Schulze, C213

Availability: Optional course for students taking MSc Global History. Students taking other masters' degrees may be admitted, timetable permitting, and with the approval of their department and the course. A reading knowledge of German will be useful but not essential.

Core syllabus: The course examines the economic development of the Habsburg Empire within its broad international context from the early 18th century to the outbreak of the First World War.

Content: Topics to be covered include: Gradients of economic development in the 18th century; the Habsburg economy in European and regional perspective. Institutional change and the 18th century origins of industrialization. The economic impact of the Napoleonic Wars. Origins and effects of the mid-19th century reforms: the Austro-Hungarian customs union and the emancipation of the peasantry. Agriculture, industry and structural change. The pattern and pace of industrialization in the 19th century. Politics and economics: the 'Ausgleich' of 1867. Internal trade and the integration of product and factor markets. Regional income differentials and regional specialization. External trade and Austria-Hungary's integration in the international economy. The economic costs of 'Empire'. The structure of the Austro-Hungarian economy on the eve of the First World War. Habsburg's long-run economic performance in international comparison.

Teaching: Taught during the LT. Ten weekly two-hour seminars with pre-circulated papers. Students will be expected to contribute presentations to class.

Written work: Students will be expected to produce two written papers during the course, one of which will count towards the examination (see below).

Preliminary reading list: No single work covers the course adequately and much of the relevant literature is published in article form. The following readings offer some indication of the material used: A Bideleux & I Jeffries, *A History of Eastern Europe* (1998); A Brusatti (Ed), *Die wirtschaftliche Entwicklung, vol 1 of Die Habsburger Monarchie 1848-1918* (1973); D F Good, *The Economic Rise of the Habsburg Empire, 1750-1914* (1984); C Ingraio, *The Habsburg Monarchy, 1618-1815* (1994); J Komlos, *The Habsburg Monarchy as a Customs Union* (1983); J Komlos (Ed), *Economic Development in the Habsburg Monarchy* (1983); J Komlos, *Nutrition and Economic Development in the Eighteenth Century Habsburg Empire* (1989); R Sandgruber, *Ökonomie und Politik. Österreichische Wirtschaftsgeschichte vom Mittelalter bis zur Gegenwart* (1995).

Assessment: An assessed essay of up to 3,000 words counts for 30% of the marks; a 2-hour examination for 70%.

EH489

H NA 01/02

The Globalisation of Social Risk and Social Security since 1850

Teacher responsible: Professor Paul Johnson, C415

Core syllabus: This course examines the way in which social risks – those

relating to health, employment, life-cycle and environment – have changed with the industrialisation and globalisation of the economy since 1850, and how individuals and societies have responded to these risks with a variety of resource-pooling strategies. The course draws upon examples from Europe, North and South America, and Asia, and students will be encouraged to investigate in detail the long-run interaction of social risk and social security in countries or regions of their choice. Attention will be paid to competing models of social security development, and to the way in which different responses to social risk reduce or exacerbate problems of free-riding, moral hazard, the creation of perverse incentives and the construction of binding intergenerational contracts. Different national patterns of institutional evolution will be examined in the light of economic, structural, political and cultural explanations of long-run social security development.

Content: The first two meetings examine economic and sociological conceptions of social risk and social security, and subsequent meetings analyse in detail a variety of response strategies. 1) Definitions and typologies of social risk and social security. 2) Social risk and economic development: global processes or national peculiarities? Response strategies: 3) Charity: church, community, aid agency. 4) Family: fertility and the extended family. 5) Human capital: education and skills diversification. 6) Saving and insurance: mutual and self-help strategies. 7) Worker organisation: trade unions, co-operatives, and political parties. 8) Social security: male breadwinner models. 9) Social security: citizenship models. 10) Social risk and social security: is there a developmental pathway?

Teaching: Taught during the LT. Ten weekly two-hour seminars in which student papers will be presented and discussed.

Written work: Students will be expected to produce two written papers during the course, one of which will count towards the examination (see below).

Preliminary reading list: P Baldwin, *The Politics of Social Solidarity* (1991); J Williamson & F Pampel, *Old-Age Security in Comparative Perspective* (1993); C Mesa-Lago, *Social Security in Latin America* (1978); J Dixon, *The Chinese Welfare System 1949-79* (1981); P Flora & A Heidenheimer (Eds), *The Development of Welfare States in Europe and America* (1981); M van der Linden, *Social Security Mutualism* (1996); B Deacon, *Global Social Policy* (1997); A Cochrane & J Clarke, *Comparing Welfare States* (1993); A de Swaan, *In Care of the State* (1988); M Douglas & A Wildavsky, *Risk and Culture* (1982); U Beck, *Risk Society* (1992).

Assessment: An assessed essay of up to 3,000 words counts for 30% of the marks; a 2-hour examination for 70%.

EH480

Dissertation in Global History

Teachers responsible: Dr G Austin, C319 and all members of the Economic History Department

Availability: Compulsory for, and exclusive to, MSc Global History.

Core syllabus: The subject of the dissertation should relate broadly to one of the global history taught courses taken by the student. It may be a critical survey of a well-defined problem in the literature or an empirical case-study within a global history framework.

Selection of title: The title must be approved by the student's supervisor. A provisional title should be agreed by mid-LT.

Arrangements for supervision: Students will receive advice on the choice of topic and how to tackle it from their teachers at appropriate stages. There will also be a meeting shortly after the taught-course examinations, at which students will receive general advice on the dissertation. Each student must submit a draft by a date (to be announced) late in the ST, and will receive detailed written comments on this draft only. The draft will form the basis of a paper which the student is required to present to a dissertation workshop held towards the end of term.

Assessment: The completed dissertation must be handed in by 1 September. Marks will be deducted for late submission. The length should not exceed 10,000 words, excluding tables, references, and bibliography; and it must be word processed (double-spaced and on one side of the paper only). The dissertation counts for 25% of the total MSc marks.

EH490

MSc Workshop in Economic History

Teachers responsible: Dr E H Hunt, C315, and all members of the Economic History Department

Availability: Compulsory for and exclusive to, MSc Economic History.

Core syllabus: The subject of the dissertation should relate broadly to one of the economic history courses taken by the student.

Selection of title: The title must be approved by the student's supervisor. A provisional title should be agreed by the end of the first week of the LT.

Arrangements for supervision: The course EH400, *Historical Analysis of Economic Change*, provides important preliminary training. In addition students will receive advice on the choice of topic and how to tackle it from their individual supervisors at appropriate stages. There is also a meeting, shortly after the taught-course examinations, at which students will receive general advice on the dissertation. Each student must submit a draft (by a date to be announced) late in the ST, and will receive detailed written comments on this draft only. The draft will form the basis of a paper outlining the dissertation. All students are required to present and defend the outline at the workshop near the end of that term.

Assessment: The completed dissertation must be handed in by 15 September. Marks will be deducted for late submission. The length should not exceed 15,000 words. It must be word processed (double-spaced and on one side of the paper only).

EUROPEAN INSTITUTE

EU400

The Political Economy of Transition

Teacher responsible: Dr N Barr, S578

Availability: ONLY for MSc European Political Economy: Transition and MSc Russian and Post-Soviet Studies.

A background knowledge of the post-1945 history of Eastern Europe is desirable. An ability to read another European language besides English is an advantage.

Core syllabus: A multi-disciplinary analysis of the economic, political and social dynamics of systemic transformation – the triple-role of the state in developing free market economies, building liberal, democratic political structures and constructing efficient and equitable public services. The course draws widely on relevant theoretical debates and the experiences of transformation in Latin America and Southern Europe.

Content: Three core elements – economics, governmental institutions, and politics – are studied in parallel. The course also involves a number of interdisciplinary policy case studies. Economic analysis pays particular attention to the dividing line between the market and the state. Topics covered include: the inheritance (low (or negative) rates of growth; misallocation; inappropriate skills mix); theoretical discussion or arguments in favour of a market system (how markets bring about efficiency, theories of market failures, and implications for state intervention); building the macroeconomy (stabilisation, policies to restore growth); building the microeconomy (privatisation, restructuring, financial market development); and the role of the state in income transfers, health care and education. The institutional and political aspects of the course examine the rule of law in theory and practice, electoral systems and parliamentary legislative procedures, administrative structures, accountability and efficiency, party systems and political competition, nationalism, and the fate of ideological politics following the collapse of Communism. Policy case studies may include: macroeconomic stabilisation; privatisation (what should be privatised, and how?); the role of regulation in assisting the operation of private markets; education; health care; (areas in which it might be appropriate to have public funding and/or production or a partnership between the state and the private sector).

Teaching: Lectures: **Basic Economic Concepts for European Political Economy** (EU409) (first 5 weeks MT). **The Political Economy of Transition** (EU400.1) 37 (1 or 2 per week, MLS).

Seminars: **The Political Economy of Transition (EU400.2)** 18 (MLS). **Essential preliminary reading:** J Le Grand, C Propper & R Robinson, *The Economics of Social Problems*, 3rd edn, Macmillan, 1992; *World Development Report 1996: From Plan to Market*, Oxford University Press, New York and Oxford; B Barry, *Sociologists, Economists, and Democracy*; G Schopflin, *Politics in Eastern Europe 1945-1992*, Blackwell, 1993; I Banac (Ed), *Eastern Europe in Revolution*, Cornell University Press, 1992; D Stark & L Bruszt, *Post-socialist Pathways*, Cambridge University Press, 1998.

Assessment: One 3-hour written examination in June.

EU401

The EU: Government, Law and Policy

Teachers responsible: Mr D Chalmers, A361, Dr S Hix, L305, Dr R Leonardi, J108 and others to be announced

Availability: Core course for MSc EU Policy Making. Option for all other EI MSc degrees except MSc European Studies, and students from any other relevant MSc course with permission of teacher responsible. 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.

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: Lectures: **The EU: Government, Law and Policy** (EU401.1) 22 (weekly).

Seminars: **The EU: Government, Law and Policy** (EU401.2) (weekly).

Essential preliminary reading: S Hix, *The Political System of the EU*, Macmillan, 1999; D Chalmers,

EU Law: Law and EU Government, Ashgate, 1998.

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: Professor S Collignon, J204

Availability: Recommended for MSc European Studies, MSc European Political Economy, MSc EU Policy Making and MSc European Politics and Policy. Open to all other Masters' degrees. An ability to read German is an advantage. A knowledge of basic economics is essential.

Core syllabus: A study of the development of economic policy-making in Germany, particularly in its wider European context. The course emphasises co-operation issues in understanding Germany.

Content: This course examines economic developments and policies in Germany. It highlights the key features of economic policy-making in Germany and how they have changed over time. Special emphasis is given to the economic problems arising in the context of German unification. In order to analyse the 'German political economy' an interdisciplinary approach is pursued drawing on concepts from economics, political science and sociology. Topics covered include: the role of ideology in the German model, macroeconomic policy-making, labour market policies, corporate governance and the banking system, economic policies towards unification, privatisation in East Germany and the implications of European integration for economic policy-making in Germany.

Teaching: Lectures: **Government and Business in Germany** (EU402.1) twelve (weekly, LS).

Seminars: **Government and Business in Germany** (EU402.2) twelve (weekly, LS).

Essential preliminary reading: G Smith *et al* (Eds), *Developments in German Politics* 2, Houdmills, 1996; P Merkl (Ed), *German Unification in the European Context*, Penn State Press, 1993; K Larres (Ed), *Germany since Unification*, 2nd edn; *The Development of the Berlin Republic*, Palgrave, 2001; K Dyson (Ed), *The politics of German regulation*, Dartmouth, 1992; J Edwards & K Fischer, *Banks, Finance and Investment in Germany*, CUP, 1994; G Sinn & H-W Sinn, *Jumpstart. The economic unification of Germany*, MIT Press, 1992; P Welfens (Ed), *Economic aspects of German unification. Expectations, transition dynamics and international perspectives*, Springer, 1996; T Lange & G Pugh, *The economics of German unification. An introduction*, Elgar, 1998.

Assessment: One two-hour, written examination in June.

EU403

Spain and Europe

Teachers responsible: Dr S Balfour, J316 and others

Availability: 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.

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: Lectures: **Spain and Europe** (EU403.1) twelve (weekly, LS).

Seminars: **Spain and Europe** (EU403.2) twelve (weekly, LS).

Assessment: One two-hour, written examination in June.

EU405

Nationalism

Teachers responsible: Dr J Hutchinson, J106, Mr G Schopflin and Dr M Guibernau, J202

Availability: For MSc European Studies, MSc European Political Economy, MSc Nationalism and Ethnicity, MSc Sociology, MSc International Relations. Students from any other relevant MSc course with the permission of Dr Hutchinson.

Core syllabus: An examination of the causes and role of ethnic identity and nationalist movements in the modern world, and of the relations between nations and states.

Content: Definitions of ethnicity and nationalism; theories of nations and nationalism; modernism, primordialism and ethno-symbolism; nationalism and international society; multinational states; separatism and irredentism; supranationalism and globalism; types of nationalism; citizenship and ethnic identity; ethics of nationalism.

Teaching: 23 Seminars (including revision) MLS: EU405 Sessional. (Students must also attend the lectures of course EU201 or, when EU201 is not given, additional lectures in MT. Revision classes in ST.

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; E Hobsbawm, *Nations and Nationalism since 1780*, Cambridge University Press, 1990; A D Smith, *National Identity*, Penguin, 1991; L Greenfield, *Nationalism, Five Roads to Modernity*, Harvard University Press, 1992; J Breuilly, *Nationalism and the State*, Manchester University Press, 2nd edn, 1993; J Hutchinson, *Modern Nationalism*, Fontana 1994; W Connor, *Ethno-Nationalism: The Quest for Understanding*, Princeton University Press, 1994; J Hutchinson & A D Smith (Eds), *Nationalism*, Oxford University Press, 1994; J Hutchinson & A D Smith (Eds), *Ethnicity*, Oxford University Press, 1996; A. Hastings, *The Construction of Nationhood*, Cambridge University Press, 1997; A D Smith, *Nationalism and Modernism*, Routledge 1998.

Supplementary reading list: A more detailed reading list is available from Dr Hutchinson and secretary and at the first two seminars.

Assessment: A three-hour examination in June with three questions to be answered.

EU406

Ethnicity, Nationalism and Racism in Europe

Teachers responsible: Dr J Jackson Preece, J206, Dr A Innes, J208 and Dr J Hutchinson, J106

Availability: MSc European Studies, open to students on other "European" MSc Courses.

Core syllabus: Investigations into theories and problems of European nationalism and nation-state development, concentrating on ethnic minorities and multiculturalism in Europe, anti-Semitism and racism, and the revival of nationalism and ethnic conflict following the collapse of communism.

Content: The issues considered cover three main areas:

- Theories of nationalism, ethnicity, racism and anti-Semitism, considering the relation of pre-modern ethnicities to modern nations;
- Nationalism and ethnic-minority relations, including analysis of European states system, ethnic cleansing and nation-state creation, comparative perspectives on multiculturalism and prospects for a multicultural Europe;
- The development of nationalism in communist and post-communist Central and Eastern Europe, including the relations between communism and nationalism, nation-building and national-identity following the collapse of communism, analysis of separatism and the post-communist transformation.

Teaching: Lectures 20 ML, Seminars 20 ML.

Reading list: J Rex & D Mason (Eds), *Theories of Race and Ethnic Relations*, 1986; H Fein, *Genocide, A Sociological Perspective*, 1993; T Eriksen, *Ethnicity and Nationalism*, 1993; W Connor, *Ethno-nationalism: The Quest for Understanding*, 1994; A Kupchan (Ed), *Nationalism and Nationalities in the New Europe*, 1995; W Kymlicka, *Multicultural Citizenship*, OUP, 1995; J Bugajski, *Nations in Turmoil: Conflict and Co-operation in Eastern Europe*, 2nd edn, 1995; D Held (Ed), *Populism in Eastern Europe: Racism, Nationalism and Society*, 1996. A more detailed reading list is available from Dr Jackson Preece or the European Institute secretariat.

Assessment: One three-hour written examination in June.

EU409

Basic Economic Concepts for European Political Economy

Teacher responsible: To be announced

Availability: MSc European Political Economy; Transition, MSc European Political Economy; Integration, MSc European Studies, MSc European Studies; EU Policy Making and MSc Russian and Post-Soviet Studies.

Core syllabus: A five-week intensive course, which assumes no previous knowledge of economics. The aim of the course is to provide students with a background in economic theory sufficient for MSc courses within the European Institute. Students with some knowledge of basic theory are welcome to sit in, but in lectures priority is given to ensuring that non-economists reach the required standard.

Content:

- Introduction: why economics matters; scarcity and opportunity cost; positive and normative economics.
- Microeconomics: demand, supply and the market; perfect and imperfect competition;
- Macroeconomics: the goods market; the money market; the goods and money markets together, aggregate demand and supply; the determination of exchange rates.
- Topical treatment of contemporary economic issues.

Teaching: 20 hours of lectures, 4 hours per week for the first 5 weeks of the MT.

Reading: J Stiglitz & J Driffill, *Economics*, Norton, 2000.

Assessment: There is no examination for this course.

EU410

Interdisciplinary Research Methods and Design

Teacher responsible: To be announced

Availability: Core course for all students on European Institute MSc courses.

Core syllabus: Five lectures on research design and method to acquaint MSc students with standards of research in the social sciences.

Content: This lecture series offers an introduction to matters of research design and logic. Why does research design matter?; the logic of case-studies; narratives and reporting; common problems of research design.

Teaching: 11 seminars EU410 (fortnightly M,L,S).

Reading: G King, R O Keohane & S Verba, *Designing Social Inquiry*, Princeton University Press, 1994; S Van Evera, *Guide to Methods for Students of Political Science*, Cornell University Press, 1997.

Assessment: There is no examination for this course.

EU411

Ethnic Diversity and International Society

Teacher responsible: Dr J Jackson Preece, J206

Availability: For MSc Nationalism and Ethnicity, MSc European Studies, MSc Human Rights and MSc European Political Economy; Transition. Other masters' degree students may be admitted with the permission of the teacher responsible.

Core syllabus: Investigations into theories and problems of nationalism and nation-state development concentrating on evolving international norms relevant to ethnic minorities within European states.

Content: The issues considered cover two main areas:

The status of ethnic minorities in the development of the European nation-states system.

International responses to the problem(s) of ethnic minorities within nation-states including self-determination, boundary revision, population transfer, ethnic cleansing, genocide, assimilation, democracy, equal rights and non-discrimination, autonomy, conflict prevention and multiculturalism. In analysing these issues, particular attention will be paid to the relationship between evolving international norms (as disclosed in treaties, conventions, international organisations and political discourse) and changing state practices.

Teaching: Lectures 18 ML, Seminars 20 ML.

Written work: Students are required to write four essays.

Reading list: A Buchanan, *Secession*, 1991; A Casese, *Self-Determination of Peoples*, 1995; I Claude, *National Minorities, An International Problem*, 1955; A Cobban, *The Nation-State and National Self-Determination*, 1970; H Hannum, *Autonomy, Sovereignty and Self-Determination*, 1990; D Horowitz, *Ethnic Groups in Conflict*, 1985; J Jackson Preece, *National Minorities and the European Nation-States System*, 1998; H Kohn, *The Idea of Nationalism*, 1944; W Kymlicka, *Multicultural Citizenship*, 1995; W McKean, *Equality and Discrimination Under International Law*, 1985; J Mayall, *Nationalism and International Society*, 1990; P Thornberry, *International Law and the Rights of Minorities*. A more detailed reading list is available from Dr Jackson Preece or the European Institute Office.

Assessment: One three-hour examination in June.

EU412

The Politics of Transition in the Former Soviet Union

Teacher responsible: Dr G Sasse, J207

Availability: For MSc Russian and Post-Soviet Studies. Students from other MSc programmes may take this course subject to space, with preference given to students taking the MSc European Political Economy; Transition.

Core syllabus: This course provides a theoretically informed and advanced analysis of the politics of transition in the Former Soviet Union. It will analyse the ongoing 'triple transition', defined as the parallel and interlocking processes of political change, economic reform and state- and nation-building. The emphasis will be on the political dynamics in the successor states to the USSR. Comparative politics theory on democratisation and transition, institution-building, electoral systems, nationalism, regionalism and ethnic conflict will provide the framework for the analysis.

Content: Origins and applicability of transition theories; the 'triple' transition in the post-Soviet context; issues of post-Soviet state- and nation-building; institutional conflicts (eg those between presidents and parliaments); constitutional engineering; electoral systems, parties, voting behaviour and public opinion; cleavage structures in individual post-Soviet states; centre-regional relations and local politics; the role of national and sub-national élites; ethnic and regional conflicts; and the international dimension of transition (EU and NATO enlargement, CIS integration, post-Soviet interdependencies).

Teaching: 12 weekly two-hour seminars (10 seminars MT, 2 seminars ST). Students doing the MSc Russian and Post-Soviet Studies are expected to attend the following lectures: **Russia and the CIS: Institutions and Policies** (GV217) 20 (weekly) and **Post-Communist Politics and Policies** (EU451) 20 (weekly).

Essential preliminary reading: J Linz & A Stepan, *Problems of Democratic Transition and Consolidation*, Johns Hopkins University Press, 1996; K Dawisha & B Parrott (Eds), *Democratic Changes and Authoritarian Reactions in Russia, Ukraine, Belarus and Moldova*, Cambridge University Press, 1997; *Conflict, Cleavage and Change in Central Asia and the Caucasus*, Cambridge University Press, 1997; C Ross & M Bowker (Eds), *Russia After the Cold War*, Longman, 1999; S White et al (Eds), *Developments in Post-Soviet Politics*, Macmillan, 1999; R Brubaker, *Nationalism Reframed: Nationhood and the national question in the New Europe*, Cambridge University Press, 1996.

Assessment: One assessed essay (25% of the final mark) and one two-hour written examination in June (75% of the final mark).

EU413

Warfare, Religion and National Identity

Teacher responsible: Dr J Hutchinson, J106

Availability: MSc Nationalism and Ethnicity, and for other MSc students, if space permits (with preference given to MSc European Studies).

Core syllabus: Investigations into the relationships between warfare and religion and the formation of national identities, and the implications of this analysis for understanding contemporary politics.

Content: The issues cover four main areas: War and the origins of national identities, including state formation and territorialisation; the genesis of collective myths, heroes and memories; and the rise of 'frontier' nations; Modern wars and the formation of national societies, including conscription and national citizenship; total wars, class, and the mass nation; military defeats and national secessions; wars and ethnic minorities; Religion and national formation, including cultural vernacularisation; sacralisation of lands; 'election' of peoples; secular-religious cleavages; Nationalism, religion and conflict, including nationalism as a cause of war, religious-national wars; and ethno-religious conflicts within nation-states.

Teaching: Lectures 15 ML, Seminars 22 (including revision) ML.

Reading list: J Armstrong, *Nations before Nationalism*, 1982; L Colley, *Britons, Forging the Nation, 1707-1837*, 1992; C Enloe, *Ethnic Soldiers*,

1982; H Fein, *Genocide: A Sociological Perspective*, 1993; R Gildea, *The Past in French History*, 1994; A Hastings, *The Construction of Nationhood: Ethnicity, Religion, and Nationalism*, 1997; E J Hobsbawm, *Nations and Nationalism Since 1780*, 1990; M Howard, *War in European History*, 1976; M Juergensmeyer, *The New Cold War?* 1993; E Kedourie, *Nationalism*, 1966; M Mann, *The Sources of Social Power*, Vol 2, 1993; W H McNeill, *The Pursuit of Power*, 1994; G Mosse, *Fallen Soldiers*, 1991; *Nations and Nationalism 1999 Special Issue 'Chosen Peoples'*; P Nora, *Realms of Memory*, 1998; A D Smith, *The Ethnic Origins of Nations*, 1986; C Tilly, *The Formation of National States in Western Europe*, 1976; N Yuval-Davis, *Gender and Nation*, 1996; Y Zerubavel, *Recovered Roots: Collective Memory and the Making of the Israeli Nation*, 1995.

Assessment: One three hour examination in June.

EU414

Public Policy in France

Teachers responsible: Dr A Guyomarch, J216 and Mr A Miguet, J209

Availability: MSc European Politics & Policy, MSc Comparative Politics, MSc European Studies, MSc EU Policy Making, MSc European Social Policy, MSc International Relations. Students must have taken EU415 or equivalent.

Core syllabus: This course provides a theoretically-informed examination of the main structural and procedural features of policy-making in France today.

Content: Topics covered include: decision-making within the executive, political control of the administration, public sector structure and management, civil service recruitment, training and structures, local and regional policy-making, the Europeanisation of policy-making, judicial review and citizens' protection. Case studies of policy sectors from amongst: foreign affairs, defence, education, economic planning, agriculture, culture, social security and health.

Teaching: Ten lectures and 10 seminars in the LT and 2 seminars in the third and fourth weeks of the ST.

Reading list: A Guyomarch, P Hall & H Machin, *Developments in French Politics*, 2001; H Machin & V Wright, *Economic Policy and Policy-making under the Mitterrand Presidency*; J Hayward, *Governing France*; V Wright, *The Government & Politics of France*; A Guyomarch, H Machin & E Ritchie, *France in the EU*.

Assessment: Two hour unseen written examination in June.

EU415

Government and Politics in France

Teachers responsible: Dr A Guyomarch, J216 and Mr A Miguet, J209

Availability: MSc European Politics & Policy, MSc Comparative Politics, MSc European Studies, MSc EU Policy Making, MSc European Social Policy and MSc International Relations.

Core syllabus: This course provides a theoretically-informed examination of the main structural and procedural features of French politics and government during the Fifth Republic.

Content: The historical context, application and adaptation of the 1958 Constitution are analysed. The course then considers the changing social bases of politics, interest group structures and methods, the media and politics, and the societal roots of the political parties. A number of themes are central to this analysis of governmental and political behaviour – presidentialism, executive reinforcement, parliamentary decline, constitutional review, the referendum and electoral system, party competition 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: Ten lectures and 10 seminars in the MT and 2 seminars in the first and second weeks of the ST.

Reading list: R Elgie, *Electing the French President*; A Guyomarch, P Hall & H Machin, *Developments in French Politics*, 2001; V Wright, *The Government & Politics of France*; A Stevens, *The Government and Politics of France*; A Guyomarch, H Machin & E Ritchie, *France in the EU*.

Assessment: Two hour unseen written examination in June.

EU416

Introduction to the Integration of the European Political Economy

Teacher responsible: To be announced

Availability: ONLY MSc European Studies, MSc EU Policy Making.

Core syllabus: The course is divided into five parts. The first part is an overview of the main turning points in the history of the EU. In the second we examine the transition from a simple customs union to the internal market dealing separately with products services and factors of production. The third part is devoted to the study of the main common policies including cohesion and redistributive policies. Macroeconomic issues and most notably the establishment of an economic and monetary union is the subject of the fourth part of the course. This will be followed by an examination of in the Union. In the fifth part we examine the role and position of Europe in the world concentrating on the common commercial relations with other European countries and the impact of globalization.

Content: The course will provide a comprehensive coverage of the process of European economic integration including a critical and theoretically informed examination of EU policies in their broader political economy context.

Teaching: Lectures: EU409 **Basic Economic Concepts for European Political Economy** 20 (4 per week) (M). EU416 **Introduction to the**

Integration of the European Political Economy 10 weekly (M/L).

Seminars: EU416 **Introduction to the Integration of the European Political Economy** 16 weekly (M/L/S).

Reading: M Artis & N Lee (Eds), *The Economics of the European Union: Policy and Analysis* (OUP, 1997); W Molle, *The Economics of European Integration*, 3rd edn (Darmouth, 1997); J Pelkmans, *European Integration: Methods and Economic Analysis*, (Netherlands Open University – Longman, Harlow, 1997); M-S Schulze (Ed), *Western Europe. Economic and Social Change since 1945*, (Longman, London and New York, 1999); L Tsoukalis, *The New European Economy Revisited*, 3rd edn (OUP, 1997).

Assessment: One three-hour examination in June.

EU440

Greece and South East Europe: Government, Economy and Foreign Policy

Teacher responsible: To be announced

Availability: MSc European Studies, MSc European Political Economy; Transition, MSc Nationalism and Ethnicity, MSc EU Policy Making and MSc European Politics and Policy.

Core syllabus: An examination of Greece and South East Europe from a political economy and an international relations perspective, with particular emphasis on post-1989 developments.

Content: Historical Background; The Cold War as a Dividing Line; Economic and Political Aspects of Greece's membership of the EU; Greece's Policy in the Balkans; Turkey and the EU; Disintegration of Yugoslavia; Transition to Market Economy and Democratic Transition in the Former Communist Countries of the Region; EU Enlargement and Southeastern Europe; Regional Co-operation.

Teaching: 10 Lectures (weekly, LT); 10 Seminars (weekly, LT).

Reading list: G Allison & K Nicolaidis (Eds), *The Greek Paradox*, MIT Press, 1997; I Banac, *The National Question in Yugoslavia*, Cornell University Press, 1984; D Barchard, *Turkey and the European Union*, Centre of European Reform, 1998; G Castellan, *A History of the Balkans*, Tr N Bradley, Columbia University Press, 1992; C Cvic, *Remaking the Balkans*, Printer for Institute International Affairs, 1995; K Featherstone & K Ifantis (Eds), *Greece in a Changing Europe*, Manchester University Press, 1996; T Geshkoff, *Balkan Union: A Road to Peace in Southeastern Europe*, Columbia University Press, 1940; E Loewendal, *“Promises to Keep”: The Reality of Turkish-EU Relations*, Action Centre for Europe, 1998; P Shoup (Ed), *Problems of Balkan Security: Southeastern Europe in the 1990s*, Wilson Centre Press, 1990; M Todorova, *Imagining the Balkans*, Oxford University Press, 1997; S Woodward, *Balkan Tragedy*, Brookings Institute, 1995.

Assessment: One two-hour written examination in June.

EU441

The Political Economy of EU Enlargement

Teacher responsible: To be announced

Availability: Core course for MSc European Political Economy; Integration. Option only for European Political Economy; Transition, with permission of the course teacher.

Core syllabus: The course examines the economic, political and political economy aspects of EU enlargement from the perspective both of the EU and the prospective members.

Content: The course provides an in-depth analysis of the problems arising in the context of EU enlargement.

Apart from discussing the broader historical and international background of EU enlargement, the course focuses in particular on the policy response of the EU to the transition in Central and Eastern Europe, on the costs and benefits of enlargement, on a positive analysis of the political-economic logic behind enlargement, and on the political and economic adjustments necessary both in the EU and in the joining countries for facilitating enlargement.

The analysis draws on concepts from economics as well as political science.

Teaching: 10 lectures and 10 seminars in the MT and 2 seminars in the ST (first and second weeks).

Reading list: G Avery & F Cameron, *The enlargement of the European Union*, 1998; R Baldwin et al, 'The costs and benefits of Eastern enlargement: The impact on the EU and Central Europe', *Economic Policy*, 24, 1997; R Faini & R Portes, *European Union trade with Eastern Europe: Adjustment and opportunities*, 1995; H Grabbe & K Hughes, *Eastward enlargement of the European Union*, 1997; B Lippert & H Schneider, *Monitoring association and beyond*, 1995; A Mayhew, *Recreating Europe. The European Union's Policy towards Central and Eastern Europe*, 1998; C Paraskevopoulos, *European Union at the crossroads. A critical analysis of monetary union and enlargement*, 1998; J Pinder, *The European Community and Eastern Europe*, 1991.

Assessment: One two-hour written examination in June.

EU442

The Political Economy of European Integration

Teacher responsible: Professor S Collignon, J2040

Availability: Core course for MSc European Political Economy; Integration. Other masters' degree students may be admitted with the permission of the teachers responsible. A knowledge of basic economics is essential.

Core syllabus: An analysis of the process of European economic monetary integration combined with a critical examination of EU macro economic policies and developments in the European economy.

Content: An overview of the development of monetary integration, the passage from Bretton Woods to the EMS to EMU, the set-up of the

European Central Bank and monetary policy, the stability and growth pact and fiscal policy and problems of unemployment in Europe, external economic relations and the prospects for further integration.

Teaching:

Lectures (introductory core course) **Introduction to European Political Economy** EU409.

Lectures, **The Political Economy of European Integration** EU442.1 20 (weekly M,L).

Seminars, **The Political Economy of European Integration** EU442.2 21 (weekly M,L,S).

Essential preliminary reading: A Milward, *The Reconstruction of Western Europe*, 1984; P Taylor, *The European Union in the 1990s*, 1996.

Assessment: One 3-hour written examination in June.

EU443**H****European Models of Capitalism**

Teacher responsible: To be announced

Availability: For MSc European Political Economy.

Core syllabus: The major models of advanced capitalist systems in Europe and internal and external pressures for change: Production régimes, public policy formation, and welfare states.

Content: The course covers three main models, the Anglo-Saxon (UK, Ireland), Organised Market Economies (Germany, Scandinavia, Benelux, northern Italy) and the sui-generis state-elitist case of France. It looks at the key, interrelated institutions of education and training, industrial relations, corporate governance and technology transfer, their relation to the welfare state, and how globalisation and European integration are producing changes.

Teaching: Lectures 10 (weekly LT); Seminars 10 (weekly LT).

GENDER**GI400****Gender Theories in the Modern World:****An Interdisciplinary Approach**

Teachers responsible: Dr R C Gill and Dr C Hemmings

Availability: This is a compulsory course for students on the MSc Gender, MSc Gender and Development, MSc Social Research Methods (Gender), MSc Gender and Social Policy and MSc Gender and the Media.

Core syllabus: The course aims to enable students to: Consider theories of gender from a range of disciplinary perspectives; Develop a critical appreciation of different theories of gender; Use theories of gender relations to inform their appreciation of existing work in their own disciplines and in an interdisciplinary context; Use the analysis of gender relations as a basis for research.

Content: Topics covered include: history of feminist thought; postmodernism/discourse theory; gender and race; sexualities; queer theory; democracy and representation; human rights; home and work interface; gender and technology; multiculturalism; postcolonial theory; masculinities; gender and the media/popular culture; gender and development; social policy and HIV; feminist politics.

Teaching: The course is taught in 20 x 1.5 hour sessions (GI400) plus 20 x 1 hour seminars. It is divided into blocks of discipline-oriented lectures and linked seminars. In addition there will be 10 weekly x 2 hour student-led dissertation workshops with specific themes in the LT.

Reading list: No single book covers the whole course. The following are useful basic reading: M Barrett & A Phillips (Eds), *Destabilising Theory*, Polity (1992); J Evans, *Feminist Theory Today*, Routledge (1995); M Evans, *Introducing Contemporary Feminist Thought*, Routledge (1997); R Frankenburg, *White Woman: Race Matters*, Routledge (1993); S Jackson (Ed), *Woman's Studies: A Reader*, Harvester Wheatsheaf (1993); N Kabeer, *Reversed Realities: Gender Hierarchies in Development Thought*, Verso (1994); S Kemp & J Squires (Eds), *Feminisms* (1998); M Marchand & J Parpart (Eds), *Feminism/Postmodernism/Development*, Routledge (1995); H L Moore, *A Passion For Difference*, Polity (1994); I Whelehan, *Modern Feminist Thought: From the Second Wave to Post-Feminism*, Edinburgh UP (1995).

Assessment: One three hour written examination (60%) and two essays, each of not more than 3,000 words (40%).

GI401**H****Feminist Perspectives on Technology**

Teacher responsible: Professor Judy Wajcman

Availability: The course is a half unit, which is available to all suitably qualified students.

Course syllabus: The course will provide a conceptual grounding in various approaches to the study of gender and technology, in relation to recent theoretical developments both in the analysis of gender relations and in the study of technological change. It will thus provide an appropriate framework and scholarly tools for detailed investigations of the complex forces shaping technology and our relationships to it. This will necessarily involve a multidisciplinary approach as technology studies draw on history, sociology, cultural studies, economics, and science studies. In this sense, the course provides students with a paradigm case of the way feminist analysis requires interdisciplinary skills. The course will show how the major concerns of technology theorists with information, consumption, identity, cyberspace and the body can be enriched by a gender perspective.

Reading list: P A Hall & D Soskice (Eds), *Varieties of Capitalism* (in manuscript); H P Kitschelt, G Marks & J D Stephens (Eds), *Continuity and Change in Contemporary Capitalism*, 1998.

Assessment: One 2-hour written examination in June.

EU450**European Institute Contemporary Research**

Teacher responsible: To be announced

Availability: Compulsory for all European Institute MSc and PhD students.

Core syllabus: A programme is fixed at the start of each term.

Content: Major issues of politics, and public policy in the EU and its member states. Visiting speakers from all parts of the EU.

Teaching: 16 seminars, EU450, (fortnightly M, weekly L,S).

Assessment: There is no examination for this course.

EU451**Post Communist Politics and Policies**

Teachers responsible: Professor D Lieven, L102, Professor M Light, D411 and Dr G Sasse, J207

Availability: Recommended to Master's degree students in the European Institute and students taking the MSc option in **Soviet and Post-Soviet Foreign Policy**, IR425.

Core syllabus: A programme is fixed at the start of each term.

Content: The course, open to all graduates and staff interested in contemporary problems of the former Soviet bloc, draws on visiting speakers from Britain, Russia and elsewhere.

Teaching: Twenty seminars, EU451, (weekly, M,L).

Assessment: There is no examination for this course.

Content: The course will examine the social shaping of technology with particular reference to the way technology reflects gender divisions and inequalities. It will begin by looking at critiques of technological determinism and how the feminist perspective on technology developed. This will involve looking at theoretical debates as well as at substantive areas of technology. Thus it will examine the relationship between gender divisions and the revolution in information and communication technologies both in the workplace and in the home. The implications of biotechnology and genetic engineering will also be canvassed. In all these areas a common thread is the close identification between technology and masculine culture. The course will explore the way that this culture itself shapes the production and use of particular technologies. Finally, the possibilities for alternative technologies, both in the first and third worlds, will be considered.

Teaching: 10 x 2 hours integrated lectures and seminars. Students will be expected to carry out directed readings for seminars and to make a seminar presentation.

Reading list: J Wajcman, *Feminism Confronts Technology*, Polity Press (2000); S Jasanoff *et al*, *Handbook of Science and Technology Studies*, Sage (1995); G Kirkup *et al* (Eds), *The Gendered Cyborg*, Routledge, New York (1999); G Kirkup & L Keller (Eds), *Inventing Women*, Polity Press (1992); C Kramarae, *Technology and Women's Voices*, Routledge and Kegan Paul (1988); D MacKenzie & J Wajcman (Eds), *The Social Shaping of Technology*, 2nd edn, Open University Press (1999); P Hopkins (Ed), *Sex/Machine: readings in Culture, Gender and Technology*, Indiana University Press (1998); S Mitter & S Rowbotham (Eds), *Women Encounter Technology: Changing Patterns of Employment in the Third World*, Routledge (1997); R S Cowan, *More Work for Mother*, Basic Books (1983); C Cockburn & S Ormrod, *Gender and Technology in the Making*, Sage (1993); C Cockburn & R First-Dilic (Eds), *Bringing Technology Home. Gender and Technology in a Changing Europe*, Open University Press (1994); V Scharff, *Taking the Wheel: Women and the Coming of the Motor Car*, Free Press (1991); S Franklin, *Embodied Progress: A Cultural Account of Assisted Conception*, Routledge (1997); M McNeil *et al* (Eds), *The New Reproductive Technologies*, Macmillan (1990); S Turkle, *Life on the Screen: Identity in the Age of the Internet*, Simon & Schuster (1995); A R Stone, *The War of Desire and Technology at the Close of the Mechanical Age*, MIT Press (1995); C Stabile, *Feminism and the Technological Fix*, Manchester University Press (1994); S Everts, *Gender and Technology: Empowering Women, Engendering Development*, Zed Books (1998); S Harding (Ed), *The 'Racial' Economy of Science: Toward a Democratic Future*, Indiana University Press (1993); *Gender, Technology and Development*, The Journal of the Gender and Development Studies Centre, Asian Institute of Technology, Thailand.

Assessment: There will be one assessed essay of 2,500 words to be submitted at the end of the MT and a two hour unseen examination in June. The essay will comprise 25% of the final grade and the examination the other 75%.

GI402**H****Gender: Epistemology and Research Methodology**

Teacher responsible: Dr C Hemmings

Availability: This is a compulsory component for MSc Social Research Methods (Gender) and is recommended for MSc Gender, Gender MPhil/PhD students in the first year of registration but also available to other suitably qualified students.

Core syllabus: The course aims to enable students: To explore key questions of epistemology and methodology in relation to the analysis of gender relations. To explore the key questions in differing social science

disciplines. To examine the scope and analytical purchase of the concept of gender in the social sciences. To explore some of the ethical issues inherent in research undertaken from a gendered perspective, and particularly those of positionality and location. To link this short course with some of the issues which will arise for students when researching and writing their dissertations and other pieces of research work.

Content: The course itself traces the challenges to epistemological, methodological and interpretative frameworks that have come from within gender studies, and research focusing on gender. The focus will be explicitly interdisciplinary with the intention of marking out what is distinctive about feminist research. The course will be divided into three parts. **Part One: Epistemology** examines claims for a specifically gendered knowledge in research, and highlights the questions about this raised by black and postmodern feminist theorists, as well as issues of validity and ethics in feminist social science. **Part Two: Methodology** explores the theory and practice of feminist research, with a particular focus on questions of how and whether to represent others, the relationship between researcher and researched. Students will also be introduced to the variety of feminist research methods and develop the skills for carrying out quantitative and qualitative research. **Part Three: Interpretation** raises questions about the interpretation of research findings in gender-focused research, with a particular emphasis on discourse analysis.

Teaching: 10 x 2 hour introductory lectures and discussion; 10 x 1 hour workshops for practical application of issues to students' own work.

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); S Harding, *The Science Question in Feminism*, Open University Press (1986); Susan Hekman, *The Future of Differences*, Polity Press, Malden, MA (1999); Patricia Hill Collins, *Black Feminist Thought*, 2nd edn, Routledge, New York (2000); H Hinds, A Phoenix & J Stacey (Eds), *Working Out. New directions for women's studies*, Falmer 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); Ann Oakley, *Experiments in Knowing*, Polity, Cambridge (2000).

Assessment: One assessed essay to be submitted at the beginning of the LT (25%), and one two hour unseen examination in June (75%).

GI403**Gender and the Media****H**

Teacher responsible: Dr R C Gill

Availability: This course is a half unit, which is available to all suitably qualified students. It is especially recommended to those students on MSc Gender and is a compulsory course for students on MSc Gender.

Core syllabus: This course aims to enable students:

- To apply a range of theoretical and methodological approaches to the study of the media
- To think critically about representations of gender in a range of different media
- To examine changing representations of gender in the context of wider social changes
- To think critically about questions concerning the interpretation and use of different media and their products.

Content: The course uses examples, mainly drawn from Anglo-American media, to examine key issues and controversies in theories of the gender-media relation, concerning representation, audiences and cultural politics eg how useful are the notions of objectification and ideology for understanding contemporary advertising? A variety of theories are discussed, including Marxism, feminisms, postmodernism, semiotics and psychoanalysis.

Teaching: 10 x 3 hour integrated lectures and seminars. Students are expected to carry out directed readings, and to maintain familiarity with contemporary UK media.

Reading list: M MacDonald, *Representing Women: Myths of Femininity in Popular Culture*, Edward Arnold (1995); L Van Zoonen, *Feminist Media Studies*, Sage (1994); H Baehr & A Gray (Eds), *Turning It On: A Reader in Women and Media*, Edward Arnold (1996); L Gamman & M Marshmen (Eds), *The Female Gaze: Women as Viewers of Popular Culture*, The Women's Press (1987); Screen, *The Sexual Subject: A Screen Reader in Sexuality*, Routledge (1992); A Kuhn, *Women's Pictures: Feminism and Cinema*, Verso (1982/2nd edn, 1994); S Cohan & I R Hark, *Screening the Male: Exploring Masculinities in Hollywood Cinema*, Routledge (1993); J Rutherford & R Chapman, *Male Order: Unwrapping Masculinity*, Lawrence & Wishart (1988).

Assessment: One assessed essay of not more than 3,000 words to be submitted at the beginning of the ST (25%), and one two hour unseen examination in June (75%).

GI404**Gender and Post-Colonial Theory****H**

Teacher responsible: To be announced

Availability: This course is a half unit, which is available to all suitably qualified students. It is especially recommended to those students on MSc Gender and Development.

Core syllabus: This course is designed to provide an introduction to some of the main authors and themes within postcolonial theory with a special focus on the intersections between gender and postcolonial theories. Both

postcolonial and gender theories offer critiques of modernist conceptions of the subject, foregrounding issues of power. They also raise important methodological questions for understanding political, economic and social relations in the postcolonial era. The sessions will be run in such a way as to enable students to critically engage with the complex concepts, and sometimes difficult texts of postcolonial theory. Therefore it is essential that the set texts are read prior to the sessions and students come prepared to participate and raise questions.

Content: The course focused on in-depth readings and historical and political contextualisation of key authors such as Edward Said, Frantz Fanon and Homi Bhabha. Feminist interventions in the field of postcolonial studies, highlighting critiques of postcolonial 'forefathers' and mainstream feminist theory. Particular arenas (case studies) of importance to the development of postcolonial feminist thought, namely sexuality, the veil and resistance.

Teaching: 10 x two hour integrated lectures and seminars.

Reading list: J Alexander & C T Mohanty, *Feminist Genealogies, Colonial Legacies, Democratic Futures*, Routledge, New York (1997); Homi K Bhabha, *The Location of Culture*, Routledge (1994); A Brooks, *Postfeminisms. Feminism, Cultural Theory and Cultural Forms*, Routledge (1997); Fanon, Frantz, *Black Skin/White Masks*, Grove Press, New York (1967); A Loomba, *Colonialism/postcolonialism*, Routledge (1998); J M John, *Discrepant Dislocations: Feminism, Theory, and Postcolonial Histories*, University of California Press (1996); D Landry & G MacLean (Eds), *The Spivak Reader*, Routledge (1995); M Marchand & J Parpart, *Feminism, Postmodernism and Development*, Routledge (1997); A McClintock, *Imperial Leather: Race, Gender and Sexuality in the Colonial Contest*, Routledge (1995); C T Mohanty, A Russo & L Torres (Eds), *Third World Women and the Politics of Feminism*, Indiana Press (1991); Edward W Said, *Orientalism*, Penguin (1987).

Assessment: There will be one assessed essay of 2,500 words to be submitted at the end of the term and a two hour unseen examination in June. The essay will comprise 25% of the final grade and the examination the other 75%.

GI405**Rethinking the Sexual Body: Theories, Cultures and Practices****H**

Teachers responsible: Dr R C Gill and Dr C Hemmings

Availability: The course will run as part of the Gender Institute's master programmes, but will also be available to students from other masters or PhD programmes who can provide evidence of prior knowledge of gender theory.

Core syllabus: The purpose of this course is to provide a forum for students to consider the relationship among bodies, genders and sexuality both in terms of theoretical frameworks within gender studies, and in terms of a range of sites (examples above) where those theoretical approaches become material, are negotiated or shifted. In addition theoretical or cultural histories of terms, approaches and cultural forms will be given where appropriate. The course is a fully interdisciplinary innovation, which emphasises the links rather than differences between theory and practice; reality and fantasy; and between cultural, material and historical approaches to the body, gender and sexuality.

Content: Feminist theory has long understood the relationship between the sexed body, gender and sexuality as central to its theoretical, epistemological and political practice. Thus second wave feminist theorists have argued that gender is socially constructed, heterosexuality is a compulsory institution, and the sexed body is either the ground of these discourses, or discursively produced in turn. The advent of post-structuralist approaches in particular, has suggested that the body and sexuality, as well as gender, are social and politically constrained and reproduced. These debates take place in a variety of different contexts, and with a range of 'objects', and are in turn modified by those contexts. Thus feminist concerns over reproductive rights raise questions about the role of medical institutions in shaping contemporary sexuality and the status of a mother's body. Questions of HIV/AIDS raise concerns over moral and social regulation of sexual practices and the integrity and boundaries of the body. And transsexual surgery and body modifications such as tattooing and piercing suggest fluidity of both sexuality and the sexed body itself.

Teaching: 2 hour integrated lecture/seminar.

Reading: B S Tumer, *The Body and Society*, Blackwell (1984); K Davies, *Embodied Practices: Feminist perspectives on the body*, Sage (1997); J Ussher, *Body Talk: the Material and Discursive Regulation of Sexuality, Madness and Reproduction*, Routledge (1997); L Bland & L Doan, *Sexology in culture: labelling bodies and desires*, Polity (1998); L A Stoler, *Race and the Education of Desire*, Duke University Press (1995); S LeVay, *Queer Science*, MIT Press (1996); C Waldbly, *AIDS and the body politic: biomedicine and sexual difference*, Routledge, New York (1996); C Patton, *Inventing AIDS*, Routledge, New York (1990); G Chauncey, *Gay New York: Gender, urban culture, and the making of the gay male world, 1890-1940*, Basic Books, New York (1994); J Weeks, *Making sexual history*, Polity/Cassell (2000); J Prosser, *Second Skins: the Body Narratives of Transsexuality*, Columbia University Press (1998); D Marks, *Disability: Controversial Debates and Psychosocial Perspectives*, Routledge (1999); B Gleeson, *Geographies of Disability*, Routledge, New York (1999); M Featherstone, *Body Modification*, Sage (2000); K Davies, *Reshaping the Female Body. The dilemma of cosmetic surgery*, Routledge, New York (1995); J Holland, C Ramazonoglu *et al*, *The Male in the Head: Young People, Heterosexuality and Power*, The Tufnell Press (1998); W Reich, *The sexual revolution: toward a self-governing character structure* (1951); Gay Liberation Front, *Gay Liberation Front manifesto* (1971); and Hall-Carpenter archive material in The British Library of Political and Economic Science.

Assessment: One assessed essay to be submitted at the beginning of the LT (25%), and one two hour unseen examination in June (75%).

GEOGRAPHY AND ENVIRONMENT

GY401

Departmental Keynote Seminars

Teacher responsible: Professor D K C Jones, S405
Availability: For all MSc and MPhil/PhD students registered in the Department of Geography and Environment.

Core syllabus: Key note 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, Cities and Environmental Issues.

Teaching: 6 x 2-hour seminars (GY401) in the MT and LT.
Assessment: This course is not intended as preparation for any particular examination. But, students will find it useful in increasing their awareness of current research and the application of research methods across the discipline. Attendance is strongly recommended.

GY402

Research Methods I

Teacher responsible: Professor I Gordon, S513
Availability: For MSc Regional and Urban Planning; MSc Environmental Assessment and Evaluation; MSc Cities, Space and Society; MSc Local Economic Development and other MSc students in Geography and Environment.

Core syllabus: An introduction to, and exploration of research design and practice and geographical information management.

Content: The nature of social scientific research. Choosing a topic, writing and keeping track of sources, time management. Theory building and use: the example of micro-macro questions in geographical research. Data handling: tools and research areas. 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: 2 sessions in the MT and alternate weeks throughout the LT. Students are expected to carry out directed reading in preparation for seminars. The course is composed of lectures, seminars, workshops and individual meetings with tutors. Detailed timetable arrangements will be made available at the beginning of the academic year. Students on different MSc courses will have different attendance and assessment requirements. Information is available from course directors.

Reading list: R Johnston, D Gregory & D Smith (Eds), *Dictionary of Human Geography* (3rd edn), Blackwell, 1993; A Sayer, *Method in Social Science: A Realist Approach* (2nd edn), Routledge, 1993; J Pickles (Ed), *Ground Truth: The Social Implications of GIS*, T May, *Social Research: Issues, Methods and Process*, 1993; A Wilson & R Bennet, *Mathematical Methods in Human Geography and Planning*, 1985; J Creswell, *Research Design: Qualitative and Quantitative Approaches*, 1994; S Kvale, *Interviews: An Introduction to Qualitative Research Interviewing*, 1996.

Assessment: An unseen examination of 2 hours (2 from 5) 75%, and 1 essay of 3,000 words (25%). Examinations take place in June.

GY403

Contemporary Debates in Human Geography

Teacher responsible: Professor I Gordon, S513
Availability: MSc Human Geography Research and nominated MPhil/PhD Geography students in their first year of registration.

Core syllabus: To cover a range of influential approaches to the discipline of geography. To understand the relation of past approaches to those currently employed. To appreciate the dynamic constitution of the discipline and the changing research foci.

Content: This is a course based upon intensive reading of key and canonical texts within the discipline. As such the content will be flexible. Topics will be based upon the following: scale and space; histories of geography; economy and culture; risk society; nature and society; new economic geographies; ecological modernisation; post-developmentalism; feminism and geography.

Teaching: 10 x 2 hour introductory lectures and student-led seminars in MT and LT. Students are expected to carry out directed readings for seminars, and to produce a summary 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 & T Urry, *Social Relations and Spatial Structures*, Macmillan, 1985; 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; *Progress in Human Geography*; G Rose, *Feminism and Geography*, Polity, 1993; D Sayer, *Method in Social Science* (2nd edn), Routledge, 1992; D Livingstone, *The Geographical Tradition*, 1992; L Johnson, *A Morally Deep World*, 1991; P Krugman, *Geography and Trade*, 1991; A Escobar, *Encountering Development*, 1994.

Assessment: An unseen exam of 2 hours (2 from 5) (75%) and an essay of 3,000 words (25%). Examination takes place in June.

GY404

Seminar in Local Economic Development

Teacher responsible: Professor I Gordon, S513
Availability: For MSc Local Economic Development, MSc Housing Policy and Design and nominated MPhil/PhD Geography students in their first

year of registration, but also available to other suitably qualified students.

Core syllabus: Review of the theoretical underpinnings of local economic development; different institutional contexts; range of strategies; and, problems of implementation of local economic development in advanced economies.

Content: Orientation and overview. Policies and strategies for local economic development. Tensions between economic and social development. Bottom-up and top-down strategies. Spatial and sectoral strategies. Networks and institutions in LED. The political economy of local anti-growth/pro-growth coalitions. Local and regional government and LED. Selling the city: a strategy for LED. Environmental goals in LED. Institutions, innovation and development.

Teaching: 10 x 2 hour lecture/seminar in alternate weeks of the MT and LT. Students will be expected to make presentations and participate actively in seminars.

Reading list: R J Bennett & A McCoshan, *Enterprise and Human Resource Development: Local Capacity Building*, Paul Chapman, 1993; M Best, *The New Competition: Institutions of Industrial Restructuring*, Polity, 1990; M Geddes & J Benington (Eds), *Restructuring the Local Economy*, Longman, 1993; G Kearns & C Philo (Eds), *Selling Places*, Pergamon, 1993; M Piore & C Sabel, *The Second Industrial Divide: Possibilities for Prosperity*, Basic Books, 1984; F Pyke & W Sengenberger (Eds), *Industrial Districts and Local Economic Regeneration*, ILO, 1992; W Stöhr (Ed), *Global Challenge and Local Response*, Mansell, 1990; M Storper, *The Regional World*, Guilford 1997.

Assessment: Unseen examination (75%) and one extended essay of 2,500 words to be handed in at a specified date in the ST (25%).

GY405

Global Cities

Teacher responsible: Professor S Sassen (Centennial Professor)

Availability: Course primarily for those registered on MSc Cities, Space and Society, MSc City Design and Social Science, MSc Human Geography Research, MSc Local Economic Development, and MSc Regional and Urban Planning Studies. Other graduate students registered in programmes such as those in anthropology, sociology, social policy and international relations are also welcome.

Core syllabus: The social economic and cultural dimensions of globalisation for cities and regions.

Content: Strategic Spaces for Economic Globalization; The New Cross-border Geographies of Centrality and Marginality; Cutting the Old North-South Divide; The City as a Production Site for the Leading Sectors in the Global Information Economy; The City as a New Frontier; The Multiplication of Urban Struggles/Immigration/New Politics; Identity in the Global City; Economic and Cultural Encasements; Consequences of Globalization; Inequality and New Forms of Power; Impacts of Digitalization on the City; Trans-national and Local Networks; Urban Labour Markets.

Teaching: 10 x 1.5 hour seminars in the LT.

Reading list: S Dunn (Ed), *Managing Divided Cities*, Keele University Press, 1994; S Fainstein, *The City Builders*, University of Kansas Press, 2000; S Fainstein, I Gordon & M Harlow, *Divided City: Economic Restructuring and Social Change in London and New York*, Blackwell, 1993; A D King (Ed), *Representing the City. Ethnicity, Capital and Culture in the 21st Century*, Macmillan, 1995; P Knox & P Taylor (Eds), *World Cities in a World-System*, Cambridge University Press, 1995; S Sassen, *Cities in a World Economy*, Pine Forge/Sage, 2000; S Sassen, *Globalisation and its Discontents*, 1999; S Sassen, *The Global City*, Princeton University Press, 2000; L Sklair, *Sociology of the Global System: Social Changes in Global Perspective*, Johns Hopkins University Press, 1991.

Assessment: The course is assessed by a 5,000 word essay.

GY406

Historical Geographical Materialism:

The Miliband Seminar

Teacher responsible: Professor David Harvey (Miliband Fellow)
Availability: The course will be limited to 20 students registered on MSc and MPhil programmes in the School.

Core syllabus: The political economic aspects of spatial and environmental issues explored from the perspective of historical materialism.

Content: Uneven geographical development; globalisation; environmental justice; the social construction of space and time.

Teaching: 10 x 1.5 hour seminars in the LT.

Reading list: D Harvey, *The Limits to Capital*, Blackwell, 1982; D Harvey, *Justice, nature and the geography of difference*, Blackwell, 1996.

Assessment: The course is assessed by course participation and a 3,000 word essay.

GY407

Managing Economic Development

Teacher responsible: Dr G Duranton, S513a

Availability: Primarily for students taking MSc Local Economic Development, MSc Human Geography Research, MSc Cities, Space and Society, MSc Development Management, MSc European Studies, MSc Management and MSc Public Financial Policy. Also available to other suitably qualified graduate students as permitted by the regulations for their degrees.

Core syllabus: Analysis of the theory of management of economic development focusing on response to change, stimulation of development, project management and methods of local or regional delivery.

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: Each semester will have twelve 1-hour lectures and six 1.5-hour seminars (GY407.1 and GY407.2).

Reading list: A Atkinson & J Stiglitz, *Lectures on Public Economics*, McGraw-Hill (1986); H Armstrong & J Taylor, *Regional Economics and Policy*, MacMillan (2000); R Bennett & A McCoshan, *Enterprise and Human Resource Development: Local Capacity Building*, Paul Chapman (1993); P Dicken, *Global Shift*, Guilford Press (1998); 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.

Assessment: One unseen examination of three hours (75%) and written work to be submitted during the session (25%).

GY408

European Economic Development Management

Teacher responsible: Professor I R Gordon, S513

Availability: Primarily for students taking MSc Local Economic Development, MSc European Political Economy: Transition, MSc Development Management and MSc Management. Also available to other suitably qualified graduate students as permitted by the regulations for their degrees.

Core syllabus: Analysis of management and institutional issues in Europe to stimulate the economic development of local and regional economies, focusing on management of change, stimulation of development, project management methods of local or regional delivery and evaluation.

Content: *Semester A:* This course focuses on the rationale, impact and context of local and regional development policies and projects in Europe. The context of change, external stimuli, technological change, the single market, deregulation and subcontracting structures: regional contrasted with local policy. The origins, objectives and form of regional policy, 'territorial competition', and local economic development policies. The role of infrastructure in development. Factors conditioning the development of local policies and the role of institutional factors and agents. The purpose and techniques of regional policy evaluation: methodological problems and bias. Solutions and examples of evaluation. *Semester B:* This section of the course deals mainly with socio-economic restructuring and labour market change in recent decades and the policy issues which these present to local and regional agencies. The strengths and weaknesses of traditional theories of growth and labour market functioning are analysed in detail in the European context. Focuses on the relations between social cohesion and competitiveness; labour market structure and education; human resources in development organisations and in local economies, mobility, clustering and inter-firm partnering; the role of institutions, policy and politics in the genesis of growth. A significant part of this course will be based on case studies.

Teaching: Each semester will have twelve 1-hour lectures and six 1.5-hour seminars (GY408.1 and GY408.2).

Reading list: H W Armstrong & J Taylor, *Regional Economics and Policy*, Macmillan, 2000; R J Bennett & G Krebs, *Local Economic Development: 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; R Boyer, *The Search for Labour Market Flexibility: the European Economies in Transition*, Oxford University Press, 1988; P C Cheshire & I R Gordon (Eds), *Territorial Competition in an Integrating Europe*, Avebury, 1995; Commission of the European Communities, *5th and 6th Periodic Reports on the Social and Economic Situation of the Regions of the Community*, OPOCE; D Keeble & E Weaver (Eds), *New Firms and Regional Development in Europe*, Croom Helm, 1986; M Olson, *The Logic of Collective Action*, Harvard University Press, 1965; F Pyke & W Sengenberger (Eds), *Industrial Districts and Local Economic Regeneration*, ILO, 1992; A Rodriguez-Pose, *Dynamics of Regional Growth in Europe*, Clarendon Press, 1998; L Rodwin & H Sazanami (Eds), *Industrial Change and Regional Economic Transformation: Western Europe*, Harper Collins, 1991.

Assessment: One unseen examination of three hours (75%) and two essays of 1,500 words on a title approved by the course convener to be submitted early in the ST (25%).

GY409

Aspects of Managing Economic Development

Teacher responsible: Dr G Duranton, S513a

Availability: Primarily for students taking MSc Local Economic

Development; MSc Human Geography Research, MSc Cities, Space and Society, MSc Development Management and MSc Management. Also available to other suitably qualified graduate students as permitted by the regulations for their degrees.

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: Twelve 1-hour lectures and six 1.5-hour seminars (GY407.1).

Reading list: A Atkinson & J Stiglitz, *Lectures on Public Economics*, McGraw-Hill, 1986; H Armstrong & J Taylor, *Regional Economics and Policy*, Macmillan, 2000; P Dicken, *Global Shift*, Guilford Press, 1998; 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.

Assessment: One unseen examination of two hours.

GY410

Aspects of European Economic Development Management

Teacher responsible: Professor I Gordon, S513

Availability: Primarily for students taking MSc Local Economic Development, MSc City Design and Social Science, MSc Development Management and MSc Management. Also available to other suitably qualified graduate students as permitted by the regulations for their degrees.

Core syllabus: Analysis of middle-management institutional issues in Europe to stimulate the economic development of local and regional economies, focusing on management of change, stimulation of development (includes EEA and central Europe as well as EU).

Content: This course focuses on the rationale, impact and context of local and regional development policies and projects in Europe. The context of change, external stimuli, technological change, the single market, 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: Twelve 1-hour lectures and six 1.5-hour seminars (GY408.1).

Reading list: H W Armstrong & J Taylor, *Regional Economics and Policy*, Macmillan, 2000; R J Bennett & G Krebs, *Local Economic Development: public-private partnership initiatives in Britain and Germany*, Belhaven, 1991; P Cheshire & D Hay, *Urban Problems in Western Europe: an economic analysis*, Unwin-Hyman, 1989; P C Cheshire & I R Gordon (Eds), *Territorial Competition in an Integrating Europe*, Avebury, 1995; Commission of the European Communities, *5th and 6th Periodic Reports on the Social and Economic Situation of the Regions of the Community*, OPOCE; D Keeble & E Weaver (Eds), *New Firms and Regional Development in Europe*, Croom Helm, 1986; L Rodwin & H Sazanami (Eds), *Industrial Change and Regional Economic Transformation: Western Europe*, Harper Collins, 1991.

Assessment: One unseen examination of two hours.

GY411

Third World Urbanisation

Teacher responsible: Dr S H Chant, S515. Other teacher involved: Dr G Jones, S506a

Availability: For students taking: MSc Cities, Space and Society; MSc Demography; MSc Development Studies; MSc Human Geography Research; MSc Local Economic Development; MSc Population and Development and MSc 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. NOT to be taken with half units GY431 Cities, People and Poverty in the South or GY432 Cities, Culture and Politics in the South.

Core syllabus: The course focuses on the social and economic consequences of urbanisation in Third World countries paying particular attention to problems of urban poverty, especially in the fields of shelter, work and welfare. The course attempts to combine a spectrum of macro- and micro-level perspectives on urban privation by examining the responses of states, low-income households and civil society organisations to scarce resources. The course also aims to provide theoretically informed perspectives on social and political aspects of Third World cities. Social, political and economic aspects of urban policy and development are considered but the course also offers an opportunity to reflect on these urban places in a way which does not reduce them to arenas for technical, policy-driven planning. At the same time as considering the history and present condition of urbanism, urban experience and urban politics in Third World cities, the course also raises questions about the conceptual approach which labels the urban as different in these contexts and seeks to

understand the nature of the complex links between Western and Third World cities.

Content: Population growth and distribution. Urban development policies. Migration and migrant adaptation. Shelter, land and services. Employment and income. Poverty and poverty alleviation. Household structure and household survival strategies. Nutrition, health and education. Urban social planning: 'top-down' and 'bottom-up' initiatives. Urban economic planning. Globalisation and the convergence of urban types. Urban environmental issues. Politics of urban development. Decentralisation and urban governance. Conceptualising and representing Third World cities. Post-colonialism and post-developmentalism.

Teaching: Two-hour seminars MT and LT (weekly commencing Week 1 of the MT).

Written work: One essay per term (ML) and seminar presentations.
Reading list: No single book covers the material adequately. Separate reading lists will be provided for each lecture/seminar. Nevertheless, basic reading material includes: A Badshah, *Our Urban Future: New Paradigms for Equity and Sustainability*, 1996; B Aldrich & R Sandhu (Eds), *Housing the Urban Poor: Policy and Practice in Developing Countries*, 1995; J Beall (Ed), *A City for All*, 1997; R Burgess et al (Eds), *The Challenge of Sustainable Cities*, 1997; S Chant (for UNDP), *Gender, Urban Development and Housing*, 1996; K Datta & G A Jones (Eds), *Housing and Finance in Developing Countries*, 1999; 'Poverty Reduction and Urban Governance', *Environment and Urbanisation*, Vol 12, No 1, 2000; A King, *Culture, Globalisation and the World System*, 1991; A King (Ed), *Representing the City: Ethnicity, Capital and Culture in the 21st Century Metropolis*, 1996; B Roberts, *The Making of Citizens: Cities of Peasants Revisited*, 1995; J Seabrook, *In the Cities of the South*, 1996; UNCHS (HABITAT), *An Urbanising World: Global Report on Human Settlements*, 1996.

Assessment: One extended essay (3,000 words) to be handed in at beginning of ST; 3-hour examination paper in ST (3 questions out of 9). Course essay (25%); examination (75%).

GY413

Economic Development: Institutions, Networks and Evaluation

Teacher responsible: Dr G Duranton, S513a

Availability: For students taking MSc Local Economic Development, MSc Cities, Space and Society and MSc Management, also available to other suitably qualified graduate students as permitted by the regulations for their degrees. A good background is required in one of the fields of management, economics, economic geography, regional and urban studies.

Core syllabus: Project management and methods for local or regional economic development.

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: Twelve 1-hour lectures and six 1.5-hour seminars (GY407.2).

Reading list: H Armstrong & J Taylor, *Regional Economics and Policy*, Macmillan (2000); R Bennett & A McCoshan, *Enterprise and Human Resource Development: Local Capacity Building*, Paul Chapman (1993); P Dicken, *Global Shift*, Guilford Press (1998); 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); R D. P. Krugman, *Geography and Trade*, MIT Press (1991). A number of more specialised texts will be recommended.

Assessment: 2-hour unseen examination.

GY414

Gender, Space and Society

Teacher responsible: Dr S Chant, S515. Other teacher involved: Dr D Perrons, S506b

Availability: Optional for MSc Gender and Social Policy, MSc Development Studies, MSc Cities, Space and Society, MSc Gender, MSc Gender and Development, MSc Population and Development and MSc Regulation. Other graduate students may take the course subject to the Regulations for their Degrees. NOT to be taken with GY421 **Gender and Development: Geographical Perspectives** or GY422 **European Gender Systems**.

Core syllabus: An analysis of the geography of gender inequality in the advanced capitalist countries and in the developing world. The course focuses on the variability of gender roles and relations and their socio-spatial implications in different geographical contexts.

Content: **MT:** Gender inequalities 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 and planning.

LT: 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. The safe city.

Teaching: Seminars: 10 x 1.5 hour sessions in MT and LT (alternate weeks starting week 1), and additional/extended sessions by arrangement with course teachers. Individual essay meetings MT and LT.

Written work: Students will be expected to produce one essay per term and also make seminar presentations.

Reading list: No single book covers the whole course. The following are useful basic reading:

MT: H Afshar & S Barrientos (Eds), *Women, Globalisation and Fragmentation in the Developing World*, 1999; S Chant, *Women-Headed Households: Diversity and Dynamics in the Developing World*, 1997; S Chant & M Gutmann, *Mainstreaming Men into Gender and Development: Debates, Reflections and Experiences*, 2000; D Elson (Ed), *Male Bias in the Development Process* (2nd edn), 1995; C Jackson & R Pearson (Eds), *Feminist Visions of Development: Gender Analysis and Policy*, 1998; N Kabber, *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.

LT: J Lewis (Ed), *Lone Mothers in European Welfare Regimes*, 1997; T Rees, *Mainstreaming Equality in the European Union*, 1998; D Sainsbury, *Gender, Equality and Welfare States*, 1996; S Walby, *Gender Transformations*, 1997; J Rubery, *Women and European Employment*, 1998; R Fincher & J Jacobs, *Cities of Difference*, 1998; I M Young, *Justice and the Nature of Difference*, 1990; L McDowell, *Capital Culture*, 1997.

Assessment: One essay, 3,000 words (25% marks) to be submitted at beginning of ST. One 3-hour unseen examination paper, 3 questions out of 9 (75% marks).

GY415

Economic Development: Global Change and Local Response

Teacher responsible: Professor I R Gordon, S513

Availability: For students taking MSc Local Economic Development, MSc Regional and Urban Planning Studies, MSc European Political Economy, Integration, MSc Human Geography Research and MSc Management. Also available to other suitably qualified graduate students as permitted by the regulations for their degrees.

Core syllabus: Understanding of the development pre-requisites and economic development policies to stimulate local and regional economies. Main focus on European experiences.

Content: This course deals mainly with socio-economic restructuring and labour market change in recent decades and the policy issues which these present to local and regional agencies. The strengths and weaknesses of traditional theories of growth and labour market functioning are analysed in detail in the European context. Focuses on the relations between social cohesion and competitiveness; labour market structure and education; human resources in development organisations and in local economies, mobility, clustering and inter-firm partnering; the role of institutions, policy and politics in the genesis of growth. A significant part of this course will be based on case studies.

Teaching: Twelve 1-hour lectures and six 1.5-hour seminars (GY408.2).

Reading list: A Amin & N Thrift (Eds), *Globalization, Institutions, and Regional Development in Europe*, Oxford University Press, 1994; Commission of the European Community *Periodic Reports on the Social and Economic Situation of the Regions of the Community, OPOCE*; G Esping-Andersen, *Social Foundations of Post-Industrial Economies*, Oxford; D C North, *Institutional Change, and Economic Performance*, Cambridge University Press, 1990; F Pyke and W Sengenberger (Eds), *Industrial Districts and Local Economic Regeneration*, ILO, 1992; A Rodriguez-Pose, *Dynamics of Regional Growth in Europe*, Clarendon Press, 1998; M Storper *The Regional World*, Guilford Press 1997; J Wolch & M Dear (Eds), *The Power of Geography: How Territory Shapes Social Life*, Unwin & Hyman, 1989.

Assessment: 2-hour unseen examination.

GY416

Hazard and Risk Management

Teacher responsible: Professor D K C Jones, S405

Availability: For MSc Environment and Development, MSc Regulation, MSc Management and Regulation of Risk and other MSc degrees as permitted by regulations.

Core syllabus: An examination of the varied dimensions of hazard and risk with particular, but not exclusive, emphasis on environmental hazards, focusing especially on contemporary debates regarding significance, underlying causes and optimal management approaches.

Content: The nature of hazard, vulnerability, risk and disaster. The hazard and risk archipelagoes. Available adjustments to risk. Risk perception and risk communication. Prognostication. Emergency action, relief, rehabilitation and reconstruction. The Behavioural and Structural paradigms. Environmental Risk Assessment. Qualitative and Quantitative approaches. Logic diagrams. Risk Benefit Analysis. Risk Management objectives and debates.

Teaching: 20 x 1½ hour meetings.

Reading list: H D Foster, *Disaster Planning*, 1979; J Handmer & E C Penning-Rowsell, *Hazards and the Communication of Risk*, 1990; K Hewitt, *Regions of Risk*, 1997; A Kirby, *Nothing to Fear*, 1990; R Palm, *Natural Hazards: An Integrative Framework for Research and Planning*, 1990; Royal Society, *Risk: Analysis, Perception and Management*, 1992; K Smith, *Environmental Hazards*, 2000; P Blaikie et al, *At Risk - Natural Hazards, People's Vulnerability and Disasters*, 1994; J. Adams, *Risk*, 1995; C Hood & D K C Jones, *Accident and Design: Contemporary Debates in Risk*

Management, 1996; R E Hester & R M Harrison, *Risk Assessment and Risk Management*, 1998; R Lofstedt & L Frewer, *Risk and Modern Society*, 1998; Red Cross/Red Crescent, *World Disasters Reports*, (Annual); P Pritchard, *Environmental Risk Management*, 2000.

Assessment: There will be a three hour formal unseen examination requiring three answers from a choice of nine (75%) together with a course work essay of no more than 3,000 words (25%).

GY420

Environmental Regulation: Implementing Policy

Teacher responsible: Dr Y Rydin, S413

Availability: For students taking MSc Environmental Assessment and Evaluation, MSc Environment and Development, MSc Global Market Economics, MSc Human Geography Research, MSc Local Economic Development, MSc Public Financial Policy, MSc Regulation and MSc Development Studies. Other suitably qualified and interested graduate students may take or audit the course with the permission of the teacher responsible. A knowledge of elementary economic and political theory would be an advantage but is not essential.

Core syllabus: Analysis of the policy process and policy instruments of environmental regulation together with examination of environmental policy practice in relation to selected issues.

Content: The course has two major components: (a) analysis of the main policy instruments available in environmental management and of the policy process, from a theoretical viewpoint: the nature and loci of environmental policy; public interest/private interest approaches to policy formulation; styles of government, discretion, implementation and enforcement; agency type, scale and professionalism; tools of regulation I; tools of regulation II; compliance and counterproductive regulation; explaining regulatory outcomes; (b) consideration of issues in environmental planning practice and in an international context: a representative list of topics would be: the North-South agenda, the role of science, social capital, environmental justice, dispute resolution; the precautionary principle.

Teaching: 9 (2 hour) lectures in MT and 10 (2 hour) seminars in the LT.

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; WCED, *Our Common Future*, 1987; M Jacobs, *The Green Economy*, 1991; J Kirby et al, *The Earthscan Reader in Sustainable Development*, 1995; J Rees, *Natural Resources*, 1990. Students with no experience of environmental economics are recommended to read: R K Turner et al, *Environmental Economics*, 1994.

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

Teacher responsible: Dr S Chant, S515

Availability: For students on MSc Human Geography Research, MSc Cities Space and Society and MSc Environment and Development.

Core syllabus: An analysis of gender roles and relations in developing world regions, with particular emphasis on the variability of these in different geographical contexts, and their outcomes for low-income groups, especially in urban areas.

Content: Incorporation of gender into development analysis and practice. 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: 10 x 1 hour sessions and 5 x 1½ hour seminars (alternate weeks) in MT (starting week 1).

Written work: Students will be expected to produce one essay during the course (one term).

Reading list: H Afshar & S Barrientos (Eds), *Women, Globalisation and Fragmentation in the Developing World*, 1999; S Chant, *Women-Headed Households: Diversity and Dynamics in the Developing World*, 1997; S Chant & M Gutmann, *Mainstreaming Men into Gender and Development: Debates, Reflections and Experiences*, 2000; D Elson (Ed), *Male Bias in the Development Process* (2nd edn), 1995; C Jackson & R Pearson (Eds), *Feminist Visions of Development*, 1998; N Kabber, *Reversed Realities: Gender Hierarchies in Development Thought*, 1994; M Marchand & J Parpart (Ed), *Feminism/Postmodernism/Development*, 1995; C Moser, *Gender Planning and Development*, 1993; UNDP, *Human Development Report 1995*, 1995; N Visvanathan et al, *The Women, Gender and Development Reader*, 1997; K Willis & B Yeoh (Eds), *Gender and Migration*, 2000.

Assessment: One essay of 2,500 words to be submitted at beginning of LT (25%); One two hour unseen examination, 2 questions out of 5 in ST (75%).

GY422

European Gender Systems

Teacher responsible: Dr D Perrons, S506b

Availability: For students on MSc Cities Space and Society, MSc Human Geography Research, MSc Local Economic Development, MSc Development Studies and MSc Gender. This course may be combined with GY421 above as a full-unit course.

Core syllabus: The course focuses on identifying and explaining differentiated gender roles and gender relations in Europe and on the differentiated gendering of space in European cities and regions.

Content: Gender inequalities in Europe: 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. Balancing paid and unpaid work. Consideration of how gender is imbedded in the landscape and how safer, more human friendly cities might be designed.

Teaching: 10 x 1 hour sessions and 5 x 1.5 hour seminars (alternate weeks) in the LT.

Written work: Students will be expected to produce one essay and also make seminar presentations.

Reading list: J Darke & S Yeandle (Eds), *Changing Places: Women's Lives in the City*, 1996; J Rubery, M Smith & C Fagan, *Women's Employment in Europe: Trends and Prospects*, 1999; J Gardiner, *Gender, Care and Economics*, 1997; J Lewis (Ed), *Lone Mothers in European Welfare Regimes*, 1997; T Rees, *Mainstreaming Equality in the European Union*, 1998; D Sainsbury, *Gender Equality and Welfare States*, 1996.

Assessment: One essay (2,500 words) (25%). One 2-hour unseen paper, 2 questions out of 5 (75%).

GY423

Environmental Evaluation of Economic Development

Teacher responsible: Mr A Gouldson, S414. Other teacher involved: Mr E Neumayer, S416

Availability: This course will form a core course for the MSc in Environmental Assessment & Evaluation. It may be taken as an option by other MSc students where regulations allow. Students should have completed a course in first year undergraduate level Economics or audit EC100 Economics A.

Core syllabus: In the MT this course will provide an economic evaluation of the environment from both a neoclassical and an ecological economics perspective. The course looks at fundamental concepts of environmental evaluation, appraises the availability of natural resources for and the environmental consequences of sustained economic growth, examines the consequences of uncertainty and ignorance on environmental evaluation and analyses indicators for measuring progress.

In the LT this course will combine a number of theoretical and practical perspectives on the relations between environment and economy. The course will offer an environmental assessment of economic development drawing on theories of risk society, eco-efficiency, ecological modernisation and sustainability. The course will analyse the relationship between economic development and environmental protection from the micro to the macro levels from various perspectives in differing developmental contexts.

Content: **MT:** Environment-economy linkages and environmental and natural resource economics; Neoclassical economics versus ecological economics; Cost-benefit analysis and the environment; The concept of sustainable economic development; The 'source'-side: Resource availability for sustained economic growth; The 'sink'-side: Economic growth and the environment; Carrying capacity, the concept of ecological footprints, and the concept of material throughput; Measuring progress towards sustainability; Green Net National Product (GNNP) and the Index of Sustainable Economic Welfare (ISEW).

LT: An Environmental Assessment of Economic Development (Risk Society, Ecological Modernisation and Regulation Theory); Science, Technological Progress and the Environment; Trade and the Environment; Theory and Evidence; The Competitive Implications of Environmental Protection; Integrating Environment into Industrial Development (Process, Product and Waste Management); Regulatory Imperatives, Market Incentives and Business Ethics; Corporate Responsibility and the Environment; From Micro-Economic Strategies to Macro-Economic Structures: Structural Change and the Environment; Critique.

Teaching: The course will be taught through a combination of 20 weekly lectures and 20 weekly seminars.

Reading list: E Neumayer, *Weak versus Strong Sustainability: Exploring the Limits of Two Opposing Paradigms*, Edward Elgar, 1999; J Kahn, *The Economic Approach to Environmental Resource Economics*, Dryden Press, 1998; M Jacobs, *Greening the Economy*, Pluto Press, 1991; A Gouldson & J Murphy, *Regulatory Realities: The Implementation and Impact of Industrial Environmental Regulation*, Earthscan, 1998; M Jacobs (Ed), *Greening the Millennium? The New Politics of the Environment*, Blackwell, 1997; OECD, *Eco-efficiency*, 1998; S Schmidheiny, *Changing Course*, MIT Press, 1992; R Welford & A Gouldson, *Environmental Management and Business Strategy*, Pitman Publishing, 1993.

Assessment: One 3-hour written examination (75%) and one 3,000 word extended essay (25%); except for MSc Environment & Development Stream A students: one 3-hour written examination (75%) and one 5,000 word extended essay (25%).

GY424

Environmental Impact and Risk Assessment

Teacher responsible: Dr Y Rydin, S413

Availability: For students taking the MSc Environmental Assessment and Evaluation, MSc in Environment and Development, MSc Human Geography Research and MSc Management and Regulations of Risk.

Core syllabus: The course seeks to develop a critical appreciation of the nature of the policies and processes of environmental impact assessment (EIA) for development projects and strategic environmental assessment (SEA) for development policies, plans and programmes. The course also considers approaches to the monitoring and measurement of environmental change and the assessment and evaluation of environmental risks. In order to provide both theoretical and practical perspectives, the course includes a week-long field trip and presentations from a range of invited speakers. The fieldtrip, however, is only available to the students of the MSc Environmental Assessment and Evaluation.

Content:

- EIA and SEA: methods, context, history, evolution, policies, institutions and actors, practice and performance.
- Field trip, case studies and practitioners presentations.
- The nature of environmental data: environmental monitoring and measurement, variability of data, the nature of uncertainty.
- Environmental risk assessment: hazard assessment and hazard management, approaches to environmental risk management.

Teaching: Weekly 2-hour lectures/seminars, 9 in the MT plus a one-week field trip, and 10 in the LT.

Reading list: Detailed reading lists will be available for each part of the course. Basic texts include: A Gilpin, *Environmental Impact Assessment (EIA): Cutting Edge for the Twenty-First Century*, 1995; P Morris & R Thérivel (Eds), *Methods of Environmental Impact Assessment*, 1994; R Thérivel & M Partidário, *The Practice of Strategic Environmental Assessment*, 1996; P Wathern (Ed), *Environmental Impact Assessment: Theory & Practice*, Allen & Unwin, 1988; Royal Society, *Risk: Analysis, Perception and Management*, 1992; A V T Whyte & I Burton (Eds), *Environmental Risk Assessment*, John Wiley, 1980; R Morgan, *EIA: A methodological perspective*, 1998; N Lee & C George (Eds), *Environmental Assessment in Developing and Transitional Countries*, 2000; J Petts (Ed), *Handbook of Environmental Assessment*, 1999.

Assessment: One 3-hour written examination in June (75%) and one 3,000 word essay to be submitted by the last Friday of the MT (25%).

GY429

Environmental Project: Synthesis and Application

Teacher responsible: Dr T Forsyth, S511

Availability: For students taking the MSc Environmental Assessment and Evaluation.

Core syllabus: This course aims to allow students to develop and apply the concepts and approaches learnt elsewhere in the MSc in Environmental Assessment and Evaluation through the preparation of a 10,000 word dissertation. This will enable students to develop their own particular interests through an independent research project. The course provides basic training on research methods, report writing and presentation techniques. The course also provides additional training in data collection and manipulation and the application of Geographical Information Systems (GIS).

Content: (a) Project identification, research methods, report writing, presentation techniques; (b) introduction to GIS, use of GIS for environmental assessment and evaluation.

Teaching: 3 two-hour lectures/classes in the MT, with opportunities for group discussions; a 1-day intensive course in GIS.

Reading list: (a) **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.

(b) **Geographical Information Systems:** P Burrough & R McDonnell, *Principles of GIS*, 1998; M Goodchild, M L Steyaert & B Parks, *GIS and Environmental Modelling: progress and research issues*, 1996; W Mitchener, J Brunt & S Staff (Eds), *Environmental Information Management and Analysis*, 1994.

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 oral presentation will take place at the beginning of the ST and the dissertation is due at the end of August.

GY430

Contemporary Urbanism

Teachers responsible: Dr A C Pratt, S410 and Dr M M Low, S512

Availability: Students registered on MSc Cities programme; other graduate students are welcome but should seek the permission of the course director.

Core syllabus: Theoretical perspectives on contemporary cities, with a specific focus on the global nature of urban social and cultural change and development. A primary intention of the course is to challenge western-centric views of the city, exploring the mutual shapings of 'Western' and 'Third World' urban experiences in a wide range of areas. The course will equip students interested in urban change and development to understand and consider appropriate responses to social and cultural aspects of cities. As crucibles of social transformation, successful interventions in contemporary cities around the globe require awareness of and sensitivity to social and cultural dynamics. A practical component of the course will use London as a laboratory for the examination of social and cultural aspects of contemporary urbanism and urban change in comparison with case studies of selected other cities from around the world. It will highlight the fractured and fragmented nature of the 'urban experience' as well as the global determinants of the contemporary city.

Content: The emergence and history of the notion of the urban – the urban imaginary in global perspective: Modernism and urbanism in post-colonial contexts: migration, tradition and the development of 'different' urbanisms; Class, politics and citizenship; Immigration, race and empire in urban form; imperial and colonial cities; Regulating cities: the origins of modern urban management and colonial translations; Globalisation, economic change and the rise of cultural industries; Urban movements: from the western city to the third world – a new internationalism or a cultural politics of difference. Each topic will be covered by two 2-hour seminars. Two topics from the above list will be chosen each year for further investigation through detailed case studies and site visits in London and comparisons with other cities.

Teaching: 10 x 2-hour meetings in MT, 10 x 2-hour meetings in LT.

Reading list: M Cross & M Keith (Eds), *Racism, the city and the state*, 1993; M Davis, *City of Quartz*, 1991; J Eade (Ed), *Living the Global City*, 1997; A Escobar & S Alvarez (Eds), *The Making of Social Movements in Latin America: Identity, Strategy and Democracy*, J Jacobs, *Edge of Empire: Postcolonialism and the City*, 1996; A King (Ed), *Re-Presenting the City: Ethnicity, Capital and Culture in the Twenty-First Century Metropolis*, 1996; A King, *Urbanism, Colonialism and the World Economy*, 1990; P Rabinow, *French Modern: Norms and Forms of the Urban Environment*, 1989; S Sassen, *The global city: London, Tokyo, New York*, 1991; D Simon, *Cities, Capital and Development: African cities in the world economy*, 1992; L Sandercock, *Towards Cosmopolis*, 1998; M P Smith, *Transnational Localism*, 2001; E Soja, *Postmetropolis*, 2000; S Zukin, *The Cultures of Cities*, 1995.

Assessment: Unseen 3-hour examination (75%); 2 projects of 2,500 words (25%).

GY431

Cities, People and Poverty in the South

Teacher responsible: Dr S Chant, S515

Availability: For students taking MSc Cities, Space and Society; MSc Human Geography Research; also MSc Development Studies, MSc Environment and Development, MSc Gender, MSc Population and Development, MSc Regional and Urban Planning Studies, MSc Social Policy and Planning in Developing Countries. Other suitably qualified and interested graduate students may take or audit the course with the permission of the teacher responsible. Experience and/or knowledge of development and urbanisation in the South would be a distinct advantage. NOT to be taken with GY411 **Third World Urbanisation**.

Core syllabus: The course examines the patterns, processes and implications of urbanisation in developing societies, with particular reference to the survival and welfare of low-income groups, and the variability of urban life and poverty in different geographical contexts. The conceptual and empirical focus of the course revolves around strategies adopted at individual household and community levels to ensure sustainable livelihoods, and the interrelations of grassroots processes with policy interventions on the part of governments, international development agencies and NGOs.

Content: Spatial patterns and trends in urban development; population and migration; shelter and housing; urban services; the conceptualisation and measurement of urban poverty; employment and urban labour markets; household survival strategies and structural adjustment; households and gender; women-headed households; nutrition and health; education; social welfare; youth and ageing; children in cities; community development, participatory planning and urban social movements.

Teaching: Weekly seminars 9 x 2 hours in LT, starting Week 2 of session.

Reading list: B Aldrich & R Sandhu (Eds), *Housing the Urban Poor: Policy and Practice in Developing Countries*, 1995; J Beall (Ed), *A City for All*, 1997; J Boyden with P Holden, *Children of the Cities*, 1991; R Burgess et al (Eds), *The Challenge of Sustainable Cities*, 1997; S Chant, *Gender, Urban Development and Housing*, 1996; S Chant, *Women-headed Households: Diversity and Dynamics in the Developing World*, 1997; N Devas & C Rakodi (Eds), *Managing Fast Growing Cities*, 1993; 'Poverty Reduction and Urban Governance', *Environmental and Urbanisation*, Vol 12, No 1, 2000; J Gugler (Ed), *Cities in the Developing World*, 1997; J Hardoy, S Cairncross & D Satterthwaite, *The Poor Die Young: Housing and Health in Third World Cities*, 1990; B Roberts, *The Making of Citizen: Cities of Peasants Revisited*, 1995; UNCHS (Habitat), *An Urbanising World: Global Report on Human Settlements*, 1996; World Bank, *World Development Report 2000/2001: Attacking Poverty*, 2000. **Key journals/reports:** *Environment and Urbanisation*, *Third World Planning Review*, *Human Development Report* (UNDP).

Assessment: One extended essay (2,500 words) (25%) to be submitted at the beginning of the ST. One two-hour unseen examination in ST (75%); 2 questions out of 5.

GY432

Cities, Culture and Politics in the South

Teacher responsible: Dr G Jones, S506a

Availability: For students taking MSc Cities, Space and Society; MSc Human Geography Research; MSc Environment and Development; and MSc Regional and Urban Planning Studies. Other suitably qualified and interested graduate students may take or audit the course with the permission of the teacher responsible. Experience and/or knowledge of development and urbanisation in the South would be a distinct advantage. NOT to be taken with GY411 **Third World Urbanisation**.

Core syllabus: This course 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 politics in Third World cities, the course also raises questions about the conceptual approach which labels the urban as different in these contexts and seeks to understand the nature of the complex links between Western and Third World cities.

Content: Representing Third World cities; colonial management, sanitation and race; post-colonialism and modernism; globalisation; conservation and heritage; contests for public and private space; urban movements and identity; decentralisation and governance, and cities in contemporary development discourse.

Teaching: 10 two-hour seminars in the MT.

Written work: One essay and seminar presentations.

Reading list: No single book or small group of books covers the material adequately. Separate reading lists will be provided for each seminar. Nevertheless, basic reading material includes: S E Alvarez, E Dagnino & A Escobar, *Cultures of Politics, Politics of Cultures, Revisioning Latin America, Social Movements*, 1998; N Devas & C Rakodi, *Managing fast growing cities: new approaches to urban planning and management in the developing world*, 1993; N Harris, *Cities and Structural Adjustment*, 1996; J Holston, *The Modernist City: An Anthropological Critique of Brasilia*, 1990; A King, *Re-presenting the City: ethnicity, capital and culture in the 21st Century Metropolis*, 1996; M Mamdani, *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*, 1995; T Mitchell, *Colonising Egypt*, 1988; P Rabinow, *French Modern: norms and forms of the social environment*, 1995; B Yeoh, *Contesting Space: power relations and the urban built environment in Colonial Singapore*, 1996.

Assessment: One extended essay (3,000 words) (25%) to be handed in at beginning of ST; 2-hour examination paper at end of academic year (2 questions out of 5) (75%).

GY433

Planning for Sustainable Cities

Teacher responsible: Dr Y Rydin, S413

Availability: Course principally intended for MSc Cities, Space and Society, MSc City Design and Social Science; other MSc Students may attend with the permission of their tutor and the teacher. Not available to those taking GY453.

Core syllabus: A critical examination of the issues involved in planning for sustainable development at the urban level together with a review of policies and practice; the course will focus largely on the problems facing developed countries.

Content: The course comprises five lectures on the following themes; sustainability, sustainable development and the urban level; sustainability indicators; environmental assessment; environmental limits, carrying capacity and ecological footprints; the debate on sustainable urban form; together with seminars which explore the principles of sustainability planning and case studies of practice drawn from: transport, waste management, local biodiversity, air quality management, urban energy efficiency, water management, minerals exploitation, urban forestry.

Teaching: Lectures: 5 x 1 hour in Weeks 1-5 of MT (joint with GY453); Seminars: 5 x 1.5 hours in Weeks 6-10 of MT (joint with GY453); 5 x 1.5 hours in Weeks 6-10 in MT (GY433 only).

Reading list: Detailed reading on specific policy areas will be provided. The basic principles are covered in: 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 Houghton & C Hunter, *Sustainable Cities*, 1994; A Blowers (Ed), *Planning for a Sustainable Environment*, 1993; P Selman, *Local Sustainability*, 1996; R Gilbert et al, *Making Cities Work*, 1996.

Assessment: A formal two-hour unseen examination (2 questions from 5); students are expected to prepare a seminar paper but this does not contribute to the formal assessment.

GY450

Seminar in Regional and Urban Planning Problems and

EC450 Urban and Transport Economics

Teachers responsible: Dr A Thornley, S420 and Professor C M E Whitehead, S377

Availability: Course intended primarily for MSc Regional and Urban Planning Studies.

Core syllabus: Interdisciplinary seminars with invited speakers from within the LSE and outside. The focus will be on contemporary regional and urban problems and the speakers will either be engaged in relevant current research or be practicing planners or policy-makers from central or local government, research agencies or consultancy.

Content: Issues of current concern and debate within urban development transport and planning.

Teaching: GY450: 5 (one and a half hour) seminars in the MT; EC450: 10 (one and a half hour) seminars in the LT.

Assessment: There is no assessment in this course but the content will contribute towards the course GY454 **Urban Policy and Planning** and EC436 **The Economics of Regional and Urban Planning**.

GY453

Geographical Aspects of Regional and Urban Planning

Teachers responsible: Dr D Perrons, S506b and Dr Y Rydin, S413

Availability and restrictions: This course is intended primarily for MSc

Regional and Urban Planning Studies. MSc Local Economic Development, MSc Regulation. Other graduate students may attend by permission.

Core syllabus: To explore the contribution of spatial analysis to the understanding of regional and urban planning processes. Two themes are chosen for particular attention; a) the analysis of regional and urban development and issues involved in the formulation of regional policy, b) planning for sustainable urban development.

Content: Regional inequality and social cohesion in the European Union; theories of regional development; National and supra-national policies for regional regeneration; inward regional investment, endogenous development and technology networks; sustainable regional development; technopoles and science parks; sustainability, sustainable development and the urban level; sustainability and normative models of the policy process; the applicability of policy tools for sustainability at the local level; environmental limits, carrying capacity and ecological footprints; the debate on sustainable urban form.

Teaching: 10 lectures and 10 seminars in MT.

Reading list: A detailed reading list will be issued at the start of the course. 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, *Globalisation, Institutions and Regional Development in Europe*; 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 Houghton & C Hunter, *Sustainable Cities*, 1994; A Blowers (Ed), *Planning for a Sustainable Environment*, 1993; P Selman, *Local Sustainability*, 1996; R Gilbert et al, *Making Cities Work*, 1996; R Hudson, *Production, Places and Environment*, 2000; A Scott, *Regions and the World Economy*, 1998; R Hudson & A Williams (Eds), *Divided Europe*, 1999.

Assessment: A two hour unseen examination paper taken in June.

GY454

Urban Policy and Planning

Teachers responsible: Dr A Thornley, S420 and other

Availability: Course intended primarily for MSc in Regional and Urban Planning Studies. Also available for MSc Human Geography.

Core syllabus: The course aims to provide a synthesised approach to the analysis of urban policy-making and plan formulation. It will explore the way in which economic, political and social forces interact to effect policy approaches in different spatial settings. The aim is also to gain an understanding of the causes for similarity and difference in policy approaches.

Content: Development of British urban regeneration policy; current British urban policy initiatives; urban containment policy; new settlements and the new urbanism; public private partnerships; spatial transformation of cities; mega projects and retail development; city marketing; planning approach in cities in transitional economies.

Teaching: 10 (1 hour) lectures in the LT and 10 (one and half hour) seminars (GY454). The course will be accompanied by seminar GY450 and EC450. Students are also expected to attend GY405 **Global Cities**.

Reading list: Urban Task Force, *Urban Renaissance*; DETR, *Our Towns and Cities: The future*; R Atkinson & G Moon, *Urban Policy in Britain*; P Hall & C Ward, *Sociable Cities*; E Blakely & M Snyder, *Fortress America*; N Bailey et al, *Partnership Agencies in British Urban Policy*; D Judd & S Feinstein, *The Tourist City*; J Mannigan, *Fantasy City*; T Hall & P Hubbard, *The Entrepreneurial City*.

Assessment: A two hour unseen examination paper in June.

GY455

Economic Aspects of Project Appraisal

Teacher responsible: Mr G Atkinson, S412

Availability: Option for MSc Regional and Urban Planning Studies, MSc Human Geography, MSc Cities, Space and Society, MSc City Design and Social Science and MSc Environment and Development. Other graduate students are welcome to attend if their course regulations permit.

Core syllabus: This course is concerned with the foundations and practical use of applied welfare economics in the context of project appraisal and policy evaluation.

Content: Introduction to economic aspects of project appraisal. Conceptual foundations of cost-benefit analysis. Measurement of costs and benefits. Designing stated preference studies to value non-market goods. Valuing health and safety risks. Benefits transfer: using data from secondary sources. The application of project appraisal methods to public policy choices. Classes will focus extensively on practical case studies of the appraisal of projects by for example development agencies such as The World Bank. Examples particularly from environmental, health, development and transport policy.

Teaching: 5 (2 hour) lectures and 5 (2 hour) seminars in the LT.

Reading list: Detailed reading lists will be provided to support each course component. Emphasis will be placed on texts, case study material and state-of-the-art contributions to, for example, the literature on non-market valuation. For an overview and introduction to the main issues covered by the course, students may wish to consult the following: A E Boardman et al, *Cost-Benefit Analysis: Concepts and Practice*, 1996; R Layard & S Glaister (Eds), *Cost-Benefit Analysis*, 1994; D W Pearce, *Cost-Benefit Analysis*, 1986; E M Gramlich, *A Guide to Benefit-Cost Analysis*, 1990.

Assessment: A two-hour unseen written examination in the ST.

GY456

Issues in Environmental Regulation

Teacher responsible: Dr Y Rydin, S413

Availability: Course intended primarily for MSc Regional and Urban Planning Studies, MSc Human Geography Research. Other students may take the course with the agreement of the course teachers but some knowledge of the theory of environmental regulation is required.

Course syllabus: The purpose of the course is to apply the theoretical material on environmental management and regulation to a variety of environmental policy situations.

Content: The application of theory and concepts in a variety of contexts in both the North and South. The selection of issues and contexts will depend on student interests. A representative list of topics would be: the North-South agenda; the role of science; social capital; environmental justice; dispute resolution.

Teaching: 10 seminars (GY456) of 2 hours each during the LT.

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*.

Assessment: An unseen two hour examination taken in June.

GY457

Applied Urban and Regional Economics

Teacher responsible: Dr G Duranton, S513a

Availability: This course is intended primarily for students on the MSc in Real Estate Economics and Real Estate Finance, MSc Human Geography Research. The course assumes that students already have a knowledge of economics equivalent to a good first degree in the subject. It is available as an option to students who can show that they are suitably qualified.

Core syllabus: This course aims to provide students with a theoretical and empirical understanding of urban economic processes and price determination in land and real property markets within an institutional context.

Content: Topics covered include: the function of cities and the urban system; the determinants of urban structure; patterns of urban land use; the determinants of urban and regional growth – theory and evidence; land and real property markets, the economics of urban transport and the impact of land market regulation including the economic impact of land use planning; urban labour markets; measuring the quality of life; local public finance. The institutional frame of reference within which the course is taught relates mainly to Western Europe.

Teaching: 40 hours of lectures and 20 x 2 hour seminars in the MT and LT. Students will be expected to prepare presentations and written essays for seminars.

Reading list: Detailed reading list will be given out at the beginning of the course. Much of the reading will be journal articles. However, some important items are: D DiPasquale & W Wheaton, *Urban Economics and Real Estate Markets*, 1996; E S Mills & B Hamilton, *Urban Economics* (5th edn), 1994; I McDonald, *Fundamentals of Urban Economics*, 1997; M Ball, C Lizieri & B MacGregor, *The Economics of Commercial Property Markets*, 1998; M Fujita, *Urban Economic Theory*, 1988; P C Cheshire & E S Mills, *Handbook of Regional and Urban Economics Vol III: Applied Urban Economics*, North Holland, 1999.

Assessment: Three hour written examination in June (75%) and 2 x 2,000 word essays based on seminar presentations (25%).

GY458

Real Property Market Practice

Teacher responsible: Professor P C Cheshire, S506

Availability: This course is intended primarily for students on the MSc in Real Estate Economics and Real Estate Finance and MSc Human Geography Research. It is available as an option to other students on other programmes who have an interest in real estate markets.

Core syllabus: An examination of how real property markets operate in practice and of the analytical techniques and data available to practitioners. **Core content:** The availability and structure of data sets. Problems of price/secondary property; user/investment categories; proxy variables. Creating and manipulating datasets. Ethical issues of client relationships. Specific sector case studies: industrial, retail, commercial, residential. Briefing on course essay. Defining research objectives and methodology in practice.

Teaching: 10 x 2 hour seminars MT. The majority of the seminars are provided by practitioners in real estate research seminars as basic principles.

Reading list: CSO guides to Government Statistics; publications from Investment Property Databank and other research departments and organisations in the real property markets; *Journal of Property Research*; *Estates Gazette*.

Assessment: A 3,000 word essay identifying a research problem in real estate markets on a specific issue (eg 'The market for and the demand for food outlets' or 'How could we measure the advantages and disadvantages of mortgage securitisation?') which will require the student to investigate data sources, suggest techniques of data analysis and provide conclusions on the problem set.

GY495

Research Methods in Planning

Teacher responsible: Dr A Thornley, S420

Availability: For MSc 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.

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. Introduction to data and basic data description techniques. Index construction. Measures of association. Inferential statistics. Other techniques may be added to the course syllabus in response to student needs.

Teaching: 5 lectures and 5 workshops in the MT, plus GY402 (2 lectures in the MT and 5 lectures in the LT).

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*; D Ebdon, *Statistics in Geography* (2nd edn), 1985; J Healy, *Statistics: a tool for social research*, 1996; P Newbold, *Statistics for Business and Economics* (4th edn), 1995; G Robinson, *Methods & Techniques in Human Geography*, 1998.

Further reading on particular techniques will be supplied during the course.

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. Students are required to submit two reports during the MT.

GY497

Long Essay

Teacher responsible: Dr A C Pratt, S410

Availability: For students taking MSc 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 and show evidence of competence in research methods. 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 director will not comment on drafts of the essay.

Assessment: Essays must be submitted by the end of the first week of September in the year registered. Exact dates will be provided in Induction materials. They must not exceed 10,000 words and must be word processed and be fully referenced using a recognized citation system.

GY498

Long Essay

Teacher responsible: Professor I R Gordon, S513

Availability: For students taking MSc 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.

Assessment: Essays must be submitted by September 3rd 2002. They must not exceed 10,000 words and must be word processed and be fully referenced using a recognized citation system.

GY499

Long Essay

Teacher responsible: Course Director of relevant MSc programme

Availability: For students taking MSc Cities, Space and Society, MSc Regional and Urban Planning Studies, MSc Environment and Development, and MSc Real Estate Economics and Real Estate Finance.

Core syllabus: The essay may be on any topic within the field of the MSc programme studied. Approval of the topic must be obtained from the relevant 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 and show evidence of competence in research methods. Guidance on topic selection and methods will be provided by the Course Director. The long essay is primarily a reflection of the candidates' own work; hence, Course Director will not comment on drafts of the essay.

Assessment: Essays must be submitted by the end of the first week of September in the year registered. Exact dates will be provided in Induction materials. They must not exceed 10,000 words and must be word processed and be fully referenced using a recognized citation system.

GY505

The Cities Seminar

See entry in the MPhil/PhD Geography and Environment section.

NA 01/02

GOVERNMENT

GV400

Skills Programme

Teachers responsible: Dr M Mulford, B802 and Dr P L Mitchell

Other staff participant: Professor G Gaskell, B811 and Colin Mills, B809

Availability: For MSc Comparative Politics, MSc Public Policy, MSc European Politics and Policy and new Research Students in Government. All students not already familiar with IBM PCs should register on the IT induction course early in the MT and complete the session on 'Introduction to PCs' and 'Introduction to Windows 95'.

Core syllabus: This course provides a grounding in the skills needed for modern policy making and analysis, or for undertaking political science research at doctoral level.

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 and qualitative methods; and to acquaint them with the strengths and limits of different methodologies. The course has three main components:

1. **Research Skills.** The opening weeks introduce students to skills needed in their particular MSc course, and then to a range of library and research tools, such as databases and bibliographic systems. Also covered are presentational and writing skills. At the end of these weeks, students move on to:

2. **Quantitative Methods.** Students who have no previous experience of statistics and data analysis should take course **MI411: Quantitative Analysis in Social Research I** taught in the Methodology Institute (see course description in the section on 'MPhil/PhD Programmes of Study'). This course covers the basic theory and concepts associated with quantitative social research: logic of sampling, descriptive statistics, hypothesis testing and basic data analysis. Students will use SPSS (a statistics package) to explore and manipulate data. Students who have already studied statistics and data analysis should take **MI412: Quantitative Analysis in Social Research II** also taught in the Methodology Institute (see course description in the 'MPhil/PhD Programmes of Study'). This course covers various multivariate techniques, including multiple regression, logistic regression and loglinear modelling. In both courses students must complete exercises and project work. All students must take one of these quantitative courses. Which one would be most appropriate for you should be discussed with your supervisor and/or Dr Mulford.

3. **Qualitative Methods.** Students must attend **MI420: Concepts and Methods in Social Inquiry** which discusses the principles and assumptions, the applications and analysis and the strengths and weaknesses of various research strategies in the social sciences.

Teaching: Core teaching for this paper is run in shorter modules, details of which can be obtained from Professor Gaskell 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 Bohrnstedt, *Statistics for Social Data Analysis*, 3rd edn.

Assessment: For students of MSc Comparative Politics, MSc Public Administration and Public Policy and MSc European Politics and Policy, satisfactory completion of an examination covering quantitative methods and a 2,500 word assessed essay (for **MI420**), are required as part of the MSc degree.

GV401

Nationalism and Ethnic Conflict in the Former Soviet Union

Teachers responsible: Dr James Hughes, L102 (on leave 2001-02) and Dr Gwendolyn Sasse, J207

Availability: For MSc Russian and Post-Soviet Studies. Students from other Masters' programmes may take this course subject to space, with preference given to students taking the MSc Comparative Politics.

Core syllabus: This course provides a comparative analysis of nationalism and ethnic conflicts since the collapse of the USSR. Drawing on theories of nationalism and ethnic conflict regulation the course investigates the relationship between conflict regulation and state building in post-communist transition.

Content: Theories of nationalism, ethnic conflict regulation and transition. The impact of transition regime type (presidentialism, parliamentarism, authoritarianism) on state capacity for conflict resolution. The role of the international dimension in conflict resolution in post-Soviet states, with a particular emphasis on the role of the OSCE. Case studies of conflicts and strategies for managing them: Russia (Tatarstan and Chechnya), Ukraine (Crimea), Moldova (Transnistria), Latvia and Estonia (Russian minorities), Georgia (Abkhazia, South Ossetia), Armenia and Azerbaijan (Nagorno-Karabakh), Central Asia (Kazakhstan's Russian minority, the Ferghana Valley, Tajikistan's civil war).

Teaching: 12 weekly two hour seminars: Ten seminars in the LT and two revision seminars in the ST. Students must make a one-page word-processed presentation for at least one seminar.

Reading list: J Hughes & G Sasse (Eds), *Ethnicity and Territory in the Former Soviet Union: Regions in Conflict* (Frank Cass, 2001); K Dawisha & B Parrott (Eds), *Democratic Changes and Authoritarian Reactions in Russia, Ukraine, Belarus and Moldova*, Cambridge University Press, 1997; K Dawisha & B Parrott (Eds), *Conflict, Cleavage and Change in Central Asia and the Caucasus*, Cambridge University Press, 1997; B R Rubin & J Snyder (Eds), *Post-Soviet Political Order. Conflict and State-Building*,

Routledge, 1998; J Linz & A Stepan, *Problems of Democratic Transition and Consolidation*, Johns Hopkins University Press, 1996.

Assessment: A two-hour unseen written examination in June will count for 75%, and one essay of no more than 2,500 words which will count for 25% of the final mark.

GV402

Empire and Its Consequences: Comparisons, Concepts, Conclusions

Teacher responsible: Professor D Lieven, K208

Availability: MSc Comparative Politics students.

Core syllabus: The course compares the nature, rise and fall of empires, and the consequences of their collapse.

Content: The course begins with a study of twentieth-century geopolitics and of Marxist theories of imperialism and neo-colonialism. It looks at theories of bureaucratic empire and at the nature of autocratic rule. It provides professional training for would-be emperors. It compares empires' strategies for managing multi-ethnicity and ethnic nationalism, as well as the causes of empires' decline. It studies the impact of empire's loss on metropolitan peoples and polities, as well as the impact of empire's heritage on the consolidation of democracy in former colonies. It asks why empire has ceased to be the predominant form of polity during the twentieth century and what aspects of empire still exist in the contemporary world.

Teaching: 5 lectures and 10 seminars in the LT.

Reading list: 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*, OUP, 1994; E Owen & R Sutcliffe (Eds), *Studies in the Theory of Imperialism*, Longman, 1972; P Dobb, *The Soviet Union: The Incomplete Superpower*, 1986.

Assessment: Two-hour unseen written examination in June and the term essay.

GV403

Network Regulation

Teachers responsible: Dr M Thatcher (Government Department), K305 (on leave 2001-2002), Dr Martin Lodge and Mr Lindsey Stirton

Availability: This is an optional paper for the MSc Regulation, LSE LLM students, the MSc Public Policy and Public Administration the MSc Management, the MSc Media and Communications and MSc ADMIS. Other MSc students may take the paper by arrangement.

Core syllabus: The course explores analytic issues in utilities regulation from a generic and comparative perspective. The first part of the course focuses on the history of provision of utility services and economic regulation, nationalisation, privatization and deregulation. The second part of the courses examines the experience of regulation in the telecommunications, energy, water and other utilities. In these case studies particular emphasis will be placed on the literature on deregulation and post-privatization utility regulation. *Cross-national comparison will be encouraged.*

Content: Topic include: The nature of utilities and network services; public enterprise as 'regulation'; processes and styles of privatization; understanding privatization and deregulation; regulatory technique; economic and environmental regulation of water services; energy regulation; deregulation of buses; privatization and regulation of railways.

Teaching: 10 weekly two hour seminars in a variable format: some lecture-discussions, some student-paper-led discussions, some debates and guest speakers where appropriate.

Written work: All students are expected to submit one non-assessed essay and to prepare one presentation on a topic assigned to them.

Reading list: T Prosser, *Law and The Regulators*, OUP, 1997; C D Foster, *Privatization, Public Ownership and the Regulation of Natural Monopoly*, Blackwell, 1992; C Veljanovski, *Selling the State*, Weidenfeld and Nicolson, 1987; M Bishop, J Kay & C Mayer, *Privatization and Economic Performance*, OUP, 1995; CRI, *Regulatory Review 1993-1994*; M Armstrong, S Cowan & J Vickers, *Regulatory Reform*, MIT Press, 1994; D Swann, *The Retreat of the State*, Wheatsheaf, 1988; C Hood, *Explaining Economic Policy Reversals*, Open UP, 1994; M Thatcher, *The Politics of Telecommunications*, OUP 1999.

Assessment: Consists of two parts: (i) a two hour unseen written examination in June accounting for 75% of the marks; (ii) a single essay for assessment to be submitted by the end of the first week of the term following the conclusion of the course.

GV404

Empire and Imperialism: Case Studies

Teacher responsible: Professor D Lieven, K208

Availability: MSc Comparative Politics

Core syllabus: The course looks at the elements of imperial power (military, economic, political, cultural, ideological, demographic and geographical) in specific polities and eras.

Content: Definitions of empire and imperialism. The sources of imperial power and the nature of imperial rule are then studied in the following polities: Rome and Byzantium; China from the Han empire to the PRC; Ottoman and Islamic empire; the Habsburg empire; the English and British empires; tsarist empire and the USSR; the USA as a global empire? The EU as the rebirth of European empire? Contemporary India and Indonesia. The aim is to see how the dilemmas of empire have changed over time, how they have been handled by various polities and cultures, and whether some contemporary polities still face traditional dilemmas of empire.

Teaching: 10 lectures and 10 seminars in the MT, 2 seminars in the ST.
Written work: Students must make one oral presentation, and must write one term essay of not more than 2,500 words and one one-hour mock exam essay.

Reading list: D Lieven, *Empire and Russia*, 2000; M Doyle, *Empires*, 1986; S Finer, *The History of Government*, 1997; R Mantran (Ed), *Histoire de l'Empire Ottoman*, 1989; C Blunden & M Elvin, *Cultural Atlas of China*, 1983; P J Marshall, *Cambridge Illustrated History of the British Empire*, 1996; G Lundestad (Ed), *The Fall of Great Powers*, 1994.

Assessment: Two hour unseen written examination in June and the term essay.

GV405

Methods in Political Theory – Seminar

Teacher responsible: Dr P Kelly, L100

Availability: Compulsory for all MSc Political Theory students, available to other Politics MSc students with the consent of the MSc Political Theory course director.

Core syllabus: The nature of political theorizing.

Content: Controversies in the study of the history of political thought; the nature of moral justification; rational choice and game theoretical explanations of political concepts; and the problem of essential contestability.

Teaching: The course meets for twelve two hour seminars in the MT, LT and ST.

Reading list: R G Collingwood, *An Autobiography*; M Oakeshot, *Rationalism in Politics*; W E Connolly, *The Terms of Political Discourse*; K Dowding, *Rational Choice and Political Power*; J Elster, *Nuts and Bolts for the Social Sciences*; J L Mackie, *Ethics, Inventing Right and Wrong*; B Williams, *Ethics and the Limits of Philosophy*.

Assessment: One two-hour written unseen examination in June.

GV406

The Theory of Positive Freedom

Teacher responsible: Professor J Charvet, K207

Availability: For MSc Political Theory, MSc Public Financial Policy and MSc Global Market Economics.

Core syllabus: A study of the idea of freedom as self-determination.

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.

Teaching: Ten seminars in the MT and 2 seminars in the first and second weeks of the ST.

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*; J J Rousseau, *The Social Contract*.

Assessment: Two hour unseen written examination in June.

GV408

Contemporary Disputes about Justice

Teacher responsible: Dr C Fabre, K301

Availability: For MSc Political Theory. Students from other programmes may take this course, subject to space.

Content: A critical analysis of the debates about justice following the publication of John Rawls's *A Theory of Justice* in 1971.

Teaching: Ten seminars in the MT and 2 seminars in the third and fourth weeks of the ST.

Reading list: W Kymlicka, *Contemporary Political Philosophy*; J Rawls, *A Theory of Justice*; M Walzer, *Spheres of Justice*; A MacIntyre, *Whose Justice? Which Rationality?*

Assessment: Two hour unseen written examination in June.

GV410

Feminist Political Theory

Teacher responsible: Professor A Phillips, B505

Availability: For MSc Political Theory, MSc Gender, MSc Gender and Development, MSc Gender and Social Policy. Other graduate students may attend by permission.

Core syllabus: This course discusses approaches and issues in feminist political theory, focusing particularly on the relationship between feminism and liberalism.

Content: Topics likely to be addressed include: liberalism as the new patriarchalism; individualism and autonomy; justice versus care; feminist models of democracy and political representation; embodied identity and the politics of difference; issues considered are likely to include abortion, pornography and multiculturalism.

Teaching: Ten seminars in the LT.

Reading list: A detailed list will be handed out at the beginning of the course. The following is an indicative list: J Squires, *Gender in Political Theory*; A Phillips (Ed), *Feminism and Politics*; W Brown, *States of Injury*; S Moller Okin, *Justice, Gender and the Family*.

Assessment: Two hour unseen written examination in June.

GV412

Methods and Controversies in the History of Political Thought: the Continental Tradition

Teacher responsible: Professor J Coleman, L204 (on leave 2001-2002)

Availability: For MSc Political Theory, although other graduate students may attend with permission. It will be found especially useful for those students working on any thesis in intellectual history.

Core syllabus: This seminar is concerned with the methods and presuppositions in studying the history of political thought, especially as developed by French, German, Italian and other continental philosophers and historians.

Content: The seminars will explore the following themes: history as a mode of thought, the philosophy of history and the history of philosophy, what is the past and ways in which it might be known, varieties of discourse: practical, scientific, historical, linguistic; causation, events, explanation, representation. Understanding the problems in the historical interpretation of politics will be considered in relation both to general histories of political thought and events, and also to the history of specific ideas such as liberty, reason, natural law.

Teaching: Ten seminars in the MT and 2 seminars in the first and second weeks of the ST.

Written work: Students are expected to write two essays.

Reading list: The texts discussed vary from year to year but may include works by Hegel, Marx, Nietzsche, M Weber, Mannheim, Koselleck, Gadamer and Foucault. A reading list of primary texts to be discussed and critical commentaries will be handed out at the beginning of the course.

Assessment: The examination will take place in June and will consist of a formal and unseen two hour paper.

GV413

Methods and Controversies in the History of Political Thought: the Anglo-American Tradition

Teacher responsible: Professor J Coleman, L204 (on leave 00-03)

Availability: For MSc Political Theory, although other graduate students may attend with permission. It will be found especially useful for those students working on any thesis in intellectual history. Students should have completed GV412.

Core syllabus: This seminar is concerned with the methods and presuppositions in studying the history of political thought, especially as developed by British and American philosophers and historians.

Content: The seminars will explore the following themes: history as a mode of thought, the philosophy of history and the history of philosophy, what is the past and ways in which it might be known, varieties of discourse: practical, scientific, historical, linguistic; causation, events, explanation, representation. Understanding the problems in the historical interpretation of politics will be considered in relation both to general histories of political thought and events, and also to the history of specific ideas such as liberty, reason, natural law etc.

Teaching: Ten seminars in the LT and 2 seminars in the third and fourth weeks of the ST.

Written work: Students are expected to write two essays.

Reading list: The texts discussed vary from year to year but may include works by: Collingwood, Oakeshot, Skinner, Butterfield, Bury, Gallie, P Burke, Pocock, Passmore, Rorty, Hexter, Dray, Popper, Lovejoy, Kuhn, Macpherson, Minogue, Coleman etc. A reading list of primary texts to be discussed and critical commentaries will be handed out at the beginning of the course.

Assessment: The examination will take place in June and will consist of a formal and unseen two hour paper.

GV414

Greek Political Theory: Thought and Action in Plato's Political Theory

Teacher responsible: Professor J Coleman, L204 (on leave 00-03)

Availability: For MSc Political Theory and other intercollegiate MSc students, with permission. Also available to PhD students from other departments who may find it useful for their dissertations.

Core syllabus: The course will be concerned with the following themes: the trial and death of Socrates, Socratic method, the Sophists, Platonic epistemology, nature and convention, the idea of *techné*, attitudes to education, punishment, freedom, virtue, rationality, friendship, law, justice and equality.

Content: The course is intended to explore, both historically and analytically, the above themes in order to establish the relationship between thought and action in Plato's philosophy.

Teaching: Ten seminars in the LT and 2 seminars in the third and fourth weeks of the ST.

Written work: Students are expected to write two essays.

Reading list: The texts to be discussed will be: Plato, *Apology of Socrates*; Crito, *Protagoras*, *Gorgias*, *Republic*, (*Timaeus*, *Laws*). An extensive supplementary reading list of critical studies will be handed out at the beginning of the course. Janet Coleman, *A History of Political Thought: the ancient Greeks to the Renaissance* (Blackwell, 1999) should be useful.

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

Teacher responsible: Professor J Coleman, L204 (on leave 00-03)

Availability: For MSc Political Theory and other intercollegiate MSc students, with permission. Also available to PhD students from other departments who may find it useful for their dissertations.

Core syllabus: The course will be concerned with the following themes: Aristotle's teleology (in relation to that of Plato), *eudaimonia* (human happiness and well-being), the virtues, universal and particular justice, friendship, political engagement in relation to philosophical contemplation,

attitudes to education, punishment, law, freedom, rationality, merit and equality, and Aristotelian epistemology.

Content: The course is intended to explore, both historically and analytically, the above themes in order to establish the relationship between thought and action in Aristotle's philosophy.

Teaching: Ten seminars in the LT and 2 seminars in the first two weeks of the ST.

Written work: Students are expected to write two essays.

Reading list: The texts to be discussed will be: Aristotle, *Nicomachean Ethics* and *Politics*, with reference to the *De Anima*, and some of the logical and rhetorical works. An extensive supplementary reading list of critical studies will be handed out at the beginning of the course. Janet Coleman, *A History of Political Thought: the ancient Greeks to the Renaissance* (Blackwell, 1999) should be useful.

Assessment: The examination will take place in June and will consist of a formal and unseen two hour paper.

GV418

Political Thinking in Britain to the End of the Twentieth Century

Teacher responsible: Dr R Barker, K100

Availability: For MSc Political Theory and other MSc students, by permission of the teacher responsible.

Core syllabus: Continuities and discontinuities in political thinking at the end of the 'short twentieth century'.

Content: The relative fortunes of socialism, conservatism, liberalism and feminism and the relevance of distinctions between left and right.

Teaching: Ten seminars in the MT and 2 seminars in the first and second weeks of the ST.

Written work: Students will write two essays.

Reading list: R Barker, *Political Ideas in Modern Britain in and after the Twentieth Century*; D Miller, *Market, State and Community*; R Barker, *Politics, Peoples and Government*; Roger Eatwell & Anthony Wright (Eds), *Modern Political Ideologies*; Paul Hirst (Ed), *The Pluralist Theory of the State*; F A Hayek, *The Road to Serfdom*; Hilary Wainwright, *Agenda for a New Left*.

Assessment: Two hour unseen written examination in June.

GV425

Legitimation and Government

Teacher responsible: Dr R Barker, K100

Availability: For MSc Political Theory. Other graduate students may follow this course with permission from the teacher responsible.

Core syllabus: An introduction to theories of the legitimation of government, and to legitimation as an activity engaged in, and contested, by rulers, subjects, and rebels. Such a theory of legitimation is distinguished from the normative evaluation of regimes. The relation between legitimation and identification.

Content: Legitimacy and legitimation. The historical activity of legitimation. Political science, legitimation, and legitimacy. The use, scope, and function of a theory of legitimation. Identification. Legitimation as an activity of government. Elites and government. Subjects and citizens, democracy and legitimation. Rebels and vigilantes.

Teaching: 12 seminars, ten in the MT, two in the first and second weeks of ST.

Written work: Students will write two essays.

Reading list: Rodney Barker, *Political Legitimacy and the State* (Clarendon, 1990); Rodney Barker, *Legitimizing Identities* (Cambridge, 2001); Brian Barry, *Sociologists, Economists, and Democracy* (1970); David Beetham, *The Legitimation of Power* (Macmillan, 1991); William Connolly (Ed), *Legitimacy & the State* (Blackwell, 1984); Thomas M Franck, *The Power of Legitimacy Among Nations* (OUP, New York, 1990); T H Rigby & Ference Feher (Eds), *Political Legitimation in Communist States* (Macmillan, 1982).

Assessment: Two hour unseen written examination in the ST.

GV426

Topics in UK Executive Government

Teachers responsible: Visiting Professor Lord Donoghue and Professor G W Jones, L210

Availability: For MSc Comparative Politics, MSc European Politics and Policy and MSc Public Policy, and for interested research students. Students wishing to take this course must seek prior consent from Professor Jones.

Core syllabus: The course examines the dynamics of the present system of British executive government, set in its historical context, with examples drawn from the personal experience of Lord Donoghue with the Wilson, Callaghan and Blair governments.

Content: Changing Labour, from old Labour to SDP to Blair, and winning the 1997 Election; The Political Core Executive, PM, Cabinet, and Cabinet Committees; The Administrative Core Executive, No 10 and Cabinet Office; The Treasury; The New Whitehall; Inside the Departments, Ministers, Special Advisers and Civil Servants; The Ministry of Agriculture; Parliament, Commons and Lords; The Media; Modernised British Politics and Government in 2002?

Teaching: Ten 2-hour lecture/seminars in the LT 2002, and two revision sessions in the first and second weeks of the ST 2002. Students will also find it helpful to attend Mr A J L Barnes **The Cabinet Seminar** (GV290) 10 seminars in the LT, and Sir John Bourn **The Review and Evaluation of Government Programmes** (GV480.2) 10 lectures in the MT.

Written work: Students are expected to submit during the LT a written essay to their seminar teacher based on their presentation and response to Lord Donoghue's lectures.

Reading list: Ian Budge *et al*, *The New British Politics* (Longman, 2nd edn 2001); I Holliday *et al* (Eds), *Fundamentals in British Politics* (Macmillan, 1999); P Mandelson & R Liddle, *The Blair Revolution* (Faber, 1996); P Gould, *The Unfinished Revolution* (Abacus, 2nd pbk edn, 1999); D Butler & D Kavanagh, *The British General Election of 1997* (Macmillan, 1997); B Donoghue, *Prime Minister* (Cape, 1987); P Hennessy, *The Prime Minister* (Penguin, 2000); D Kavanagh & A Seldon, *The Powers Behind the Prime Minister* (HarperCollins, 1999); S James, *British Cabinet Government* (Routledge, 2nd edn, 1999); P Riddell, *Parliament Under Pressure* (Gollancz, 1998); R Blackburn & R Plant, *Constitutional Reform* (Longman, 1999); S Horton & D Farnham (Eds), *Public Management in Britain* (Macmillan, 1999).

Assessment: Consists of two parts: (i) a two-hour unseen written examination in June 2002 accounting for 75% of the marks, and (ii) a single essay of between 3,000 and 4,000 words to be submitted at the end of week 1 of the ST, accounting for 25% of the marks.

GV427

Democracy and Democratisation in East and South Asia

Teacher responsible: Dr C Lin, L202

Availability: For MSc Comparative Politics, MSc Development Studies, and MSc Global Market Economics. Students from other MSc 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.

Content: The historical and international background of democracy and democratisation in the region. Modernisation 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", human rights and authoritarianism. Transformation of Communism in China, Vietnam, and North Korea. Ethnic nationalism, religions, and ideologies. Development versus democracy. Postcolonial nation-building. New regional order in world politics.

Teaching: Ten seminars in the LT and 2 seminars in the third and fourth weeks of the ST. Short lecture at the beginning of each seminar.

Written work: Students are required to write two course essays, each around 1,500 words.

Reading list: J Bauer *et al* (Eds), *The East Asian Challenge for Human Rights* (1999); D A Bell *et al*, *Towards Illiberal Democracy in Pacific Asia* (1995); M Chadda, *Building Democracy in South Asia* (2000); L Diamond *et al* (Eds), *Democracy in Developing Countries: Asia* (1989); J Dower, *Embracing Defeat* (1999); M Leifer, *Asian Nationalism* (2000); D Potter *et al* (Eds), *Democratization* (1997); L Pye, *Asian Power and Politics* (1985).

Assessment: Two hour unseen written examination in June.

GV429

Government and Politics in Spain

Teacher responsible: Dr S Balfour, J316

Availability: For MSc European Politics and Policy, MSc EU Policy Making, MSc Nationalism and Ethnicity.

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.

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 and the regional question. The political and economic transformation of Spain since the 1980s and the impact of European integration. The decline of Socialist hegemony in the 1990s, the rise of the conservative Popular Party, and the balance of political power in contemporary Spain.

Teaching: Ten lectures (GV429.1) and 10 seminars (GV429.2) in the MT and 2 seminars in the first and second weeks of the ST.

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*.

Assessment: Two hour unseen written examination in June.

GV431

Nations and Nationalism

Teacher responsible: Dr W Kissane, L101

Availability: Students who wish to take this course, and who are not registered for the MSc in Comparative Politics, must sign up to request to do this course with the MSc Programme Manager in the first week of the MT.

Core syllabus: This course examines explanatory accounts of the development of nationalism and the political consequences of nationalism and the ideal of the nation-state. It combines political philosophy, historical sociology and comparative political science to examine the validity of doctrines and theories about nationalism.

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. Medieval and ethnic origins of the nation. Nationalism and civil society. 19th century liberal nationalism and 20th century illiberal nationalism.

Teaching: Ten seminars in the MT.

Written work: Students must make word-processed presentations and write two short essays during the course.

Reading list: E Gellner, *Nations and Nationalism*; E Kedourie, *Nationalism*; P Alter, *Nationalism*; J Mayall, *Nationalism and International Society*; H Seton-Watson, *Nations and States*; A Smith, *Theories of Nationalism*.

Assessment: Two hour unseen written examination in June.

GV432

H

Government and Politics in China

Teacher responsible: Dr C Lin, L202

Availability: For MSc Comparative Politics. Students from other MSc programmes are welcome to take the course with the permission of the teachers responsible.

Core syllabus: The nature of the current economic, social and political transformation of Communist China and its rival theoretical explanations; the politics of Hong Kong and Taiwan.

Content: Often in comparison with other former Communist societies, other Asian states and other developing countries, discussions of China will cover the following topics: Historical and international background including geopolitical and demographical contexts; regime and government, allocation of central and local power; bureaucracy as tradition and as invention; social organisation and relations; citizenship and its gender dimension, mobilisation and participation; ideology, political culture, and the question of democracy; Tibet and other minority regions; 'one country, two systems'; political economy and market transition; the meaning of global integration for China. Nationalism, authoritarianism, democratisation and modernisation.

Teaching: 10 seminars in the MT and 2 seminars in the first and second weeks of the ST. Short lecture at the beginning of each seminar.

Written work: Students are required to write two course essays, each around 1,500 words.

Reading list: B McCormick & J Unger (Eds), *China After Socialism* (1995); M Meisner, *The Deng Xiaoping Era* (1996); A Nathan, *China's Transition* (1997); P Nolan, *China's Rise, Russia's Fall* (1995); C Riskin, *China's Political Economy* (1987); J Unger (Ed), *Chinese Nationalism* (1996); S Shirik, *The Political Logic of Economic Reform in China* (1993); W Tang & W Parish, *Chinese Urban Life Under Reform* (2000); R Weatherly, *The Discourse of Human Rights in China* (1999).

Assessment: Two hour unseen written examination in June.

GV436

H

National and Ethnic Conflict Regulation

Teachers responsible: Dr S Bose, L208 and Professor B O'Leary, K204 (on leave LT 2002-ST 2003)

Availability: Students, including those registered for the MSc in Comparative Politics, who wish to take this course must sign up to request to do this course with the MSc Programme Manager in the first five weeks of the MT. They must state the date and time of their application, the MSc programme they are taking, their reasons for wishing to take the course, and must leave their address (preferably e-mail). They will be informed quickly of the teachers' decisions. 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.

Content: Defining national and ethnic conflict. Strategies for eliminating national and ethnic differences (genocide, mass-population transfers, partition-secession, integration-assimilation) and strategies for managing national and ethnic conflict (hegemonic control, third-party intervention (including arbitration), federalism-autonomy, and consociation). Case-studies of countries with protracted national and ethnic conflict. Negotiating ethnic peace accords. Affirmative action and multi-culturalism and their critics.

Teaching: Ten seminars in the LT and 2 seminars in the third and fourth weeks of the ST.

Written work: Students must make one-sheet and word-processed presentations at seminars, and write two short essays during the course.

Reading list: J McGarry & B O'Leary, *The Politics of Ethnic-Conflict Regulation: Case Studies of Protracted Ethnic Conflicts*; A Lijphart, *Democracy in Plural Societies*; D Horowitz, *Ethnic Groups in Conflict*; J Montville, *Conflict and Peacemaking in Multiethnic Societies*; C Taylor, *Multiculturalism and the Politics of Recognition*.

Assessment: Two hour unseen written examination in June.

GV437

H NA 01/02

Politics and Economic Policy in Latin America

Teacher responsible: Dr G Philip, K205

Availability: For MSc Comparative Politics, MSc Comparative Politics (Latin America) and MSc Development Studies.

Core syllabus: The relationship between history, politics and the making of economic policy in Latin America.

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

polycymakers' efforts to combine successful economic policymaking with democratic government.

Teaching: Ten seminars in the MT and 1 seminar in the first week of the ST.

Reading list: D S Palmer, *Shining Path of Peru*; G Di Tella & R Dornbush, *The Political Economy of Argentina*; G Philip, *The Presidency in Mexican Politics*; R Camp, *Politics in Mexico*.

Assessment: One two hour unseen written examination in June.

GV438

H

Religion and Politics

Teacher responsible: Mr J Madeley, K304

Availability: Students, including those registered for the MSc in European Politics and Policy, who wish to take this course must sign up to request to do this course with the MSc Programme Manager in the first five weeks of the MT. They must state the time and date of their application, the MSc course they are taking, their reasons for wishing to take the course, and must leave their e-mail address. They will be informed quickly of the teacher's decision.

Core syllabus: The aim of this MSc course is to provide a survey of theoretical and substantive issues which arise from the analysis of contrasting patterns of relationship between 'church and state'/religion and politics. The primary – but by no means exclusive – focus is upon the analysis of these issues as they have arisen in the West across time.

Content: The course begins with an examination of some general propositions, then moves to a brief comparative survey of the major religious traditions of the world (Hinduism, Buddhism, Islam and Christianity) and their characteristic orientation to the polity. The development of diverse institutional patterns among the Abrahamic religions (Judaism, Islam and the various branches of Christianity) is then reviewed more intensively. Two case studies (the Northern Ireland conflict and the Iranian Revolution) are treated at some length in order to illuminate the connections between religion on the one hand and ethnic conflict and Islamist revolution respectively on the other. The final part of the course focuses on the political impact of the religious factor in the modern era, from the periods of the Reformation and French Revolution, through the formation of party systems and on to the recrudescence of ethno-religious conflicts, the impact of 'fundamentalism' and the purported emergence of a 'new politics' in the 1980s and 1990s.

Teaching: Introduction and set-up, ten two-hour seminars in the LT and revision session in the ST.

Course work: Students will be required to make topic presentations and write two essays.

Reading list: J Haynes, *Religion in Global Politics*; E Gellner, *Postmodernism, Reason and Religion*; D Martin, *A General Theory of Secularisation*; 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*.

Assessment: Two hour unseen written examination in June.

GV439

H

Government and Politics in Eastern Europe

Teacher responsible: Dr V Dimitrov, L303

Availability: For MSc Comparative Politics, MSc Russian and Post-Soviet Studies, MSc European Politics and Policy, MSc European Political Economy, Transition, MSc European Political Economy: Integration 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.

Content: The political culture of Eastern Europe. Communist revolutions and attempts to legitimate communist rule. Stalinism, de-stalinisation and the collapse of communism. Economic Transition, nation-states and nationalism in Eastern Europe. The establishment of democratic regimes.

Teaching: Ten seminars in the MT and 2 seminars in the first and second weeks of the ST, 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 Feljo, *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* (2nd edn); S Whitefield, *The New Institutional Architecture of Eastern Europe*; A Przeworski, *Democracy and the Market*.

Assessment: Two hour unseen written examination in June.

GV441

H NA 01/02

The State and Prosperity

Teacher responsible: Dr E Ringmar, K309 (on leave 2001-2002)

Availability: For MSc Comparative Politics. Also available to MSc Public Policy and MSc Development Studies students.

Core syllabus: To introduce students to contemporary discussions regarding the role of the state in the economy; to give a survey of different theoretical approaches to state intervention, focussing on a small number of core texts; to provide a comparison of state intervention in different political settings and historical contexts.

Content: This is a course in the comparative intellectual history of the political role of the state in the economy. It examines the relevance and validity of prominent arguments against empirical case-studies.

Teaching: One two hour seminar per week in the LT and 2 seminars in the third and fourth weeks of the ST.

Reading list: A Smith, *The Wealth of Nations* (1970); F List, *The Natural System of Political Economy* (1837) ed by W O Henderson (1983); F Hayek, *The Road to Serfdom* (1944/1986); K Polanyi, *The Great Transformation: The Political and Economic Origins of Our Time* (1944/1975); A Nove, *The Economics of Feasible Socialism* (1991); G Esping-Andersen, *The Three Worlds of Welfare Capitalism* (1990); C Johnson, *MIT and the Japanese Miracle: The Growth of Industrial Policy* (1975); R Wade, *Governing the Market: Economic Theory and the Role of Government in East Asian Industrialism* (1998); V Berstrom (Ed), *Government and Growth* (1998); L Magnusson, *Mercantilism* (1995).

Assessment: Compulsory written work and a two hour examination in the ST.

GV442

H

Globalization and Democracy

Teacher responsible: Professor David Held, L104

Availability: For students in the MSc in Comparative Politics. Other graduate students may follow this course with permission.

Core syllabus: The contemporary debate about globalization raises profound questions about the changing nature and form of politics today. This course examines the debate, setting out the meaning of globalization, and exploring its impact on the liberal democratic nation-state. The focus of the course is historical and comparative.

Content: The course content will vary from year to year but will normally cover the following topics: 1) concepts of, and debates about, globalization; 2) changing forms of political power and organized military might; 3) national cultures and cultural globalization; 4) political economy i: trade and finance; 5) political economy ii: corporate structures and multinational companies; 6) global inequality and stratification; 7) migration; 8) forms of environmental globalization; 9) governing globalization.

Teaching: Ten seminars in the MT and two in the LT.

Written work: Students will produce two short pieces of work: an essay which may be based on their class presentation, and an empirical paper mapping the enmeshment of two liberal democratic nation-states in a key domain of global flows and networks.

Reading list: S Krasner, *Sovereignty*, Princeton, 1999; G Garrett, *Partisan Politics in the Global Economy*, CUP, 1999; D Held, A McGrew, D Goldblatt & J Perraton, *Global Transformations*, Polity Press, 1999; D Held & A McGrew (Eds), *The Global Transformations Reader*, Polity Press, 2000; P Hirst & G Thompson, *Globalization in Question*, 2nd edn, Polity Press, 1999; J A Scholte, *Globalization: A Critical Introduction*, Palgrave, 2000; S Strange, *The Retreat of the State*, CUP, 1996; J Rosenau, *Along the Domestic-Foreign Frontier*, CUP, 1997; D Potter et al (Eds), *Democratization*, Polity Press, 1997; UNDP, Human Development Report, OUP, 1999; A Hurrell & N Woods (Eds), *Inequality, Globalization and World Politics*, OUP, 1999.

Assessment: A two hour unseen written examination in June.

GV443

H

The State and Political Institutions in Latin America

Teacher responsible: Professor G Philip, K205

Availability: Only for MSc students in Comparative Politics, Development Studies, Human Rights.

Core syllabus: The principal institutions influencing politics and economic policy-making in a Latin American context.

Content: Thematic study of political institutions in Latin America including the presidency, neopopulism, congress and political parties, the private sector, non governmental organisations and labour, religious movements, accountability and human rights, clientelism, corruption and the rule of law.

Teaching: Ten lectures (GV443.1) and 10 seminars (GV443.2) in the MT and 1 seminar in the first week of the ST.

Reading list: L Diamond, J Linz & S M Lipset, *Politics in Developing Countries: Comparing Experiences with Democracy*; J Linz & A Valenzuela, *The Failure of Presidential Democracy*; E Epstein, *Labour Autonomy and the State in Latin America*; S Mainwaring, G O'Donnell & S Valenzuela, *Issues in Democratic 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 Payne, *Business and Democracy in Latin America*; I P Stotzky, *Transition to Democracy in Latin America: The Role of the Judiciary*; R Seider, *Impunity in Latin America*; G Cook, *The New Face of the Church in Latin America: Between Tradition and Change*.

Assessment: Two hour unseen written examination in June. 20% of the marks will be awarded via a 3,000 word essay to be handed in by 13 January 2000.

GV444

H

Democracy and Development in Latin America

Teacher responsible: Dr F Panizza, L201

Availability: MSc students

Core syllabus: To study the relationship between political and economic change in contemporary Latin America.

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; democratic politics and economic development in the late 1990s; the second generation reforms.

Teaching: Ten lectures (GV444.1) and (GV444.2) 10 seminars in the LT and 1 seminar in the second week of the ST.

Reading list: D Rueschemeyer, E Stephens & J Stephens, *Capitalist Development and Democracy*; S Haggard & R Kaufman, *The Politics of Economic Adjustment*; L Gustafson, *Economic Development under Democratic Regimes: Neo-Liberalism in Latin America*; W Smith, *Democracy, Markets and Structural Reform in Contemporary Latin America*; J Nelson & S Eqlinton, *Global Goals, Contentious Means*; F Stewart, *Adjustment and Poverty: Options and Choice*; J De Soto, *The Other Path: the Invisible Revolution in the Third World*; E Joyce & C Malmud, *Latin America and the Multinational Drugs Trade*; S Edwards, *Crisis and Reform in Latin America: From Despair to Hope*; H Veltmeyer, J Petras & S Vieux, *Neoliberalism and Class Conflict in Latin America*.

Assessment: Two hour unseen written examination in June.

GV446

The Politics of Empire and Post Imperialism

Teacher responsible: Professor D Lieven, K208

Availability: For students of the MSc International Relations and MSc Politics of the World Economy. Other MSc or MA students may take this course if permitted by their programme regulations and with the agreement of the teachers responsible for this course.

Core syllabus: The course studies the elements of imperial power (military, political, economic, cultural, ideological, demographic and geographical) in specific polities and eras: it also compares the nature, rise and fall of empires, and the consequences of their collapse.

Content: Definitions of empire and imperialism. The sources of imperial power and the nature of imperial rule in: Rome and Byzantium; China – from the Han empire to PRC; Ottoman and Islamic empire; the Habsburg empire, the English and British empires; tsarist empire and the USSR; the USA as global empire?; the EU as re-birth of European empire?; contemporary India and Indonesia. Geopolitics. Theories of imperialism and neo-colonialism. Theories of bureaucratic empire. Comparative monarchical autocracy. Imperial strategies for 'managing multi-ethnicity and ethnic nationalism. The decline and fall of empires. The impact of empire's loss on metropolitan peoples and polities, and empire's impact on the consolidation of democracy in former colonies. Why empire ceased to be the predominant form of polity during the twentieth century and what aspects of empire still exist in the contemporary world.

Teaching: 15 lectures and 20 seminars in the MT and LT.

Written work: Two presentations, two term essays and two one-hour mock exam essays.

Reading list: D Lieven, *Empire*, 2000; M Doyle, *Empires*, 1986; S Finer, *The History of Government*, 1997; G Lundestad (Ed), *The Fall of Great Powers*, 1994; G Parker, *Geopolitics*, 1998; W Mommsen, *Theories of Imperialism*, 1980; J Osterhammel, *Colonialism*, 1997; A Crosby, *Ecological Imperialism*, 1986; D Fieldhouse, *The West and the Third World*, 1999; K Barkey & M von Hagen (Eds), *After Empire*, 1997.

Assessment: One three hour unseen written examination in June and one of the term essays.

GV447

H

Rethinking the Modern Polity: Sovereignty, Accountability and Governance

Teacher responsible: Professor D Held, L104

Availability: For students in the MSc in Political Theory. Other graduate students may take this course with permission.

Core syllabus: The course will ask students to assess the significance and continuing relevance of leading concepts of modern political theory – such as sovereignty, citizenship and accountability – in a world of intensifying regional and global relations. The focus of the course is normative and theoretical.

Content: The course content will vary from year to year but will normally cover the following topics: 1) concepts of the modern state and sovereign statehood; 2) ethical foundations of national community; 3) representation, accountability and democracy; 4) cosmopolitanism; 5) cosmopolitan democracy; 6) the human rights regime and cosmopolitan law; 7) cosmopolitan justice, political and economic; 8) what is regional governance?; 9) what is global governance?

Teaching: Ten seminars in the LT and two seminars in the ST.

Written work: Students will write two short essays, one of which can be based on their class presentation.

Reading list: Q Skinner, 'The State' in T Ball, J Farr & R L Hanson (Eds), *Political Innovation and Conceptual Change*, CUP, 1989; R Jackson (Ed), *Sovereignty at the Millennium*, Special Issue of *Political Studies*, 47, 3, 1999; D Miller, *On Nationality*, OUP, 1995; Y Tamir, *Liberal Nationalism*, Princeton, 1993; J Habermas, *The Postnational Constellation*, Polity Press, 2001; D Held, *Democracy and the Global Order*, Polity Press, 1995; D Archibugi, D Held & M Köhler (Eds), *Reimagining Political Community*, Polity Press, 1998; I Shapiro & C Hacker-Cordon (Eds), *Democracy's Edges*, CUP, 1999; T Schlereth, *The Cosmopolitan Ideal in Enlightenment Thought*, University of Notre Dame Press, 1977; C Beitz, *Political Theory and International Relations*, Princeton, 1979; D Mape & T Nardin (Eds), *International Society*, Princeton, 1998; J Rawls, *The Law of Peoples*, Harvard University Press, 1999; C Jones, *Global Justice*, OUP, 1999; I Shapiro & L Brilmayer (Eds), *Global Justice*, New York University Press, 1999.

Assessment: A two hour unseen written examination in June.

GV448

Human Rights Theory**Teacher responsible:** Professor J Charvet, K207**Availability:** For students in the MSc in Political Theory and MSc in Human Rights. Other graduate students may follow this course with permission.**Core syllabus:** A philosophical study of the idea of human rights.**Content:** The course will cover the following topics: the nature of rights, the history of the idea of natural or human rights, the liberal understanding of human rights, the different types of rights – civil, political, social and group rights – non-liberal, non-western understandings of human rights, the idea of cultural relativism, and Western critiques of human rights – conservative, utilitarian, Marxist and feminist.**Teaching:** Ten seminars in the LT and two seminars in the ST.**Reading list:** P Jones, *Rights*; R Tuck, *Natural Rights Theories: their Origin and Development*; M Cranston, *Human Rights*; J Waldron, *Liberal Rights*; J Donnelly, *Universal Human Rights in Theory and Practice*; A Gewirth, *Human Rights*; D D Raphael (Ed), *Political Theory and the Rights of Man*; K Dalacoura, *Islam, Liberalism and Human Rights*; J R Bauer & D A Bell (Eds), *The East Asian Challenge on Human Rights*.**Assessment:** One two-hour unseen written examination in June.

GV450

European Politics: Comparative Analysis**Teachers responsible:** Dr K Goetz, L304 (on leave 2001-2002), Mr J T S Madeley, K304, Dr V Dimitrov, L303, Dr F Franchino, L55 and Dr E Thielemann, L207**Availability:** For MSc European Politics and Policy, MSc Global Market Economics, MSc Public Financial 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.**Content:** The main seminar themes addressed are: Liberalism and democratisation; Constitutionalism as a precondition of liberal democracy; Social cleavages, party systems and voter alignment; Political currents in liberal democracy; Social Democracy and Christian Democracy; Segmented pluralism and consociationalism; Neo-corporatism, networks and civil society; Presidentialism, parliamentarism and democratic consolidation; Territorial politics and sub-state nationalism; European integration and domestic institutional adaptation.**Teaching:** 10 lectures and 10 seminars in the MT and 2 seminars in the first two weeks of the ST.**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*, 4th edn; A Lijphart, *Patterns of Democracy*; 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.**Assessment:** Two hour unseen written examination in June.

GV451

European Policy: Comparative Analysis**Teacher responsible:** Dr V Dimitrov, L303**Availability:** For MSc European Politics and Policy and MSc Comparative Politics.**Core syllabus:** The course provides a theoretically informed analysis of policy making in contemporary Europe on a comparative basis.**Content:** The course focuses on four main aspects of public policy making: stages in the policy process, with a particular emphasis on agenda setting; the role of different actors, including political parties, the bureaucracy and the judiciary; economic policy making including privatisation and industrial policy; and the welfare state. Throughout the course, reference is made to the major theoretical debates and to overarching themes such as the impact of European integration.**Teaching:** Ten seminars in the LT and 2 seminars in the third and fourth weeks of the ST.**Reading list:** W Parsons, *Public Policy: An Introduction to the Theory and Practice of Policy Analysis*; A Heidenheimer *et al*, *Comparative Public Policy: The Politics of Social Choice in America, Europe and Japan*; M Gallagher *et al*, *Representative Government in Modern Europe*; E Page, *Political Authority and Bureaucratic Power*; M Volcansek, *Judicial Politics and Policy-Making in Europe*; C Graham & T Prosser, *Privatising Public Enterprises: Constitutions, the State and Regulation in Comparative Perspective*; G Esping-Andersen, *The Three Worlds of Welfare Capitalism*.**Assessment:** Two hour unseen written examination in June.

GV452

European Union: Politics and Policy**Teachers responsible:** Dr R Leonardi, J108, Dr F Franchino, L55 and Dr S Hix, L305**Availability:** For MSc European Politics and Policy, MSc European Social Policy, MSc Public Policy, MSc Comparative Politics.**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:** Ten seminars in the LT and 2 seminars in the third and fourth weeks of the ST.**Reading list:** S Hix, *The Political System of the European Union*; J Richardson (Ed), *European Union: Power and Policy-making*; H Wallace & W Wallace (Eds), *Policy-Making in the European Union*; G Majone, *Regulating Europe*; S Stavridis, E Mossialos, R Morgan & H Machin (Eds), *New Challenges to the European Union: Policies and Policy-Making*; G Marks, F W Scharpf, P C Schmitter & W Streek, *Governance in the European Union*; S Leibfried & P Pierson (Eds), *European Social Policy: Between Fragmentation and Integration*; L Tsoukalis, *The New European Economy Revisited*.**Assessment:** Two hour unseen written examination in June.

GV453

Socio-economic Cohesion Policies in the EU**Teacher responsible:** Dr R Leonardi, J108**Availability:** For MSc European Politics and Policy, MSc European Political Economy, Integration, MSc European Social Policy, MSc EU Policy Making and MSc Public Policy.**Content:** Discussion of economic and political integration theories; economic equilibrium and disequilibrium theories; the empirical reality of economic and social convergence in Europe since the 1950s; the concept of cohesion; the impact of the Single European Act and the Maastricht and Amsterdam treaties on the definition and implementation of cohesion policies; EMU and the regions; governmental performance at the sub-national level; the role of social capital in development strategies; networks as instruments of cohesion; European spatial planning; urban policy; enlargement.**Teaching:** Ten seminars in the LT and 2 seminars in the third and fourth weeks of the ST.**Reading list:** R Leonardi, *Convergence, Cohesion and Integration in the European Union*; J Mortensen, *Improving Economic and Social Convergence in the European Community*; C Harvie, *The Rise of Regional Europe*; I Bache, *The Politics of Regional Policy in the European Union*; L Hooghe, *Cohesion Policy and European Integration*, M Rhodes, *The Regions and the New Europe*.**Assessment:** Two hour unseen written examination in June.

GV454

European Multi-Party Systems**Teacher responsible:** Dr P Mitchell**Availability:** For MSc European Politics and Policy, MSc Comparative Politics and MSc European Studies.**Content:** For better or worse representative democracy is virtually unthinkable without political parties. It is the competitive interactions of multiple parties in a wide range of electoral, parliamentary and governing arenas that generates much of the business and the high drama at the heart of representative politics. This course focuses on political competition amongst parties. Topics will include: parties as organisations; changing cleavage structures; electoral systems and strategic interaction; party system change and classification, and coalition governance. The primary focus is Western Europe, though reference will also be made to other competitive democracies.**Teaching:** Ten seminars in the LT and 2 seminars in the third and fourth weeks of the ST.**Reading list:** P Mair (Ed), *The West European Party System* (1990); G Sartori, *Parties and Party Systems*, (1976); M Laver & N Schofield, *MultiParty Government: The Politics of Coalition in Europe*, (1990); R Taagepera & M Shugart, *Seats and Votes: The Determinants of Electoral Systems*, (1989); D Broughton & M Donovan (Eds), *Changing Party Systems in Western Europe*, (1999); P Mair, *Party System Change*, (1997); W Muller & K Strom (Eds), *Policy, Office or Votes: How Political Parties in Western Europe Make Hard Decisions*, (1999).**Assessment:** Two hour unseen written examination in June.

GV457

Government and Politics in Italy**Teacher responsible:** Dr R Leonardi, J108**Availability:** For MSc European Politics and Policy and MSc Comparative Politics.**Content:** Founding of the Republic and Impact of the Post-War Settlement; Institutions, Instability and the Debate on Institutional Reform; Political Parties and Party system under the 'First Republic'; Transformation of Parties and the Party system in the 1990s; The Post-War Economy and

Macro-Economic Policy-Making; The 'Three Italies' and Economic Development; Church-State Relations; Italy and the European Union; Political Earthquake: Demise of the 'First Republic'; Towards a 'Second Republic?': Italy in Transition in the 1990s; the 2001 parliamentary elections and the new government.

Teaching: Ten seminars in the MT and 2 seminars in the first and second weeks of the ST.**Reading list:** Donald Sassoon, *Contemporary Italy*; David Hine, *Governing Italy*; Paul Ginsborg, *A History of Contemporary Italy*; Paul Furlong, *Modern Italy*; Martin Clark, *Modern Italy*; Hilary Partridge, *Italian Politics Today*; Raffaella Nanetti & Robert Leonardi (Eds), *Italy: Policy and Politics Vol 1 & Vol 2*; F Spotts & T Weiser, Italy; *A Difficult Democracy*; Stephen Gundle & Simon Parker (Eds), *The New Italian Republic*; Martin Bull & Martin Rhodes (Eds), *Crisis and Transition in Italian Politics*.**Assessment:** Two hour unseen written examination in June.

GV458

Government and Politics in Germany**Teacher responsible:** Dr E Thielemann, L207**Availability:** For MSc European Politics and Policy, MSc Comparative Politics, MSc EU Policy Making and MSc European Studies. Students from other MSc programmes are also welcome to attend the course, but will need to have their choice approved by the relevant MSc coordinator. A reading knowledge of German, whilst obviously welcome, is not required, since there is a rich literature on the subject in English.**Core syllabus:** This course provides an advanced-level analysis of the legal, institutional and socio-cultural context and framework of politics and government in the Federal Republic of Germany and studies the behaviour of major actors in the system. One of the chief aims is to explore the links between institutional characteristics of the German state and the political system, on the one hand, and systemic performance, on the other. Although the course is not explicitly comparative, one of its other main objectives is to highlight both specificities of the German polity and commonalities with other major European liberal democracies.**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:** Ten lectures (GV241) and 10 seminars (GV458) in the MT and 2 seminars in the first and second weeks of the ST.**Written work:** A minimum of two essays is required from each student. Essays are returned with comments and are marked to give the student a 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: C Clemens & W Paterson, *The Kohl Chancellorship*; 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*; P Katzenstein, *Tamed Power: Germany in Europe*; S Padgett, *From Adenauer to Kohl*; S Padgett, L Helms, *Institutions and Institutional Change in the Federal Republic of Germany*; G Smith *et al*, *Developments in German Politics 2*.**Assessment:** Two hour unseen written examination in June.

GV459

Public Policy in Germany**Teacher responsible:** Dr E Thielemann, L207**Availability:** For MSc European Politics and Policy, MSc Comparative Politics and MSc European Studies. Students from other MSc programmes are also welcome to attend the course, but will need to have their choice approved by the relevant MSc coordinator. A reading knowledge of German, whilst obviously welcome, is not required, since there is a rich literature on the subject 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.**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:** 10 lectures (GV241) and 10 seminars (GV459) in the LT and 2 seminars in the third and fourth weeks of the ST.**Written work:** A minimum of two essays is required from each student. Essays are returned with comments and are marked to give the student a 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 ofterm. 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*; S Bulmer *et al*, *Germany's European diplomacy: shaping the regional milieu*; 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*; S Padgett, *Organizing Democracy in Eastern Germany: Interest Groups in Post-Communist Society*; G Smith *et al*, *Developments in German Politics 2*, L Turner, *Fighting for partnership: labor and politics in unified Germany*.**Assessment:** Two hour unseen written examination in June.

GV460

Government and Politics in Britain**Teacher responsible:** Dr Richard Heffernan**Availability:** For MSc European Politics and Policy and MSc Comparative Politics.**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: the Crown and the constitution; executive/legislative relations; executive institutions; the role of parliament; parties and voters; organised interests; sub-national politics; Britain and the European Union; the role of the media in politics and political communications.**Teaching:** Ten lectures and 10 seminars in the MT and 2 seminars in the first and second weeks of the ST.**Reading list:** Patrick Dunleavy *et al* (Eds), *Developments in British Politics 6* (2000); Peter Hennessy, *The Hidden Wiring: Unearthing the British Constitution* (1996); Ian Holliday *et al* (Eds), *Fundamentals in British Politics* (1999); Arend Lijphart, *Patterns of Democracy: Government Forms and Performance in Thirty Six Countries* (1999); Martin J Smith, *The Core Executive in Britain* (1999).**Assessment:** Two hour unseen written examination in June.

GV461

Political Change in Modern Britain**Teacher responsible:** To be announced**Availability:** For MSc European Politics and Policy and MSc Comparative Politics. 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.**Content:** The central changes in British institutions, policies, and party alignments since the second world war will be treated historically. 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:** 10 seminars in the LT and 2 seminars in the third and fourth weeks of the ST.**Reading list:** 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.**Assessment:** Two hour unseen written examination in June.

GV462

Constitutional Issues in Britain**Teacher responsible:** To be announced**Availability:** MSc European Politics and Policy and MSc Comparative Politics. Students must have completed GV460, unless they already possess a strong British politics background.**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:** Ten lectures and ten seminars in the LT and 2 seminars in the third and fourth weeks of the ST.**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?***Assessment:** Two hour unseen written examination in June.

GV463

Government and Politics in Scandinavia

Teacher responsible: Mr J T S Madelay, K304

Availability: For MSc European Politics and Policy, MSc Comparative Politics, MSc 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.

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: Ten seminars in the LT and 2 seminars in the third and fourth weeks of the ST.

Reading list: E Allardt *et al*, *Nordic Democracy*; T Anton, *Administered Politics: Elite Political Culture in Sweden*; S Berglund & U Lindstrom, *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*.

Assessment: Two hour unseen written examination in June.

GV464

Conflict and Consensus in Twentieth Century Ireland

Teacher responsible: Dr B Kissane, L101

Availability: For MSc European Politics and Policy, MSc 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.

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. Current negotiations.

Teaching: Ten seminars in the LT and 2 seminars in the third and fourth weeks of the ST.

Written work: Students must make one-sheet and word-processed presentations at seminars, and write two short essays during the course.

Reading list: (Preliminary) B O'Leary & J McGarry, *The Politics of Antagonism: Understanding Northern Ireland*; J McGarry & B O'Leary, *Explaining Northern Ireland: Broken Images*; J Whyte, *Interpreting Northern Ireland*; J J Lee, *Ireland: Politics and Society*; P Mair, *The Changing Irish Party System*.

Assessment: Two hour unseen written examination in June.

GV465

Democracy and the Politics of National Self-Determination

Teacher responsible: Dr S Bose, L208

Availability: Primarily for students taking the MSc Comparative Politics. Other MSc students in the Government Department (MSc Comparative Politics (Empire), MSc European Politics and Policy, MSc Political Theory) and in programmes outside the Government Department (such as MSc Human Rights) may take the course, provided it is compatible with their regulations and with the prior permission of Dr Bose, given by e-mail.

Core syllabus: This course examines the relationship between the problem of national self-determination and prospects of democratisation, using case studies from southeastern Europe (former Yugoslavia), the South Asian subcontinent (Kashmir, Sri Lanka), southern Europe (Spain), and the Middle East (Turkey).

Content: Democratisation and national self-determination movements - when does democratisation ameliorate national self-determination conflicts and when does it aggravate them? What accounts for the eruption of national self-determination demands in securely institutionalised democracies? Which sorts of institutional frameworks and public policies enable multinational states to function as stable, rights-respecting democracies? This course engages major theoretical and policy debates about transitions to democracy, power-sharing and consociation, federalism and federations, ideas of citizenship, and international peace-building interventions in divided societies.

Teaching: 10 seminars in the LT, and two seminars in the third and fourth weeks of the ST.

Reading list: S L Woodward, *Balkan Tragedy: Chaos and Dissolution after the Cold War* (1995); S Bose, *Bosnia after Dayton: Nationalist Partition and International Intervention* (2001); R Gunther, G Sani & G Shabad, *Spain after Franco* (1988); S Bozdogan & R Kasaba (Eds), *Rethinking Modernity and National Identity in Turkey* (1997); S Bose, *The Challenge in Kashmir: Democracy, Self-Determination and a Just Peace* (1997); S Bose, *States, Nations, Sovereignty: Sri Lanka, India and the Tamil Eelam Movement*

(1994); A Lijphart, *Democracies: Patterns of Majoritarian and Consensus Government in Twenty-One Countries* (1984); M Burgess & A G Gagnon (Eds), *Comparative Federalism and Federation* (1993).

Assessment: Two-hour unseen written examination in June will determine 75%, and an analytical essay of between 3000 and 4000 words will count for 25% of the final assessment. The deadline for submission of the essay is Week 4 of the ST. In addition, students will be required to prepare and make seminar presentations during the LT.

GV467

Introduction to Comparative Politics

Teachers responsible: Dr W Kissane, L101, Professor B O'Leary, K204, Professor D Lieven, K208, Dr C Lin, L202, Dr F Panizza, L201, Dr G Philip, K205 and Dr E Ringmar, K309 (on leave 2001-2002)

Availability: Open to students with a politics background with the permission of Dr W Kissane.

Core syllabus: This course is dedicated to the analysis of significant books which have made important theoretical and/or methodological contributions to comparative politics. A central theme of the course is the rise of the modern state, with particular attention paid to its pre-modern antecedents, the process of democratisation, and the nature of the democratic state. The course combines historical sociology and comparative political science to evaluate how these books have made a contribution to our understanding of modern states.

Content: The historical development of the state, the rise and fall of empires, and the connection between nationalism and state-building. Comparing historical-sociological and quantitative theories of democratisation. The cultural, economic, and institutional underpinnings of democratic states.

Teaching: There will be ten weeks of lectures and seminars and a revision session.

Written work: Students must write two short essays during the course.

Reading list: T Ertman, *Birth of the Leviathan*; E Gellner, *Nations and Nationalism*; S Huntington, *The Clash of Civilisations and the Remaking of the World Order*; D Lieven, *Empire: The Rise and Fall of Russia and its Rivals*; A Lijphart, *Patterns of Democracy: Governmental Forms and Performance in 36 countries*; C Lindblom, *Politics and Markets*; B Moore, *The Social Origins of Dictatorship and Democracy*; M Shugart & J Carey, *Presidents and Assemblies*; R Taagepeera & M Soberg, *Seats and Votes: The Effects and Determinants of Electoral Systems*; T Vanhanen, *Prospects of Democracy: A Study of 171 Countries*.

Assessment: Two hour unseen written examination in June.

GV468

Themes in Russian History

Teacher responsible: Professor D Lieven, K208

Availability: For students of MSc Russian and Post-Soviet Studies and for other MSc students if space permits.

Core syllabus: The course introduces the key problems and patterns in modern Russian history, and is designed to provide students taking MSc Russian Studies with the necessary historical background to understand the contemporary politics of Russia and Northern Eurasia.

Content: 1. Patterns in Modern Russian History - an introduction; 2. Geopolitics of Russia and the International Context; 3. The Russian State Tradition and Tsarism's Relationship with Russian Elites and Masses; 4. Dilemmas of Modernisation in Late Tsarist Russia; 5. The Significance of the Revolution; 6. The Nature of Stalinism; 7. Empire in the Tsarist and Soviet Eras; 8. Westernisers v Russian Nationalists in Tsarist and Soviet History; 9. The Autocrat: Anatomy of Supreme Power 1550-1991; 10. The Collapse of the USSR.

Teaching: Ten seminars in the MT and 2 revision seminars in the ST. Attendance at the undergraduate lectures (GV217) is advised.

Reading list: R Crummey, *The Formation of Muscovy 1304-1613*; G Hosking, *Russia: People and Empire 1552-1917*; W Fuller, *Strategy and Power in Russia, 1600-1914*; D Lieven, *Nicholas II*; E Acton (Ed), *Critical Companion to the Russian Revolution 1914-1921*; C Ward, *Stalin's Russia*; R Service, *A History of Twentieth-Century Russia*; D Lieven, *Empire*; J F Hough, *Democratisation and Revolution in the USSR 1985-1991*.

Assessment: This consists of two parts: (i) a two hour unseen written examination in June accounting for 75% of the marks; (ii) one essay of no more than 2,500 words accounting for 25% of the marks.

GV471

Institutional Politics in the European Union: A Rational Choice Approach

Teacher responsible: Dr S Hix, L305

Availability: For MSc European Politics and Policy and MSc Public Policy. Students wishing to take this course must seek prior consent from Dr Hix. Compulsory prerequisites for this course are the prior study at undergraduate or graduate level of: (1) European Union institutions or politics; and (2) rational choice theory.

Content: The course aims to link the theoretical, empirical and normative analysis of the institutions of the European Union. At a theoretical level, the course will introduce the student to the application of public choice theory to the executive and legislative processes of the EU. At an empirical level, the course will test the applicability of these theories to the every-day operation of the EU, using qualitative and some statistical analysis. The main empirical focus of the course will be in four key areas: the internal workings of the Council and the Parliament; bargaining between the Commission, Council and Parliament in the Cooperation and Co-decision legislative

procedures; Council-Parliament competition in the selection and investiture of the Commission; and competition between the member states, the Parliament/Commission and the European Central Bank in a European monetary union. At a normative level, the course will use the theoretical and empirical findings as levers in the on-going arguments about the democratic-deficit in the EU, and the need for reform of the EU institutions.

Teaching: Ten seminars in the LT and two seminars in the third and fourth weeks of the ST.

Reading list: R Corbett, F Jacobs & M Shackleton, *The European Parliament*, 4th edn (2000); P Moser & G Schneider, *Decision Rules in the European Union - A Rational Choice Perspective* (2000); S Hix & C Lord, *Political Parties in the European Union* (1997); S Hix, *The Political System of the European Union* (1999).

Assessment: Two parts: (i) a two-hour unseen written examination in June, accounting for 75% of the marks; and (ii) a single essay of between 3000 and 4000 words, on one of the topics, which must apply the theoretical issues to empirical data, and draw normative conclusions, to be submitted at the end of Week 1 of the ST, accounting for 25% of the marks.

GV472

Environmental Political Theory

Teacher responsible: To be announced

Availability: For students taking the MSc in Political Theory.

Core syllabus: A study of the theoretical discourses on the relationship between human political systems and the natural world.

Content: In the face of a generalized claim of environmental crisis, numerous authors and schools of thought have suggested a variety of political responses. The purpose of this course is to map, examine and analyze various discourses that have emerged in the realm of green political theory. Each of these discourses has a particular view of the crisis and, in response, each may encompass positions on human-nature relations, political institutions, economics, political culture and citizenship. The course will cover each discourse, the differences between them and the conversations and critiques that have emerged across the spectrum.

Teaching: 10 seminars in the LT and 2 seminars in the third and fourth weeks of the ST.

Reading list: J Dryzeck & D Schlosberg (Eds), *Debating the Earth: The Environmental Politics Reader*; J Dryzeck, *Politics of the Earth: Environmental Discourses*; R Eckersley, *Environmentalism and Political Theory*; T Luke, *Ecocritique*; R Goodin, *Green Political Theory*; U Beck, *Risk Society*, M McGinnis (Ed), *Bioregionalism*; T Benton (Ed), *The Greening of Marxism*; M Mason, *Environmental Democracy*.

Assessment: The examination will take place in June and will consist of a formal and unseen two hour paper.

GV473

Contemporary Political Philosophy and the Body

Teacher responsible: Dr C Fabre, K301

Availability: For students taking the MSc in Political Theory; other students may attend with permission.

Core syllabus: To study standard arguments, in moral and political philosophy, for conferring on individuals the right to control what happens to their body, and for denying them such right.

Content: There is no consensus, amongst philosophers, as to whether or not we should be given the right fully to control what happens to our body (within the limits set by others' similar right). The course first looks at standard arguments regarding the status of persons; it then examines and critically assesses standard arguments for, or against, abortion, the commercialisation of the body (including surrogacy), euthanasia, cloning, coercive taking of body parts for transplant purposes. It also assesses the extent to which the state should legislate in those matters, by examining the claims of those who think, for example, that abortion is morally wrong and yet should not be made unlawful. In so doing, the course examines the relationship between private and public morality, for which our control over our body is a test case.

Teaching: Ten two-hour seminars in the LT, and two two-hour seminars in the ST.

Reading list: D Brock, *Life and Death*; D Brock & A Buchanan (Eds), *Deciding for others*; J Harris, *Clones, Genes and Immortality*; J Harris (Ed), *The Future of Human Reproduction*; H Kuhse, *The Sanctity of Life-Doctrine in Medicine: A Critique*; F Kamm, *Mortality, Mortality*; M Nussbaum, *Sex and Social Justice*; P Singer & H Kuhse (Eds), *A Companion to Bioethics*; J J Thomson, *Rights, Restitution and Risk*.

Required readings for students without a background in political philosophy: W Kymlicka, *An Introduction to Contemporary Political Philosophy*.

Written Work: Students will be expected to write two essays.

Assessment: Two-hour unseen written examination in June.

GV474

Theories of Deliberative Democracy

Teacher responsible: Dr Cillian McBride, R28

Availability: Optional course for students taking MSc in Political Theory; other students may attend with permission.

Core syllabus: This course examines recent theories of deliberative democracy.

Content: Theories of deliberative democracy have become increasingly prominent in the last ten years. Democracy has become the site of an

engagement between contemporary liberalism and republican and radical traditions of political thought. Central concerns are: the identities; whether deliberation can balance demands for recognition with the politics of transformation? and which values and principles ought to govern deliberation? In particular, must deliberation be impartial? Topics addressed include: the connection between deliberation and traditional participatory models of democracy; the epistemic value of deliberation; the appeal to deliberative democracy; radical changes to our understanding of 'the political'; and arguments for the inclusion of marginalised groups in the public sphere.

Teaching: Ten two hour seminars and in first term and two two hour seminars in the second.

Written work: Students will be expected to write two essays.

Reading list: Benjamin Barber, *Strong Democracy*; James Fishkin, *Democracy and Deliberation*; John Dryzek, *Discursive Democracy*; John Rawls, *Political Liberalism*; Jurgen Habermas, *Between Facts and Norms*; Iris Young, *Justice and the Politics of Difference*, Amy Gutmann & Dennis Thompson, *Democracy and Disagreement*; Chantal Mouffe, *The Return of the Political*; James Bohman, *Deliberative Democracy*; Seyla Benhabib, *Democracy and Difference*; Carlos Nino, *The Constitution of Deliberative Democracy*.

Assessment: Two hour unseen written examination in the ST.

GV475

Mill's Liberalism

Teacher responsible: Professor J Gray

Availability: MSc European Politics and Policy, MSc European Studies, open to students on other "European" MSc Courses.

Core syllabus: A critical examination of J S Mill's contributions to liberal theory.

Content: The course examines Mill's ethical and political writings, particularly his essay *On Liberty*, with the aim of understanding and assessing his distinctive version of liberalism and evaluating the main claims of his critics, including later liberal thinkers such as Isaiah Berlin.

Teaching: Ten seminars in MT and two seminars in the first and second weeks of ST.

Reading list: J S Mill, *On Liberty and Other Essays* J Gray & G W Smith Eds, *On Liberty in Focus*; Isaiah Berlin, "John Stuart Mill and the Ends of Life", in *Four Essays on Liberty*; J Gray, *Mill on Liberty: a Defence*, 2nd edn. A further reading list will be available from Professor Gray at the start of term.

Assessment: One two-hour unseen written examination in June.

GV476

Twentieth Century European Liberal Thought

Teacher responsible: Professor J Gray

Availability: MSc European Politics and Policy, MSc European Studies, open to students on other "European" MSc Courses.

Core syllabus: A critical examination of twentieth century European liberal thought, with special reference to liberal critics of liberalism.

Content: The course examines twentieth century European liberal thinkers such as Isaiah Berlin, Karl Popper, F A Hayek and Michael Oakeshott, with the aim of assessing how they developed and criticised the central claims of liberal theory.

Teaching: Ten seminars in LT and two seminars in the third and fourth weeks of ST.

Reading list: Isaiah Berlin, *Four Essays on Liberty*; K Popper, *The Open Society and Its Enemies*; F A Hayek, *The Constitution of Liberty*; Michael Oakeshott, *Rationalism in Politics*. A further reading list will be available from Professor Gray at the start of term.

Assessment: One two-hour unseen written examination in June.

GV480

Introduction to Comparative Public Administration

Teacher responsible: Professor G W Jones, L210

Availability: For postgraduate students, mainly as a compulsory paper for those reading for the degree MSc Public Policy. Other MSc students are welcome to take the course, and other postgraduates and interested undergraduates may attend the lectures and, with the permission of the teacher in charge, any seminar.

Core syllabus: The objective of the course is to provide an introduction to selected issues in comparative public administration, mainly in Western Europe and the OECD countries.

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: 10 Lectures: (i) Professor G 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 D Clark 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 deal with selected topics; they are intended to introduce, to stimulate and guide. A detailed reading list and syllabus will be provided to students at the start of the course.

Reading list: B G Peters, *The Politics of Bureaucracy: A Comparative Perspective* (Longman, 5th edn, 2000); E C Page & V Wright (Eds), *Bureaucratic Elites in Western European States*, (OUP, 1999); E C Page, *Political Authority and Bureaucratic Power* (Harvester Wheatsheaf, 2nd edn, 1992); J Pierre (Ed), *Bureaucracy in the Modern State: an introduction to comparative public administration* (Edward Elgar, 1995); J Q Wilson, *Bureaucracy* (Basic Bks, 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).

Assessment: Two hour unseen written examination paper in June.

GV481

Public Choice and Public Policy I – Introduction

Teachers responsible: Professor K Dowding, K206 and Mr V Larcinese, K300

Availability: For postgraduate students, mainly as a compulsory paper for those reading for the degree MSc 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.

Content: Theory of voting and party competition; collective action and interest groups; coalition theory and log-rolling; bureaucracy and economic approaches to organizations.

Teaching: Nine lectures and 10 seminars in the MT and 2 seminars in the first and second weeks of the ST.

Written work: Students are expected to produce one formative essay on topic during the MT.

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*; M Olson, *The Logic of Collective Action*; W Niskanen, *Bureaucracy and Representative Government*; K Dowding, *The Civil Service*.

Assessment: Consists of two parts: (i) a two hour unseen written examination in June, accounting for 75% of the marks; (ii) a single essay of between 3000 and 4000 words on a topic to be agreed with the course teachers by Week 6 of MT, which applies public choice approaches to a public policy problem. The essay must be submitted by the end of Week 1 of LT and accounts for 25% of the marks.

GV482

Public Choice and Public Policy II: Advanced Topics

Teachers responsible: Professor K Dowding, K206 and Mr V Larcinese, K300

Availability: For postgraduate students, mainly as a compulsory paper for those reading for the degree MSc 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 (i) To examine the preference aggregation problems underlying liberal democratic states, (ii) organizational arrangements and public policy systems in advanced liberal democratic states; (iii) the quality of democracy in liberal democratic states. The course focuses chiefly on institutional public choice with consideration of some of the underlying normative assumptions.

Content: The course will examine the application of public choice approaches to diverse problems of public policy-making.

Teaching: Ten seminars in the LT and 2 seminars in the third and fourth weeks of the ST.

Written work: Students are expected to submit a written essay to their seminar teacher.

Reading list: G Brennan & M Lomasky, *Democracy and Decision*; G Stigler, *Chicago Studies in Political Economy*; E Ostrom, *Governing the Commons*; J Elster & A Hylland, *Foundations of Social Choice Theory*; A Sen, *Choice, Welfare and Measurement*; G Cox, *Making Votes Count*.

Assessment: Consists of three parts: (i) a two hour unseen written examination in June, accounting for 75% of the marks; (ii) a single essay of between 3000 and 4000 words on a topic to be agreed with the course teachers by Week 10 of LT, which applies public choice approaches to a public policy problem. The essay must be submitted by Week 3 of ST and accounts for 25% of the marks.

GV483

Public Management Theory and Doctrine

Teacher responsible: Dr M Barzelay, G507

Availability: For postgraduate students, mainly as a core course for both

the MSc Public Policy and MSc Management (Public Sector). Students from other MSc programmes by arrangement.

Core syllabus: The objective of the course is to explore and evaluate a range of different approaches to doctrinal thought about public sector management, combining historical and contemporary ideas. 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 and cultural perspective.

Content: Theory, doctrine, and problems in public management. Varieties of doctrine. Doctrinal acceptance. Recurring debates in public management: co-ordination and joint working 'duty and interest junction', approaches to control; anti-managerial ideas. Reform and change in public organisations; cross-national patterns of reform in public management. Public management as discipline, art, science, or profession.

Teaching: Ten lectures and ten seminars in the MT and 2 seminars in the first and second weeks of the ST.

Reading list: C Hood, *The Art of the State*, 1998; M Barzelay, *The New Public Management*, 2000, M Thompson, R Ellis & A Wildavsky, *Cultural Theory*, 1990; J Friedmann, *Planning in the Public Domain*, 1987, W Niskanen, *Bureaucracy and Representative Government*, 1971; H Mintzberg, *Designing Effective Organizations*, 1983; L Lynn, *Public Management as Art, Science, and Profession*, 1996.

Assessment: Consists of two parts: (i) a two hour unseen written examination in June, accounting for 75% of the marks; (ii) a single essay for assessment by the end of Week 1 of LT, accounts for 25% of the marks.

GV484

Government and Politics in the U.S.A.

Teacher responsible: Dr C Schonhardt-Bailey, L105

Availability: For MSc Public Policy and MSc Comparative Politics.

Core syllabus: This course provides an advanced analysis of the political institutions and electoral behaviour in the United States of America.

Content: The course will provide a critical analysis of the American political systems. Specific topics covered in this term include (1) voting behaviour and elections; (2) the role of public opinion in policymaking; (3) institutional struggle between Congress and the Executive in formulating domestic policy; (4) the federal bureaucracy; (5) interest group politics; (6) elites in US politics; and models of Congressional voting.

Teaching: Ten seminars (including two with a computing session) in the MT and 2 seminars in the first and second weeks of the ST.

Reading list: L Fisher, *The Politics of Shared Power: Congress and the Executive* (4th edn); J Q Wilson & J J Dillio, *American Government, The Essentials* (7th edn); J A Stimson, *Public Opinion in America*; F R Baumgartner & B D Jones, *Agendas and Instability in American Politics*; S L Popkin, *The Reasoning Voter: Communication and Persuasion in Presidential Campaigns*; K Poole & H Rosenthal, *Congress: A Political-Economic History of Roll Call Voting*; K Kollman, *Outside Lobbying: Public Opinion and Interest Group Strategies*; A Alesina & H Rosenthal, *Partisan Politics, Divided Government and the Economy*.

Assessment: Two hour unseen written examination in June.

GV485

US Public Policy

Teacher responsible: Dr C Schonhardt-Bailey, L105

Availability: For MSc Public Policy and MSc Comparative Politics.

Core syllabus: This course provides an advanced analysis of contemporary public policy in the United States of America.

Content: The course applies theoretical frameworks (eg pluralism, statism, public choice, elitism) to particular issue areas (agricultural policy, environmental policy, 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: Ten seminars (including two with a computing session) in the LT and 2 seminars in the third and fourth weeks of the ST. Students are encouraged to attend undergraduate lectures in GV243.

Reading list: C V Crabb & P M Holt, *Invitation to Struggle: Congress, the President and Foreign Policy* (4th edn); I M Destler, *American Trade Politics: System Under Stress* (3rd edn); J Rosati, *The Politics of US Foreign Policy* (2nd edn); W P Browne, *Cultivating Congress*; E P Weber, *Pluralism by the Rules: Conflict and Cooperation in Environmental Regulation*; M J Roe, *Strong Managers, Weak Owners: The Political Roots of American Corporate Finance*; N Mitchell, *The Conspicuous Corporation*; M Munger, *Analyzing Policy: Choices, Conflicts and Practices*.

Assessment: Two hour unseen written examination in June.

GV488

The Law and Politics of Regulation

Teachers responsible: Mr C Scott, A340 (on leave 2001-2002), Professor Robert Baldwin, A455, Dr M Thatcher, K305 (on leave 2001-2002), Professor Bridget Hutter, A351 and Mr Lindsey Stirtor

Availability: This is the core course for the MSc in Regulation. Other students will not usually be admitted.

Core syllabus: The course aims to give students an essential grounding in theories of regulation encountered in the public policy/administration/legal literature. It examines competing explanations of the origins, development and reform of regulation; the styles and processes of regulation; issues surrounding enforcement; the inter-organisational and international aspects of regulation; and questions of evaluation and accountability. Some specific

UK cases will be explored through the medium of a seminar series, additional to the main seminars, which will be led by experienced practitioners invited on a one-off basis.

Content:

- 1) **Surveying the Scene:** Lenses for viewing regulation; paradoxes and unintended effects; regulation and institutional design.
- 2) **Contrasting Perspectives on Regulatory Incidence:** Regulation as functional response; public choice approaches; new institutional accounts; cultural theory.
- 3) **Regulatory Styles and Processes:** Classical Regulation; economic alternatives.
- 4) **Regulatory Standard-Setting:** Regulatory standard-setting; economics and optimal standard-setting; risk regulation.
- 5) **Regulatory Enforcement:** Compliance and deterrence, public and private enforcement; self-regulation.
- 6) **Regulatory Regime Dynamics:** The regulatory state; discretion, rules, proceduralization and juridification; regulatory reform; ideas, prophets and entrepreneurs.
- 7) **Evaluating Regulation:** What is good regulation?; accountability and regulation; CBA, compliance cost and regulatory review; regulatory competition; whither regulation?

Teaching: The course is taught: (a) by 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: R Baldwin, C Scott & C Hood, *Socio-Legal Reader on Regulation* (1998); R Baldwin & M Cave, *Understanding Regulation* (1998); A Ogus, *Regulation* (1994); R Baldwin & C McCrudden, *Regulation and Public Law* (1987); C Hood, *Administrative Analysis* (1986); *The Tools of Government* (1983); R Baldwin, *Rules and Government* (1994); S Breyer, *Regulation and its Reform* (1982); E Bardach & R Kagan, *Going by the Book* (1982); C Sunstein, *After the Rights Revolution* (1990); M Derthick & P Quirk, *The Politics of Deregulation* (1985); L Hancher & M Moran, *Capitalism, Culture and Regulation* (1989); M Bishop, J Kay & C Mayer, *The Regulatory Challenge* (1995).

Assessment: Students will be assessed by a course essay weighted at 25% of the total mark and a three hour examination in June; weighted at 75% of the total mark. The examination will involve answering three questions out of twelve.

GV494

Contested Issues in Public Management

Teacher responsible: Dr M Barzelay, G507

Availability: Core course for MSc Management (Public Sector). Available to students from other MSc degrees where the regulations permit, including MSc Public Policy. GV483/MN401 **Public Management Theory and Doctrine** is normally considered a pre-requisite for this course.

Core syllabus: This course is centrally concerned with management of public sector organizations. 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

INDUSTRIAL RELATIONS

ID400

British Industrial Relations

Teachers responsible: Mr Stephen Dunn, H711 and Ms Sue Fernie, H804

Availability: For MSc 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 human resource function at the national, enterprise, and work-place levels.

Content: The first two terms will cover the main features of the British industrial relations system. In the second half of Lent term students choose a module from a list which varies from year to year: example modules are:

- (i) Pay
- (ii) Trade Unions
- (iii) Britain in a Comparative Perspective.

Teaching: Twenty lectures and twenty classes of one and a half hours in the MT. Students will be expected to complete two essays during the course. These two essays together with examination results, will decide their grade.

Reading list: J Kelly, *Rethinking Industrial Relations* (1998); K Legge, *Human Resource Management*, Macmillan (1995); P Blyton & P Turnbull, *The Dynamics of Employee Relations* (1998); P Edwards, *Industrial Relations* (1995).

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.

Content: The course goes beyond main doctrinal themes to examine in-depth such topics as strategic management, performance management, business process management, customer service orientation and the accountingization of government.

Teaching: Ten lectures and 10 seminars in the LT and 2 seminars in the third and fourth weeks of the ST.

Reading list: Reading includes journal articles, book chapters, teaching cases, and government documents. Among the works to be read are D Walton, *Plausible Reasoning in Everyday Conversation* (1994); M Moore, *Creating Public Value: Strategic Management in Government* (1995); M Barzelay, *The New Public Management: Improving Research and Policy Dialogue* (2000); 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.

Assessment: Consists of two parts: (i) one two-hour unseen written examination in June, accounting for 75% of the marks; (ii) one essay to be submitted by the middle of June, accounting for 25% of the marks.

GV498

Multiculturalism, Nationalism and Citizenship

Teacher responsible: Dr P J Kelly, L100

Availability: MSc Political Theory optional course, MSc Nationalism and Ethnicity.

Core syllabus: The focus of the course is normative. Students will be asked to reach conclusions about what modifications, if any, are called for in the standard liberal account of citizenship by multiculturalist and nationalist criticism. In the course of doing so, they will have to become aware of the different varieties of multiculturalism and nationalism.

Content: Following an introductory session, the remaining eleven seminars are divided into three sets. Set One takes up the attack on the 'false universality' of liberalism and examines a range of recommendations all of which are described by their authors as somehow 'multicultural', including special representation, the waiver of certain legal requirements, and group autonomy. Set Two is devoted to nationalism, the first three to its impact within a state, the remaining two to its implications for inter-state relations. Set Three will be used to pull together the first and second sets of topics respectively by looking at group rights and immigration/naturalization policies.

Teaching: Ten seminars in the MT and 2 seminars in the third and fourth weeks of the ST.

Written work: Students will write two short essays, one of which may be based on their class presentation.

Reading list: Students who are not also taking GV431 **Nations and Nationalism** (which is recommended but not required) should read in advance E Gellner, *Nations and Nationalism* and A Smith, *Theories of Nationalism*. In addition: I M Young, *Justice and the Politics of Difference*; J Tully, *Strange Multiplicity*; D Miller, *On Nationality*.

Assessment: Assessment takes two forms. Candidates are examined by a two-hour unseen written paper in June. In addition, candidates must submit one essay not more than 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 ST. In the overall assessment of the course, the unseen written examination counts as 75% of the total mark and the essay as 25%.

A full reading list will be provided at the start of the course.

Assessment: Continuous assessment and examination, equally weighted.

ID401

Comparative Industrial Relations

Teacher responsible: Dr Sarah Ashwin, H709

Availability: For MSc 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.

Core 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, Western European nations, Japan and East Asian countries.

Content: A number of industrial relations models will be analysed and compared, in particular the Anglo-Saxon, Rhine, Japanese and 'European social' models. Important themes in comparative industrial relations will also be explored, including globalisation and industrial relations; the role of management and trade unions within different industrial relations systems; the state and industrial relations; collective bargaining; corporate governance; industrial democracy, and other related issues in comparative employment relations.

Students are expected to: attend lectures and seminars; play significant part in discussions; make presentations in seminar sessions.

Teaching: The course extends over 25 weeks. In the MT and the first half of LT 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
- The development and role of trade unions in different industrial relations systems
- The role of the state in industrial relations
- Corporate governance and its impact on industrial relations systems
- Democracy in the firm and society

In the second half of the LT there will be an opportunity to choose a specialist module on a range of options, such as 'Industrial relations and the future of the European Social Model' and 'Gender and employment in comparative perspective'. The third term will consist of a number of case studies of particular industrial relations issues.

Reading list: A Ferner & R Hyman (Eds), *Changing Industrial Relations in Europe*, Blackwell, 1998; R Hyman & A Ferner (Eds), *New Frontiers in European Industrial Relations*, Blackwell, 1994; D Marsden, *A Theory of employment systems: micro-foundations of societal diversity*, Oxford University Press, 1999; K Moody, *Workers in a Lean World: Unions in the International Economy*, Verso, London & New York, 1997.

Assessment: Continuous assessment and examination. Students are required to write two essays during the course which counts towards half their grade.

ID402

Industrial Organization: Theory and Behaviour

Teacher responsible: Dr J Coyle-Shapiro, H708

Availability: For students taking the MSc in Industrial Relations and Personnel Management, MSc Development Management, MSc Global Market Economics and MSc Public Financial Policy. A background in the social sciences is desirable.

Core syllabus: This is an inter-disciplinary course which aims to define and examine some of the central problems of organizations and to demonstrate how the application of the social sciences can assist in their analysis and solution. The course has begins by providing an organizational behaviour framework for the analysis and understanding of attitudes and behaviour of organizational members. Subsequently, the course examines key issues in organizational change to include how organizations implement change, and an evaluation of the consequences of change.

Content: Psychological contracts, organizational justice, organizational citizenship behaviour, retaliation in organizations, relational frameworks; exploring the utility of organizational behaviour to the study of trade union members attitudes and behaviour.

Theory and methods of diagnosis in organizations; Major approaches to organizational change: scientific management; human relations; redesign of work; organization development; contingency theory; culture and leadership; TGM and organizations as political systems.

Resistance to change; strategies of change; models and frameworks for analyzing change; a justice perspective on organizational change; theory and methods for evaluation of change.

Teaching: The teaching is highly participative and includes lectures and classes group working (throughout the year), and case studies (in the LT). Students will be expected to play an active part in group discussions, analysis of case studies and presentation of feedback. The course is demanding of students and depends for its success partly upon their commitment and willingness to participate fully. The teaching is handled by Jackie Coyle-Shapiro and other members of the Department.

Written work: Students are required to write two pieces of written work during the year.

Reading list: The course relies heavily on journal articles (for example, *Academy of Management Journal*, *Journal of Applied Psychology*, *Journal of Organizational Behaviour*), an extensive reading list is provided at the start of the course. No suitable textbook exists but students may wish to consult one of the following: R Steers & L Porter, *Motivation and Work Behavior*, McGraw-Hill; B M Staw, *Psychological Dimensions of Organizational Behavior*, Prentice-Hall; D.A. Kolb, J S Osland & I M Rubin, *The Organizational Behavior Reader*, Prentice-Hall.

Assessment: There will be a three hour formal examination in the ST. Candidates must tackle three from a choice of twelve questions.

ID403

Organisation Theory and Behaviour

Teacher responsible: Dr J Mary Logan, H801

Pre-requisites: 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: This course uses behavioural theories from sociology, psychology, anthropology, political science and social psychology and to analyse employee behaviour and attitudes in the organisational context.

Content: Organisational structure including: design of work, employee participation, empowerment, and organisational culture. Individual behaviour including: personality, perception and decision making, values attitudes, performance and motivation. Group and inter-group processes including: conflict and negotiation, power and politics, and leadership. Organisational dynamics will address: identity theory, organisational change and resistance to change, socialisation, stress and cross culture management.

Reading list: A complete reading list will be provided at the start of the course: J Child, *Organisations*; S Dawson, *Analysing Organizations*; S.

Robbins, *Organizational Behaviour: Concepts, Controversies, Applications*; R Steers & L Porter, *Motivation and Work Behaviour*.

Teaching: Lectures: weekly Dr Mary Logan and Dr Hyun-Jung Lee.

Classes: weekly, starting in week 2 MT.

Written work: Students are required to write two essays during the year.

Assessment: One three-hour examination paper with approximately twelve questions, three questions to be answered. Separate papers are set for undergraduate and MSc students.

ID404

Introduction to Organisational Analysis

Teacher responsible: Dr Mary Logan, H801

Pre-requisites: For MSc Operational Research and other Master's degrees where regulations permit. Prior knowledge of organisation theory or work experience.

Core syllabus: This course uses behavioural theories from sociology, psychology, anthropology, political science and social psychology and to analyse employee behaviour and attitudes in the organisational context.

Content: Organisational structure including: design of work, employee participation, empowerment, and organisational culture. Group and inter-group processes including: conflict and negotiation, power and politics, and leadership. Organisational dynamics will address: identity theory, organisational change and resistance to change, socialisation, stress and cross culture management.

Reading list: A complete reading list will be provided at the start of the course: J Child, *Organisations*; S Dawson, *Analysing Organizations*; S. Robbins, *Organizational Behaviour: Concepts, Controversies, Applications*; R Steers & L Porter, *Motivation and Work Behaviour*.

Teaching: Lectures: Starting in week 5 MT, weekly Dr Mary Logan and Dr Hyun-Jung Lee.

Classes: weekly, starting in week 6 MT.

Written work: Students are required to write two essays during the year.

Assessment: The course assessment is based exclusively on a three hour formal examination. Students must answer three questions. Separate papers are set for undergraduate and MSc students

ID405

Industrial Psychology

Teacher responsible: Dr Hyun-Jung Lee, H710

Availability: The course is designed for students on the MSc in Industrial Relations and Personnel Management. Some students on the MSc in Social Psychology, subject to the permission of their tutor, may also take the course. Some background in psychology is highly desirable. Students without such a background will find certain sections difficult.

Core 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.

Content: Motivation theories; job satisfaction; incentives and rewards; employee commitment. Individual differences. Perception and Cognition. Stress at work. Conflict and cooperation in organisation.

Teaching: The course is taught by Dr Hyun-Jung Lee.

Lecture/Seminar (ID405) (1 hour) x 15, LT, ST and MT, attends lectures for ID314.

Class (D405.A) (1.5 hours) x 15, MT.

Written work: A 2,000 word written assignment is required.

Reading list: The following reading list contains some of the main volumes and some easily accessible introductory volumes. Most of the course reading is taken from journals. A full reading list will be issued at the start of the course. M Argyle, *The Social Psychology of Work*, Penguin; J Arnold et al, *Work Psychology*, Pitman; R M Steers & L W Porter, *Motivation and Work Behaviour*, McGraw-Hill; P B Warr, *Psychology at Work*, Penguin.

Assessment: 1. A formal two-hour examination in the ST. Students should answer two questions out of a choice of five [70%]. 2. A written assignment of not more than 2,000 words [30%].

ID409

Human Resource Management and Business Performance

Teacher responsible: Dr R Richardson, H711

Availability: For MSc Industrial Relations and other students with an appropriate background. No prior knowledge of human resource management or practical knowledge is required.

Core syllabus: (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.

Content: The general issue of the meaning strategy; typologies of business strategies. Typologies of approaches to HRM/personnel issues; therefore, personnel strategies. The incidence of business and personnel strategies. Problems of implementing and introducing HR policies and strategies. The effect of strategies and policy choices on organisational performance; (i) the general issues of evaluating HR policies, (ii) examples of evaluating individual HR policies - looking at both policy areas (eg selection) and different methods of evaluation (eg via attitude surveys), (iii) evaluating HR policy 'bundles' or strategies.

Teaching: The course comprises one lecture and one seminar per week (ID409) for the MT and LT and 5 two hour seminars in the ST.

Reading list: To be provided at the initial meeting.

Assessment: There will be an assessed essay to be written over the Easter vacation plus a three hour written examination in the ST in which candidates will be expected to answer two questions from a choice of about ten.

ID410

Management of Human Resources

Teacher responsible: Dr Ray Richardson, G509

Availability: For MSc Industrial Relations and Personnel Management and other suitably qualified students.

Core syllabus: The course considers the policies that organisations adopt in order to deal with a range of human resource issues.

Content: The course deals with managerial strategies and HR policies and practices which seek to make organizations more effective. It covers the theoretical arguments that might justify those arrangements, as well as the research evidence on them. We consider HR strategies and such issues as recruitment and selection, training and development, outsourcing, internal labour markets and performance management.

Teaching: There are 20 hours of lectures (ID407) given by Dr Ray Richardson, as well as weekly classes.

Reading list: Students are expected to read widely in the appropriate journals; a list of reference will be provided at the start of the course. An excellent text is J Baron & D Kreps, *Strategic Human Resources: Frameworks for General Managers*, John Wiley, New York, 1999.

Assessment: Assessment in the paper is determined by performance in a two hour exam in which the candidate is expected to answer two from approximately seven questions, and by an assessed essay to be done over the Christmas vacation.

ID411

Comparative Human Resource Management

Teacher responsible: Professor David Marsden, H802

Availability: For MSc Industrial Relations and Personnel Management and other suitably qualified students. It is recommended for those taking the Management of Human Resources half unit on human resource strategy.

Core syllabus: The course deals with the policies that organisations adopt to deal with a range of human resource issues, and develops an international and comparative perspective.

Content: The course considers managerial human resource policies in their institutional, social and market contexts in advanced industrial countries. It looks at problems of human resource management in international firms, training, knowledge management, rewards, equal opportunities, employment flexibility, participation and employer collective action all within the context of different types of employment systems.

Teaching: There will be 15-20 hours of lectures given by Professor David Marsden and others as well as classes.

Reading list: D W Marsden, *A theory of employment systems: micro-foundations of societal diversity*, Oxford University Press, 1999; J Baron, & D Kreps, *Strategic human resources: frameworks for general managers*, Wiley, New York, 1999; Truman Bewley, *Why wages don't fall during a recession*, Harvard University Press, 1999; C Crouch, D Finegold & M Sako, *Are skills the answer? The political economy of skill creation in advanced industrial societies*, Oxford University Press, 1999; L Dickens, 'Beyond the business case: a three-pronged approach to equality action' *Human Resource Management Journal*, Vol 9, No 1, pp 9-19 1999; G Hofstede, 'The interaction between national and organisational value systems', *Journal of Management Studies*, Vol 22, 1985, pp 347-357; K Koike & T Y Inoki, *Skill formation in Japan and Southwest Asia*, University of Tokyo Press, 1990; E P Lazear *Personnel economics for managers*, Wiley, New York, 1998; Motohiro Morishima, 'Embedding HRM in a social context' *British Journal of Industrial Relations*, Vol 33, No 4, December 1995, pp 617-640; S Ronen, *Comparative and multinational management*, Wiley, New York, 1986; D Rousseau & R Schalk (Eds), *Psychology contracts in employment: cross-national perspectives*, Sage, 2000; H Simon, 'Organisations and markets' *Journal of Economic Perspectives*, Vol 5, No 2, Spring 1991, pp 25-44; C Teulings & J Hartog, *Corporatism or competition? Labour contracts, institutions and wage structures in international comparison*, Cambridge University Press, 1998.

Assessment: Students do an assessed essay during the Easter vacation, which counts for one third of their assessment, and a summer exam which counts for two thirds.

ID412

Labour Market Analysis: Economic Analysis of Trade Unions

Teacher responsible: Professor David Metcalf H707

Pre-requisites: None, but some familiarity with basic economics and statistics is an advantage.

Core syllabus: Examination of union membership, power and impact using economic analysis. Lectures are anglo-centric but classes use international evidence.

Content:

- labour market deregulation
- collective bargaining, union membership and objectives
- closed shop, industrial action, arbitration
- impact on firm performance, pay and jobs

Reading list: A full reading list will be provided at the start of the course. Useful preliminary reading: A Booth, *The Economics of the Trade Union*, Cambridge University Press, 1995.

Teaching:

Lectures ID201 10 weekly LT.

Classes ID201 14 weekly LT, ST.

(note: undergraduates and graduates have separate classes)

Written work: One essay on topic to be decided. Written work is of less importance than active class contribution. Every student must come prepared to discuss the class topic each week.

Assessment: Formal 2 hour examination. One compulsory question and two other questions chosen from about five questions.

ID413

Labour Market Analysis: Pay

Teacher responsible: Professor David Metcalf H707

Pre-requisites: None, but some familiarity with basic economics and statistics is an advantage.

Core syllabus: Examination of pay distribution, structures, institutions and managerial approaches using economic analysis. Lectures are anglo-centric but classes use international evidence.

Content:

- pay distribution
- pay structures by occupation, industry and gender
- institutions: public sector, unions and national minimum wage
- inside the firm: internal labour market, choice and consequences of
- alternative pay systems, bosses pay

Reading list: A full reading list will be provided at the start of the course. Useful preliminary reading: S Polachek & S Siebert, *The Economics of Earnings*, Cambridge University Press, 1993 (paperback); E Lazear, *Personnel Economics for Managers*, John Wiley, New York, 1998.

Teaching:

Lectures ID201 10 weekly MT.

Classes ID201 14 weekly MT, ST.

(note: undergraduates and graduates have separate classes)

Written work: One essay on topic to be decided. Written work is of less importance than active class contribution. Every student must come prepared to discuss the class topic each week.

Assessment: Formal 2 hour examination. One compulsory question and two other questions chosen from about five questions.

ID480

Labour Law

Teacher responsible: Mr R C Simpson, A157

Availability: MSc Industrial Relations and Personnel Management, MSc Law and Accounting and MSc Regulation.

Core syllabus: This course is concerned with collective labour law, that is with the rules which govern (a) the organisation of workers into groups for the purpose of dealing with their employers on matters relating to their working lives; (b) the establishment of procedures through which employers and workers representatives can interact on these matters; (c) the regulation of the operation of these procedures once established; (d) the consequences of breakdowns in the operation of the procedures; and (e) the relationships between individual workers and the collective organisation which aims to represent them. Although the main focus of the course will be the law of Great Britain, the international and European Union context of the law will be taken fully into account where it is relevant. There will also be some reference to comparative legal writings at some stages of the course.

Content: (in outline) Bargaining, consultation and the right of association. The independence of trade unions. Protection of members of organisations and workers' representatives. The protection of those who refuse to join trade unions. The role of the law in bringing about collective bargaining. The legal status of collective agreements. The scope, rationale and effectiveness of compulsory consultation mechanisms. Cross border bargaining and consultation. Justification for and different means of providing a 'right to strike'. Legal regulation of the conduct of disputes. Industrial action and the individual worker. Civil liabilities for organising industrial action. Admission to trade unions and disciplinary powers of trade unions including expulsion. Democracy in trade unions. Trade unions' political activities.

Teaching: Twenty-five 1½ hour weekly seminars.

Reading list: Students should buy Butterworth's *Employment Law Handbook* (9th edn, 2000) and either Morris & Archer, *Collective Labour Law* (2000) or Deakin & Morris, *Labour Law* (latest edition). Additional references are provided on the reading list for each topic.

Assessment: One three hour written examination at the end of the course.

Written work: There will be one written assignment in each of the first two terms.

ID493

Personnel Policy and Practice

Teacher responsible: Stephen Dunn, H711

Availability: Course is compulsory and only available for the Professional Stream of the MSc Industrial Relations and Personnel Management.

Core syllabus: To introduce students to the principles and practice of HRM and to develop professional competencies.

Teaching:

- (a) **Skills Workshop:** Ten all day sessions, MT and LT.
- (b) **Links Programme:** During the MT and LT each student is attached to an organisation which they visit one day a week. This is followed by a 2 hour seminar.

Reading list: M Marchington & A Wilkinson, *Core Personnel and Development*, 1996.
Assessment: Students have to attend the workshops and complete a report on their link assignment. Unless these are satisfactorily done students cannot obtain their Grad IPD.

ID497

Research Methods for Industrial Relations

Teacher responsible: Dr S Ashwin, H709

Availability: For students of MSc Industrial Relations and Personnel Management. All students, in both the 'academic' and 'professional' streams, have to complete a project report.

Core syllabus: To introduce students to research methods and methods of data analysis especially appropriate for the areas of Industrial Relations and Personnel Management.

Content: Writing literature reviews; qualitative and quantitative research techniques; analysis of qualitative and quantitative data; understanding published research findings (particularly quantitative); support with project preparation.

Teaching: The course is taught by Dr Sarah Ashwin, Dr Hyun-Jung Lee, Dr Sylvia Roesch and Dr Mary Logan. The course comprises 8 lectures in the MT and 10 lectures in the LT.

Reading list: C. Robson, *Real World Research: A Resource for Social Scientists and Practitioner Researchers*, 1993; D Rowntree, *Statistics without Tears*, 1991; A N Oppenheim, *Questionnaire Design and Attitude Measurement*, 1992.

Assessment: None.

ID499

MSc Project Report

Teacher responsible: Mr Stephen Dunn, H710

Availability: For MSc in Industrial Relations and Personnel Management.

Core syllabus: The aim of the project is to:

- (i) examine a problem or topic through a literature review and provide a rigorous analysis of that problem or topic;

and/or

- (ii) examine a problem or topic through some small scale empirical research or by using information derived from secondary sources;

INFORMATION SYSTEMS

IS453

Systems Design in Context

Teacher responsible: Dr C Sørensen, U507

Availability: This course is optional for the MSc Analysis, Design and Management of Information Systems, and is open to others. However, knowledge of information systems development to the level of IS471 Systems Development is assumed and required.

Core syllabus: The course aims to give the students a theoretical and practical introduction to the key issues in designing and building contemporary information and communication technologies (ICT).

Content: Introduction to design in the 21st Century; Digital convergence of technologies and the role of information infrastructures in design.

Software design methods, tools and environments.

Design for communication, collaboration, co-ordination, and mobility.

Designing document systems and electronic commerce.

Supporting the management of knowledge work and dealing with information and interaction overload through navigation support and information filtering.

Teaching: 10 two hour lectures, 9 two hour seminars in the LT where students discuss articles, practice design, and present design ideas. Regular project meetings with the course teachers. The full and half option consist of the same teaching.

Reading list: G C Bowker & S L Star, *Sorting Things Out*, MIT Press, 1999; K Braa, C Sørensen & B Dahlbom (Eds), *Planet Internet*, Studentlitteratur, 2000; F P Brooks Jr, *The Mythical Man-Month*, Addison-Wesley, 1995; C U Ciborra, *From Control to Drift*, Oxford University Press, 2000; B Dahlbom & L Mathiassen, *Computers in Context - The Philosophy and Practice of Systems Design*, Blackwell Publishers, 1993; H M Dietel, P J Dietel & T R Nieto, *Internet & World Wide Web: How to Program*, Prentice Hall, 2000; L Groth, *Future Organizational Design: The Scope for the IT-Based Enterprise*, John Wiley, 1999; A Leer, *Welcome to the wired world: Tune in to the digital future*, ft.com, 2000; R Mansell & R Silverstone (Eds), *Communication by Design: The Politics of Information and Communication Technologies*, Oxford University Press, 1996; I Nonaka & H Takeuchi, *The knowledge-creating company. How Japanese companies create the dynamics of innovation*, Oxford University Press, 1995; D A Norman *The Invisible Computer*, MIT Press, 1998; K Robins & F Webster, *Times of the Technoculture: From the information society to the virtual life*, Routledge, 1999; G I Rochlin, *Trapped in the Net: Unanticipated Consequences of Computerization*, Princeton University Press, 1997; I Sommerville, *Software Engineering*, Addison-Wesley, 1995; L Sproull & S Kiesler, *Connections. New ways of working in the networked organization*, MIT Press, 1993; M Stefik, *Internet Dreams: Archetypes, Myths and Metaphors*, MIT Press, 1997; J Yates, *Control through Communication: The Rise of System in American Management*, Johns Hopkins University Press, 1989.

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. When a potentially feasible topic area has been identified, it should be registered with the Project Administrator, but not later than by the end of the MT. Teams of students may work on a particular project. Students taking the 'professional' stream will be expected to undertake projects involving empirical work in organisations, and to work in teams.

Arrangements: Students will be allocated to the specialist teacher whose interests are most relevant to the topic. However account will also be taken of the need to equalise supervisory loads.

Students will be allocated to supervisors by the end of the MT. The role of the supervisor is to provide guidance in refining, focusing and ensuring the feasibility of the dissertation. Students are expected to hand in a detailed plan and draft introductory chapters of their project by the end of the Easter vacation; supervisors will give feedback by the end of the second week of the ST.

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: Ms Sue Fernie, H804 and Professor Hugh Collins, A342

Availability: Post-graduate and Undergraduate students attending a course in the Industrial Relations Department, and LLM Labour Law students.

Content: A series of seminars featuring outside speakers from business, trade unions, government, law, media and research bodies. The focus is on current issues in human resource management, trade unions, industrial conflict and legal regulation.

Teaching: One and a half hour seminars in MT and LT.

Written work: None.

Assessment: This course is not examined.

A study pack containing essential publications will be provided along with a list of references to additional relevant books and articles.

Assessment: A three-hour formal examination in the ST accounts for 60% of the mark. A practical group project accounts for 40%.

IS461

Nature and Society: The Contribution of Science Studies

Teachers responsible: Professor Bruno Latour, U401 and Dr Edgar A Whitley, U408

Availability: This course is an optional stream for the MSc in Analysis, Design and Management of Information Systems and is also open to MSc and PhD students from other departments.

Core syllabus: The widespread use of information and computing technologies has led to the myth that information is simply transportation without deformation. This course aims to provide a critique of this view by considering various regimes of enunciation of information which are not simply transportation without deformation.

Content: The course examines various regimes of enunciation: technology, reference, figuration, presence, interpolation, politics and law. Through the analysis of detailed empirical studies, the course will determine the various conditions of felicity associated with each regime to allow meaningful analysis of, and discrimination between, the various regimes. Students then apply this analysis to a contemporary case study to demonstrate the various regimes.

Teaching: The course is taught through twenty hours of lectures in the LT.

Suggested readings: Indicative readings are given below. A full reading list will be provided at the start of the course.

Michel Callon, *The Laws of the Markets*, Blackwell, 1998; J Gibson, *The Ecological Approach to Visual Perception*, Lawrence Erlbaum Associates, Hillsdale, New Jersey, 1986; E Hutchins, *Cognition in the Wild*, MIT Press, Cambridge, MA, 1995; W James, *Pragmatism*, Harvard University Press, Cambridge, MA, 1975 [1907]; Carie Jones & Peter Galison, *Picturing Science, Producing Art*, Routledge, 1998; G Leibniz, *The Monadology and other writings*, 1925; Gilles Deleuze & Felix Guattari, *What is Philosophy?*, Columbia University Press, New York, 1994; A Pickering, *The Mangle of Practice: Time, agency and science*, University of Chicago Press, 1995; R Richard Powers, *Galatea 2.2: A novel*, Farrar Straus Giroux, New York, 1995.
Assessment: The course is assessed by a 5000 word essay and assignments completed during the term.

IS462

Aspects of Systems Design in Context

Teacher responsible: Dr C Sørensen, U507

Availability: This course is optional for the MSc Analysis, Design and Management of Information Systems, and is open to others. However, knowledge of information systems development to the level of IS471 Systems Development is assumed and required. This course is a half-unit version of IS453 Systems Design in Context and cannot be taken with that course.

Core syllabus: The course aims to give the students a theoretical and practical introduction to the key issues in designing and building contemporary information and communication technologies (ICT).

Content: Introduction to design in the 21st Century.

Digital convergence of technologies and the role of information infrastructures in design.

Software design methods, tools and environments.

Design for communication, collaboration, co-ordination, and mobility.

Designing document systems and electronic commerce.

Supporting the management of knowledge work and dealing with information and interaction overload through navigation support and information filtering.

Teaching: 10 two hour lectures, 9 two hour seminars in the LT where students discuss articles, practice design, and present design ideas.

Reading list: G C Bowker & S L Star, *Sorting Things Out*, MIT Press, 1999; K Braa, C Sørensen & B Dahlbom (Eds), *Planet Internet*, Studentlitteratur, 2000; F P Brooks Jr, *The Mythical Man-Month*, Addison-Wesley, 1995; C U Ciborra, *From Control to Drift*, Oxford University Press, 2000; B Dahlbom & L Mathiassen, *Computers in Context - The Philosophy and Practice of Systems Design*, Blackwell Publishers, 1993; H M Dietel, P J Dietel & T R Nieto, *Internet & World Wide Web: How to Program*, Prentice Hall, 2000; L Groth, *Future Organizational Design: The Scope for the IT-Based Enterprise*, John Wiley, 1999; A Leer, *Welcome to the wired world: Tune in to the digital future*, ft.com, 2000; R Mansell & R Silverstone (Eds), *Communication by Design: The Politics of Information and Communication Technologies*, Oxford University Press, 1996; I Nonaka & H Takeuchi, *The knowledge-creating company. How Japanese companies create the dynamics of innovation*, Oxford University Press, 1995; D A Norman, *The Invisible Computer*, MIT Press, 1998; K Robins & F Webster, *Times of the Technoculture: From the information society to the virtual life*, Routledge, 1999; G I Rochlin, *Trapped in the Net: Unanticipated Consequences of Computerization*, Princeton University Press, 1997; I Sommerville, *Software Engineering*, Addison-Wesley, 1995; L Sproull & S Kiesler, *Connections. New ways of working in the networked organization*, MIT Press, 1993; M Stefik, *Internet Dreams: Archetypes, Myths and Metaphors*, MIT Press, 1997; J Yates, *Control through Communication: The Rise of System in American Management*, Johns Hopkins University Press, 1989.

A study pack containing essential publications will be provided along with a list of references to additional relevant books and articles.

Assessment: A two-hour formal examination in the ST.

IS470

Information Systems

Teachers responsible: Professor C Ciborra, U505 and Dr Gianni Kallinikos, U404

Availability: This course is compulsory for the MSc in the Analysis, Design and Management of Information Systems and for the MSc in New Media, Information and Society. It is available as an outside option to other MSc students. A basic knowledge of computing is required.

Core syllabus: This course concentrates on a wide range of issues currently relevant to computer-based information systems, examined from theoretical and practical perspectives.

Content: The course provides an introduction to the social, political and economic context of informatics and information systems. Each lecture explores 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.

Teaching: 10 two-hour lectures, and 10 one-hour classes in the MT.

Reading list: Many readings will be made available in a study pack for students. Other references include: J Liebenau & J Backhouse, *Understanding Information*, Macmillan, 1990; J Liebenau & G Harindranath, *Information Technology Policies and Applications in the Commonwealth Developing Countries*, Commonwealth Secretariat, London, 1993; W J Orlikowski, G Walsham, M R Jones & J I DeGross (Eds), *Information Technology and Changes in Organisational Work*, Chapman & Hall, 1996; C Ciborra, *Teams, Markets and Systems*, Cambridge University Press, 1993.

Assessment: The course is examined by one 5,000 word essay (55%), and an assessment of the teamwork exercise.

IS471

Systems Development

Teachers responsible: Dr C Sørensen, U507 and Dr T Cornford, U508

Availability: This course is compulsory for the MSc in Analysis, Design and Management of Information Systems. It is available as an outside option to other MSc students. A basic knowledge of computing, including hardware and software.

Core syllabus: A critical review of the processes by which organisational problems are analysed, and information systems are developed to address these problems. An appreciation of the tools used in systems development.

Content: The course considers the framing, resourcing and execution of systems development projects within organisational contexts. Particular attention is given to problem structuring and problem design issues. Contemporary analysis and design approaches are critically reviewed. Issues of the design and construction of systems are considered, as well as the implementation of new systems into organisational contexts. The course considers systems development activities within a life cycle model, but contrasts this approach with other contemporary process models.

Teaching: 10 two-hour lectures, 5 one-hour lectures and 10 one-hour classes in the MT.

Reading list: C Avgerou & T Cornford, *Developing Information Systems: Concepts, Issues and Practice*, 2nd edn, Macmillan, 1998; G Booch et al,

Unified Modelling Language User Guide, Addison-Wesley, 1999; E Yourdon, *Modern Structured Analysis*, Prentice Hall, 1989; P Checkland, *Systems Thinking, Systems Practice*, Wiley, 1981; D Avison & G Fitzgerald, *Information Systems Development Methodologies*, McGraw Hill, 1996; L Mathiassen et al, *Object Oriented Analysis and Design*, Marko, 2000. Selected reading references to other books and papers will be provided.
Assessment: There is a three hour examination in the ST.

IS472

Information Systems Management

Teacher responsible: Professor I O Angell, U302. Other teachers involved: Professor B Galliers, U407

Availability: This course is compulsory for the MSc in the Analysis, Design and Management of Information Systems. It is available as an outside option to other MSc students. A basic knowledge of computing is required.

Core syllabus: This course examines management and organisational issues involved in the introduction and operation of computer-based information systems in business.

Content: The course discusses the proposals for the use of information technology for competitive advantage in business and examines issues involved in the management of the technology, including policies for strategic planning, project management and the implementation of computer-based systems. Organisational problems are addressed, including end-user computing and the evaluation of computer-based information systems. Case studies are used to demonstrate the key issues.

Teaching: 10 one-hour lectures, 10 classes and 10 one-hour seminars in the MT.

Reading list: R D Galliers, D E Leidner & B S H Baker, *Strategic Information Management*, 2nd edn, Butterworth Heinemann, 1999; H J Watson et al (Eds), *Information Systems for Management*, 3rd edn, BPA, 1987; R H Sprague & B C McNurin, *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.

Assessment: There is a three-hour formal examination in the ST.

IS473

Interpretations of Information

Teacher responsible: Dr Edgar A Whitley, U408. Other teacher involved Professor C Ciborra, U506

Availability: This course is an option for the MSc in the Analysis, Design and Management of Information Systems. It is available as an outside option to other MSc students.

Core syllabus: The course explores the socio-philosophical foundations of information and information systems. It introduces students to the key theoretical principles underlying information systems and applies them to practical issues of information systems development and management.

Content: The course is structured around a number of themes. Each of the themes is introduced and explored in relation to the appropriate critical literature which is then applied to information systems issues.

Teaching: The course is taught through 20 hours of lectures and 10 hours of classes in the LT and 10 hours seminar LT.

Suggested readings: Indicative readings are given below. A full reading list will be provided at the start of the course.

L Inrona, *Management, Information and Power*, Macmillan, 1996; U Beck, *The Risk Society: Towards a New Modernity*, Sage, 1986/1992; W E Bijker, T P Hughes & T Pinch, *The Social Construction of Technological Systems: New directions in the sociology and history of technology*, The MIT Press, Cambridge, MA, 1987; M Heidegger, *Being and Time* (trans. J Macquarrie & E Robinson); B Latour, *We Have Never Been Modern* (trans. Catherine Porter), Harvester, New York, 1993; M Polanyi, *The Tacit Dimension*, Peter Smith, Gloucester, MA, 1996; L Wittgenstein, *Philosophical Investigations* (trans. G E M Anscombe), Basil Blackwell 1956; C Ciborra, *From Control to Drift*, Oxford University Press, 2000; H Collins & M Kusch, *The shape of actions: What humans and machines can do*, MIT Press, Cambridge, MA, 1998.

Assessment: A three-hour examination in the ST and an individual essay (up to 5,000 words) on an approved topic. Each component accounts for 50% of the final assessment.

IS474

Implementation and Use of Information Systems

Teachers responsible: Dr C Avgerou, U509. Other teacher involved: Dr Tony Cornford, U508

Availability: This is an optional course for the MSc in Analysis, Design and Management of Information Systems.

Core syllabus: This course examines critically and comparatively multiple facets of the organisational experience of systems development, implementation and use. We move away from the narrow, prescriptive and normative views of the life cycle of information systems, to emphasise multiple interpretations among multiple stakeholders, and the situated interaction between the process of IS development and organisational change.
Content: The main focus of the course is on aspects of IS implementation processes, and their life in use. This is in contrast to a conventional perspective which is driven by development issues. The course introduces a number of theoretical perspectives on systems development, change management and information use, as well as research approaches used for investigating organisational information systems.

Teaching: 5 one-hour lectures, 9 two-hour seminars and 5 one-hour research classes in the LT and 9 x 1 hour help sessions LT.

Reading list: G Walsham, *Interpreting Information Systems in Organisations*, Wiley, 1993; G De Sanctis & J Fulk, *Shaping Organisational Form: Communication, connection and Community*, Sage, 1999; B Galliers

& W Currie, *Rethinking Management and Information Systems*, Oxford University Press, 1999. Selected Reading references to other books and journal literature will be provided.

Assessment: A three-hour examination in the ST and an individual essay (up to 5,000 words) on an approved topic. Each component accounts for 50% of the final assessment.

IS475

IT and Development

Teacher responsible: Dr S Madon, U410. Other teacher involved: Dr C Avgerou, U509

Availability: This course is an option for the MSc in the Analysis, Design and Management of Information Systems. Other MSc students may follow this course but a good knowledge of information technology is required.

Core syllabus: This course is concerned with the role of IT in the societies and organisations of both industrialised and developing nations. This provides the basis for discussing IT policies, the role of IT in development administration and management, and the issues involved in the implementation of information systems in different socio-economic contexts.

Content: The unit is organised as follows:

- Concepts of information society and information economy; theoretical perspectives on ICT policy; discussion of policy cases.
- ICT innovation and socio-economic context; methodological issues in studying ICT innovation in context.
- Development, Local Governance and Information Systems; the evolution in the meaning behind development; the main features of development, administration and management; development NGOs, networking and information exchange; the impact of information systems (both IT-based and non-IT based) on reforms undertaken to support decentralisation initiatives in planning and local governance network.

Teaching: 10 two-hour seminars and 10 research classes in the LT.

Reading list: C Avgerou & G Walsham, *Information Technology in Context*, Ashgate, 2000; D Archibugi & J Michie, *Technology, Globalisation and Economic Performance*, Cambridge University Press, 1997; F Webster, *Theories of the Information Society*, 1995. Selected references from other books and journals will be provided.

Assessment: A three-hour examination in the ST and an individual essay (up to 5,000 words) on an approved topic. Each component accounts for 50% of the final assessment.

IS476

Security in Information Systems for Organisations

Teacher responsible: Dr James Backhouse, U409

Availability: This stream is optional for the MSc in the Analysis, Design and Management of Information Systems and compulsory for the MSc in Information Systems Security and Access.

Core syllabus: Information security approached from the social sciences. The principles and underlying concepts for the setting of policy and for the management of corporate information security.

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 and security. Principles of risk and contingency. Principles of communication and security issue, theory of communication; pragmatics of security from speech act theory. Risk analysis and risk management. Nature of responsibility and policy in the management of security. Security evaluation, certification and accreditation. Role of cryptography in secure systems. Case studies.

Teaching: 10 two-hour lectures, 10 classes, 5 two-hour security colloquia/seminars in the LT.

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; J Liebenau & J Backhouse, *Understanding Information: an Introduction*, Macmillan, 1990; I J Lloyd, *Information Technology Law*, Butterworths, 1993; C Pflieger, *Security in Computing*, Prentice Hall, 1989; G Robb, *White Collar Crime in Modern England*, Cambridge, 1992; W Cheswick & S Bellovin, *Firewalls and Internet Security*, Addison Wesley Professional Computing Series, 1994; D Russell & S Gangemi, *Computer Security Basics*, O'Reilly Associates, 1992; W Stallings, *Network Security Essentials*, Prentice Hall, 2000; S Gafinkel, *Database Nation: the death of privacy*, O'Reilly Associates, 2000.

Assessment: A three-hour examination in the ST and a group essay (up to 5,000 words) on an approved topic. Each component accounts for 50% of the final assessment.

IS477

Interorganisational Information Systems

Teachers responsible: To be announced

Availability: This course is optional for MSc Analysis, Design and Management of Information Systems.

Core syllabus: The organisational, managerial, and theoretical aspects of computer-based interorganisational information systems.

Content: Underlying technologies: interorganisational. Practical and management aspects of the diverse technologies. Electronic commerce and the impact on interorganisational relationships. Theoretical perspectives of interorganisational information systems. New organisational forms, such as networked organisations and electronic markets.

Teaching: Ten 2-hour seminars, nine 1-hour classes.

Reading list: E Turban, J Lee, D King & H M Chung, *Electronic Commerce: A Managerial Perspective*, Prentice Hall, NJ, 2000; P Timmers,

Electronic Commerce: Strategies and Models for Business-to-Business Trading, Wiley, 1999; R Kalakota & A B Whinston, *Frontiers of Electronic Commerce*, Addison-Wesley, 1996; plus various journal articles.

Assessment: A three-hour examination in the ST and an individual essay (up to 5,000 words) on an approved topic. Each component accounts for 50% of the final assessment.

IS481

Aspects of Information

Teacher responsible: Dr Edgar A Whitley, U409. Other teacher involved: Professor C Ciborra, U506

Availability: This course is an option for the MSc in the Analysis, Design and Management of Information Systems and New Media, Information and Society. Other MSc students may follow this course but a good knowledge of information technology is required. This course is a half-unit version of IS473

Interpretations of Information and cannot be taken with the latter course. **Core syllabus:** The course explores the socio-philosophical foundations of information and information systems. It introduces students to the key theoretical principles underlying information systems and applies them to practical issues of information systems development and management.

Content: The course is structured around a number of themes. Each of the themes is introduced and explored in relation to the appropriate critical literature which is then applied to information systems issues.

Teaching: The course is taught through 20 hours of lectures in the LT.

Suggested readings: Indicative readings are given below. A full reading list will be provided at the start of the course.

L Inrona, *Management, Information and Power*, Macmillan, 1996; U Beck, *The Risk Society: Towards a New Modernity*, Sage, 1986/1992; W E Bijker, T P Hughes & T Pinch, *The Social Construction of Technological Systems: New directions in the sociology and history of technology*, The MIT Press, Cambridge, MA, 1987; M Heidegger, *Being and Time* (trans. J Macquarrie & E Robinson); B Latour, *We Have Never Been Modern* (trans. Catherine Porter), Harvester, New York, 1993; M Polanyi, *The Tacit Dimension*, Peter Smith, Gloucester, MA, 1996; L Wittgenstein, *Philosophical Investigations* (trans G E M Anscombe), Basil Blackwell, 1956; C Ciborra, *From Control to Drift*, Oxford University Press, 2000; H Collins & M Kusch, *The Shape of Actions: What humans and machines can do*, MIT Press, Cambridge, MA.

Assessment: A three-hour examination in the ST.

IS482

Aspects of the Implementation and Use of Information Systems

Teacher responsible: Dr C Avgerou, U509. Other teacher involved: Dr Tony Cornford, U508

Availability: This is an optional course for the MSc in Analysis, Design and Management of Information Systems. This course is a half-unit version of IS474

Implementation and Use of Information Systems and cannot be taken with the latter course.

Core syllabus: This course examines critically and comparatively multiple facets of the organisational experience of systems development, implementation and use. We move away from the narrow, prescriptive and normative views of the life cycle of information systems, to emphasise multiple interpretations among multiple stakeholders, and the situated interaction between the process of IS development and organisational change.

Content: The main focus of the course is on aspects of IS implementation processes, and their life in use. This is in contrast to a conventional perspective which is driven by development issues. The course introduces a number of theoretical perspectives on systems development, change management and information use, as well as research approaches used for investigating organisational information systems.

Teaching: 5 one-hour lectures, 9 two-hour seminars in the LT and 5 one-hour help sessions in LT.

Reading list: G Walsham, *Interpreting Information Systems in Organisations*, Wiley, 1993; G De Sanctis & J Fulk, *Shaping Organization Form: Communication, connection and Community*, Sage, 1999; B Galliers & W Currie, *Rethinking Management Information Systems*, Oxford University Press. Selected reading references to other books and journal literature will be provided.

Assessment: A three-hour examination in the ST.

IS483

Aspects of IT and Development

Teacher responsible: Dr S Madon, U410. Other teacher involved: Dr C Avgerou, U509

Availability: This course is an option for the MSc in the Analysis, Design and Management of Information Systems. Other MSc students may follow this course but a good knowledge of information technology is required.

Core syllabus: This course is concerned with the role of IT in the societies and organisations of both industrialised and developing nations. This provides the basis for discussing IT policies, the role of IT in development administration and management, and the issues involved in the implementation of information systems in different socio-economic contexts.

Content: The unit is organised as follows:

- Concepts of information society and information economy; theoretical perspectives on ICT policy; discussion of policy cases.
- ICT innovation and socio-economic context; methodological issues in studying ICT innovation in context.
- Development, Local Governance and Information Systems; the evolution in the meaning behind development; the main features of development, administration and management; development NGOs, networking and information exchange; the impact of information systems (both IT-based

and non-IT based) on reforms undertaken to support decentralisation initiatives in planning and local governance network.

Teaching: 10 two-hour seminars.

Reading list: C Avgerou & G Walsham, *Information Technology in Context*, Ashgate, 2000; D Archibugi & J Michie, *Technology, Globalisation and Economic Performance*, Cambridge University Press, 1997; F Webster, *Theories of the Information Society*, 1995. Selected references from other books and journals will be provided.

Assessment: A three-hour examination in the ST.

IS484

Aspects of Security in Information Systems

Teacher responsible: Dr J Backhouse, U409

Availability: This is optional for the MSc Analysis, Design and Management of Information Systems. Familiarity with computer-based information systems is required. This course is a half-unit version of IS476

Security in Information Systems for Organisations and cannot be taken with the latter course.

Core syllabus: 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.

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: 10 two hour lectures in LT.

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 Pflieger, *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.

Assessment: There is a three hour formal examination in the ST.

IS485

Aspects of Interorganizational Information System

Teachers responsible: Mr A Cordella, U504

Availability: This course is optional for MSc Analysis, Design and Management of Information Systems.

Core syllabus: The organizational, managerial, and theoretical aspects of computer-based interorganizational information systems.

Content: Underlying technologies: interorganisational. Practical and management aspects of the diverse technologies. Electronic commerce. Impact on interorganisational relationships. Theoretical perspectives of inter-organisational information systems. New organisational forms, such as networked organisations and electronic markets.

Teaching: Ten 2-hour seminars and ten 1-hour classes in the LT.

Reading list: E Turban, J Lee, D King & H M Chung, *Electronic Commerce: A Managerial Perspective*, Prentice Hall, NJ, 2000; P Timmers, *Electronic Commerce: Strategies and Models for Business-to-Business Trading*, Wiley, 1999; R Kalakota & A B Whinston, *Frontiers of Electronic Commerce*, Addison-Wesley, 1996; plus various journal articles.

Assessment: A three-hour examination in the ST.

IS486

Topics in Information Systems

Teacher responsible: Dr E Whitley, U408. Other teachers involved: Professor I O Angell, U302 and Mr S Davies U505

Availability: This course is optional for the MSc Analysis, Design and Management of Information Systems and MSc New Media Information and Society. Students will choose one of the four options below. IS486(a) is compulsory for MSc in Information Systems Security and Access.

Core syllabus: An examination of new trends in information systems.

(a) Global Consequences of Information Technology

Content: Taught by Professor I O Angell. An investigation into the effect of advances in information technology on underlying social structures - particularly commercial and political structures.

Reading list: William Gibson, *Neuromancer*, Grafton Books; Jane Jacobs, *Systems of Survival*, Hodder & Stoughton; Friedrich Hayek, *The Road to Serfdom*, University of Chicago Press; Sun Tzu, *The Art of War*, OUP Press; Ronald Coase, *The Firm, the Market and the Law*, University of Chicago Press; Robert Reich, *The Work of Nations*, Simon & Schuster; Kenichi Ohmae, *The Borderless World*, Fontana; Michael Porter, *The Competitive Advantage of Nations*, Macmillan; I Angell, *The New Barbarian Manifesto*, Logan, 2000; J

Kerry, *The New War*, Simon & Shuster, 1997; A Rand, *Atlas Shrugged*, Signet, 1957; L Elliott & D Atkinson, *The Age of Insecurity*, Vesso, 1998; N Nicholson, *Managing the Human Animal*, Texere, 2000.

(b) Principles of Privacy and Data Protection

Content: Taught by Mr S Davies. Covers the history, principles, legal infrastructure, implementation and implications of modern privacy and data protection, the nature and implications of surveillance of communications, the workplace and the urban environment, and the forthcoming data protection regimes in the UK and Europe in the context of the modern information technology environment.

Reading list: The course covers a wide spectrum of aspects of data protection, and will use the following texts: Privacy International: *Privacy & Human Rights 2000* at www.privacyinternational.org; David Flaherty, *Protecting Privacy in Surveillance Societies*, University of North Carolina Press, 1989; Colin Bennet, *Regulating privacy; data protection and public policy in Europe and the United States*, Cornell University Press, 1992; Phillip Agre & Marc Rotenberg (Eds), *Technology and privacy: the new landscape*, MIT Press, 1997; James Michael, *Privacy and human rights*, UNESCO, 1994.

(c) Innovation and Technology Failures (not available 01/02)

Content: Taught by Dr N Mitev. The course explores the relevance of innovation and technology studies to the understanding of the emergence, success and failure of information systems.

Reading list: C Sauer, *Why Information Systems Fail: A Case Study Approach*, Alfred Waller, 1993; W Dutton (Ed), *Information and Communication Technologies: Visions and Realities*, OUP, 1996; D MacKenzie, *Knowing Machines: Essays on Technical Change*, MIT Press, 1998; M Bauer (Ed), *Resistance to New Technology: Nuclear Power Information Technology and Biotechnology*, CUP 1995; M Biagioli (Ed), *The Science Studies Reader*, Routledge, 1999; H Collins & T Pinch, *The Golem at Large: What you should know about technology*, Cambridge University Press, 1998; C Perrow, *Normal Accidents: living with high-risk technologies*, Basic Books, 1984; H Drummond, *Escalation in Decision-making: The Tragedy of Taurus*, Oxford University Press, 1996; D Vaughan, *The Challenger Launch Decision: Risky Technology, Culture and Deviance at NASA*, University of Chicago Press, 1996.

Assessment: The course is assessed by coursework.

IS490

Information Technology: Issues and Skills

Teacher responsible: Dr E Whitley U408

Availability: This course is a compulsory but non-assessed part of the MSc in the Analysis, Design and Management of Information Systems.

Core syllabus: This course provides students with the technological context of information systems and the opportunity to learn (or revise) essential skills in the use of particular software packages as well as research skills relevant to the study of information systems. It also provides a forum for seminars by visiting speakers.

Content: A critical overview of the changing nature of information technology including databases, human-computer interfaces, networks and computer-supported cooperative work. Practical laboratory-based instruction in relevant software packages, including a database, spreadsheet, bibliographic software, web browser, and word-processor. Weekly seminars given by various visiting speakers from academia and industry who will discuss a wide range of issues relevant to contemporary information systems.

Teaching: 20 two-hour seminars in MT and LTs, 10 one-hour lectures (MT), 8 three-hour computer workshops (MT) and 3 two-hour classes (LT).

Reading list: T Cornford & S Smithson, *Project Research in Information Systems*, Macmillan, 1996; F Adam & M Healy, *A practical guide to postgraduate research in the business area*, Blackhall, Stillorgan, 2000. Other books and journal articles will be recommended.

Assessment: This course is not formally assessed.

IS900

Nature and society: The contribution of science studies

Teacher responsible: Professor Bruno Latour, U401

Availability: This course is open to all staff and students at the School.

Core syllabus: This course will explore the intersection among three disciplines: science studies, political ecology and social theory. The thread will be, first, to review and, second, to renew the close connection that has always existed between the constantly changing conceptions of society and those of nature.

Content: Comparative anthropology; the invention of the collective; the politics of non-humans; an alternative to the difference between facts and values; the redistribution of skills necessary for nonmodernity.

Teaching arrangements: The course is taught through 10 one hour lectures and 10 one hour seminars in the LT.

Suggested readings: Indicative readings are given below. A full reading list will be provided at the start of the course.

U Beck, *Ecological politics in the age of risk*, Polity Press, 1995; Luc Boltanski & Laurent Thivenot, *De la justification. Les iconomies de la grandeur*, Gallimard, Paris, 1991; P Descola & G Palsson, *Nature and society: Anthropological perspectives*, Routledge, 1996; Peter Galison, *Image and Logic. A Material Culture of Microphysics*, University of Chicago Press, 1997; D Western, R M Wright & S Strum, *Natural Connections: Perspectives in Community-based Conservation*, Island Press, Washington DC, 1994; S Shapin & S Schaffer, *Leviathan and the air-pump: Hobbes, Boyle, and the experimental life*, Princeton University Press, 1985; Isabelle Stengers, *Cosmopolitiques La dicouverte & Les Emplumeurs de penser en rond*, Paris, 1996.

Assessment: This course is not assessed.

INTERNATIONAL HISTORY

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

Teacher responsible: Dr N Ashton, E409

Availability: Intended primarily for MA/MSc History of International Relations and MSc Theory and History of International Relations. A prior knowledge of twentieth-century world history is an advantage. Students unfamiliar with the subjects covered should do some preliminary reading.

Core syllabus: The history of international relations from the First World War to the end of the Cold War. Particular stress is placed upon the historiography of the syllabus.

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 détente; the resurgence of the Cold War and its termination.

Teaching: Twenty-two weekly seminars (HY400). A number of well-researched essays and brief class presentations will be assigned during the year.

Students should also attend the lecture programme HY202 **International History since 1890**.

Reading list: Full bibliographies are provided in the seminars. Students may consult the following introductory accounts: W R Keylor, *The Twentieth-Century World: an International History*, C J Bartlett, *The Global Conflict, 1880-1970*; D Stevenson, *The First World War and International Politics*; W A McDougall, *France's Rhineland Diplomacy, 1914-1924*; J Jacobson, *Locarno Diplomacy: Germany and West, 1925-1929*; P M H Bell, *The Origins of the Second World War in Europe*; A Iriye, *The Origins of the Second World War in Asia and the Pacific*; T E Vadny, *The World Since 1945*; J L Gaddis, *Strategies of Containment: A Critical Appraisal of Postwar American National Security Policy*; R Crockatt, *The Fifty Years War*.

Assessment: There will be one three-hour written examination in the ST. Candidates will be expected to answer three questions, taken either from Section A or from Section B of the paper.

HY401

Europe: Unity and Disunity since the Renaissance

Teachers responsible: Dr Janet Hartley, E405

Availability: For MA/MSc History of International Relations.

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 to the present day. Students are expected to think in broad, historical terms about the forces which have prompted both unity and disunity in the Continent. Stress will be placed on the development of a rigorously analytical approach to the dual themes of the course.

Among the major topics covered are ideological movements such as religious divisions, nationalism, fascism and communism; cultural movements such as the Renaissance, the Enlightenment and Romanticism. Plans for the peaceful and the forced reshaping of Europe across the period will be studied, from Erasmus to the EC, from Philip II and Napoleon to Hitler and Stalin.

We will also touch upon a range of associated themes such as economic factors; the encounters and conflicts of Europe with the non-European world; and two areas on the periphery, Russia and Ottoman/Muslim Europe.

Teaching: Twenty-two seminars of two hours (HY401). Students are required to do some reading for classes. Three essays and a mock examination answer 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); P Rietbergen, *Europe: A Cultural History* (Routledge, 1998); J Merriman, *A History of Modern Europe from the Renaissance to the Present* (Norton paperback, 1996); D Heater, *The Idea of European Unity* (Leicester University Press, 1992); M J Rodriguez-Salgado, 'In Search of Europe', *History Today*, Vol 42 (February 1992).

Assessment: There will be a three-hour unseen written examination in the ST which accounts for 75% of the mark. The third essay will be assessed and will make up the remaining 25%.

HY406

The Great War, 1914-1918

Teachers responsible: Professor D Stevenson, E604 and Professor M Knox, E410

Availability: For MA/MSc History of International Relations and MSc

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.

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 (eg 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: Twenty-two lectures (HY226) and seminars (HY406). Four essays are required (two in the MT and two in the LT). The two LT essays will be assessed, and will together constitute 25% of the total mark for the course (see below).

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); John Keegan, *The First World War* (London, 1998); J Joll, *The Origins of the First World War* (2nd edn, London, 1992); Paul Fussler, *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).

Assessment: Assessment will be based upon two essays submitted in the LT (25%) and on a three-hour unseen examination paper in the ST.

HY408

Nationalism, Communism and Conflict in East Asia, 1931-1954

Teacher responsible: Dr Antony Best, E408

Availability: For MA/MSc History of International Relations and MSc Theory and History of International Relations. There are no formal pre-requisites for this course, but some knowledge of the international history of East Asia in the twentieth century would be useful.

Core syllabus: The political, economic and military history of East Asia from 1933 to 1954.

Content: Subjects covered by this course will include: the failure of the Powers to establish a new status 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: The course will be taught by twenty-one lectures and twenty-two classes in the MT, LT and ST. Students will be required to write three essays and one mock examination over the academic year.

Reading list: A detailed reading list will be issued at the start of the course, but the following books cover most aspects of the course and should be regarded as essential:

A Best, *Britain, Japan and Pearl Harbor*; D Borg & S Okamoto (Eds), *Pearl Harbor as History*; P Calvocoressi, G Wint & J Pritchard, *Total War, Vol. 2*; B Cumings, *The Origins of the Korean War, Vols. 1 & 2*; J W Garver, *Chinese-Soviet Relations, 1937-1945*; A Iriye, *The Origins of the Second World War in Asia and the Pacific*; M Schaller, *The American Occupation of Japan*.

Assessment: One three-hour unseen examination paper in the ST accounts for 75% of the mark. The third essay during the academic year will be assessed and make up the remaining 25%.

HY409

The Origins and Conduct of the Second World War, 1935-1945

Teacher responsible: Professor MacGregor Knox, E410

Availability: For MA/MSc History of International Relations. This course has no formal pre-requisites; knowledge of languages other than English will be useful, but is not essential.

Course Content: 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. 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 wars in East Asia and the Pacific, in the air, and at sea, the final destruction of Nationalist Socialist Germany and Imperial Japan, and the emerging conflict between the victors.

Course Objectives: (i) To introduce students to a variety of methods and interpretative perspectives; (ii) To provide comprehensive understanding of the origins, events and dynamics of the Second World War; (iii) To offer a firm basis for more advanced historical work in this and other areas; (iv) To provide the factual grounding and conceptual apparatus necessary to understand the contemporary implications of the greatest war in history.

Teaching: Twenty-two weekly seminar meetings throughout the session.

Written work: Students will be expected to submit two 3,000-word essays each term in MT and LT from topics selected from the courses examinations for the previous two sessions (available from the departmental public folders). Essays do not form part of the final course assessment, but they are a required component of the course, and are essential preparation for the course examination.

Reading list: A seminar programme and full bibliography will be provided at the first meeting, and can also be found, along with other course materials, in the departmental public folders. The following works offer useful background: G Weinberg, *The Foreign Policy of Hitler's Germany, 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 Lukacs, *The Last European War, 1939-1941*; R B Frank, *Downfall: The End of the Imperial Japanese Empire* (New York, 1999).

Assessment: The course is assessed entirely through a three-hour formal examination in the ST. Candidates will be expected to answer three questions.

HY411

European Integration in the Twentieth Century

Teachers responsible: Professor D Stevenson, E604 and Dr N P Ludlow, E508

Availability: For MA/MSc History of International Relations, MSc European Studies, MSc Nationalism and Ethnicity. A prior knowledge of 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 1990s.

Content: European integration before 1914; German and Allied projects during the First World War; inter-war developments and the Briand Plan; the Nazi New 'Order'; Resistance and Allied planning during the Second World War; the impact of the Marshall Plan; the Council of Europe; the Schuman Plan and the Coal and Steel Community; the European Defence Community project; the Treaties of Rome; the Common Agricultural Policy; the integration policies of the Six and Britain; de Gaulle and the Communities; enlargement, monetary integration, and developments in the 1970s and 1980s; recapitulation and themes.

Teaching: There will be 22 weekly seminars of one and a half hours. In addition there will be a series of 10 dedicated lectures.

Reading list: Full bibliographies are provided. As introductory reading, students should consult: P M Stirk, *A History of European Integration since 1914* (London, 1996); D W Urwin, *The Community of Europe: A History of European Integration since 1945* (London, 1991); J Gillingham, *Coal, Steel, and the Rebirth of Europe, 1945-55* (Cambridge, 1991); A S Milward, *The Reconstruction of Western Europe, 1945-51* (London, 1984); A S Milward, *The European Rescue of the Nation State* (London, 1992); N P Ludlow, *Dealing with Britain: the Six and the First UK Application to the EEC* (Cambridge, 1997); W I Hitchcock, *France Restored: Cold War Diplomacy and the Quest for Leadership in Europe, 1944-1954* (Chapel Hill, 1998); A Moravcsik, *The Choice for Europe: Social Purpose and State Power from Messina to Maastricht* (Cornell, 1998).

Assessment: 75% of the final mark will be determined by an unseen, 3 hour written exam held in the ST. Candidates will be expected to answer three questions, at least one from each of two sections. In addition the fourth piece of written work, produced during the LT, will be assessed and will account for the remaining 25% of the mark.

HY412

Spain and the Great Powers 1936-1953: Civil War, World War, Cold War

Teacher responsible: Professor P Preston

Availability: For MA/MSc History of International Relations and MSc Theory and History of International Relations.

Core syllabus: A detailed analysis of the relationship between political and social tensions within Spain and the international context of the pre-1939 period, the Second World War and the Cold War.

Content: The course consists of three chronologically linked sections. It will examine the international dimension of the Spanish Civil War and the interplay between domestic and international factors in determining its outcome. It will then analyze the causes and consequences, international and domestic, of Spanish neutrality in the Second World War. Finally, it will examine the process of transition from international ostracism of the Franco dictatorship, the United condemnations of 1945 and 1946, through to international acceptance in the form of the Spanish-U.S. Pact of Madrid signed in 1953.

Teaching: There are 22 hours of lectures (shared with HY209) and 22 hours of classes (HY412) given by Professor P Preston.

Reading list: A very substantial reading list is issued at the beginning of MT. The following titles are strongly recommended as preliminary reading: Sebastian Balfour & Paul Preston (Eds), *Spain and the Great Powers* (Routledge, London, 1999); Boris Liedtke, *Embracing A Dictatorship: US*

Relations with Spain, 1945-53 (Macmillan, 1998); Christian Leitz & David J Dunthorn (Eds), *Spain in an International Context, 1936-1959* (Berghahn Books, New York, 1999); Douglas Little, *Malevolent Neutrality: The United States, Great Britain, and the Origins of the Spanish Civil War* (Cornell University Press, 1985); Paul Preston, *A Concise History of the Spanish Civil War* (Fontana Books, 1996); Paul Preston, *Franco: A Biography* (HarperCollins, 1993); Raanan Rein, *Spain and the Mediterranean since 1898* (Frank Cass, London, 1999); Hugh Thomas, *The Spanish Civil War* (Penguin, 1977).

Assessment: There will be a three-hour written examination in the ST in which the candidate will be required to answer three out of twelve questions.

HY413

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Germany's New Order in Europe, 1939-1945

Teacher responsible: Professor M Knox, E410

Availability: For MA/MSc History of International Relations and MSc 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.

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: Twenty-two lectures (HY304) and seminars (HY413.A). Four essays (two each in MT and LT) 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 1-4 (Exeter, 1983-1998); A Hitler, *Mein Kampf* (New York/London, 1943) (R Mannheim translation); D Peukert, *Inside Nazi Germany* (London, 1989); I Kershaw, *Hitler* (London, 1991) and *The Nazi Dictatorship* (London, 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).

Assessment: One three-hour unseen examination paper in ST; candidates will be expected to answer three questions.

HY414

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French External Relations in the Era of de Gaulle, 1940-1969

Teacher responsible: Dr R W D Boyce, E506

Availability: Intended primarily for MA/MSc History of International Relations and MSc Theory and History of International Relations. A reading knowledge of French would be useful but is by no means essential.

Core syllabus: The course examines the principal aspects of French foreign, colonial and European relations from the collapse of the Third Republic in 1940 to Charles de Gaulle's resignation as first president of the Fifth Republic in 1969.

Content: Topics on the seminar will include the reasons for France's collapse in 1940; the role of Vichy, Free France and the Resistance as defenders of French interests during the Second World War; French war aims and the post-war settlement; Gaullists, Communists and the Third Force idea in France; French efforts to solve the German problem; Jean Monnet, Robert Schuman, René Pleven and France's role in the making of the European Community; the Indo-China war, the Algerian war, the Suez crisis and the shift from formal to informal empire in Black Africa; the impact of external affairs on domestic politics, and the return of de Gaulle in 1958; de Gaulle's European policy and opposition to British entry into the EEC; de Gaulle, challenge to American leadership of the Western Alliance; France as a nuclear power; the Gaullist legacy in French external policy.

Teaching: Twenty-two two-hour seminars including brief class presentations and some use of video material (HY414).

Written work: Students will be expected to produce at least four essays during the year 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 Daloz, *The Indo-China War, 1945-54*; A Home, *A Savage War of Peace: Algeria, 1954-1962*; A Clayton, *France: Soldiers and Africa*; J Chipman, *French Power in Africa*; H Kissinger, *The Troubled Partnership: A Reappraisal of the Atlantic Alliance*. A fuller list will be provided at the start of the course.

Assessment: One three-hour unseen examination paper.

HY419

The Russian Revolution, 1914-1921**Teachers responsible:** Dr Janet Hartley, E405 and Dr Anita Prazmowska, E494**Availability:** For MA/MSc History of International Relations, MSc Theory and History of International Relations and MSc 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.**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:** Twenty one-and-a-half hour seminars in the MT and LT (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 Koerner 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*, O Figes, *A People's Tragedy: The Russian Revolution, 1891-1924*.**Assessment:** One three-hour unseen examination paper.

HY421

The History of the Arab-Israeli Conflict, 1948 to the present**Teacher responsible:** Dr Kirsten E Schulze, E507**Availability:** For MA/MSc History of International Relations and MSc Theory and History of International Relations students.**Core syllabus:** This course examines Israeli and Arab war and peace strategies in the Arab-Israeli conflict from 1948 until the present day.**Content:** The Israeli War of Independence, 1948; the Armistice Agreement and negotiations; the Suez-Sinai Campaign, 1956; Israeli foreign and defence policy; the creation of the Palestine Liberation Organisation, 1964; the Six-Day War, 1967; the Yom Kippur War, 1973; the ascendance of Likud, 1977; Egyptian foreign policy; the Camp David Accords, 1978; the invasion of the Lebanon, 1982; Palestinian military strategy; the Intifada, 1987; the Gulf War, 1991; the Madrid Peace Conference, 1991; the Oslo Accords, 1993; the Jordanian-Israeli Peace Treaty, 1994; current developments in the peace negotiations.**Teaching:** This course will be taught by 20 two-hour seminars in the MT and LT.**Reading list:** A detailed reading list will be issued at the beginning of the course. Useful introductory works include: Mark Tessler, *A History of the Israeli-Palestinian Conflict* (Indiana University Press, 1994); Kirsten E Schulze, *The Arab-Israeli Conflict* (Longman, 1999).**Assessment:** This course will be assessed through a combination of continuous assessment and a three-hour written examination.

HY422

Presidents, Public Opinion, and Foreign Policy: from the Era of Franklin Roosevelt to the Present**Teacher responsible:** Dr S Casey, E601**Availability:** Intended primarily for the MA/MSc History of International History and the MSc Theory and History of International Relations.**Course syllabus:** Using a range of primary as well as secondary sources, the course explores the dynamic interaction between presidents, public opinion, and foreign policymaking in order to test a range of common assumptions about the determinants of American foreign policy in the period from 1933 to the present.**Content:** The course begins by looking at how Americans have often divided along sectional, ethnic and ideological lines when viewing the outside world; changes in the media and the way it covers foreign-policy issues; and the linkages presidents have developed in their attempts to monitor and mould the media and mass opinion. It then explores the interaction between opinion and policy in four periods: First, the Roosevelt era, with emphasis on FDR's response to American isolationism, the media and public attitudes towards Nazi Germany and the Holocaust, and the influence of public pressures upon US policy. Second, the period of consensus on the Cold War, examining how Americans viewed the Communist world before, during and after the Korean War, the influence of the atomic bomb upon popular thinking, the limits of dissent in the period of McCarthyism, and the impact of public opinion upon policy-making during the Berlin and Cuban crises. Third, the period when the Cold War consensus broke down, focusing not just on the opposition to the Vietnam war and the new cleavages that emerged within US society but also on the changing nature of the American media and the very different attempts made by Nixon, Carter and Reagan to respond to this new environment. Fourth, the post-Cold War period, examining the impact of the information

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explosion and the complex new foreign-policy agenda upon American attitudes towards the outside world, as well as the responses of the presidents to these changes.

Teaching: Twenty-two seminars of two hours. Students are expected to keep up with readings for the weekly meetings and to participate in the seminar discussions. Students are required to produce three essays during the year. There will also be a mock exam (a one-hour time essay) in the first of the two revision classes in the summer term.**Reading list:** A full bibliography accompanies the course and the teacher will advise on reading. R J Lieber, *Eagle Adrift: American Foreign Policy at the End of the Century* (1997); R Dallek, *Franklin D Roosevelt and American Foreign Policy, 1932-1945* (1979); G A Almond, *The American People and Foreign Policy* (1960) M Jonas, *Isolationism in America, 1935-1941* (1966) P Boyer, *By Bomb's Early Light: American Thought and Culture at the Dawn of the Atomic Age* (1985).**Assessment:** A three-hour unseen written examination in June. A mock exam paper will be distributed to students at the first meeting to familiarise themselves with the structure of the examination. The final exam will count for 100% of the final course assessment.

HY426

The European Enlightenment, c1680-1830**Teacher responsible:** Dr Tim Hochstrasser, E407**Availability:** For MA/MSc History of International Relations.**Core syllabus:** The objective of the course is to introduce students to the main themes of the Enlightenment through a reading of selections from the writings of the leading political, scientific and philosophical thinkers of the period. The chronological framework of the Enlightenment is taken to be Europe between the reign of Louis XIV and the end of the Bourbon Restoration in France in 1830.**Content:** The Enlightenment is conventionally taken to be the period in which philosophy, history, economics and anthropology and other social sciences began to emerge as discrete disciplines independent of state and church control. The course sets out to explore the new ideas generated in these areas as a result of a fresh understanding of man's place in the physical world. The contributions of Newton, Locke, Voltaire, Montesquieu, Rousseau and Kant – among others – will be highlighted, and fleshed out with a detailed study of selected texts including the writings of Voltaire, Gibbon, Smith and Diderot.**Teaching:** The course will be taught by both lectures (HY213) and seminars (HY426). There will be 20 lectures and 20 seminars held in the MT and LT and 2 revision sessions in the ST. 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); Thomas Munck, *The Enlightenment* (2000); I Kramnik (Ed), *The Portable Enlightenment Reader* (1995); Dorinda Outram, *The Enlightenment* (1995); Ulrich Im Hof, *The Enlightenment* (1994); Roy Porter, *The Enlightenment* (1990). *Anthologies:* Simon Eliot & Beverley Stern (Eds), *The Age of Enlightenment* (2 vols, 1979).**Assessment:** A three-hour written examination in the ST.

HY428

Britain and the Modern World: Power and Decline since 1870**Teacher responsible:** Dr A C Howe, E600**Availability:** For MA/MSc History of International Relations and MSc Theory and History of International Relations students; also available as an outside option.**Core syllabus:** This course seeks to examine the roots of British power within the international system since 1870, with special reference to the extensive recent literature on 'British decline'. It investigates this theme in relation to its political, diplomatic, economic and cultural dimensions within a comparative international framework.**Content:** The historiography of British decline; Britain and the European state system in 1870; British exceptionalism and British power; Britain and Empire, 1870-1914; the origins of British decline, 1870-1914; strategies to avoid decline before 1914; Liberalism and the rise of Labour in a non-revolutionary setting; the First World War and British military power; the impact of the War on the domestic and international bases of British power; Britain's economic and defence predicaments between the wars; the impact of the Second World War on British society and British power; the loss of Empire; post-war British politics and economic performance; the revival of British power since 1979.**Teaching:** Twenty seminars of two hours duration (HY428).**Reading list:** K Robbins, *The Eclipse of a Great Power: Modern Britain, 1870-1992* (1993); W D Rubinstein, *Capitalism, Culture and Decline* (1993); D Reynolds, *Britannia Overruled: British Policy and World Power in the Twentieth Century* (1992); C Barnett, *The Audit of War* (1986); D Edgerton, *Science, Technology and British Industrial Decline* (1996); A Gamble, *Britain in Decline* (1994); A Sked, *An Intelligent Persons Guide to Post-War Britain* (1997); J W Young, *Britain and the World in the Twentieth Century* (1997).**Assessment:** One three-hour unseen examination paper.

HY429

Anglo-American Relations from 1939 to the Present**Teacher responsible:** Dr N Ashton, E409**Availability:** For MA/MSc History of International Relations and MSc Theory and History of International Relations.**Core syllabus:** This course analyses the changing nature of the Anglo-American 'special' relationship from its creation against the backdrop of the Second World War in Europe through to the present day. It will illuminate the foundations of the relationship in terms of culture and ideology, and also the threat posed by common enemies in the Second World War and Cold War. The competitive dimension of the Anglo-American relationship will also be highlighted as a means of explaining instances of discord such as the Suez Crisis of 1956.**Content:** Anglo-American relations in historical perspective; the creation of the Anglo-American alliance, 1939-41; competitive co-operation in war strategy and politics, 1941-45; the American 'Occupation' of Britain during the Second World War; the emergence of the Cold War in Europe, 1945-49; the Cold War in Asia, 1945-54; the Suez Crisis, 1956; nuclear relations, 1939-60; the Skybolt Crisis; Kennedy, Macmillan and the Cuban Missile Crisis; Anglo-American relations and European integration, decolonisation and Anglo-American relations since 1945; the impact of the Vietnam War; transatlantic influences on culture and society since 1945; intelligence co-operation; Thatcher, Reagan and the Cold War in the 1980s; the Falklands War; the Gulf War; the significance of personal relations at the top; retrospect and prospects for Anglo-American relations.**Teaching:** The course will be taught by means of twenty-two seminars of two hours duration during the MT, LT and ST.**Written work:** Four pieces of written work must be submitted by students taking this course. These consist of two essays of up to 3,000 words in length, one book review of up to 1,500 words in length, and one times class essay.**Reading list:** For an introduction to Anglo-American relations, students should consult the following texts: David Reynolds & David Dimbleby, *An Ocean Apart: the Relationship between Britain and America in the Twentieth Century* (1988); Christopher Bartlett, *The Special Relationship: A Political History of Anglo-American Relations Since 1945* (1992); Alan Dobson, *Anglo-American Relations in the Twentieth Century* (1995); William Roger Louis & Hedley Bull (Eds), *The Special Relationship: Anglo-American Relations since 1945* (1984); Ritchie Owendale, *Anglo-American Relations in the Twentieth Century* (1998); Donald Warr, *Succeeding John Bull: America in Britain's Place, 1900-75* (1984). A detailed reading list will be issued at the start of the course.**Assessment:** A three-hour written examination in the ST.

HY430

The Marshall Plan and Europe, 1945-1952**Teacher responsible:** Dr R Boyce, E506**Availability:** Optional course intended primarily for the MA/MSc History of International Relations and the MSc Theory and History of International Relations.**Core syllabus:** The course examines the origins of the Marshall Plan and its significance for Europe and European-American relations. It attempts a balanced approach to the subject by giving due weight to its political, diplomatic, economic, and security aspects.**Content:** The historiography of the Marshall Plan and the origins of the Cold War in Europe; East-West relations and the post-war German problem; France, Britain, and the idea of a 'Third Way' for Europe; the Communist challenge in France, Italy, Belgium, and Greece, and the fate of Popular Front governments in Western Europe after 1944; factors shaping American's abandonment of isolationism and its commitment to European security; the Milward thesis and other perspectives on post-war European reconstruction; the economic consequences of the Marshall Plan; the political consequences of the Plan including its relationship to the East-West division of Europe and the onset of the Cold War; the recovery of West German sovereignty, and the rise of the 'European' movement; an assessment of the costs and benefits of the Marshall Plan.**Teaching:** 10 lectures in the MT. 22 seminars in the MT, LT and ST.**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:** A detailed reading list will be issued at the start of the course. B Eichengreen & M Uzan, *The Marshall Plan: Economic Effects and Implications for Eastern Europe and Former USSR* (1992); D W Ellwood, *Rebuilding Europe: Western Europe, America, and Postwar Reconstruction* (1992); J Gimbel, *The Origins of the Marshall Plan* (1976); S Hoffman & C Maier (Eds), *The Marshall Plan: a Retrospective* (1984); M J Hogan, *The Marshall Plan: America, Britain, and the Reconstruction of Western Europe* (1987); A S Milward, *The Reconstruction of Western Europe, 1945-1951* (1984); H Pelling, *Britain and the Marshall Plan* (1988); R A Pollard, *Economic Security and the Origins of the Cold War, 1945-1950* (1985).**Assessment:** One three-hour written examination paper in the ST. Candidates will be expected to answer three questions.

HY431

The Cold War and the Third World Revolutions, 1965-1989**Teacher responsible:** Dr O A Westad, Room E502**Availability:** For MA/MSc History of International Relations; MSc Theory and History of International Relations; MSc Russian and Post-Soviet Studies. Some prior knowledge of Cold War history will be an advantage.**Core syllabus:** The purpose of this seminar is to discuss the causes for and the development of Soviet and American involvement in revolutions in Africa, Asia, and Central America during the latter phase of the Cold War. This is a relatively new field of international history and part of the readings will consist of declassified documents and memoirs. Student participation in the preparation of each meeting is essential.**Content:** Revolutionary ideologies; American interventionism; Soviet 3rd World policies; the Indonesian crisis of 1965; détente and revolution; the

Portuguese withdrawal from Africa; the Cuban role; the Angolan revolution; the Ethiopian revolution; the Horn of Africa war; the Soviet Union and African revolutions; the Afghan Communists in power; the Soviet decision to intervene in Afghanistan; Reagan and the new US agenda; the Sandinista revolution; the Contras; the Soviet withdrawal from the 3rd World.

Teaching: The course will be taught by 21 weekly seminar meetings held in the MT, LT and ST. Students will be required to sit in on a small number of relevant lectures for other courses in the department.**Reading list:** Before the first meeting students should familiarise themselves with the Cold War International Project homepage (<http://cwiip.si.edu>) and with M Light, *Troubled Friendships: Moscow's Third World Ventures*; D J Macdonald, *Adventures in Chaos: American Intervention for Reform in the Third World*; O A Westad, *Reviewing the Cold War: Approaches, Interpretations, Theory*.**Assessment:** A three hour written examination in the ST.

HY432

From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1995**Teacher responsible:** Dr A Sked, E503**Availability:** For MA/MSc History of International Relations and MSc Theory and History of International Relations.**Core syllabus:** Western diplomacy in the 1980s and early 1990s examining tensions, rivalries and linkages not merely between the western and communist blocs but also within them.**Content:** The domestic political bases of, and the political relations between, the leading figures (Gorbachev, Yeltsin, Reagan, Bush, Thatcher, Major, Mitterrand, Delors and Kohl) will be covered as well as the diplomacy of the period. Major topics will include *Ostpolitik* and the reunification of Germany; the collapse of the Soviet Union, the collapse of the Soviet Empire; the Rhodesian Settlement; the Falklands and Gulf Wars; America and her Western European partners; the Single European Act, the ERM and the Maastricht Treaty; the security arrangements of Russia and NATO after the fall of communism; Germany after reunification; Eastern Europe after communism; Russia and the former territories of the USSR.**Teaching:** 22 two-hour weekly meetings arranged on a mixed lecture/seminar basis.**Reading list:** A full bibliography will be provided at the first meeting of the class. Key books include: Mikhail Gorbachev, *Memoirs*; Margaret Thatcher, *The Downing Street Years*; Timothy Garton Ash, *In Europe's Name*; Philip Zelikow & Gondoleeza Rice, *Germany Unified and Europe Transformed*; Geoffrey Smith, *Thatcher and Reagan*, Julius W Friend, *The Long Presidency, France in the Mitterrand Years*, Raymond L Garthoff, *The Great Transition. American-Soviet Relations and the End of the Cold War*, Peter Duignan & L H Gann, *The United States and the New Europe, 1945-1993*; Martin McCauley, *Gorbachev*.**Assessment:** One three-hour examination; three questions must be answered.

HY433

Cultural Encounters from the Renaissance to the Modern World**Teachers responsible:** Dr Joan-Pau Rubiés, E500 and Dr Joya Chatterji, E602**Availability:** For MA/MSc History of International Relations. Students taking other taught Master's programs may take this course where appropriate.**Core syllabus:** The aim of this seminar-course is to address from a historical perspective fundamental questions about European imperialism, colonial contexts for cross-cultural interaction, the role of perceptions of the other, issues of gender and religion in situations of cultural conflict, and the role of non-Europeans in the making of the West. Through a series of well-defined case-studies, the course will seek to offer a coherent historical perspective on a legacy of cross-cultural encounters over more than five-hundred years, from the late Middle Ages up to the twentieth century.**Contents:** Each seminar will address specific questions about a key, well-defined scenario, combining two kinds of issues: power struggles and perceptions of 'the other'. Case studies will be evenly spread to include examples from Africa, Asia, America, the Pacific and the Mediterranean. Topics will include: Medieval ethnography, Christian and Muslim; Europe's inner enemies: Jews and moriscos; First encounters with American Indians; American civilizations: Spanish and Peruvians; The debate on the nature of the American Indians; Jesuit accommodation and the rites controversy in China; Independent travellers as observers in India; The debate on Oriental despotism; Captain Cook and the Pacific islands; Charles Darwin and nineteenth-century anthropology; The European view of "ancient" India; Christian evangelism in India and the sati debate; The "invention" of caste?; Indian responses to the Enlightenment; Orientalism and Islam 1800-1860; European ideas about 'tribes'; Missionaries and the clitorodectomy debate; A European faith in Africa: Afrikaaner Calvinism; The response of African thinkers. Whenever possible, both Western and non-Western sources will be considered. The discussion in each seminar will draw on a combination of secondary sources and primary material.**Teaching:** Twenty two-hour seminars and two revision classes. Students will be required to write three essays and a timed essay.**Reading list:** A full reading list will be issued at the start of the course. Besides primary texts, key readings include: S Schwartz, *Implicit understandings. Observing, reporting and reflecting on the encounters between Europeans and other peoples in the Early-Modern era* (1994); J Larner, *Marco Polo and his description of the world* (1999); D Brading, *The*

first America (1991); A Pagden, *The fall of natural man* 2nd edn, (1986); L Hanke, *All mankind is one* (1974); A Gerbi, *The dispute of the New World* (1973); J Spence, *The memory palace of Matteo Ricci* (1985, rep. 1999); J Rubiés, *Travel and ethnology in the Renaissance* (Cambridge, 2000); P Marshall & G Williams, *The great map of mankind: British perceptions of the world in the age of the Enlightenment* (London, 1982); A Grossrichard, *The sultan's court, European fantasies of the East* (London, 1998); B Smith, *European vision and the South Pacific* (1985); M Sahlins, *How 'natives' think. About captain Cook, for example* (1995); R Inden, *Imagining India*, (1990); Lata Mani, *Contentious Traditions. The Debate on Sati in Colonial India*, (Berkeley, 1998); R Fox, *Gandhian Utopia. Experiments with Culture* (Boston, 1989); B Cohn, *An Anthropologist among Historians and Other Essays*, (Oxford and Delhi, 1988); Aziz-al-Azmeh, *Islam and Modernities*; R Hyam, *Empire and Sexuality: the British Experience* (Manchester, 1991); S Dubow, *Scientific Racism in Modern South Africa* (Cambridge, 1995); M Sahlins, *Tribesmen* (Englewood Cliffs NJ, 1968).

Assessment: One three-hour unseen examination for 75% of the final mark, and one assessed essay (delivered in the LT) for the remaining 25% of the mark.

HY434

The Rise and Fall of Communism in Europe 1917-1990

Teacher responsible: Dr Anita J Prazmowska, E494

Availability: Primarily for postgraduate students registered for the following degrees: MA/MSc History of International Relations, MSc Theory and History of International Relations, MSc European Political Economy Transition, MSc Russian and Post-Soviet Studies. Postgraduate students registered for other MSc courses within the School will be considered on application.

Core syllabus: The course will examine the rise, survival and collapse of the Soviet Communist ideology and Communist regimes based in Russia and Eastern Europe during the period 1917-1990. The course will also deal with the struggle for Communist influence in Western Europe during the same period.

INTERNATIONAL RELATIONS

Please note that the International Relations Department places restrictions on the number of IR MSc options which may be taken by non-IR Department MSc students – normally only ONE option, subject to availability of space on the course concerned. Non-IR Department MSc students should refer to their own degree regulations in the *Graduate Handbook* for further details.

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.

Attendance by MSc students at seminars related to examinable courses is compulsory.

IR300.1

Foreign Policies of the Powers

Teacher responsible: Dr D Jacquin-Berdal, D413

Availability: This lecture course is not examinable as a course in itself. It is offered to any interested students on its own, or as part of the teaching for the BSc Foreign Policy Analysis I course (IR300), the Diploma Foreign Policy Analysis II course (IR401) and the MSc Foreign Policy Analysis III course (IR411). It is only available as credit for General Course students as part of IR300 as a whole.

Core syllabus: The foreign policies and foreign policy processes of selected major states since 1945, depending on examination requirements and teachers available.

Content: An analysis of the foreign policies of a selected group of major states, with due regard to their respective national interests, external commitments, traditional values and other relevant factors. The role of internal group interests and electoral considerations. Constitutional machinery for the formulation of foreign policy. Diplomatic services and techniques. Illustrative material will be drawn mainly from the post-1945 period.

This year there will be lectures on Britain, the United States, the Soviet Union/Russia, France, West Germany, Canada, India, China and South Africa.

Teaching: A number of members of the International Relations Department, as well as guest lecturers, participate in the series. There will be thirty lectures in all.

Reading list: Recommended texts include

- The United States:** Michael Hunt, *Ideology and US Foreign Policy*; G John Ikenberry (Ed), *American Foreign Policy: Theoretical Essays*.
- The United Kingdom:** P Byrd (Ed), *British Foreign Policy under Thatcher*; Michael Clarke, *British External Policy-Making in the 1990s*.
- The Soviet Union/Russia:** J Steele, *The Limits of Soviet Power*; M Light, *The Soviet Theory of International Relations*.
- France:** Edward A Kolodziej, *French International Policy under de Gaulle and Pompidou*; Herbert Tint, *French Foreign Policy since the Second World War*.
- Germany:** H Speier (Ed), *West German Leadership and Foreign Policy*.

Content: The course will start with the study of the Russian revolution and the civil war to the establishment of the Stalinist regime in the Soviet Union. This will be followed by the study of the history of Soviet involvement in the Second World War and the extension of Soviet influence into Eastern Europe after the Second World War. An examination of the installation of Soviet style regimes in that region will be followed by the analysis of Soviet post-war objectives and Soviet objectives towards Germany. The death of Stalin and the Soviet responses to the Polish and Hungarian events in 1956 is linked to the study of Khrushchev and the Brezhnev eras. Additionally the course analyses the extension of Communist influence into Western Europe through the Comintern and the Cominform. The course concludes with a consideration of détente, the Gorbachev period, and the collapse by the end of 1990 of the Soviet Union and other Communist regimes in Europe.

Teaching: The course will be taught through 20 weekly two-hour seminars.

Written work: students will be required to write two essays in MT and one essay and a timed one hour essay during LT.

Reading list: A full bibliography will be provided at the beginning of the academic year. For an introduction, the following may be of assistance: E H Carr, *The Russian Revolution 1917-1921* (3 vols.); F Claudin, *The Communist Movement from Comintern to Cominform*; I Deutscher, *Stalin: A Nove, An Economic History of the USSR*; R C Tucker (Ed), *Stalinism: Essays in Historical Interpretation*; J Erickson, *The Soviet Road to Stalingrad*; G Roberts, *The Soviet Union and the Origins of World War II*; V Mastny, *Russia's Road to the Cold War. Diplomacy, Warfare and the Politics of Communism 1941-1945*; Rothschild, *Return to Diversity: A Political History of East Central Europe since World War II*; F A Fejtó, *A History of the People's Democracies: Eastern Europe since Stalin*; A Heller & F Feher, *From Yalta to Glasnost. The Dismantling of Stalin's Empire*; G Stokes, *The Walls Came Tumbling Down*.

Assessment: Seventy-five percent of the final mark will be awarded on the basis of performance in a three-hour written examination taken in the ST. Twenty-five percent of the final mark will be awarded on the basis of the third essay, of no more than 3,000 words to be submitted in the LT.

IR300.3

Decisions in Foreign Policy

Teacher responsible: Professor W Wallace, D508

Availability: This lecture course is not examinable as a course in itself. It is offered to any interested students on its own, and as part of the teaching for the BSc Foreign Policy Analysis I course (IR300), the Diploma Foreign Policy Analysis II course (IR401) and the MSc Foreign Policy Analysis III course (IR411). It is only available as credit for General Course students as part of IR300 as a whole. 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.

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; South Africa and the Two China Policy (1989-95).

Teaching: A course of 6 lectures will be given in the LT which will complement the Foreign Policy Analysis lectures given in the MT (IR300.3). All students are advised to attend the lecture series IR300.2, **Foreign Policy Analysis** and IR300.1, **The Foreign Policies of the Powers** (various lectures). Other relevant lectures will be announced from time to time.

IR405

Sovereignty, Rights and Justice

Teacher responsible: Professor C Brown, D410

Availability: Course intended primarily for MSc International Relations (Specialist and Research Tracks) and MSc Theory and History of International Relations, MSc Human Rights and other interested students by permission.

Core syllabus: Bringing together insights and concepts from political theory and international relations theory, and drawing on a number of dilemmas posed by post-Cold War international politics, this course focuses on modern debates on sovereignty, the rights of states, individuals and peoples, and international justice, and the impact of these debates on the shape and future development of contemporary international relations theory.

Content: The cosmopolitan-communitarian debate; sovereignty and the norm of non-intervention; the contemporary international human rights regime; the rights of peoples; the politics of humanitarian intervention (with case studies); the International Criminal Court, justice in classical international thought; global social justice. Further details will be provided at the start of the session.

Teaching: The course will be taught by weekly seminars of one and a half to two hours, from week three of the MT until week three of ST. It is highly recommended that students without a background in the area attend the lectures for IR306, which commence in week one of MT and run until the end of LT.

Written work: Students will be expected to produce three essays of 2,000 words during the year, and to introduce seminar discussions.

Reading list: No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a detailed list of

references will be provided at the beginning of the course. The following works will be widely used: C R Beitz, *Political Theory and International Relations*, 2nd edn (Princeton UP, 2000); C Brown, *International Relations Theory: New Normative Approaches* (Harvester Wheatsheaf/Columbia University Press, 1992); T Dunne & N J Wheeler (Eds), *Human Rights in Global Politics* (Cambridge UP, 1999); M Frost, *Ethics in International Relations* (Cambridge UP, 1996); S Krasner, *Sovereignty: Organised Hypocrisy* (Princeton UP, 1999); J Rawls, *The Law of Peoples* (Harvard UP, 1999); R Tuck, *The Rights of War and Peace* (OUP, 1999); N J Wheeler, *Saving Strangers: Humanitarian Intervention in International Society* (OUP, 2000).

Assessment: Will be by a formal three-hour written examination (100%).

IR410

International Politics

Teachers responsible: Professor C Brown, D410 and Professor F Halliday, D510

Availability: Course intended primarily for MSc International Relations (Specialist and Research Tracks).

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 and Written work: 20 Lectures (IR410.1) and 10 Seminars, (IR410.2) held in the MT. One revision lecture will be held in the penultimate week. There will be 5 1.5-hour revision seminars, normally held in ST. Students deliver seminar papers and write three 2,000-word essays for their supervisors on topics notified at the beginning of the Session. Students are also encouraged to attend lectures on **Sovereignty, Rights and Justice: Issues in International Political Theory** (IR306) and **Rational Choice Approaches to Political Economy and International Politics** (IR908).

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*. For background: Kenneth N Waltz, *Theory of International Politics*; Ken Booth & Steve Smith (Eds), *International Relations Theory Today*; Fred Halliday, *Rethinking International Relations*; John Hall, *International Orders*; James Mayall, *Nationalism and International Society*.

Assessment: ST, 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: Professor Margot Light, D411

Availability: Course intended primarily for MSc International Relations (Specialist and Research Tracks) and MSc Theory and History 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 familiarise themselves with the broad outline of the subject should refer to the text books in the Undergraduate Study Guide, IR300.

Core syllabus: The MSc course differs from the undergraduate and diploma courses in level and approach. It goes beyond an analysis of the basic processes of foreign policy-making, into more advanced issues such as determinism and rationality. Students are expected to combine an interest in theoretical and comparative aspects of the subject with a fair knowledge of the major foreign policy events of the twentieth century.

Content: The ways in which international actors – primarily but not exclusively states – formulate decisions and strategies for dealing with other members of the international community, the interplay between domestic and external forces; the organisation, psychology and politics of small-group decision-making; the purposes behind foreign policy and the instruments available to those who make it. Problems of comparison, choice, evaluation and rationality; contemporary criticisms of the concept of a separate 'foreign' policy.

Teaching: All students are highly recommended to attend IR300.2 **Foreign Policy Analysis** 12 lectures ML, IR300.3 **Decisions in Foreign Policy** 6 lectures L and IR902 **New States in World Politics** 10 lectures L. It is also advisable to attend as many lectures in the series IR300.1 **The Foreign Policies of the Powers** as possible (30 lectures L). Sixteen weekly seminars (IR411) will run from week five of the MT.

Written work: All students who attend the seminar will be expected to write three 2,000 word essays for their seminar leader. Each student will also be expected to present at least one seminar topic.

Reading list: The following books are a necessary but not sufficient reading requirement. They provide access to most of the main themes of the course as well as to a considerable amount of empirical material: Graham Allison, *Essence of Decision*, Little Brown, 1971; Robert Jervis, *Perception and Misperception in International Politics*, Princeton University Press, 1976; Kal Holsti, *Why Nations Realign: Foreign Policy Restructuring in the Post-War World*, Allen & Unwin, 1982; Ernest May, 'Lessons' of the Past: *The Use and Misuse of History in Foreign Policy*, Oxford University Press, 1973; R Ned Lebow, *Between Peace and War*, Johns Hopkins University Press, 1984; W Carlsnaes, *Ideology and Foreign Policy*, Blackwell, 1986; A L George & W E Simons (Eds), *The Limits of Coercive Diplomacy* (2nd edn), Westview Press, 1994; P T Hart, E K Stern & B Sundelius, *Beyond Groupthink*, University of Michigan Press, 1997. A more detailed reading list will be provided at the beginning of the course.

Assessment: A formal three-hour examination in the ST. Copies of previous years' papers, together with lecture and seminar programmes and further reading references will be distributed when the course begins.

IR412

International Institutions III

Teacher responsible: Mr N A Sims, D609

Availability: Master's degree students only, where permitted in degree regulations. It will be an advantage to have studied international organisation within the context of a first degree in International Relations, but this is not formally required.

Core syllabus: Theories regarding the nature and purposes of international institutions. Institutions as forms of multilateral diplomacy; as exercises in community building; as instruments of revolutionary change. The notion of supra-nationalism. The functional approach to political integration. Institutions as arenas and as actors.

The nineteenth century antecedents of the League of Nations and the United Nations. The genesis of the Covenant and the Charter. The theory and practice of collective security, and its relation to the balance of power. The pacific settlement of disputes in the League of Nations and the United Nations. The development of United Nations peace-keeping. The practice of the League of Nations and the United Nations regarding non-self-governing territories. The approach of regional institutions to the problems of international peace and security. The structure and functioning of alliance systems. International institutions and world economic order.

Content: The short duration of this course obliges us to be highly selective. We focus on the Covenant and Charter and on subsequent practice in the League of Nations and the United Nations. In recent years the content of the teaching given has focused on the following elements within the core syllabus – International organisation as a dimension of international relations and a higher form of conference diplomacy. Types and patterns of international organisation. The constitution, structure and experience of the League of Nations and the United Nations, with particular reference to the Covenant, the Charter and subsequent practice, as illustrating some of the major ideas and issues of international organisation. The work and problems of Specialized Agencies in the UN system; regimes in Antarctica and elsewhere.

Teaching and Written work: The teaching exclusive to MSc students taking this option consists of a weekly seminar (IR412) from week one of LT until the end of week 5 of ST. Students take it in turn briefly to introduce discussion on topics chosen according to a systematic programme. Three 1,500 (max) word essays and at least one presentation (introduction to discussion) will be set and marked by the seminar teacher.

In addition to the seminar, MSc students should, for a broader grounding in the elements of international organisation and ideas underlying its variety of forms, attend the lectures in the series common to all (including undergraduate and Diploma students) taking an **International Institutions** course: IR301. The more narrowly selected seminar programme pre-supposes regular attendance at these lectures, accordingly strongly recommended.

Reading list: As with LSE courses generally, private reading is most important, and the seminar work depends for maximum usefulness upon students reading themselves into a greater familiarity with the subject-matter. Newcomers to international organisation studies should read Inis L Claude, *Swords into Plowshares: The Problems and Progress of International Organization* (4th edn), Random House, 1971, and David Armstrong, Lorna Lloyd & John Redmond, *From Versailles to Maastricht: International Organisation in the Twentieth Century*, Macmillan, 1996. Introductions to the League and UN systems include Ruth B Henig, *The League of Nations*, Oliver & Boyd, 1973; F S Northedge, *The League of Nations*, Leicester University Press, 1986; Adam Roberts & Benedict Kingsbury (Eds), *United Nations, Divided World* (2nd edn), Clarendon Press, Oxford, 1993; Paul Taylor & A 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.

Assessment: One three-hour written examination in the ST.

IR413

Regional Integration in Western Europe III

Teacher responsible: Professor W Wallace, D508

Availability: Course intended primarily for MSc International Relations (Specialist and Research Tracks), MSc Theory and History of International Relations and MSc European Studies; optional for MSc European Social Policy and 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.

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: Federalist, the Functionalist and intergovernmental approaches. European security and European integration. Europe after the Cold War and the process of eastern enlargement.

Teaching: 17 meetings of a Seminar (IR413.1) for International Relations and European Studies specialists and other postgraduate students, in MT, LT and ST. MSc students are strongly recommended to attend IR416.1 and the lectures given in IR303.

Written work: Substantial class presentations are allocated at the first meeting of the seminar and at least three 2,000-word essays are set and marked by the seminar teacher.

Reading list: No single book is exactly coterminous with the syllabus. The following are useful introductions: 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, 2000; Desmond Dinan, *Ever Closer Union?*, Macmillan, 1999.

Assessment: There will be a three-hour written examination in June.

IR415

Strategic Aspects of International Relations III

Teacher responsible: Dr C Coker, D511

Availability: Course intended primarily for MSc International Relations (Specialist and Research Tracks) and MSc Theory and History of International Relations. A working knowledge of international history since 1815 and of traditional theories of international politics is desirable.

Core syllabus: This is not a conventional Strategic Studies course. It is about the cultural context of military conflict between states and within them. The place of war in international relations, and the social, political, and economic consequences of the use of force. The greater part of the course is concerned with force in international relations since 1945.

Content: The Western Way of War; Non Western Ways of Warfare; The new political economy of wars, The Revolution in Military Affairs, Clausewitz and the Western Way of Warfare; war and genocide; war in the developing world; terrorism and crime; policing the international order; NATO and its future; Globalisation and Security; Post human warfare.

Teaching: Students are highly recommended to attend lectures on IR305 (MT and LT) and are required to attend 16 weekly seminars (IR415.1) commencing in week three of MT. The majority of seminar topics will be on strategic aspects of postwar international relations and examination papers will reflect this. 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 who are registered in the International Relations Department are eligible for student membership, which gives access to certain meetings and to excellent specialised libraries. Please see the International Relations Department Postgraduate Taught Course Student Handbook 2001/2002 for further details.

Written work: Three 2,000-word essays will be set and marked by the seminar teacher.

Reading list: The following short list comprises some of the most important and some of the best currently available books. An asterisk indicates publication in paperback edition. R Aron, *Peace and War*; C M Clausewitz, *On War* (Ed by M Howard & P Paret); J L Gaddis, *Strategies of Containment*; M E Howard, *War and the Liberal Conscience*; F M Osanka, *Modern Guerrilla Warfare*; C Coker, *War and the Twentieth Century*; J Keegan, *A History of Warfare*; C Coker, *War and the Illiberal Conscience*.

Assessment: There is a three-hour formal examination held in the ST. Three questions must be answered from twelve or more. Examples of recent past examination papers will be appended to the reading list.

IR416

International Politics of Western Europe

Teacher responsible: Professor C J Hill, D409

Availability: Course intended primarily for MSc International Relations (Specialist and Research Tracks), MSc Theory and History of International Relations, MSc European Studies and MSc EU Policy Making, MSc Nationalism and Ethnicity. Some basic knowledge of International Relations as an academic discipline is desirable, together with some acquaintance with the general evolution of world politics in the twentieth century.

Core syllabus: The international relations of the major states of Western Europe, understood in their evolving historical context, including the external relations of the European Communities, Political Co-operation, and the Common Foreign and Security Policy of the European Union.

Content: The foreign policies of the states of Western Europe, with particular reference to Britain, France, Germany, Italy and Spain. The neutral (and 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 Union. The external relations of the Union, European interests in wider international relations. Collective decision-making, and the interaction of political and economic issues.

Teaching: The core of the **International Politics of Western Europe** is a weekly seminar (IR416) which meets during the LT and for the first half of the ST. All students are also strongly recommended to attend relevant lectures in the **Foreign Policies of the Powers** (IR300.1), and should attend **The External Relations of the European Union** (IR416.1).

Written work: Students will be asked to write three 2,000 word-essays during the course, to be handed in for marking to their seminar leader. 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; S Hoffman (Ed), *The European Sisyphus: essays on Europe 1964-1994*, Westview, 1995; J Howarth & Anand Menon (Eds), *The European Union and National Defence Policy*, Routledge, 1997; J Zielonka, *Explaining Euro-Paralysis*, Macmillan, 1998.

Assessment: Examination papers in these subjects are taken in the ST. The normal length of each paper is twelve questions, of which candidates are invited to answer any three.

IR416.1

External Relations of the European Union

Teacher responsible: Professor C J Hill, D409

Availability: This course is primarily part of the teaching for the MSc 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 equally with pre-Maastricht events.

Content: The syllabus deals with the external ramifications of common policies in trade, agriculture, and steel, together with the evolving relations between the Union and the Third World, and the emergence of European Political Cooperation from 1970 onwards, succeeded by The Common Foreign and Security Policy in 1993. Relations with important states or groups of states are given particular attention, namely the United States and Japan, the Eastern and Central European countries, and the Lomé Conventions with the African, Caribbean and Pacific countries. The impact on the Union of the end of the Cold War is also an important focus, as is the evolving security and defence dimension.

Teaching: There will be twelve weekly one-hour lectures, commencing in week three of the MT and ending half-way through the LT. They will be immediately followed by five weekly guest seminars which will last for ninety minutes each.

Basic Reading list: Roy Ginsberg, *The Foreign Policy Actions of the European Community*, Lynn Reiner, 1989; Elfriede Regelsberger, Philippe de Schoutheete de Tervarent & Wolfgang Wessels (Eds), *Foreign Policy of the European Union: from EPC to CFSP and Beyond*, Lynne Rienner, 1997; Reinhardt Rummel (Ed), *The Evolution of an International Actor*, Boulder, Westview, 1990; Charlotte Brotherton & John Vegler, *The European Union as a Global Actor*, Routledge, 1999; Martin Holland (Ed), *Common Foreign and Security Policy: the Record and Reforms*, Pinter, 1997; Simon J. Nuttall, *European Foreign Policy*, Oxford University Press 2000; Christopher Piening, *Global Europe: The European Union in World Affairs*, Lynne Rienner, 1997; Christopher Hill & Karen E Smith (Eds), *European Foreign Policy: Key Documents*, Routledge, 2000.

IR418

International Politics: Asia and the Pacific

Teachers responsible: Dr C Hughes, D509 and Professor M Yahuda, D408

Availability: Optional course for the MSc in International Relations (Specialist and Research Tracks) and MSc Theory and History of International Relations; available to other interested students where regulations permit. Desirable to possess a first degree in politics and/or history but special interest 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.

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: The principal lecture course is **International Politics: Asia and the Pacific** (IR418.1) – ten lectures, MT. A seminar on **Asia and the Pacific in International Relations** (IR418.2) will be held in the LT and ST. Students are also recommended to attend additional lectures on the foreign policies of some Asian states (normally China, India and Indonesia) in the course **The Foreign Policies of the Powers** (IR300.1) during the LT and **New States in World Politics** (IR902), ten lectures in the LT, is also relevant and recommended.

Written work: Three 2,000-word essays will be set and marked by the seminar teacher and an opportunity will be provided for short papers to be presented to the seminar. Students also have the option of writing their short dissertation on a topic selected from Asia and the Pacific.

Basic Reading list: (A full reading guide will be made available to interested students). Michael Yahuda, *The International Politics of Asia-Pacific*; T W Robinson & D Shambaugh (Eds), *Chinese Foreign Policy*; Michael Leifer, *ASEAN and the Security of South-East Asia*; Michael Leifer, *Dictionary of The Modern Politics of South-East Asia*; Robert S Ross (Ed), *East Asia in Transition*.

Assessment: Students will be required to sit a three-hour examination in which they will be asked to answer three of twelve questions.

IR419

The International Relations of the Middle East

Teachers responsible: Professor F Halliday, D510 and Dr Katerina Dalacoura, D412

Availability: Course intended primarily for MSc in International Relations (Specialist and Research Tracks) and MSc Theory and History of International Relations students. A knowledge of the international political system and of the major issues in its contemporary development is required. **Core syllabus:** The course is intended to provide an analysis of the regional politics of the Middle East since 1918, and of their interaction with problems of international security, global resources and superpower policies.

Content: The contemporary significance of the Middle East in the context of great power relations; the emergence and development of the Middle Eastern states system; sources of conflict; the interplay of domestic politics, regional conflicts and international rivalries in the policies of Middle Eastern governments; the importance of oil and other economic interests; great power rivalry and the strategic position of the Middle East, ideologies, national and religions.

Teaching and Written work: There will be 20 weekly lectures, (IR419.1) **The International Relations of the Middle East** commencing in week one of the MT and ten seminars (IR419.2) commencing in week one of the LT. Seminar attendees will be expected to submit three 2,000-word essays, based on past examination papers, to be marked by their seminar teacher. The lecture course IR300.1 **The Foreign Policies of the Powers** may also be of interest.

Reading list: Students are not particularly advised to purchase any book since the more comprehensive introductions are not necessarily in print. However, they are advised to have read, before the beginning of the course: M E Yapp, *The Near East Since the First World War*, and/or G Lenczowski, *The Middle East in World Affairs*.

In addition they are recommended to consult: Reinhard Schulze, *A Modern History of the Islamic World*; B Lewis, *The Middle East*; F Halliday, *Islam and the Myth of Confrontation*; F Ajami, *The Arab Predicament*; S Bromley, *Rethinking Middle East Politics*; B Korany & A Dessouki (Eds), *The Foreign Policies of Arab States*; John Roberts, *Visions and Mirages, The Middle East in a New Era*.

Assessment: There is one three-hour examination in the ST.

IR420

Revolutions and the International System

Teacher responsible: Professor Fred Halliday, D510

Availability: 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.

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, eg Iran, Cuba, Eastern Europe; the place of revolutions and the 'order-maintaining' response to them in the study of international relations.

Teaching and Written work: Fifteen weekly lectures (IR420.1) commencing in week six of the MT and fifteen 1½ hour weekly seminars (IR420.2) commencing in week one of the LT and ST. Three 2,000-word 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*; 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*; Fred Halliday, *Revolution and World Politics*. A detailed reading list will be provided.

Assessment: There is a three-hour written examination in the ST, requiring three questions out of twelve to be answered.

IR421

Concepts and Methods of International Relations

Teacher responsible: Mr M Hoffman, D512

Availability: Course intended primarily for MSc International Relations (Specialist and Research Tracks), MSc Politics of the World Economy (Research Track), MSc Theory and History of International Relations, and first year research students. The lectures for this course are also designed to provide advanced level coverage of theoretical issues for students taking the Diploma in World Politics and for 3rd year students on the BSc International Relations. The course assumes a basic knowledge of the academic discipline of international relations.

Core syllabus: A critical examination of the nature, assumptions and implications of the theoretical literature on international relations.

Content: Evolution and characteristics of theoretical debates in the discipline of international relations and associated fields; current trends and controversies. Schools of thought: traditional and behaviouralist; the inter-paradigm debate; neo-realism and neo-liberalism; normative, critical theory, postmodern, feminist and constructivist perspectives.

Teaching: There are ten lectures (IR421.1) in the MT and a weekly seminar (IR421.2) commencing in week one of the LT for MSc candidates for examination in the subject. They are also open to research students.

Written work: Three 2,000-word essays are set and marked by the seminar teacher.

Reading list: A detailed reading list will be provided at the first meeting. Useful surveys and textbooks are: K Booth & S Smith (Eds), *International Relations Theory Today* (1994); C Brown, *International Relations Theory: New Normative Approaches* (1992); S Burchill & A Linklater (Eds), *Theories of International Relations* (1996); J George, *Discourses of Global Politics* (1994); F Halliday, *Rethinking International Relations* (1994); I Neuman & O Weaver (Eds), *The Future of International Relations: Masters in the Making* (1997); V S Peterson (Ed), *Gendered States* (1994); S Smith, K Booth & M Zaleski (Eds), *International Theory: Positivism and Beyond* (1996); C Sylvester, *Feminist Theory and International Relations in a Postmodern Era* (1994).

Assessment: The MSc examination in Concepts and Methods consists of a three-hour paper taken in mid-June, with three questions out of 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, D512

Availability: Course intended primarily for MSc International Relations

NA 01/02

(Specialist and Research Tracks), MSc Theory and History of International Relations, and MSc Development Studies. There are no prerequisites, but the course assumes some familiarity with theories of international relations and theories of war and peace. Students are encouraged to attend the lecture series **Complex Emergencies** (DV420) and **Strategic Aspects of International Relations** (IR415).

Core syllabus: This course draws upon the relevant interdisciplinary literature in order to examine the problems of conflict and peace in international relations.

Content: A survey of theoretical approaches and practical responses to the problems of conflict, violence and peace, together with associated concepts including stability, change, order and justice. General and particular theories and debates concerning the causes, dynamics, processes, functions and effects of conflict: social psychological, nationalism and ethnic identity, political economy, basic human needs, gender. Characteristics of contemporary conflicts: protracted social conflicts versus complex emergencies. Theories of peace: order, justice, procedural. Characteristics and techniques of official and unofficial approaches to conflict management, resolution and transformation. Applications of these to contemporary conflicts. Ethics of third party interventions.

Teaching: Ten one-hour lectures (IR422) beginning week one of MT; seventeen 1.5 hour seminars (IR422.1) beginning in week three of MT.

Written work: Three 2,000-word essays will be set and marked by the seminar teacher.

Reading list: A detailed reading guide will be provided at the first meeting. Useful survey texts are: J Bercovitch & J Rubin (Eds), *Mediation in International Relations: Multiple Approaches* (1992); J Burton (Ed), *Conflict: Human Needs Theory* (1990); C Crocker & F O Hampson (Eds), *Managing Global Chaos: Sources of and Responses to International Conflict* (1997); V Jabri, *Discourses on Violence: Conflict Analysis Reconsidered* (1996); C R Mitchell & M Banks, *Handbook of Conflict Resolution: The Analytical Problem-Solving Approach* (1996); D Sandole & H Van der Merwe (Eds), *Conflict Resolution: Theory and Practice* (1993); I W Zartman & L Rasmussen (Eds), *Peacemaking in International Conflict: Methods and Techniques* (1998).

Assessment: There is a three-hour written examination in the ST, requiring three questions out of twelve to be answered.

IR425

Soviet and Post-Soviet Foreign Policy

Teacher responsible: Professor Margot Light, D411

Availability: Course intended primarily for MSc International Relations (Specialist and Research Tracks), MSc Theory and History of International Relations and MSc Russian and Post-Soviet studies. Other students may take this course as permitted by the regulations for their degrees. Familiarity with international relations theory and/or some knowledge of international history and Russian and Soviet history and government are desirable.

Core syllabus: The development of Soviet and post-Soviet foreign and defence policy from 1917 to 2002 in relation to its ideological and historical roots. Particular attention will be paid to the similarities and differences between the relations of the Soviet Union with different kinds of states; to the relationship of theory to practice and to the continuity and change in Soviet and Russian foreign policy.

Content: Historical, geographic and ideological factors affecting Soviet and Russian security perceptions. Foreign policy decision-making. Marxist-Leninist theory and its influence on foreign policy. Conflict and amity in East-West relations. The cold war and détente as case-studies of conflict and amity. Socialist internationalism and relations within the socialist system. Soviet-Third World relations. Perestroika, glasnost and the 'new thinking'. Russia and the 'near and far abroad'. Nationalism and foreign policy.

Teaching: Lectures (IR425.1) 12 weekly ML and 16 one-and-a-half hour weekly seminars (IR425.2) commencing in week five of MT. Students are also required to attend the foreign policy related seminars in the **Post Communist Politics and Policies** seminar EU451. Students without an International Relations background will find the related courses IR300.2, IR417.1, IR417.2 and IR420.1 useful. Students are also highly recommended to attend the lectures on Soviet and Russian foreign policy in IR300.1 during the LT.

Written work: Students will be expected to write three 2,000-word essays, 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*, CUP, 1996.

Assessment: A formal three-hour examination. Students must answer three out of twelve questions.

IR427

International Politics of Africa

Teachers responsible: Dr D Jacquin-Berdal, D413 and Dr C Alden, D608

Availability: Course intended primarily for MSc International Relations (Specialist and Research Tracks) and MSc Theory and History of International Relations. Other students may take this course as permitted

by the regulations for their degrees. Some familiarity with international relations theory would be useful.

Core syllabus: The international and regional dimensions of contemporary African politics.

Content: The state in Africa; the impact and legacies of colonialism and the Cold War; nationalism and decolonization; Africa and the World Economy; the foreign policies of African states; the role of extra-regional powers and international organisations in Africa; ethnicity and territorial integrity; the interplay between domestic, regional and international factors in African conflicts; development, democratization and human rights.

Teaching: 15 weekly lectures commencing in week one of MT, and 15 one and a half hour seminars commencing in week 6 of MT. Students might also want to attend the relevant lectures in **The Foreign Policy of the Powers** (IR300.1) during the LT and the **New States in World Politics** (IR902).

Written work: Students will be expected to submit three 2,000-word essays to be marked by the seminar teacher, and to present at least one seminar topic.

Reading list: A detailed reading list will be provided at the beginning but students will find the following preliminary reading useful: C Ake, *Democracy and Development in Africa* (1996); J-F Bayart, *The State in Africa* (1993); C Clapham, *Africa and the International System* (1996); J Harbeson & D Rothchild (Eds), *Africa in World Politics* (2000); Z Laidi, *The Superpowers and Africa* (1990); P Schraeder, *African Politics and Society* (2000); R Joseph (Ed), *State Conflict and Democracy in Africa* (1999); Stephen Wright (Ed), *African Foreign Policies* (1998).

Assessment: One three-hour written examination in the ST, requiring three questions out of twelve to be answered.

IR429

Economic Diplomacy

Teachers responsible: Mr Stephen Woolcock, D613 and Sir Nicholas Bayne KCMG c/o D611

Availability: Course is intended for graduate students studying for the MSc in International Relations or MSc in Politics of the World Economy and other graduates at the discretion of those running the course.

Core syllabus: This course will study the changing nature of economic diplomacy (defined as how states and non-state actors respond to international economic interdependence). The focus of the course will be on the decision making processes and includes, as an integral part of the course, an opportunity for dialogue with senior policy practitioners.

Content: The course will cover the theoretical and analytical foundations of decision making in economic diplomacy, focusing on national decision making but including the role of non-state actors and international organisations. There will be coverage of historical background to economic diplomacy in order to compare current developments with past experience and lessons. The course will then look at the changing nature of economic diplomacy including analysis of decision making at national, regional (ie the European Union) and multilateral levels. Theoretical and analytical work will be augmented by a series of case studies in economic diplomacy, the role of civil society, NGOs, investment, regulation of biotechnology, managing international financial crises, multilateral trade and environment agreements, etc.

Teaching: There will be a course of 20 lectures (IR429.1) beginning in the first week of the MT and continuing through the MT and LT. In addition to the lectures given by LSE staff responsible for the course, senior policy practitioners will make presentations on the case studies. These form an integral part of the course and are designed to provide insights into the factors shaping decision making in international economic relations. The course also includes a weekly seminar series (IR429.2) which will begin in the third week of MT and continue through the MT, LT and into the ST. The seminars will take the form of student presentations followed by group discussion. Students will be expected to write three 2,000-word essays during the course of the year to be marked by the seminar teacher.

Reading list: There is no one volume that covers the material studied; students will be expected to read widely in appropriate journals. A detailed reading list will be provided at the beginning of MT. The following provide a general introduction to the topic: J Spero & J Hart, *The Politics of International Economic Relations* 5th edn, 1997; I M Destler, *Making Foreign Economic Policy*, 1980; P Kennen, *Managing the World Economy: fifty years after Bretton Woods*, 1994; R Putnam & N Bayne, *Hanging Together: cooperation and conflict in the seven power summits*, 1987; N Bayne, *Hanging in There: The G7 and G8 Summit in Maturity and Renewal*, 1999; W Reinicke, *Deepening the Atlantic: towards a new transatlantic marketplace?*, 1996.

Assessment: Assessment will be by means of a three-hour examination in the ST based on the lecture course and work covered by the seminars. Students will have to answer three of twelve questions.

IR450

International Political Economy

Teachers responsible: Dr G Sen, D513 and Dr A Walter, D413

Availability: Course intended primarily for MSc in Politics of the World Economy (Specialist and Research Tracks).

Core syllabus: An advanced introduction to concepts and contending approaches in international political economy, and an overview of the evolution of international economic relations since the late nineteenth century.

Content: The purpose of this core course for the MSc (Econ) degree in the Politics of the World Economy is to give students with a first-degree background in economics and/or economic history, and politics (including international relations) and/or international history an appraisal of the theories and history of international economic relations, and a detailed

understanding of specific issues of significance during the twentieth century. The key question analysed is the impact of the system of states, with its distinctive goals of military security and autonomy, on the functioning of both the international and national economies and the consequences for the relationship between them. Though the emphasis is primarily on this political impact on the operation of the market and the opportunities and constraints posed by the latter on the former, attention will also be devoted to the international economic relations of the formerly planned economies in transition.

In seeking to investigate the relevance of the interaction of the parameters identified above (the state and the market), the growth and location of production, and its distribution between countries will be of special interest for the course. 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 and Written work: There will be a lecture course (IR450.1) on **International Political Economy** commencing in week one of the MT given by Dr Sen and others. Students will be assigned to **International Political Economy** seminar groups (IR450.1A) which accompany the lecture series; each seminar group will be run by a teacher involved in the MSc PWE programme. Three 2,000-word essays will be set and marked by the seminar teacher. A 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. MSc PWE students should also attend the short lecture series on **Rational Choice Approaches to Political Economy and International Politics** (IR908). 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 provided in the course outline. 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*; Robert L Heilbroner, *The Worldly Philosophers*, 1955 edn, Chs 3, 4, 9 (and 6, if hitherto you have read nothing on Marx).

Assessment: Students will be required to sit a three-hour examination on the full syllabus of the **International Political Economy** course. Students will be asked to answer three out of twelve questions.

IR451

Politics of Money in the World Economy

Teachers responsible: Dr D Josselin, D515 and Dr A Walter, D507

Availability: Course intended primarily for MSc International Relations (Specialist and Research Tracks); MSc 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 international political economy.

Content: It deals with the basic concepts regarding the creation, use and management of money in the international system. Students are introduced to international monetary relations over the past century. Issues covered include the use of national currencies as international money, the politics of exchange rate adjustment, the operations of banks and other institutions in international money and capital markets, the evolution of international financial markets, the relationship between states and markets in the arena of global finance, international monetary cooperation, and the choices of monetary and financial policies open to developed and developing countries. The course emphasises that contemporary issues, such as financial crises and the politics of IMF conditionality, are best understood in a broader theoretical and historical context.

Teaching and Written work: One lecture course (IR451.1) and one seminar course (IR451.2). Lectures begin in the first week of MT and continue in the LT. Seminars begin in the third week of the MT and continue in the LT, with a revision session in week 1 of ST. Students are expected to make presentations on topics of their choice and to write three 2,000-word essays, to be marked by the seminar teacher. A series of five additional lectures are given as part of IR451.1, **Introducing Concepts in Monetary**

Theory and International Monetary Economics. Students intending to take the course must attend these lectures which also start in week one of MT.

Reading list: No one book covers the entire syllabus, but the following general works provide a useful introduction: B Eichengreen, *Globalizing Capital*; R Germain, *The International Organization of Credit*; A Walter, *World Power and World Money*; P Cerny (Ed), *Finance and World Politics*; R Gilpin, *The Political Economy of International Relations*, Chapters 4 & 8; S Strange, *Mad Money*; B Cohen, *Organising the World's Money*; E Holm, *Money and International Politics*; J Frieden & D Lake, *International Political Economy: Perspective on Global Power and Wealth* (4th edn), section IIIC; C Randall Henning, *Currencies and Politics*; L Pauly, *Who Elected the Bankers*. A detailed list of recommended reading is provided at the beginning of the course.

Assessment: There is a three-hour formal examination in the ST 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

Teacher responsible: Dr Razeen Sally, D416

Availability: Course intended primarily for MSc International Relations (Specialist and Research Tracks); MSc Politics of the World Economy (Specialist and Research Tracks) and other graduates 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. **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 and Written work: Seventeen weekly lectures (IR456.1) will be given in the MT and LT to which any interested students are welcome. A seminar (IR456.2) built round presentations by students taking the examination will be held in the MT and LT (17 meetings in all), commencing in week three of MT. Three 2,000-word essays will be set and marked by the seminar teacher.

Reading list: No one book covers the entire syllabus. Core readings include: Manuel Castells, *The Rise of the Network Society*, Vol 1 (1996); Peter Dicken, *Global Shift: Transforming the World Economy*, 1998; Robert Gilpin, *The Political Economy of International Relations*, 1987; John Williamson (Ed) *The Political Economy of Policy Reform* (1994); *U.N. World Investment Report*, 1999; D Yergin & J Stanislaw, *The Commanding Heights*, 1998; Raymond Vernon, *In the hurricane's eye: the troubled prospects of multinational enterprises*. Harvard University Press, 1998.

Assessment: There is a three-hour formal examination in the ST 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

Teacher responsible: Dr Razeen Sally, D416

Availability: Course intended primarily for MSc in the Politics of the World Economy (Specialist and Research Tracks) though other interested MSc students may apply as permitted by the regulations for their degrees.

Core syllabus: An examination of the major political issues and controversies in international trade.

Content: The evolution of trade policy in theory and practice. The course deals with the underlying theories of free trade and protection, and the political assumptions upon which they are based. It then considers the post-war evolution of the international trading system from the founding of the GATT through "middle-age" protectionism to the conclusion of the Uruguay Round. It then looks at the key actors in international trade policy (US, EU, Japan, developing and transition countries, MNEs, NGOs), the WTO as an international organisation and "new issues" such as labour and environmental standards.

Teaching and Written work: A series of 22 lectures (IR457), and 17 seminars (IR457) based on student presentations. Lectures begin in week one of the MT and seminars begin in the third week of the MT. Five lectures on **Introduction to Some Concepts in Economics** will also be given as part of IR450.1, explaining the law of comparative costs, purchasing power parity, the quantity theory of money, the balance of payments and other concepts currently used in the literature. These lectures, starting in week one of the MT, are primarily intended for those with little or no background in international economics; also recommended for MSc PWE students without any background in economics. Three 2,000-word essays will be set and marked by the seminar teacher.

Reading list: Paul Krugman & Maurice Obstfeld, *International Economics*; Paul Krugman, *Pop Internationalism*; Douglas Irwin, *Against the Tide: An Intellectual History of Free Trade*; Jagdish Bhagwati, *Protectionism and Writings on International Economics*; B Hoekman & M Kostecky, *The Political Economy of the World Trading System*; Jacob Viner, *International Economics and Studies in the Theory of International Trade*; John Jackson, *The World Trading System*; Jagdish Bhagwati & Robert Hudec (Eds), *Fair Trade and Harmonisation: Prerequisites for Free Trade?*

A detailed reading list will be distributed at the beginning of the session.

Assessment: ST formal three-hour examination, three questions to be chosen from twelve.

IR458

International Political Economy of Energy

NA 01/02

Teacher responsible: To be announced

Availability: Course intended primarily for students taking the MSc in the Politics of the World Economy (Specialist and Research Tracks) and the MSc 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 background in elementary economic political theory and a knowledge of global energy/environmental issues 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.

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 of 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 multi-faceted 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 and Written work: There will be a course of 10 3-hour lectures (IR458) and five 3-hour seminars (IR458), for which students will prepare short papers for discussion. Three 2,000-word essays will be set and marked by the course teacher. The teacher responsible will also be available during office hours before and after the lectures and seminars for advice tutoring.

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 Bromley, *American Hegemony and World Oil*, Blackwell, 1991; D G Claes, *The Politics of Oil Producer Co-operation*, Westview, 2001; John G Clark, *The Political Economy of World Energy*, Harvester/Wheatstheaf, 1990; 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; Ø Noreng, *Oil and Islam: Social and Economic Issues*, Wiley, 1997; P R Odell, *Global Oil and Gas Issues*, Multi-Science, 2001.

Assessment: One three-hour unseen examination held in June.

IR459

History of Ideas in International Political Economy

Not available as an examinable option in 2001/2 but offered as a lecture series for interested students.

Teachers responsible: Dr Razeen Sally, D416 and Dr Andrew Walter, D507

Availability: Lecture series intended primarily for MSc in the Politics of the World Economy (Specialist and Research Tracks) though other interested MSc students may attend.

Core syllabus: An examination of the major thinkers and traditions in international political economy over the last two centuries.

Content: The lectures cover the intellectual history of political economy, introducing key thinkers and relating their thought to core concepts and issues in international political economy.

The course begins with mercantilism pre-Adam Smith and then the foundations of classical political economy in Smith and Hume, goes on to cover nineteenth century traditions (English classical political economy and Marx), followed by turn-of-the-century traditions (Austrian economics, Hayek, Keynes, German neoliberalism, the post-Keynesian neoclassical synthesis, the early Chicago School, social democratic dissent). The course ends with a coverage of more recent schools of thought (new political economy, new institutional economics, and constitutional economics).

Teaching and Written work: 8 weekly lectures beginning in week one of the MT. No written work is required.

Reading list: The following books provide an overview of many of the thinkers covered in the course. A more detailed reading list is provided in the course outline: Jacob Viner, *The Long View and the Short: Studies in Economic Theory and Policy*; Lionel Robbins, *History of Economic Thought: the LSE lectures*; Razeen Sally, *Classical Liberalism and International Economic Order: Studies in Theory and Intellectual History*; Joseph Schumpeter, *History of Economic Analysis*; Douglas Irwin, *Against the Tide: An Intellectual History of Free Trade*; Robert Heilbroner, *The Worldly Philosophers*; Daniel Hausman (Ed), *The Philosophy of Economics: An Anthology* (1994).

IR460

Comparative Political Economy

NA 01/02

Teacher responsible: Dr D Stasavage, D707

Availability: Course intended primarily for MSc in the Politics of the World Economy (Specialist and Research Tracks) although other interested MSc students may apply.

Core syllabus: The comparative study of the politics of economic policy.
Content: This course will investigate how theories emphasising domestic distributional interests and domestic institutions can explain economic policy choices. Particular emphasis will be placed on giving students an understanding and critical appreciation of rational choice theories, and the use of quantitative methods in political economy research. A third main objective will be to show how similar theories of political economy can be applied to both OECD and developing country cases. While there will be no formal pre-requisite for the course, it would be preferable for students to have already completed an introductory sequence in microeconomics and macroeconomics. Students without a previous background in quantitative methods should attend lectures from MI411 and MI412.

Teaching and written work: 15 weekly lectures beginning in week 3 of MT, and 15 weekly seminars beginning in week 3 of MT. In addition, students are required to attend 4 lectures for IR908. Students will be required to submit three 2,000 word essays over the course of MT and LT.

Reading list: The bulk of this course will be taught using journal articles. In addition, students will find it useful to consult several overview texts in political economy. James Morrow, *Game Theory for Political Scientists*; Allan Drazen, *Political Economy in Macroeconomics*, Geoffrey Garrett, *Partisan Politics in the Global Economy*, Kenneth Shepsle & Mark Bonchek, *Analyzing Politics: Rationality, Behaviour, and Institutions*, Adam Przeworski, Susan Stokes & Bernard Manin, *Democracy, Accountability, and Representation*.
Assessment: There is a three-hour formal examination in the ST on the full syllabus of the course. Candidates are required to answer three out of twelve questions.

IR499

International Relations Long Essay

Teachers responsible: Professor M Light, D411 and Dr A Walter, D507
 Specialist Track and Research Track MSc International Relations and MSc Politics of the World Economy students are required to write a 10,000-word long essay on a topic within the field of International Relations/Politics of the World Economy approved by the student's supervisor. The essay need not be an account of original research and may rely on secondary sources but it should be the product of work done independently and unaided by the student. Detailed advice on timing, deadlines, and presentation will be given to students during the MT.

IR902

New States in World Politics

Teacher responsible: Dr Peter Lyon, Institute of Commonwealth Studies (020-7862-8838)

Availability: Course intended primarily for BSc, MSc, 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.

Content: Comparative evaluation of the ways in which new states emerge into independence, their assets and liabilities for the conduct of their international affairs, and their roles as producers or consumers of international order. The contemporary new states in terms of: statehood and nationhood; neutralism and non-alignment; imperialism, colonialism and neo-colonialism; praetorianism and populism; autonomy and autarchy; irredentism and secessionism. The viability of statehood and future prospects.

Teaching: One lecture course of one lecture a week taught in the LT (IR902).
Written work: None.

Basic reading: Benedict Anderson, *Imagined Communities*; Hedley Bull (Ed), *The Expansion of International Society*; S E Finer, *The Man on Horseback*; C Geertz (Ed), *Old Societies and New States*; J 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*; W David McIntyre, *British Decolonisation 1946-1997*. [Further reading will be provided as the course proceeds.]

IR903

Disarmament and Arms Limitation

Teacher responsible: Mr N A Sims, D609

Availability: 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.

Content: Sequences of diplomacy, functions of the League of Nations, United Nations and treaties in the promotion of disarmament as an element in international public policy. Changing conceptions of disarmament and arms limitation. Nuclear arms control. Biological and chemical disarmament. The review conference and its significance as a feature of treaty régimes. Negotiations and proposals for new treaties. Evolution and reinforcement of treaty 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: 15 lectures, MT and LT (IR903).

Written work: None.

Reading list: C D Blacker & G Duffy (Eds) for the Stanford Arms Control Group, *International Arms Control* (2nd edn); H Bull, *The Control of the Arms Race*; N W Gallagher (Ed), *Arms Control*; J A Larsen & G J Rattray (Eds), *Arms Control toward the 21st Century*; S de Madariaga, *Disarmament*; A Myrdal, *The Game of Disarmament*; P J Noel-Baker, *The Arms Race*; N A Sims, *The Diplomacy of Biological Disarmament*. Contextual reading is also advised, for students to derive full benefit from this course, and a longer list is distributed at the first lecture in this series.
Office hour: Mr Sims is normally available to see students briefly without prior appointment during his regular "office hour" in D609. For longer meetings appointments may be made with his secretary in D611.

IR904

International Verification

Teacher responsible: Mr N A Sims, D609

Availability: Course intended 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 IR903 which students should attend in the MT and first half of the LT. Some familiarity with the elements of international organisation, in particular the United Nations system, is also expected.

Core syllabus: The practice and problems of the verification of compliance with international obligations, especially in relation to disarmament and arms limitation treaties, but with some attention paid to other systems of international supervision for comparison of concepts and procedures.

Content: The social and legal bases of compliance. Problems of the Domestic Analogy in International Relations, applied to the conceptual vocabulary of verification. Concepts of compliance diplomacy: the adversarial and 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: 5 lectures, LT (IR904).

Written work: None.

Reading list: I Bellamy & C D Blacker (Eds), *The Verification of Arms Control Agreements*; British Medical Association, *Biotechnology, Weapons and Humanity*; 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*; VERTIC, *Verification Yearbook 2000*; O R Young, *Compliance and Public Authority*.
Office Hour: See under IR903.

IR905

Disarmament and Verification Seminar

Teacher responsible: Mr N A Sims, D609

Availability: 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 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: Five meetings in the ST (IR905).

Written work: None.

Reading list: None.

IR908

Rational Choice Approaches to Political Economy and International Politics

Teacher responsible: Dr D Stasavage, D707

Availability: Course intended for MSc International Relations and MSc Politics of the World Economy students.

Content: This short, non-examinable, lecture course will survey possibilities for applying rational actor models to the study of political economy and international politics. It will introduce basic concepts in Game Theory and their application to the study of cooperation, conflict, and policy credibility.

It will also introduce formal theories of institutions and social choice and recent applications which draw on this literature. No previous knowledge of formal models will be assumed and technical details will be kept within reason.

Teaching: Four weekly 1.5 hour lectures during MT, commencing week four.

IR910

Decision-making in Contemporary US Foreign Policy

Teacher responsible: Mr James P Rubin c/o D616

Availability: This course is not available as an examinable course in itself. It is available to students registered for MSc Foreign Policy Analysis III course (IR411) who have relevant prior experience following graduation and to IR MPhil/PhD students researching a related subject.

Core syllabus: The course will trace the processes of decision-making related to contemporary issues in US foreign policy.

Content: A series of particular topics on which decisions are made at the most senior levels will be examined in turn with a view to identifying the impact of the American political system and the institutional pressures (Congress, Pentagon, State Department, CIA, White House, etc).

Teaching: A course of ten fortnightly seminars will be given over the MT and LT commencing in week two

LAW

LL400

Jurisprudence and Legal Theory

Teachers responsible: Professor H Collins, A342, Professor S Guest (UCL) and others

Availability: For LLM students and other Master's level students with permission.

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.

Part B: Theories of Justice and Liberty.

Teaching: 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.

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 per cent of the total marks awarded, and the examination 60 per cent.

LL401

Research Seminar in Labour Law and Industrial Relations

Teacher responsible: Professor H Collins, A342

Availability: For LLM Labour Law students only.

Core syllabus: The aim of the course is to prepare students for writing a dissertation in the field of labour law by examining current issues and research methodologies.

Content: The course has two elements.

Part 1 Problems in Labour Law and Research Methods. This part examines current issues in legal regulation of employment, labour-management relations, both from a national and European perspective.

Part 2 Labour/Management Problems Seminar ID600

Teaching: One and a half hour seminars. There are many visiting speakers.

Reading list: Readings for particular issues will be provided at the seminars. General background reading should include: S Deakin & G Morris, *Labour Law* (1995); Lord Wedderburn, *The Worker and the Law* (latest edition); *Butterworths Employment Law Handbook* (latest edition); P Davies & M Freedland, *Kahn-Freund's Labour and the Law* (3rd edn, 1983); P Davies & M Freedland, *Labour Legislation and Public Policy* (1993).

Assessment: A dissertation on an approved subject with a maximum of 15,000 words.

LL402

Alternative Dispute Resolution

Teacher responsible: To be announced

Availability: For LLM degree. No previous knowledge of alternative dispute resolution is required.

Core syllabus: The principal focus of the course is upon methods of resolving disputes other than by adjudication. The course brings together theory and practical exercises. It is divided into two parts: following an examination of the history of the "informal justice" movement, and contemporary debates surrounding it, the focus of the first part of the course is on the general features of negotiation and mediation and hybrid processes. In the second half the course examines alternatives to adjudication in particular subject areas, as well as giving students some opportunity for regional specialization. The course is designed to complement the option on Commercial Arbitration.

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. *Hybrid and 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).

VI. *ADR and Civil Process.*

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. Commercial Dispute Resolution.

XII. A choice of Dispute Resolution in Japan OR China OR India OR Africa (three seminars on a chosen topic).

Teaching: Teaching will be by 28 two-hour (LL402) seminars, held weekly at LSE.

Reading list: A reading list will be distributed at the beginning of the course. Main texts are: M Palmer & S Roberts, *Dispute Processes* (Butterworths, 1998); S Goldberg, F Sander & N Rogers, *Dispute Resolution* (Little Brown, 2nd edn, 1992); J Murray, A Rau, & E Sherman, *Processes of Dispute Resolution* (Foundation Press, 2nd edn, 1996).

Assessment: The subject will be examined by one three-hour paper and one course essay, not exceeding 5,000 words on a topic chosen in consultation with the teachers responsible for the course. 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 25 per cent of the total marks awarded in the examination in the subject.

LL403

International and Comparative Law of Copyright and Related Rights

Teachers responsible: Ms Anne Barron (LSE), Mr Lionel Bently (KCL) and Mr Robert Burrell (KCL)

Availability: For LLM students. (Note: Candidates who also offer LL436 Industrial and Intellectual Property will not be permitted at examination to answer questions on the overlapping sections of the syllabuses.)

Core syllabus: This course focuses on the history, theoretical underpinnings, conceptual basis, politics and economics of copyright protection from an international and comparative perspective.

Content: A. The major systems of copyright law – civilian, common law, socialist – and their histories.

B. The role of the influence of the World Intellectual Property Organisation (WIPO): an examination of the Berne Convention (as revised, 1886-1971); the Universal Copyright Convention (as revised 1952-1971); the Rome Convention (1961) and other related Conventions; development in international trade law and the emergence of TRIPS; the political and economic rationales for global harmonisation of copyright norms.

C. A comparative study of the major doctrinal categories of copyright law in the UK, other member states of the EU, and the USA, with selective reference to other jurisdictions and systems.

D. Topical matters of contemporary interest.

Teaching: There will be one two-hour seminar weekly.

Reading list: There is no set text. Students will receive a detailed reading list for each topic.

Assessment: One three-hour written paper.

LL404

Evidence and Proof

Teachers responsible: Professor W Twining (UCL) and Dr M Redmayne, A327

Availability: Available as two half courses: Evidence and Proof Part A; Evidence and Proof Part B.

Core syllabus and content: The aim of this course is to explore in depth selected topics connected with the 'new evidence scholarship' in a way which transcends distinctions between theory and practice. It includes learning, applying and evaluating basic skills involved in constructing and criticising arguments about questions of fact, and more generally in 'managing facts' in complex cases and exploring critically the uses and limitations of rational approaches to fact-analysis.

Part A begins with a brief theoretical overview of the field of evidence, broadly conceived, and of basic concepts. Much of the rest of the course focuses on the logic of proof, using a modified version of the method developed by John Henry Wigmore, the great American evidence scholar. This will involve mastering some basic tools of fact analysis by working through a number of examples. Part A ends with an introduction to statistics and probability as means of analysing facts. You will be expected to do rigorous logical analysis, but may remain innumerate.

Teaching: 2 hour seminars (Thursday, 2-4pm).

Reading list: Anderson & Twining, *Analysis of Evidence* (1991); Twining, *Rethinking Evidence* (1990); Dennis, *The Law of Evidence* (1999).

Assessment: Part A is assessed by a major practical assignment involving Wigmorean analysis, and a short test on statistical concepts.

Part B involves a detailed examination of key issues in the law of evidence. Topics include: relevance, character evidence, hearsay, expert evidence, the exclusion of illegally obtained evidence. Conceptual understanding, as opposed to detailed knowledge of the rules of evidence, is stressed. While the skills developed during Part A will be useful for Part B, they are not essential. Part B is assessed by a two-hour examination.

LL405

Carriage of Goods By Sea

Teachers responsible: Mr Loftus (LSE), Dr Mandaraka-Sheppard (UCL) and Dr Howard (UCL)

Availability: For LLM 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.

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: There is a weekly seminar (LL405) of two hours duration (10 MT, 9 LT and up to 8 in the ST).

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.

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.

LL406

Introduction to Regulation

Teachers responsible: To be announced.

Availability: This is an optional paper for LSE LLM students, the MSc ADMIS, MSc Law and Accounting, MSc Public Policy and a compulsory paper for the MSc Media and Communications Regulation. Other MSc students may take the paper by arrangement. This paper is NOT available for students the MSc Regulation programme.

Core syllabus: The course provides an introduction to key topics in the study of regulation from with a comparative and generic perspective drawn from public administration, socio-legal studies and institutional economics. **Content:** Topics include: defining regulation; regulatory institutions; the regulatory state; regulatory styles and processes; standard setting; enforcement and compliance; supranational regulation and regulatory competition; evaluation and accountability; counter-productive regulation and unintended effects.

Teaching: 10 weekly two hour seminars in a variable format: some lecture-discussions, some student-paper-led discussions, some debates and guest speakers where appropriate.

Written work: All students are expected to submit one non-assessed essay and to prepare one presentation on a topic assigned to them.

Reading list: R Baldwin & M Cave, *Understanding Regulation* (1999); R Baldwin, C Hood & C Scott, *Socio-Legal Reader on Regulation* (OUP, 1998); A Ogus, *Regulation* (OUP, 1994); R Baldwin, *Rules and Government* (OUP, 1995); I Ayres & J Braithwaite, *Responsive Regulation* (OUP, 1992); L Hancher & M Moran, *Capitalism, Culture and Regulation* (OUP, 1989); M Derthick & P Quirk, *The Politics of Deregulation* (1985); M Bishop, J Kay & C Mayer, *The Regulatory Challenge* (OUP, 1995).

Assessment: Consists of two parts: (i) a two hour unseen written examination in June accounting for 75% of the marks; (ii) a single essay for assessment to be submitted by the end of the third week of the term following the conclusion of the course.

LL407

Media and Communications Regulation

Teachers responsible: Mr A Murray, A473, Mr C Scott, A340 (on leave 2001-2), Dr M Thatcher (Government Department, on leave 2001-2), K304 and Ms A Barron, A155 (on leave 2001-2)

Availability: This is an optional paper for the MSc Regulation, LSE LLM students, the MSc ADMIS, MSc Law and Accounting, MSc Public Policy and a compulsory paper for the MSc Media and Communications Regulation. Other MSc students may take the paper by arrangement.

Core syllabus: This course provides a comparative and generic introduction to key issues in the regulation of media and communications, focusing on economic and content regulation of print media, broadcasting, telecommunications and postal services and internet, and including problems relating to convergence of media and communications.

Content: Economic regulation topics include: regulation and liberalization of telecommunications and postal networks; spectrum allocation; price controls; licensing; cross-media ownership and general competition issues. Content regulation topics include: broadcasting and press standards; advertising controls generally; premium rate telecommunications services; copyright; defamation; freedom of information; data protection and interception of communications.

Teaching: 10 weekly two hour seminars in a variable format: some lecture-discussions, some student-paper-led discussions, some debates and guest speakers where appropriate.

Written work: All students are expected to submit one non-assessed essay and to prepare one presentation on a topic assigned to them.

Reading list: T Gibbons, *Regulating the Media* (2nd edn, Sweet & Maxwell, 1998); M Feintuck, *Media Regulation, Public Interest and the Law* (1999); D Goldberg, T Prosser & S Verhulst (Eds) *Regulating the Changing Media: a Comparative Study* (OUP, 1998); G Robertson & A Nicol, *Media Law* (3rd edn, Penguin, 1992); B Levy & P Spiller, *Regulation, Institutions and Commitment* (CUP, 1996); T Prosser, *Law and the Regulators* (OUP, 1997); B Loader (Ed), *The Governance of Cyberspace* (Routledge, 1997);

R Collins & C Murrone, *New Media New Policies* (Polity, 1996); R Collins (Ed), *Converging Media?: Converging Regulation?* (IPPR, 1996); S Venturelli, *Liberalizing the European Media: Politics, Regulation, and the Public Sphere* (OUP, 1998); M Beesley (Ed), *Markets and the Media: Competition, Regulation and the Interests of Consumers* (IEA, 1996).

Assessment: Consists of two parts: (i) a two hour unseen written examination in June accounting for 75% of the marks; (ii) a single essay for assessment to be submitted by the end of the third week of the term following the conclusion of the course.

LL408

Company Law

Teachers responsible: Mr B Pettet (UCL) and Dr S Worthington, A159

Availability: For LLM and MSc Law and Accounting students. A knowledge of legal techniques preferably in a common law system is required. Most LLM 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 in greater depth than can be attained in a first-degree course.

Content: Corporate personality and types of company. The legal capacity and constitution of companies. Directors as organs and as agents. The general meeting; majority and minority shareholders. Duties of directors and those in control. Enforcement of duties in company law. Corporate governance. Corporate finance. The concept of capital. Shares and debentures. Formation and flotation of companies. Historical development, law reform, policy issues.

Teaching: One 2 hour inter-collegiate seminar (LL408) is held weekly (normally Thursday 6 pm) 10 in MT, 11 in LT; 7 in ST. 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 (eg MPhil or PhD).

Reading list: L C B Gower, *Modern Company Law* (1997); J H Farrar, *Company Law* (1998); Hicks & Goo, *Cases & Materials on Company Law* (1999); and Parkinson, *Corporate Power and Responsibility* (1994); plus any company law statute. (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* (1996).

Assessment: A three hour formal examination in which both essay and problem questions will be set. Three questions must be answered. Students are allowed to take into the examination an unmarked copy of specified statutory materials.

LL409

Human Rights in the Developing World

Teacher responsible: Mr Michael Anderson

Availability: For LLM and MSc Human Rights students.

Core syllabus: The course examines the application of global human rights standards through the national legal systems of post-colonial states with an emphasis upon the judicial application of constitutional bills of rights.

Content:

1. The problem of universal norms and diverse societies.
2. International human rights law in national courts.
3. Drafting and content of bills of human rights.
4. Problems of judicial application: interpretation, derogation, limitations, horizontal effect, remedies.
5. Civil and political rights, including: life, torture, death penalty, preventive detention, expression, religion, and association.
6. Economic, social and cultural rights, including: food, health, education, housing, environment.
7. Rights in circumstances of economic deprivation, abolition of forced labour, trade union rights and economic growth, rights and resource constraints.
8. Methods of implementation: public interest litigation, human rights commissions, role of NGOs.

Teaching: 27 two-hour seminars, including guest lecturers and student presentations.

Reading list: Alston, *Promoting Human Rights Through Bill of Rights*; Anderson & Guha, *Changing Concepts of Rights and Justice in South Asia*; An-Naim, *Human Rights in Cross-Cultural Perspectives: Quest for Consensus*; An-Naim, *Human Rights, Local Remedies*; Baehr, *Human Rights in Developing Countries Yearbook*; Bauer & Bell, *The East Asian Challenge for Human Rights*; Basu, *Human Rights in Constitutional Law*; Boyle & Anderson, *Human Rights Approaches to Environmental Protection*; Demerieux, *Fundamental Rights in Commonwealth Caribbean Constitutions*; Dunne & Wheeler, *Human Rights in Global Politics*; Shivi, *The Concept of Human Rights in Africa*; Steiner & Alston, *International Human Rights Law in Context*.

A full reading list will be distributed at the beginning of the course.

Assessment: This subject is examined by means of a three-hour written paper. Informal assessment by means of student reports and an optional practice examination is available, but does not count toward formal assessment.

LL410

The Law and Policy of International Courts and Tribunals

Teachers responsible: Professor Christine Chinkin (LSE) and Professor Philippe Sands (SOAS)

Availability: For LLM students.

Core syllabus: The Course will examine responses to international disputes including the law, policies and practices of adjudicatory and non-adjudicatory institutions and processes. It will consider the creation, processes and functions of international courts, tribunals and other international bodies such as the human rights treaty bodies and the Inspection Panels of the international financial institutions.

Content: Part One will examine the historical evolution of the obligation to settle international disputes peacefully. It will consider the concept of international disputes and state and non state participants within them. It will consider the use of non-adjudicatory methods of international dispute settlement, including negotiation, fact finding and mediation, in the context of particular disputes.

Part Two will consider thematically institutional aspects of the adjudicatory methods of international dispute settlement including the appointment and role of adjudicators; the role of registry/secretariat; participants (and non-participants in proceedings) and their representation; applicable law: procedural and substantive; issues of access, including jurisdiction (contentious and advisory), standing and admissibility; and financing of international courts and tribunals and proceedings before them. It will also look at procedural aspects including third party participation, including intervention and *amicus curiae* briefs; preparation and filing of written pleadings and the role of oral arguments; provisional measures; evidentiary rules and principles; the powers of the various courts and tribunals, including remedies; and interpretation, appeal and review. These issues will be considered through reference to a range of the international courts and tribunals now in existence.

Teaching: One two hour seminar per week.

Reading list: J Merrills, *International Dispute Settlement* (3rd edn, 1998); P Sands, R Mackenzie & Y Shany, *Manual of International Courts and Tribunals* (Butterworths, 1999); J Collier & V Lowe, *International Courts* (Oxford, 1999). Additionally, reference will be made to other treatises and law review articles.

Materials and information will be placed regularly on the course website.

Assessment: Examination will be by three hour written examination in August/September. Alternatively, students will be able to write an essay provided that they are able to identify a suitable supervisor from the college at which they are affiliated.

LL411

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, A465 (Co-ordinating Member of Staff).

Availability: For LLM 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 developed and developing countries.

Content: The course is in two parts. Section A covers the family laws of developed countries, and Section B covers developing countries. *The jurisdictions to be covered in Section A will be selected from:* Sweden and the Nordic countries; England and common law jurisdictions; The Federal Republic of Germany; France; The Netherlands; Russia and former socialist jurisdictions. 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, political and institutional influences on legislation, the context in which family laws operate and a critical examination of legal policy. The topics to be examined will be selected from the following: marital capacity and divorce, abortion, gender equality, economic and property relations, unmarried cohabitation, children of unmarried parents, same-sex relationships, domestic violence and child custody. Other topics may be covered.

Teaching: One weekly lecture or seminar at IALS.

Reading list: Detailed reading lists are provided.

Assessment: One three-hour paper.

LL412

European Community Tax Law

Teachers responsible: Professor P Baker (QMW) with LSE contribution from Dr I Roxan

Availability: For the LLM degree. Students are required to have a prior knowledge of the principles of taxation (or to be taking other taxation courses in their LLM, particularly **Taxation Principles and Policy**) and of EC law (or to be taking other courses in their LLM covering the institutions and basic policies of the EC and EU).

Core syllabus: The objective of this course is to introduce students to the EC rules relating to all forms of taxation. There is an emphasis on the background to these rules in the Treaties and in the institutions of the Community, as well as on the measures taken so far to harmonise the tax systems of the member states. The course also considers future directions for EC taxation, including draft directives and other proposals.

Content:

- 1) The Institutional Background
 - The Provisions of the Treaties Relating to Taxation
 - The EC Institutions Relevant to Taxation
 - The Hierarchy of EC and National Tax Regimes: possible approaches and implications for taxation.
 - Case Study on Tax Issues across the EC
- 2) An Historical Overview of the Development of EC Tax Law
- 3) The Harmonisation of Indirect Taxes and Other Duties (other than VAT)
 - The Common Customs Regime and the Internal Movement of Goods

The Harmonisation of Excise Duties

The EC and Other Specific Duties

Capital Duty

4) The Harmonisation of VAT

Historical Outline and Basis in the Treaties

The Directives and Draft Directives

The Current Position on Harmonisation of VAT

Future Developments and Proposals

5) The Harmonisation of Direct Taxes

The Basis in the Treaties (including State Aid)

Historical Outline of Developments with Regard to Direct Taxation

Measures Adopted on Direct Tax Harmonisation

The Jurisprudence of the ECJ With Respect to Direct Taxation

6) The EC and International Tax Laws

The EC and Double Taxation Conventions

The EC and the principles of International Taxation

The EC and International Tax Avoidance and Evasion

7) The Role of the ECJ in Taxation Matters

An examination of the role of the ECJ in all areas of taxation

8) The Future Directions of an EC Tax Law

Current Developments

Future Policy Directions

Reading list: Detailed reading lists will be provided during the course.

Teaching: Two hour seminars (LL412). Sessional (weekly) held at Barts Medical School site.

Assessment: The examination will be by 3-hour written paper.

Candidates will be permitted to take into the examination room unannotated copies of principal statutory materials (to be specified).

LL413

The Taxation of Corporate Finance

Teachers responsible: Professor D Southern (QMW) with LSE contribution from Dr I Roxan

Availability: For the LLM degree. Students will be expected to have a prior knowledge of business taxation or to be taking **Taxation of Business Enterprises**.

Core syllabus: The objective of this course is to examine and analyse the theory and practice of the taxation of corporate finance and financial institutions. "Corporate Finance" is a portmanteau subject, covering major activities carried on by banks and companies of all descriptions, in order to raise capital, return value to shareholders, and acquire, reorganise and dispose of businesses. The common thread in all these activities is taxation. The taxation of corporate finance provides a specialist subject in its own right, affords insight into the role of taxation in corporate decision-making and both deepens and widens general knowledge of taxation. While essentially considered in a UK context, international aspects will also be included.

Content:

1. Corporate Finance – overview and accountancy aspects
2. Characteristics of corporate securities – Shares
3. Characteristics of corporate securities – Debt
4. Characteristics of corporate securities – Derivatives
5. Interest and Dividends
6. The Nature of Banking
7. Globalisation and taxation
8. Accounting aspects
9. Taxation of loan relationships
10. Taxation of foreign exchange
11. Taxation of financial instruments
12. Stamp duty
13. VAT
14. Transactions in securities
15. Securities offerings
16. Finance Leasing
17. Taxation of collective investment schemes
18. Taxation of insurance companies
19. Taxation of pension funds
20. Global custody
21. Stock-lending and repos
22. International aspects/tax integration

Reading list: Detailed reading lists will be provided during the course.

Teaching: Two hour seminars (LL413). Sessional (weekly) held at Bart's Medical School site.

Assessment: The examination will be by 3-hour written paper.

Candidates will be permitted to take into the examination room unannotated copies of principal statutory materials (to be specified).

LL414

Interests in Securities

Teacher responsible: Dr Joanna Benjamin

Availability: For LLM students.

Core syllabus: This course considers the proprietary aspects of the international securities markets, considering in particular the impact of computerisation. The course applies rigorous substantive law analysis to innovative developments in practice, and considers a range of domestic and cross border financial techniques and products. Special reference is made to the collateralisation of financial exposures and the impact of insolvency.

Content: Introduction to securities, interests in securities, the securities markets and settlement; the legal nature of securities and interests in securities; transfers; securities collateral; security interests; outright

collateral transfers; the conflict of laws and securities collateral; collateralising clearing exposures; international and UK securities settlement; global custody, prime brokerage and straight through processing; depositary receipts and managed funds, collateralised bond obligations and related structures.

Teaching: One two-hour weekly session, comprising alternate lectures and seminars.

Reading list: Benjamin, *Interests in Securities* (2000) (student discount available) and assigned readings.

Assessment: One three-hour written examination paper.

LL415

Compensation and the Law

Teacher responsible: Dr Julian Fulbrook, A368

Availability: For LLM and LL.M (Labour Law) degree. Some knowledge of torts and welfare law will obviously be helpful, but is not essential.

Core syllabus: The aim of the course is to analyse compensation claims in torts and in the welfare state at an advanced postgraduate level. The course will also consider alternative methods of compensation in other countries and the various proposals for reform which have been suggested in Britain.

Content:

1. Introductory Topics. The inter-relationship of Torts Liability, private insurance and social security.

A. Negligence Liability

- Elements of Personal Injuries litigation.
- Employer's Liability, Health and Safety at Work.
- Transport Liability.
- Medical Malpractice litigation. Psychiatric Damage.
- Occupier's Liability.
- Vicarious Liability.
- Breach of Statutory Duty. Products Liability.
- Trespass to the Person and the Criminal Injuries Compensation Board.
- Causation Problems.
- Contributory Negligence.
- Volenti non fit injuria.
- Damages for personal injuries and death.

B. The Welfare State

- Workman's Compensation and the origins of National Insurance.
- The Industrial Injuries system.
- Industrial Diseases.
- Sickness and other benefits.
- The personal social services.

Teaching: 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, Howarth & Matthews, *Casebook on Torts* (5th edition 2000) and a torts textbook.

Assessment: There is a three-hour written examination in August/September with a choice of 4 questions from a total of 8.

LL416

Regulating New Medical Technologies

Teacher responsible: Miss Emily Jackson, A328

Availability: For LLM students

Core syllabus: This course examines legal responses to developments in medical science. It addresses the ethical dilemmas raised by new biotechnologies and their regulation.

Content:

- Risk analysis
- Reproductive technologies
- Genetics and confidentiality
- Ownership of the human body; ownership of genes
- Preimplantation genetic diagnosis
- Moral status of the embryo
- Scarcity of human organs; alternative sources
- Stem cell research
- Reproductive cloning
- Surrogacy
- Postponing death; euthanasia

Teaching: A weekly seminar of one and a half hours.

Reading list: A detailed reading list will be provided.

Assessment: This course is assessed by a 15,000 word dissertation.

LL417

Crime Control and Public Policy

Teachers responsible: Dr E Player (KCL) and Professor R Reiner (LSE)

Availability: For LLM and MSc Criminology.

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.

Content:

- The Emergence of Criminal Legislation.*
- The Development, Structure and Functioning of the Criminal Justice System.*
- The Pattern and Trends of Crime and Control.* The uses and limitations of official statistics. Their construction by agencies of control.
- Crime Prevention and Control.* Formal and informal mechanisms. Assessments of effectiveness.
- The Role and Treatment of Victims.*
- The Operation and Effectiveness of Particular Institutions.* Police, criminal courts, penal institutions and alternatives.
- Penal Policy and Institutions.* The origins, nature, organisation and effects of custodial and non-custodial sanctions.
- The Role and Impact of Criminological Research on Public Policy.*

Teaching: LL417 28 MLS (1½ hour seminars) at IALS.

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* (2nd edn, 1997).

Assessment: There will be one three-hour examination which will count for 100 per cent of the marks.

LL419

Criminal Procedure

Teachers responsible: Dr Mike Redmayne, A327, Dr Kate Maleson, A357, and Professor I Dennis (UCL)

Availability: For LLM.

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. The course stresses the issues of theory and principle behind the institutions. Comparative material will be introduced to point up issues of contemporary concern in criminal procedure. The precise topics covered may vary slightly from year to year.

Content:

- Theories of criminal procedure: accusatorial and inquisitorial systems; justice and rights.
- The police and criminal process: arrest, questioning of suspects, the decision to charge.
- The prosecution of offences: the Crown Prosecution Service and its relations with the police; prosecutorial discretion.
- The privilege against self-incrimination.
- The screening process: committal proceedings; bills of indictment.
- Release or detention of the accused: the bail system; powers of police; of magistrates' courts; bail by trial courts.
- Disclosure: obligations on prosecution and defence.
- Classification of offences and choice of court for trial.
- Pre-trial hearings, Crown Court, abuse of process; problem of delay.
- The jury: theory and history. Rules governing English juries.
- Plea: ensuring the integrity of the plea; plea bargaining.
- The judge and the criminal trial: functions in relation to the jury; controls over sufficiency of evidence; over admissibility; discretion to exclude evidence; fairness to accused; charging the jury; limits of powers over jury.
- Multiple incrimination: double jeopardy.
- Appeal: from magistrates' courts; from Crown Court. Appeals from conviction; appeals against sentence; references; powers of Court of Appeal. Criminal Cases Review Commission.
- Lawyers' ethics: obligations of defence and prosecution lawyers in an adversarial criminal justice system.

Teaching: Weekly seminars of 1½ hours.

Written work: None.

Reading list: There is no single satisfactory text. As a general textbook, we suggest Ashworth, *The Criminal Process*. Emmins, *Criminal Procedure* is more detailed and less theoretical. Archbold, *Criminal Evidence, Practice and Procedure* and Blackstone's, *Criminal Practice* are the practitioner's treatises. On particular topics: M Zander, *Police and Criminal Evidence Act 1984*; M Zander, *Cases and Materials on the English Legal System*; A Zuckerman, *Criminal Evidence*. Pertinent articles are carried in the *Criminal Law Review* and in other British, Commonwealth and American journals. Wasik, Gibbons and Redmayne, *Criminal Justice: Text and Materials* includes extracts from many useful sources.

Assessment: One three-hour written examination.

LL420

Legal Regulation of Information Technology

Teachers responsible: Mr A Murray, A 473

Availability: Intended as an optional paper for the, LLM Labour Law Students, LSE LLM students and MSc students with a background in law or information technology (with permission). Knowledge of computer systems would be useful but is not required.

Core syllabus: This course discusses the impact computers and the Internet are having on the substantive law of the United Kingdom, Europe and the United States, and analyses the socio-legal effects of regulatory structures on the development of the Internet community.

Content:

Part I – Electronic Media

- An introduction to electronic media including hardware, software, connectivity and interoperability. An introduction to Internet technology

including the role of Internet Service Providers, linking, framing, caching and domain names.

- Software protection. Copyright protection for computer software. Includes and analysis of the EU Copyright in Computer Programs Directive 1992 and the provisions of the Trade Related Aspects of Intellectual Property Rights (TRIPS) Agreement of 1995.
- Software protection by patent law. Analysing developments in the United States leading to the awarding of patent protection for computer software in 1996 and the response from the EU.
- Software liability. Liability for defective software products. An analysis of the position of the UK and the EU in relation to defective software. Also a re-analysis of the Y2K bug and the legal effect of the bug.
- Semiconductor Chip protection. The legal regime for the protection of microchips. Analysing the role played by the US Semiconductor Chip Protection Act 1984 and EC Directive 87/54 on Semiconductor Protection Directive (as implemented).

Part II – Privacy, Databases and Data Protection

- An examination of the Data Protection Act 1998. The role of the Data Protection Registrar. Registered users data activities. Powers of supervising authorities in relation to protected data.
- Databases and protection of database content. Database structure and organisation. The development of digital databases from paper based databases and database protection by copyright law. EC Directive 96/9 on the Legal Protection of Databases. The Copyright and Rights in Databases Regulations 1997. Licensing and databases.
- Interception and decryption of communications. The application of the Regulation of Investigatory Powers Act 2000. Powers of investigatory authorities. Role of Internet Service Providers in intercepting communications and provide enforced decryption. An analysis of the Act in light of the right of privacy found in the ECHR.
- Surveillance in the workplace. Effect of the Telecommunications (Lawful Business Practice) (Interception of Communications) Regulations 2000 on the working environment. Meaning of "unauthorised use". Use of material gathered covertly in unfair dismissal claims.

Part III – Computer Crime

- Computer Fraud and the "Prestel Hack". Dealing with computer fraud. Classifications of Fraud – The Input Fraud, the Output Fraud and Internet Fraud. Impact of *R v Gold* (the Prestel Hack) and the subsequent Scottish Law Commission and Law Commission reports.
- Hacking and the Computer Misuse Act 1990. An analysis of the unauthorised access offence (hacking), the unauthorised modification offence (virus seeding) and the ulterior intent defence, as dealt with by the Computer Misuse Act 1990. Further, an analysis of the applicability of the offence against employees and the question of authorised access for unauthorised purposes.
- Digital theft and digital distribution of pornographic materials. Traditional criminal activities facilitated by digitisation. Application of traditional legislation such as the Theft Act 1968, Obscene Publications Act 1959 and the Video Recordings Act 1984 to digital content. Role, and liability, of Internet Service Providers in commission of digital crimes. Comparative study of US/UK approaches.
- Detecting and prosecuting computer crime. Role played by the Regulation of Investigatory Powers Act 2000 and Police and Criminal Evidence Act 1984. Admissibility of computer-based evidence in court, and the problems raised by the cross-jurisdictional nature of the Internet.

Part IV – Electronic Commerce

- Off-line contracts. Dealing with distribution agreements and monopolistic practices. Includes an analysis of the Department of Justice v Microsoft Action.
- On-line contracts. The conclusion of contracts on-line both by web-click and e-mail. When is a contract formed? What are the terms of such a contract? and Where will the contract be enforceable?
- Digital systems. Electronic signatures and electronic payment methods. An analysis of the PKI signature system, including the role of Certification Authorities. The legality of digital documentation around the world. Electronic payment systems including the MS digital wallet system and digital currencies such as beenz.

Part V – The Use of IT in the Courts

- The role of IT in case management and computer based evidence before the courts. Also the role of IT in the lawyer's office and the development of electronic practice management.

Part VI – What Next?

- Looking to future developments and future technologies including WAP and third generation mobile phones. Is the law ready to deal with such changes? Has the law caught up with the Internet revolution? Will it ever do so? Is legal regulation rendered redundant by technological innovation and community censure?

Teaching: The course is taught by weekly seminars throughout the year. Reading lists are handed out in advance of the seminars and students are expected to participate in discussions.

Written work: All students are advised to write two essays during the session. The first essay will be due in at the end of the first week of the LT, the other at the end of the first week of the ST.

Reading list: I Lloyd, *Information Technology Law* (3rd edn, Butterworths, 2000); C Reed & J Angel, *Computer Law* (4th edn, Blackstone, 2000); L Lessig, *Code and Other Laws of Cyberspace* (Basic Books, 2000); R Susskind, *The Future of Law* (Clarendon Press, 1998); R Susskind, *Transforming the Law* (OUP, 2000); C Reed, *Internet Law, Text & Materials* (Butterworths, 2000); I Lloyd, *Legal Aspects of the Information Society* (Butterworths, 2000); Bainbridge, *An Introduction to Computer Law* (4th edn, Longman, 2000); L Edwards & C Waeldt (Eds), *Law and the Internet:*

A Framework for Electronic Commerce (Hart, 2000); D Bainbridge, *Software Copyright Law* (4th edn, Butterworths, 1999); J Dickie, *Internet and Electronic Commerce Law in the European Union* (Hart, 1999).

Assessment: Two assessed essays each contributing 20% of the final mark and one three-hour formal examination contributing 60% of the final mark.

LL421

New Media Regulation

Teachers responsible: Mr A Murray, A 473

Availability: Intended as an optional paper for the MSc Regulation, LSE LLM students, and the MSc Media and Communications Regulation. This paper is intended to compliment the half unit in **Media and Communications Regulation** (LL407).

Core syllabus: The course provides an introduction to current issues in the regulation of new media focusing on the Internet, but also examining Wireless Application Protocol and Third Generation Mobile Technology. It focuses on the regulatory structures which control Internet navigation and content and carries out a comparative socio-legal analysis of those structures and the regulatory regimes in relation to new media.

Content:

1. Introduction to Internet Structure and Regulatory Bodies:

An introduction to Internet technologies including packet switching and protocols including TCP/IP. The non-governmental regulatory bodies of the Internet, including ICANN, WIPO, IAB, ISOC and the role of governmental agencies such as the NSF and the DTI.

2. Regulating the Digital Economy: Access and Demand

Regulating access to the digital economy. The role of governmental and non-governmental organisations. A case study of the UK 3GM licence auction.

3. The Allocation and Use of Internet Domain Names:

The role of regulatory bodies ICANN and ISOC. The registration process, including the role of registrars and the implementation of the ICANN DND policy. Cybersquatting and honest concurrent trade mark use.

4. Using Proprietary Content as Meta Tags :

The role and value of meta tags. The use of trade marks and trade names as meta tags. Active tagging and passive (descriptive) tagging. A fair use defence? – *Playboy Enterprises v Welles*. Analysis of the Trade Marks Act 1994 and its application to meta tags.

5. Copyright and Internet Content:

Copyright protection for original works under the Copyright, Designs & Patents Act 1988. Transient copies of protected material. Linking, Caching and Framing. A discussion of the decision in *Shetland Times v Dr. Jonathan Wills* and the EU Directive on Copyright and Related Rights in the Information Society.

6. Content Regulation: Freedom of Speech and Defamatory Content

Application of the Defamation Act 1996 to the Internet. Liability of Internet Service Providers. ISPs editors or mere conduits? How should the courts deal with the competing issues of freedom of expression and protection of an individual's character? Analysis of different UK/US approaches – *Godfrey v Demon Internet* cf *Cubby v CompuServe*.

7. Content Regulation: Dealing with Illegal Content:

Dealing with criminal content in a cross-jurisdictional technology. Case study on approaches taken by different jurisdictions in relation to pornographic content, in particular child pornography. Application of Criminal Justice and Public Order Act 1994 to Internet content.

8. Enforcing Internet Regulation:

Dispute resolution, copyright protection and monitoring, intellectual property audits and the ICANN and WIPO arbitration procedures. International Private Law issues – overseas enforcement of a domestic order.

Teaching: 10 weekly two hour seminars in a student-led discussion or debate format. Some guest speakers where appropriate.

Written work: All students are expected to submit one assessed essay on a topic of their choice as approved by the course organiser.

Reading list: L Lessig, *Code and Other Laws of Cyberspace* (Basic Books, 2000); G Smith (Ed), *Internet Law and Regulation* (Sweet & Maxwell, 2001); R. Susskind, *The Future of Law* (OUP, 1998); R Susskind, *Transforming the Law* (OUP, 2000); C Reed, *Internet Law, Text & Materials* (Butterworths 2000); D Rowland & E Macdonald, *IT Law, Text, Cases & Materials* (Cavendish, 2000); C Gringras (Ed), *The Law of the Internet* (2nd edn, Butterworths, 2000); L Rose, *Netlaw: Your Rights in the Online World* (McGraw Hill, 1998); D Goldberg, T Prosser & S Verhulst (Eds), *Regulating the Changing Media: a Comparative Study* (OUP, 1998).

Assessment: Consists of two parts: (i) a two hour unseen written examination in June accounting for 75% of the marks; (ii) a single essay for assessment to be submitted by the end of the week following conclusion of the course.

LL426

Environmental Law and Policy

Teachers responsible: Jane Holder (UCL) and Sue Elworthy (LSE)

Availability: For LLM students and MSc Regulation; 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.

Content:

- Issues of the environment: philosophies of the environment; theories of environmental regulation – law, markets and economics.

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NA 01/02

- (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.
- (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.

(viii) Risk assessment in the environmental field.

Teaching: 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).

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.

LL427

EU Environmental Law

NA 01/02

LL428

International and European Labour Law

Teachers responsible: Professor P Davies (LSE), Professor K Ewing (KCL), Ms A McColgan (KCL) and Ms L Barnes (UCL)

Availability: For LLM and LLM in Labour Law.

Core syllabus: This course examines the generation and application of transnational labour standards in three settings: the International Labour Organisation; the European Community; and the Council of Europe.

Content:

1. The origins and structure of the ILO
2. The International Labour Code
3. Freedom of association within the ILO
4. The enforcement of ILO standards
5. Social Clauses in trade agreements
6. Britain and the ILO
7. Future prospects of the ILO
8. History and Theory of EC Social Policy
9. EC Social Policy and the Single Market
10. The Social Dialogue and Collective Bargaining in the EC
11. The Restructuring of Enterprises
12. Discrimination in Employment
13. Consultation and Participation
14. Conditions of Employment
15. Job Creation in the EC
16. The employment provisions of the European Convention on Human Rights and the European Social Charter.

Teaching: There will be a weekly seminar of one and a half hours.

Reading list: Detailed reading guides will be provided.

Assessment: This subject is examined by one three hour paper.

NB: It is likely that students taking only the EC element of this course will satisfy the requirements of the **European Social Policy** half-subject course (LL429).

Those interested in this possibility should contact Professor Davies.

LL429

European Community Law (Social Policy)

Teachers responsible: Professor Paul Davies, A457, Ms A McColgan (KCL) and Dr C Kilpatrick (QMW)

Availability: For LLM students and MSc Regulation. 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.

Content: The legal base of social policy law; equal treatment; citizenship; free movement of persons; citizenship of the Union; health and safety; restructuring of undertakings; employment rights; worker participation and consultation; education and vocational training; employment policy.

Teaching: 10 one and a half-hour seminars LT, 5 ST (LL429).

Reading list: Nielsen & Szyszczak, *The Social Dimension of the EC*; Barnard, *EC Employment Law*; Bercusson, *European Labour Law*; Burrows & Mair, *European Social Law*.

Assessment: Two hour written examination paper. Unmarked copies of the EC Treaty and the social policy instruments (or collections containing these) may be taken into the examination.

LL430

European Community Competition Law

Teacher responsible: Giorgio Monti

Availability: For LLM students and MSc Regulation, MSc European Studies, MSc EU Policy Making. There are no pre-requisites but it is desirable that students should be, or become, familiar with the general law and principles of the EC.

Core syllabus: A comprehensive review of EC law relating to competition in the context of private market behaviour with some attention to economic analysis.

Content: The competition rules and practice of the EC notably Articles 81-82 EC. Price-fixing and market sharing agreements; boycotts and discrimination. Exemptible forms of collaboration; vertical restraints; industrial property rights and competition law. Monopoly, oligopoly, abuse of dominance. Merger controls. The relationship between Community and national competition laws. The implementing regulations and other relevant provisions.

Teaching: One two hour seminar each week.

Reading list: Whish, *Competition Law* (4th edn); Korah, *EC Competition Law and Practice* (7th edn); Goyder, *EEC Competition Law* (3rd edn); Van Bael & Bellis, *Competition Law of the European Community*; Gerber, *Law and Competition in Twentieth Century Europe*; Faull & Nikpay, *The EC Law of Competition*; Jones and Sufrin, *Cases and Materials on EC Competition Law*.

A full reading list is distributed at the beginning of the course.

Assessment: Three and a quarter hour open book written examination (including fifteen minutes reading time) in September following the end of the course.

LL431

The European Internal Market

Teacher responsible: Dr P Eleftheriadis, A326

Availability: For LLM students, MSc Regulation, MSc European Political Economy; Integration, MSc Global Market Economics, MSc Public Financial Policy. 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.

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: Lectures and Seminars: (LL431) MT, LT and ST.

Reading list: Craig & de Burca, *EU Law* (2nd edn, 1998); Nielsen & Szyszczak, *The Social Dimension of the EC*; Weatherill & Beaumont *EC Law* (2nd edn, 1995); Chalmers and Szyszczak, *Towards a European Polity?* (Ashgate, 1998).

Assessment: Normal three-hour written examination.

LL433

International and Comparative Commercial Arbitration

Teacher responsible: To be announced

Availability: For LLM students and other Masters level students with permission.

Core syllabus: This course, which is divided into three main parts, is designed to provide an overview of domestic and international arbitration as a means of settling commercial disputes. The first part of the course examines the theory and institutional structure of arbitration and the legal framework within which arbitral disputes are resolved. In the second part of the course, there is a review of the principles and practices of international commercial arbitration. This section will also examine recent developments in international commercial arbitration, the emergence of common or converging laws, international efforts to achieve uniformity and an overview of the arbitral institutions of China, Hong Kong and Japan. The English law and practice of arbitration is the subject of the final part of the course, with particular reference to the changing role of the court in providing assistance for the arbitrator(s) and in reviewing arbitration awards, in light of the Arbitration Act 1996.

Teaching: One weekly two-hour seminar.

Reading list: Detailed reading lists will be provided during the course.

Assessment: A formal three-hour examination.

LL434

Employment Law

Teacher responsible: Professor H Collins, A342

Availability: Required course for LLM Labour Law. Available to other Masters students with sufficient legal background with permission of the teacher responsible.

Core syllabus: The course provides a detailed examination of the purposes and effects of legal regulation of the employment relation between employees and their employers.

Content: Regulation of access to the labour market and the form of the employment relation. Equality of opportunity; discrimination law. The content of the employment relation: employee status, self-employment, express and implied terms of the contract of employment. Regulation of pay and hours: minimum wage, occupational pension schemes, sick pay, maternity pay, paid time off, equal pay, working time regulations. Discipline and protection from dismissal and termination of employment. Business reorganisation, insolvency and employment rights, and economic dismissals. Civil liberties in the workplace.

The approach involves theoretical perspectives, economic analysis, comparative law of employment, and examination of relevant European Community law.

Teaching: The course involves a weekly seminar throughout the session. Detailed reading lists are handed out in advance of the seminars, and students are expected to participate in discussions.

Written work: Students are advised to write at least two essays during the session and will be expected to make short presentations.

Reading list: Students will be expected to purchase a textbook as advised at the first seminar of each year together with a collection of statutory materials.

Assessment: There is both a formal examination and an essay. The examination is a two-hour formal examination. The essay of 5000 words is written in response to questions set in the spring, and is completed before the ST.

Subject to confirmation by the examiners, candidates are allowed to take an unannotated copy of a collection of statutory materials into the examination.

LL436

Industrial and Intellectual Property

Teachers responsible: Ms G Yip, Professor M Blakeney (QMW) and Mr L Bently (KCL).

Availability: For LLM students. 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.

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.

Industrial Designs: Artistic copyright; unregistered design right; 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.

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: The main teaching is by lectures delivered weekly throughout the Session, supplemented by seminars oriented towards applying concepts dealt with in lectures to hypothetical factual situations.

Reading list: The main textbook is W R Cornish, *Intellectual Property, Patents, Copyright Trade Marks and Allied Rights* (4th edn, Sweet & Maxwell, 1999). Other reading is recommended in a guide issued at the beginning of the course and in further detailed lists of cases and materials.

Assessment: One three-hour formal examination, in which four questions must be answered.

LL439

Insolvency Law: General Principles

Teacher responsible: Vanessa Finch, A540

Availability: For LLM and MSc Law & Accounting 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.

Content:

Part I – Role and Objectives of Insolvency Law and Procedures

1. Introduction: Aims and Objectives
2. Particular problems posed by different entities
3. Outline of procedures available
4. Insolvency Practitioners

Part II – Averting Bankruptcy and Liquidation

5. Voluntary advice and assistance schemes
6. Rescue Procedures I
7. Rescue Procedures II
8. Rescue of non-corporate businesses

Part III – Liquidation and Bankruptcy

9. Economic efficiency of liquidation and bankruptcy
10. Control of Procedures
11. Assets available for distribution
12. Distribution of assets

Part IV – Repercussions of Insolvency on Individuals

13. Company directors
14. Treatment of Individual Insolvents
15. Families and dependants
16. Employees

Teaching: Weekly seminars (LL439) of 2 hours duration throughout the Session.

Reading list: A full reading list and materials will be distributed during the course. Wider background reading will include some comparative law reform and other material including: Cork Report, *Report of the Review Committee on Insolvency Law and Practice* (Cmd 8558, 1982); T H Jackson, *The Logic and Limits of Bankruptcy Law*, Harvard (1986); Justice, *Insolvency Law: An Agenda for Reform* (1994); V Finch, 'The Measures of Insolvency Law', *OJLS*, 227 (1997).

Assessment: A 3-hour written examination at the end of the course.

LL440

Corporate Accountability: Topics in Legal and Accounting Regulation

Teachers responsible: Professor M Power (A384), V Finch (A540), Professor P Davies (A457) and others

Availability: This is the core compulsory course for students taking the MSc in Law and Accounting and is not available to others except in special circumstances and with the permission of the Course Director.

Core syllabus: The purpose of this course is to acquaint students with the central issues faced by law and accounting in relation to problems of corporate governance and regulation. It will provide an interdisciplinary focus for the Law and Accounting degree, providing students from varying backgrounds with insights from new perspectives and leading to an in depth study by way of dissertation.

Content: *Section A. Introduction:* Overview of functions of accountants and lawyers in corporate governance and the relation between them. History and models of the corporate form: limited liability of the shareholders and of auditors.

Section B: Regulating and Auditing the Corporation

Regulatory institutions and techniques: statutes, markets, financial reporting. The interrelated functions, rights and duties of directors, auditors, shareholders, creditors, employees and the 'public interest' within the solvent and the insolvent company. Audit committees, internal controls; the audit process and auditor liability. Form, substance and the 'true and fair view' in financial reporting; defining 'profit' and capital maintenance.

Section C: Special Topics in Corporate Accountability

Accounting standards and company law; accounting standards and tax law. Accounting for and regulating corporate groups and networks, SMEs and micro companies. Alternative methods of organising and regulating businesses. Future of regulations and the professions.

Teaching and Written work: 20 sessions comprising of lectures/structured seminars of two hours each plus three meetings with individual's extended essay supervisor. The essay is a compulsory part of the course. The topic for the essay must be selected by the student by the fifth week of LT in consultation with their personal supervisor and the course teachers and be approved by the course director.

Reading list: Detailed reading lists will be provided during the course and will include articles from law, accounting, economics and sociology journals and books. Some illustrative references to texts and primary materials are: Bromwich & Hopwood, *Accounting and Law* (1992); Freedman & Power, *Law and Accountancy: Competition and Cooperation* (1992); Power, *The Audit Society* (1997); Dezalay & Sugarman (Eds), *Professional Competition and Professional Power: Lawyers, Accountants and the Social Construction of Markets* (1995); Zeff & Dharan, *Readings and Notes on Financial Accounting: Issues and Controversies* (1994); Davies, *Gower's Principles of Modern Company Law* (1997); Parkinson, *Corporate Power and Responsibility* (1993); Easterbrook & Fischel, *The Economic Structure of Corporate Law* (1991); McCahery, Piciotto & Scott, *Corporate Control and Accountability* (1993).

Assessment: Essay of up to 10,000 words due by July 31 [40%] and one formal two hour examination [60%] in May/June. The examination will cover all topics taught. Students will be required to answer three questions.

LL442

International Business Transactions I: Litigation

Teacher responsible: Professor T C Hartley, A467

Availability: For LLM students intending to offer this subject in the examinations. Other students may attend only with the prior permission of Professor Hartley. It is not available for students taking Diplomas or MSc 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. **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
 - jurisdiction over companies (the "doing business" test);
 - products liability actions;
 - branches and agents;
 - constitutional limitations on jurisdiction in the United States;
 - forum-selection clauses;
 - forum non conveniens;
 - lis alibi pendens.
- Obtaining evidence in transnational business litigation: extraterritorial application of the forum's own discovery rules, international judicial assistance, blocking statutes and injunctions.
- Provisional remedies and procedural problems in transnational business litigation: Mareva injunctions, Anton Piller orders and equivalent remedies.
- Enforcement of foreign judgements in commercial matters.

Teaching: Seminars: Sessional (LL442)

Teacher: Professor Hartley. Extensive case materials are provided by the School for sale to students. These should be read before each seminar. **Students will not be admitted to the course unless they purchase the materials.**

Reading list: (Students are not expected to buy any of these books): T C Hartley, *Civil Jurisdiction and Judgments*; Lawrence Collins, *Civil Jurisdiction and Judgments Act 1982*; Georges R Delaume, *Transnational Contracts: Applicable Law and Settlement of Disputes*; Henry J Steiner & Detlev F Vagts, *Transnational Legal Problems*; Dicey & Morris, *The Conflict of Laws*; J H C Morris, *The Conflict of Laws*; Cheshire & North, *Private International Law*; Robert 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*.

Assessment: Normal three-hour written examinations.

LL443

International Business Transactions II: Substantive Law

Teachers responsible: Professor T C Hartley, A467, Professor R Morse (KCL) and Professor I Fletcher (UC).

Availability: For LLM 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 MSc 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.

Content: The following topics will be studied from the point of view of English, Commonwealth, American and (where relevant) European Community Law.

- Applicable law in international commercial contracts.

- International sale of goods.
- The international reach of legislation for the regulation of business and the protection of consumers and employees.
- The private international law aspects of boycotts and embargoes.
- The application of international conventions to international business transactions.
- The international aspects agency.
- Exchange controls.
- Financing international business transactions: documentary credits and other financial mechanisms.
- Currency problems in international contracts.
- The international aspects of property transactions.
- The recognition of foreign expropriations and other governmental acts affecting property (including financial assets).
- The problem of extraterritoriality with special reference to American antitrust law and EEC competition law.

Teaching: Seminars: (LL443) Sessional.

Teachers: Professor Hartley, Professor Morse (King's College) and Professor Fletcher (UCL). 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 & Detlev 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

Teachers responsible: Professor C Chinkin, A154, Professor C J Greenwood, QC, A387, Mr G Simpson and Dr C Beyani, A456

Availability: For LLM students and MSc Human Rights.

Core syllabus: The protection of individuals, and the punishment of states and individuals by international criminal law. Standards of protection and procedures for their enforcement. The meaning of "crime" in inter-state law.

Content:

Lent Term. Part One, Institutions: Introduction and Concepts; the Problem of International Criminal Law; Pre-History; Nuremberg and Tokyo; Municipal Trials (*Finta, Barbie*); Jurisdiction (*Eichmann*); The ICTY (Yugoslavia); Internal and International Wars (*Tadic*); ICTR (Rwanda); The International Criminal Court.

Michaelmas Term. Part Two, Substantive Law: General Principles of International Criminal Law; War Crimes and International Humanitarian Law; Crimes Against Humanity; Genocide; Crimes against Peace and Aggression; Gender-Based Crimes; Crimes as Torts (*Karadzic*); The Draft Code of Offences Against the Peace and Security of Mankind and "New" International Crimes; Superior Orders (*Calley*); Sovereign Immunity and International Crimes (*Pinochet*); Amnesty, Truth and Justice.

Summer Term. Part Three, Processes: Fact Finding and Protection of Witnesses; Assistance, Co-operation Sentencing; Extradition; State Criminal Responsibility and the ILC; New Crimes, Old Crimes.

Teaching: Seminars (LL445). 10 MT; 10 LT; 8 ST.

Assessment: Three-hour written examination.

LL447

International Economic Law

Teachers responsible: Ms D Cass and Dr D Sarooshi (UCL)

Availability: For LLM students, MSc Development Studies, MSc Global Market Economics, MSc Public Financial Policy.

Core syllabus: The aim of the course is to study in detail those aspects of public international law which are concerned with 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.

Content: The course topics may include

- Introduction to economic policy and the evolution of the international economic order
- Institutional aspects of the international economic order
- International monetary relations
- International development assistance and debt relief
- Challenges to the established international economic order: the NIEO, sustainable development and globalisation
- Introduction to legal and institutional aspects of the GATT/WTO.
- WTO decision-making and dispute settlement
- GATT/WTO basic principles: MFN, national treatment, tariffs, quotas and general and security exceptions
- Health, safety and environmental standards: TBT and SPS Agreements
- Dumping and subsidies
- Agreements on Agriculture and Textiles
- General Agreement on Trade in Services
- Trade Related Intellectual Property Rights
- Regional Integration Agreements
- Trade and Development: safeguards, escape clauses and special and differential treatment
- 'new' issues: investment, competition and institutional reform.

Teaching: 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).

Assessment: There is a three-hour formal examination in August or 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

Teachers responsible: Dr L D M Nelson, Dr Elias (KCL) and Dr M Fitzmaurice (QMW)

Availability: For LLM students. Some knowledge of concepts of international law is required.

Core syllabus: The course aims at providing a good introduction to the customs, treaties and concepts of international law relating to control or prevention of pollution and for protection and conservation of living resources.

Content:

Introduction: Definition of International Environmental law; factors influencing development; applicable principles of international law preceding 1972 UN Conference on the Human Environment (UNCHE); the UNCHE and UNEP (UN Environment Programme); developments under UNEP.

Prevention of Pollution:

All sources; general principles; creation of standards; regulatory powers; organisational framework; principles of responsibility and liability for pollution damage; regional and international approaches; influence of developing states; relevant regional and international treaties and customary laws.

Conservation of Living Resources:

Emerging principles of international wildlife law concerning land-based and maritime species needing protection for survival; regulatory techniques and powers; state responsibilities; regional and international approaches; organisational framework; dispute settlement; new enforcement techniques, such as control of trade in endangered species; protection of habitats; relevant international and regional conventions and customs.

Teaching: Teaching is by weekly 2 hour seminars (LL448) held at the IALS for 10 weeks in the MT, 11 weeks in the LT and 7 weeks in the ST.

Reading list: J Schneider, *World Public Order of the Environment: Towards an Ecological Law and Organizations*; S Lyster, *International Wildlife Law*; B Ruster, R Simma & M Boch, *International Protection of the Environment: Treaties and Related Documents*; D Johnston (Ed), *The Environmental Law of the Sea*; R McGonigle & M Zacher, *Pollution Politics and International Law*; A Springer, *The International Law of Pollution: Protecting the Global Environment in a World of Sovereign States*; L Caldwell, *International Environmental Policy*; Birnie & Boyle, *International Law and the Environment* (1993).

Periodicals include: *Environmental Policy and Law*; *Ocean Development and International Law Journal*; *Ecology Law Quarterly*; *Marine Policy*; relevant articles in international law journals.

Further reading: Books, periodical articles, conference proceedings and other publications are included in the comprehensive syllabus issued to participants.

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

Teachers responsible: Ms M Cremona (QMW) and Professor E Szczyrak (LSE)

Availability: Background knowledge of the substantive law of the EU is required, particularly knowledge of the Internal Market and Competition Law.

Core syllabus: The subject matter of this course is the status under EC law of state intervention in the market. The course will be grounded in the Treaties and subordinate legislation and the case-law of the ECJ but participants will be encouraged to look at the historical, institutional and economic background to the subject.

Content:

- The Treaty context, theory of regulation of the state, the EC as a regulatory state, the emergence of an economic constitution to the EC.
- Articles 10, 81 and 82 EC. The application of private competition rules to state anti-competitive activity.
- Article 95 EC *lex specialis* of public undertakings. Case study, telecommunications and privatisation.
- Article 31 EC. Case study of Nordic alcohol monopolies.
- State Aids, procedures, case study.
- Public Procurement, use of public procurement to further non-economic aims.

Teaching: Seminars 1 x 2 hours each week in the LT. Students will be asked to make presentations, using case studies.

Reading list: A Evans, *EC State Aids* (OUP, 1997); H Micklitz & S Weatherill, *European Economic Law* (Dartmouth, 1997); K Kruger, R Nielsen & N Bruun, *European Public Contracts in a Labour Law Perspective* (DJOF Publishing, 1998); D Chalmers & E Szczyrak, *Towards a European Polity?* (Ashgate, 1998); J M Fernandez Martin, *The EC Public Procurement Rules. A Critical Analysis* (Oxford, 1996).

NA 01/02

LL450

The International Law of Natural Resources

Teachers responsible: Professor C J Greenwood, QC, A386 and Ms F Yamin (SOAS)

Availability: For LLM students and MSc Development Studies. 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.

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: Teaching is by seminar (LL450), with 1¼ hours per week being offered for 10 weeks in the MT, 10 weeks in the LT; and for 7 weeks in the ST.

Reading list: Course materials are available for purchase.

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: For LLM degree. Some knowledge of basic concepts of International Law is required.

Core syllabus: Resources and Uses of the Sea, and applicable international principles, customs and treaties.

Content:

- Sources of the Law.
- Historical Development of the Law of the Sea.
- The Regime based on the 1992 Convention on the Law of the Sea and the Agreement Relating to the Implementation of Part XI of the United Nations Convention on the Law of the Sea of 10 December 1982.
 - The Territorial Sea and Contiguous Zone.
 - International Straits and Archipelagos.
 - The Exclusive Economic Zone.
 - The Continental Shelf.
 - High Seas.
 - Fisheries.
 - Deep Seabed Mining Regime.
 - Landlocked and Geographically Disadvantaged States.
 - Protection and Preservation of the Marine Environment.
 - Marine Scientific Research.
 - Settlement of Disputes.

4. Current status of the 1982 Convention; its relation to customary law.

Teaching: One seminar (LL451) of 2 hours each week, Sessional.

Written work: Students, individually or in groups, may be asked to present one paper in a seminar during the session. They should have prepared the required reading for each seminar to be able to benefit from discussions.

Reading list: *Oppenheim's International Law*, Vol I (9th edn, 1992), Jennings & Watts (Eds); Brownlie, *Principles of Public International Law* (5th edn, chs 9-11) and *Basic Documents in International Law* (4th edn); E D Brown, *The International Law of the Sea*, Vols I & II, 1994; Churchill & Lowe, *The Law of the Sea* (3rd edn, 1999); McDougal & Burke, *The Public Order of the Oceans*; Churchill *et al* (Eds), *New Directions in the Law of the Sea*, Vols I-XI; D P O'Connell, *The International Law of the Sea* (Ed I A Shearer) Vol I (1982), Vol II (1984), Third UN Conference on the Law of the Sea, Official Records, Vols *et seq*; Nordquist, (Ed) *United Nations Convention on the Law of the Sea 1982: A Commentary*, Vol I (1985), Vol II (1993), Vol III (1995), Vol IV (1991), Vol V (1989). The 1958 Geneva Conventions on the Law of the Sea; Convention on the Law of the Sea 1982, Agreement Relating to the Implementation of Part XI of the United Nations Convention on the Law of the Sea of 10 December 1982 (1994). Agreement for the Implementation of the Provisions of the United Nations Convention on the Law of the Sea of 10 December 1982 relating to the Conservation and Management of Straddling Fish Stocks and Highly Migratory Fish Stocks (1995).

Periodicals include: *The American Journal of International Law*; *The British Yearbook of International Law*; *The International and Comparative Law Quarterly*; *Ocean Development and International Law*; *Marine Policy*; *San Diego Law Review* (LOS issues); *International Journal of Marine and Coastal Law*.

Reading lists and materials will be issued to participants during the course of the academic year.

Assessment: 3 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, QC, A387 and Professor R Mullerson, (KCL)

Availability: For LLM students and MSc Human Rights. Some prior knowledge of international law is useful but not essential.

Core syllabus: The aim of this course is to develop an understanding of the principles of international law which regulate the use of force in international society.

The course examines both the law relating to when it is permissible to use force and the law governing the conduct of hostilities once the decision to resort to force has been taken (**The Law of Armed Conflict or International Humanitarian Law**).

Content: The first half of the course is devoted to the law on resort to force. It concentrates on the prohibition of resort to force in Article 2(4) of the United Nations Charter and the exceptions to that prohibition. This part of the course looks in detail at the right of self-defence, humanitarian intervention, intervention to promote democracy, self-determination and to protect nationals, reprisals and intervention in civil war. The use of force by or with the authorization of the United Nations is also considered.

The second half of the course is concerned with the legal regulation of the conduct of hostilities and examines the concepts of war and armed conflict, the right to participate in hostilities, the law of weaponry (including nuclear and chemical weapons), the protection of civilians, belligerent occupation, the law of naval warfare and the enforcement of the laws of war (including the activities of the Yugoslav and Rwanda international tribunals).

Teaching: Teaching is by seminar given by Professors Mullerson and Greenwood. There is normally one two hour seminar each week. Seminars are held at LSE.

Reading list: A detailed reading list will be issued at the first seminar. See, in particular: – Kalshoven, *Constraints in the Waging of War*; Gray, *International Law and the Use of Force* (2001); Roberts & Guelff, *Documents on the Laws of War* (3rd edn) and Rogers, *Law on the Battlefield*.

Assessment: 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, A456

Availability: For LLM students, MSc Development Studies and MSc Human Rights. Some knowledge of public international law is required.

Core syllabus: Comprehensive study of the expanding international law of human rights and institutions, both at a universal and regional level.

Content: The course is divided in three parts. The first part deals with conceptual issues, namely: definitions of human rights; the role of international law in the protection of human rights; the individual and the state; the relevance of different cultures, stages of development, ideologies; human rights as absolute or qualified rights; the role of non-discrimination; individual and group rights; economic, social and cultural rights. The second part is devoted to a study of specific rights, drawing largely upon the case law of the European Convention, the American Convention and the African Charter as well as the UN Covenants. Among the rights examined through the case law are fair trial; property; freedom of expression; right to life; privacy; freedom from torture; and non-discrimination; minority rights; rights of indigenous groups; the prohibition on genocide; rights of women, children and refugees. The third part is concerned with the system of international protection of human rights. There is the *UN System* in respect of which a detailed examination of the various UN institutions and techniques for the protection of human rights is covered; the *Inter-American System and the OAU System* with regard to the standards, the institutions of the Commission and the Court, and procedural requirements for lodging complaints; and the *European System*, with emphasis on the Court, the procedural requirements for lodging complaints, and the incorporation of the *European Convention* in the United Kingdom by means of the *Human Rights Act 1998*. Also various non-institutional methods of promoting human rights, including the role of Non-Governmental Organisations, are studied.

Teaching: This course (LL453) is taught by 1½ hour weekly seminars (10 in MT, 9 in LT, 8 in ST).

Reading list: Course materials are available for purchase.

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

Teacher responsible: Professor C Chinkin, (LSE) and Dr F Banda (SOAS)

Availability: For LLM students, MSc Gender, MSc Gender and Development, MSc Gender and Social Policy and MSc Human Rights.

Core syllabus: An introduction to a gender based analysis of the mainstream normative and institutional frameworks for human rights.

Content: The course explores the following issues: the concept of women's human rights; international instruments guaranteeing civil and political and economic and social rights; the approach of the mainstream human rights mechanisms and institutions, including the Human Rights Committee and the European, American, and African Commissions and Courts of Human Rights; the Commission on the Status of Women and the development of specific normative standards relating to women; the background, drafting, content and experience of the Convention on the Elimination of All Forms of Discrimination against Women 1979 and its Optional Protocol, 1999; the work of the Committee on the Elimination of Discrimination Against Women in report monitoring and the elaboration of recommendations; debates around universalism and cultural particularity; integration of gender into the mainstream human rights institutions; the establishment of new standards

at the global and regional levels; violence against women, including in armed conflict; economic rights and the right to development; examples of domestic protection of women's rights, including India and Commonwealth Africa; women refugees; the rights of the girl child.

Teaching: This course is taught by 2-hour weekly seminars in MT, LT and ST.

Reading: Detailed readings are arranged for each class.

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 2 July (of final year for part-time students).

LL455

International Tax Law

Teachers responsible: Dr P Baker (QMW) with LSE contribution from Professor John Avery Jones, Dr I Roxan and Professor David Oliver

Availability: For the LLM degree and MSc Law and Accounting. Students will be assumed to have a working knowledge of the tax system of at least one country (not necessarily the UK) or be studying the **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 LLM by providing an international, non-U.K. approach to taxation.

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 UK, but the course is not and is not intended to be a course in UK 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, UN Model, US 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

Teaching: 1½-hour seminars (LL455) Sessional (weekly) held at Barts Medical School site.

Reading list:

General reading: P Baker, *Double Taxation Conventions and International Tax Law*; Publications of: the Fiscal Committee of the OECD; the U.N. Group of Experts on Double Tax Treaties; the Bureau of International Fiscal Documentation; the International Fiscal Association; the Commission of Taxation of the International Chamber of Commerce; the Board of Inland Revenue.

General journals: *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.

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*.

LL456

NA 01/02

The Legal Regulation of the Music Industry

Teachers responsible: Ms Anne Barron (LSE), Mr Lionel Bently (KCL) and Mr Robert Burrell (KCL)

Availability: The course is primarily intended for LLM students, although other students may attend with the prior permission of the course convenor. However, any student taking this course should have a background in law, either through practical experience of through their undergraduate education.

Core syllabus: This course will focus on the legal issues involved in the core music business activities of delivering live musical performances to the public, producing and selling sound recordings and printed music, and administering copyright in musical compositions and recordings.

Content:

A. Introduction: Music in Law, Economy and Culture

1. Music, the culture industries and the 'information society'.
- 2-5. Characterisations of Music in Law. Sociological and aesthetic perspectives on music. The subject matter of copyright: musical works and sound recordings. Authorship and Ownership of musical copyrights. The subject matter of performers' rights. Performance style as an object of legal protection: publicity rights.
6. Conceptions of music deployed in schemes for the public funding of the arts.

B. The Production of Music: Technologies, Institutions and Investment Strategies

7. Technologies of music production and their implications for legal initiatives affecting the music industry.
8. Overview of the Structure and Activities of the Music Industry.
9. The role of music industry representatives as political actors.
10. The Economics of Music Production
11. The international framework for the protection of IPR's in music
12. The rights of the copyright owner and the duration of copyright
13. The rights of the performer and of the person with whom the performer has an exclusive recording contract

14-15. Recording and Publishing Contracts

16. The Enforcement of Copyright and Performer's Rights in Music

C. Distributing Music

17. Parallel Importation
- 18-21. The Exploitation of Copyright and Performers' rights in the Music Industry

The Role of Music Industry Collecting Societies. Analysis of terms in contracts involving owners of music copyrights/performance rights and record companies, retailers, live venues, broadcasters.

Part D. Consuming Music

22. Defences to copyright infringement
23. Market Failure, Compulsory Licences and Levies
24. Case study I: Digital sound sampling
25. Case study II: Music on the Internet

Teaching: There will be one two-hour seminar weekly

Reading list: There is no set text. Students will receive a detailed reading list for each topic. The following are some of the sources to which students are likely to be referred throughout the course: Richard Arnold, *Performer's Rights* (1997); Richard Bagehot, *Music Business Agreements* (1998); Tony Bennett (Ed), *Rock and Popular Music: politics, policies, institutions, culture* (1993); Robert Burnett, *The Global Jukebox: The International Music Industry* (1996); L Cotterell, *Performance: the business and law of entertainment* (1993); G Davies & M Hung, *Music and Video Private Copying: an international survey of the problem and the law* (1993); Ehrlich, *Harmonious Alliance: A History of the Performing Rights Society* (1989); Simon Frith, & Andrew Goodwin (Eds), *On record rock, pop and the written word* (1990); Simon Frith, *Music and Copyright* (1995); Simon Frith, *Performing Rites* (1996); Steve Jones, *Rock formation: music, technology, and mass communication* (1992); Krasilovsky & Shemel, *This Business of Music* (1995); Lawrence Kramer, *Classical Music and Postmodern Knowledge* (1995); James Lull (Ed), *Popular music and communication* (2nd edn, 1992); Peter Lamarche Manuel, *Cassette Culture* (1993); Peter Martin, *Sounds and Society: themes in the sociology of music* (Manchester UP 1993); Keith Negus, *Producing pop: culture and conflict in the popular music industry* (1992); Tricia Rose, *Black Noise* (1996); John Shepherd & Peter Wicke, *Music and Cultural Theory* (1997); J A L Sterling, *Intellectual Property Rights in Sound Recordings, Film and Video* (1994); Peter Wicke, *Rock Music: Culture, aesthetics, and sociology* (1990).

LL457

Juvenile Justice

Teachers responsible: J Fionda (KCL), Dr Ben Bowling (KCL), Dr J Rungay (LSE) and Mr W Morrison (QMW)

Availability: For LLM It is provided on an intercollegiate basis and held at King's College. It is available to MSc Criminal Justice Policy.

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 misuse. Girls. Recidivists.
6. *Social policy*. Future development.

Teaching: 28 seminars (LL457) Sessional.

Reading list: S Asquith, *Children and Young People in Conflict with the Law* (1996); S Brown, *Understanding Youth and Crime* (1998); A Hagell & T Newburn, *Persistent Young Offenders* (1994); K Haines & M Drakeford, *Young People and Youth Justice* (1998); J Muncie, *Youth and Crime: A Critical Introduction* (1999); J Howell et al (Eds), *Serious, Violent, and Chronic Juvenile Offenders* (1995).

Supplementary reading list: Will be given during the course.

Assessment: There will be one three-hour examination, which will count for 100 per cent of the marks.

LL458

Mental Health Law

Teachers responsible: Dr Jill Peay (LSE, A462), Professor Genevra Richardson (QMW), Mr Phil Bates (Kings) and Professor Nigel Eastman (St George's Hospital Medical School)

Availability: For LLM students and (with permission) MSc in Criminal Justice Policy and Forensic Mental Health (SGMS).

Core syllabus: This course is taught on an inter-collegiate basis and aims to integrate a practical and theoretical understanding of mental health law, from the perspective of both law and mental health sciences. It is not intended to provide a comprehensive understanding of mental health law in England and Wales, but rather aims at broader conceptual understanding of the problem areas that are likely to bedevil mental health law across many jurisdictions.

Content: The course is in several parts. The first concerns the context of mental health law. What is its nature and ambit? Is it a passive resource without an effective enforcement mechanism? What public policy objectives underlie mental health law? The second concerns issues of capacity and compulsory treatment both in hospital and in the community. What happens where a patient withdraws consent? Who decides if the patient is incapable of making treatment decisions and on what basis? We will also examine the position of children under current and future mental health legislation as a group whose capacity, or lack of it, poses particular legal dilemmas. The third part of the course concerns methods of release and looks at the functions of, amongst others, the Mental Health Review Tribunals, the Home Office, the responsible medical officer and the nearest relative. Next we deal with mental health law and rights. Can the law be used as a clinical tool or is it an impediment to effective care? Does a framework of coerced care fundamentally affect the nature of the doctor-patient relationship – especially in respect of the patient's willingness to seek treatment or the doctor's preparedness to offer it? Does consensual treatment need to be subject to legal standards? What are the procedural safeguards for coerced care? What impact will the Human Rights Act 1998 have? The fifth part concerns discrimination and stigma. What are the civil, social and economic consequences of mental ill health? The sixth part concerns the problematic issues raised by those who offend and who are suffering from mental disorder. We will deal with both the challenge posed to mental health by those suffering from severe anti-social personality disorder and look at what happens in inquiries after Homicide and Suicide when 'things go wrong'. The seventh part of the course examines law and ethics. What are the ethical dilemmas for practitioners where the demands of two competing systems with different ideologies come into conflict (namely, justice and welfare)? Can they be resolved and if so how? Finally, we will look at the future of mental health law and examine the recommendations of the Richardson Committee and the proposals for reform in the 2000 White Paper 'Reforming the Mental Health Act'.

Teaching: Weekly seminars of one and a half hours for ten weeks in the MT, nine in LT and up to eight in the ST.

Reading list: There is no single satisfactory text. As a general textbook we recommend P Bartlett & R Sandland, *Mental Health Law. Policy and Practice*, Blackstone Press (1999). We will also make extensive reference to N Eastman & J Peay (Eds), *Law Without Enforcement: Integrating Mental Health and Justice* (1999); G Richardson, *Law Process and*

Custody: Prisoners and Patients (1993); B Hoggett, *Mental Health Law*, 4th edn (1996); P Fennell, *Treatment Without Consent: Law, Psychiatry and the Treatment of Mentally Disordered People since 1845* (1996); R Jones, *Mental Health Act Manual*, 6th edn (1999). A study pack for purchase of some of the relevant articles will be made available.

Assessment: There will be one three hour examination which will count for 100% of the marks.

LL459

Constitutional and Institutional Law of the European Union

Teacher responsible: Not available at LSE 2001/2. Available at other colleges under the sabbatical rule

Availability: This course is open to students on the LLM. **Note: A maximum of 50 students will be permitted to take this course. Preference will be given to LLM 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.

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: 2-hour weekly seminars (LL459) Sessional 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 Shermers, *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 Shermers.

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

Teacher responsible: Professor C J Greenwood, QC, A387

Availability: For LLM students, MSc Development Studies and MSc Human Rights. Some knowledge of public international law is required.

Core syllabus: The aim of the course is to provide an understanding of the international legal aspects of international institutions. The focus is primarily on the United Nations, which is dealt with in depth.

Content: International legal personality; the capacity to sue, treaty-making power, implied powers. The Secretariat: powers of the Secretary General, role of the international civil service, privileges and immunities. Membership, representation and credentials. Participation of non-members. Structure and voting of General Assembly of UN. Structure and voting of Security Council of UN. Functions and powers of major organs. 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 International Court of Justice: problems of use and jurisdiction; its role in dispute settlement; its advisory function.

Teaching: Teaching is by seminar (LL461), with 1½ hours per week being offered for 10 weeks in the MT and 10 weeks in the LT and for 8 weeks in the ST.

Reading list: Simma, *Charter of the United Nations*; Conforti, *The Law and Practice of the United Nations*; White, *The Law of International Organisations*. Required readings of extracts from books, of articles and cases are available in the syllabus issued. UN materials are provided.

Assessment: 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: Mr R C Simpson

Availability: For LLM and LLM in Labour Law students. The course is taught jointly with the **Labour Law** course for MSc Industrial Relations and Personnel Management students ID480

Core syllabus: This course is concerned with collective labour law, that is with the rules which govern (a) the organisation of workers into groups for the purpose of dealing with their employer on matters relating to their working lives; (b) the establishment of procedures through which employers and worker representatives can interact on these matters; (c) the regulation of the operation of these procedures once established; (d) the consequences of breakdowns in the operation of the procedures; and (e) the relationships between individual workers and the collective organisation which aims to represent them. Although the main focus of the course will be the law of Great Britain, the international and European Union context of the law will be taken fully into account where it is relevant. There will also be some reference to comparative legal writings at some stages of the course.

Content: (in outline) Bargaining, consultation and the right of association. The independence of trade unions. Protection of members of organisations and workers' representatives. The protection of those who refuse to join trade unions. The role of the law in bringing about collective bargaining. The legal status of collective agreements. The scope, rationale and effectiveness of compulsory consultation mechanisms. Cross border bargaining and consultation. Justifications for and different means of providing a 'right to strike'. Legal regulation of the conduct of disputes. Industrial action and the individual worker. Civil liabilities for organising industrial action. Admission to trade unions and disciplinary powers of trade unions including expulsion. Democracy in trade unions. Trade unions' political activities.

Teaching arrangements: Twenty-five 1½ hour weekly seminars.

Written work: There will be one written assignment in each of the first two terms.

Reading list: Students should buy Butterworth's *Employment Law Handbook* (9th edn, 2000) and either Morris & Archer *Collective Labour Law* (2000) or Deakin & Morris *Labour Law* (latest edition). Additional references are provided on the reading list for each topic.

Assessment: One three hour written examination at the end of the course.

LL465

Law and Social Theory

Teacher responsible: Professor W T Murphy, A372

Availability: For LLM students and other students with some background in legal, social or political theory.

Core syllabus: This course is designed to introduce students to the study of law through the perspective of modern social theory.

Content:

- A. Law, Modernity and Society
- B. Rules and the Boundaries of the Social
- C. The Human and the Social Subject.

Select Bibliography: Bourdieu, *The Logic of Practice*; Habermas, *The Philosophical Discourse of Modernity*; Habermas, *Between Facts and Norms*; Luhmann, *Social Systems*; Luhmann, *Risk*; Foucault, *The History of Sexuality* (3 vols); Foucault, *Discipline and Punish*; Teubner, *Law as an Autopoietic System*; Murphy, *The Oldest Social Science?*; Butler, *Bodies that Matter*.

Teaching: 27 two-hour seminars (LL465).

The seminars will be conducted by Professor Collins, Professor Lacey, Professor Murphy and Mr Pottage.

Assessment: The course is assessed by means of ONE 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: Mr Andrew McKnight

Availability: For LLM/MSc Law & Accounting students.

Syllabus: The course examines the legal issues which arise in international finance transactions. It looks at the various forms of transaction, the relevant commercial and regulatory background and the risks and protections available to those providing such finance.

Content:

1. An Introduction to International Finance Transactions and Relevant Principles of English Law
2. Euro-Currency Term Loans
3. Syndicated Loans
4. Euro-Bonds
5. Project Finance
6. Derivatives and Swaps
7. Conflict of Laws aspects
8. Loan transfers and Securitisation
9. Banking Regulation
10. The Impact of Insolvency
11. Secured and Quasi-Secured Transactions and Guarantees

Teaching: There is a weekly lecture of two hours' duration and weekly seminars of one hours duration, Sessional (LL467).

Reading list: Phillip Wood, *The Law and Practice of International Finance* (6 volumes); Tennekoon, *The Law and Practice of International Finance*; R M Goode, *Commercial Law*; R Cranston, *Principles of Banking Law*.

A full reading list will be distributed during the course.

Assessment: This subject is examined by means of one three-hour written paper.

LL470

Banking Law

Teacher responsible: Dr C Hadjiemmanuil, A360

Availability: For LLM. Knowledge of company law and contract law, as well as general EC law, is desirable but not necessary.

Core syllabus: This course is effectively taught in two separate halves. Part I focuses on EC and UK banking regulation, while Part II on banking services and the legal responsibilities of banks towards their clients. The course, however, is constituted as a single integrated programme, and the halves cannot be taken separately. The purpose of **Part I** is to introduce the student to the process of international convergence in the area of banking regulation and to provide a solid description of the current state of relevant European legislation. In addition to the analysis of developments at the European level, the domestic UK legislation and supervisory practices will be examined in detail. Indeed, knowledge of the UK position in these matters is particularly important even for the international student of banking law, since the City of London is (alongside New York and Tokyo) one of the three leading financial centres of the world. **Part II** explores the legal duties and liabilities of banks to their customers and to third parties in selected fields of bank services activity. In this part, the course deals with deposits and bank loans generally, the transfer of funds and payment mechanisms, the giving of advice and the use of confidential information. Particular attention is devoted to ongoing developments such as electronic funds transfer. The course does not cover the finance of international trade or medium-to-long-term international lending, since these are covered in other LLM courses.

Content:

Part I: EC and UK Banking Regulation addresses the following topics:

- (1) Introduction: Banks and theories of banking regulation.
- (2) International regulatory convergence: Basle Committee on Banking Supervision.
- (3) The EC Programme of Banking and Financial Harmonisation. Banks' freedom of establishment and freedom to provide services in EC law: the Second Banking Directive and the single banking license. Regulatory responsibilities of home and host Member States. Continuing applicability of general good provisions of the host Member State.
- (4) Supervision of Financial Institutions in the EC: Financial requirements and solvency. Large exposures limitations. Consolidated supervision. Deposit guarantee schemes.
- (5) EC Banking Supervision: organisational issues and the impact of EMU.
- (6) UK Banking Supervision: Banking Act 1987; Financial Services and Markets Act 2000. Authorisation of deposit-taking institutions. Continuing supervision and the role of bank auditors.
- (7) Organisation of the Supervisory Function in the UK: Bank of England Act 1998. The role of the Financial Services Authority.
- (8) Administrative and Judicial Control of Regulatory Decision-making: Appeals against authorisation decisions of the supervisory authority. The questions of judicial review and regulatory liability.

Part II: Banking Services and Legal Responsibilities of Banks covers the following issues:

- (9) Introduction to Bank Services: Overview of both traditional bank services and recent innovations and developments. Identification of the general types of legal relationships and legal principles and issues entailed. Interconnection of private law with statutory and regulatory developments.
- (10) The Relationship of Banker and Customer: Who is a customer, the significance of the question. Creation and termination of the banker-customer relationship. Maintaining accounts with branches. Current account and other types of account. Special categories of customers. Distinctions between depositor and lending relationship.
- (11) The Duty of Confidentiality: Data protection generally. The banker's duty to keep customers' business confidential. The dissemination of information from one department or branch of a bank to another, and from one member of a banking group to another. Bankers' reference generally. Chinese walls and their application to the operations of clearing banks and merchant banks.
- (12) The Banker as Adviser: The duty of care in giving advice, and methods of limiting or excluding liability. Conflicts of interest.
- (13) Paper-based Funds Transfers: Paper-based contrasted with paperless (electronic) funds transfers. Cheques and similar instruments. London and international clearing systems.
- (14) Legal Implications of Electronic Funds Transfer: Verification of the payment instruction; the finality of payment; mistaken payment instructions; errors in transmission. Teller machines and point of sale electronic funds transfer; the distribution of risks as between banker, customer and supplier.
- (15) The Banker's Liability as Constructive Trustee: The constructive trust in relation to the receipt, retention and payment of money by a bank. The concept of notice and its application.

Teaching: Twenty-eight two-hour lectures held at LSE.

Reading Materials: Part I: A set of primary materials and essential

secondary materials will be made available to the students. In addition, students are referred to Dassel, Isaacs & Penn, *EC Banking Law* (1994); Van Empel & Smits (Eds), *Banking and EC Law: Commentary* (looseleaf, 1992-); Blair *et al*, Blackstone's Guide to the Financial Services & Markets Act 2000 (2000); Hadjiemmanuil, *Banking Regulation and the Bank of England* (1996). **Part II:** Wadley & Penn, *The Law Relating to Domestic Banking* (2000); Cranston, *Principles of Banking Law* (1997); Ellinger & Lomnicka, *Modern Banking Law* (1995).

Assessment: The subject will be examined by means of a three-hour written examination. The paper will be divided into two parts; students must answer two questions from each part. Students may bring an unannotated copy of the primary materials into the final exam.

LL472

Marine Insurance

NA 01/02

Availability: For LLM 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.

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: There is a weekly seminar (LL472) of one-and-a-half hours duration (10 MT, 10 LT and 6 in the ST 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 Law); 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.

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.

LL474

Modern Legal History

Teacher responsible: Professor W T Murphy, A372

Availability: For LLM students and MSc Regulation. Some knowledge of British political and economic history in the period is desirable.

Core syllabus: A survey of developments in English law in the period 1750-1950 in their social, economic and political context. Not all the specific topics listed in the syllabus will be covered in any year.

Content: Topics will be selected from the following list: Sources and methods; Social change, law reform and the main movements in political and economic thought; Constitutional and administrative law; reform of Parliament and local government; Judicial review; Police and criminal law; The legal system: courts, legal profession, procedural reform; Contract: theoretical basis, commercial contracts, consumer contracts, public policy; Tort: negligence, nuisance, economic torts; Land law: settlements, married women, conveyancing; Personal status: marriage and divorce, family support, children; Associations: incorporation and other forms of business organisation; trade unions and legal regulation of labour; Social welfare law; relief of poverty, public health, environmental control, safety, education.

Teaching: One weekly two-hour seminar (LL474), Sessional.

Reading list: A detailed reading list is available at the beginning of the course from either of the teachers responsible.

Written work: No formal written work is prescribed but students will be expected to make presentations to the seminar.

Assessment: By means of 15,000 word long essay.

LL478

Policing and Police Powers

Teacher responsible: Professor R Reiner, A207

Availability: For LLM, MSc Criminal Justice Policy, MSc Criminology and MSc Regulation.

Core syllabus: The police are a central part of the criminal justice system and of the State's formal machinery for maintaining order and enforcing

law. It is difficult to underestimate their importance in the process of criminal law enforcement and social policy more generally. There is a burgeoning research, policy-oriented and theoretical literature analysing the nature and functions of policing. 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.

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' ie 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: A weekly 1½ hour seminar (LL478) Sessional at IALS.
Reading list: General surveys of the field include: R Reiner, *The Politics of the Police* (3rd edn, 2000); R Morgan & Newburn, *The Future of Policing* (1997); P A J Waddington, *Policing Citizens* (1999); L Johnston, *Policing Britain*; D Dixon: *Law in Policing* (1998); N Walker, *Police in a Changing Constitutional Context* (2000).

Useful collections of research papers include: R Reiner (Ed), *Policing Vols I and II*, Dartmouth (1996); F Leishman, B Loveday & S Savage, *Core Issues in Policing* (2nd edn, 2000).

Assessment: One three-hour examination, counting for 100% of the marks.

LL480

NA 01/02

Principles of Civil Litigation

Teachers responsible: Professor Cyril Glasser at University College and Dr Adrian Zuckerman of Oxford University

Availability: For LLM 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.

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: There is one lecture per week (LL480) on a Monday at University College at 1815-2000.

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*.

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

NA 01/02

Economic Analysis of Law

Availability: For LLM 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.

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: 1 Seminar (LL481) each week.

Students are advised to attend lectures in LLB (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*.

Assessment: Three-hour formal exam in September, 10 questions, four to be attempted.

LL483

Administrative Law

Optional course for the LLM taught jointly with other colleges

Teachers responsible: Mr R Austin (UCL), Professor C Harlow (LSE) and Professor J Jowell (UCL)

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.

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: Twenty seven two hour seminars held at UCL.

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.

Assessment: One three-hour written paper.

LL484

Regulation of Financial Markets

Teacher responsible: Dr C Hadjiemmanuil

Availability: For LLM, MSc in Regulation, MSc in Management and Regulation of Risk and MSc Law and Accounting.

Core syllabus: This course looks at the regulation of financial markets in the context of economic theory. The aim is to contribute to a critical approach to, and understanding of, the conceptual framework for financial regulation, including in particular central banking, banking supervision and securities regulation.

The course does not seek to provide a comprehensive black-letter introduction to the UK regulatory system. Instead, with the help of economic analysis, the general structures of regulation of financial markets in operation in the European Union, particularly in the UK, will be examined in comparison with regulatory experiences in other jurisdictions, including the US and Japan. The focus will be on public regulation of national and international aspects, rather than on contract law or transactional aspects; but the discussion will take into account the implications for financial regulatory policy of the broader legal context, e.g. company law.

No previous knowledge of financial market regulation or background in economics is required for those wishing to follow this course. Indeed, the course provides a good background for further study of both financial and economic law and economic analysis of law. The course might be regarded as complimentary to the courses in Securities Regulation, Banking Law, Company Law or Legal Aspects of International Finance, and can be taken in combination with one or more of these other courses.

Content:

- The syllabus includes the following topics:
- Economic theory and financial markets: Introduction to basic economic theories and terms
 - Development and structure of financial markets
 - Why regulate financial markets: orthodox and critical views

– Development of financial market regulation

– Form and structure of market regulation: types of governmental involvement in financial markets and alternative regulatory regimes, including systems of self-regulation and statutory regulation

– Issues of institutional organisation of the regulatory authorities

– Monetary policy and central banking

– Banking regulation, deposit insurance and lending of last resort

– Techniques of banking prudential supervision, with emphasis on capital adequacy

– Fundamentals of securities regulation: capital markets, the different types of securities intermediaries and securities transactions and their regulation

– Insider dealing and market manipulation

– Regulation of take-overs

– New financial products and their regulation: derivatives

– Supervision of financial conglomerates

– Impact of internationalisation of markets

– International convergence of regulatory standards

– Towards a global "New Financial Architecture"?

Teaching: There is a weekly seminar (LL484) Sessional of two hours duration.

Reading list: Posner & Scott, *Economics of Corporation Law and Securities Regulation*; Ogu & Veljanovski, *Readings in the Economics of Law and Regulation*; J Franks & C Mayer, *Risk, Regulation and Investor Protection A full reading list will be distributed during the course.*

Assessment: This subject is examined by means of either:

One three hour written paper, or

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), Dr S Worthington, A159 (LSE) and Dr C Mitchell (KCL)

Availability: For LLM. 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 principles which underpin the law of restitution and the general case for such a distinct classification of rights.

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: 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 A Burrows & E McKendrick, *Cases and Materials on the Law of Restitution* (OUP, 1997); A Burrows, *The Law of Restitution* (Butterworths, 1993); P B H Birks, *Introduction to Restitution* (Clarendon Press, revised edition, 1989). Further material will be found in the Course guide issued at the beginning of the course.

Assessment: A three-hour formal examination in which both essay and problem questions will be set. Four questions must be answered.

LL491

Taxation of Business Enterprises

Teachers responsible: Dr I Roxan, A460, Professor John Avery Jones, Professor David Oliver and others

Availability: For LLM degree and MSc Law and Accounting. 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 and the **Value Added 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.

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. Special rules for partnerships.

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: Tiley and Collison, *U.K. Tax Guide* (latest edition); Shipwright and Keeling, *Textbook on Revenue Law* (latest edition). Detailed reading lists will be provided during the course.

Teaching: Two hour seminars (LL491). Sessional (weekly).

Assessment: The examination will be by 3-hour written paper.

Candidates will be permitted to take into the examination room unannotated copies of the *Butterworths Yellow Tax Handbook* and *Butterworths Orange Handbook*, or *CCH Tax Statutes and Statutory Instruments* Vols. 1a, 1b, and 2.

LL492

Taxation Principles and Policies

Teachers responsible: Dr I Roxan, A460 and others

Availability: For LLM degree and MSc in Law and Accounting. The course is suitable both for those who have not studied taxation before and for those who have studied the subject in a non-theoretical context. Although UK based, this course provides a useful overview of the system for non UK students interested in comparative taxation. It is a pre-requisite for those wishing to take **Taxation of Business Enterprises** and/or **International Tax Law** and some other LLM tax courses 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.

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, (eg, 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: Seminars (LL492) 28 Sessional (weekly)

Reading list: Tiley's *Revenue Law*; Whitehouse, *Revenue Law Principles and Practice*; Tiley & Collison's, *U.K. Tax Guide and Policy Supplement*, current edition; A Easson, *Cases and Materials on Revenue Law*; Kay & King, *The British Tax System*; James & Nobes, *The Economics of Taxation*. Current editions should be used. Detailed reading lists will be provided during the course.

Assessment: The examination will be by 3-hour written paper. Relevant legislation may be taken into the examination room. (*Butterworths*

Yellow Tax Handbook and *Butterworths Orange Handbook* or *CCH Tax Legislation* may be used if unannotated.)

LL493 NA 01/02

Tax, Social Security and the Family

Availability: For LLM No previous knowledge of tax, social security or family law is required.

Core syllabus: The course aims to provide an integrated study of family finance from the perspectives of both tax law and social security law.

Content:

- Introduction**
Purposes of the tax law and social security systems and how they interact.
- Introduction to the Income Tax System** (in outline only).
The schedular system; rates of tax; personal allowances; method of assessment; deduction at source. Introduction to capital taxation.
- The Unit of assessment**
 - 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.
 - Cohabitees: the cohabitation rule for social security; taxation of cohabitees.
 - Dependants: increases in social security benefits; taxation reliefs including arguments for and against the deductibility of child care expenses.
- Social Security and the Family**
 - Contribution rules (in outline), credits and home responsibilities provisions.
 - State provision for the family; family credit, child benefit, one-parent benefit, maternity benefits, guardian's allowance.
 - The impact of other welfare benefits upon the family: income support and the social fund, housing benefit.
- Income Replacement and the Family**
 - The impact of "income replacement" benefits on the family; maternity benefits, unemployment benefits for sickness and disability, retirement pensions, widows pensions.
 - Taxation of benefits and state pensions.
- Marriage Breakdown**
 - Support Rights: Between spouses and for children. The impact of the Child Support Act 1991.
 - The effect of separation/divorce on benefit entitlement. The effect of benefit entitlement on support rights.
 - Taxation effects: tax planning in relation to settlement and Court orders; impact of the reforms in the Finance Act 1988.
 - Interaction between taxation and social security on marriage breakdown and proposals for reform.
- Impact of EEC Law**
The application of EEC equal treatment principles to English social security and tax law.
- Integration of Tax and Social Security**
 - The Poverty and Unemployment Traps.
 - Analysis of suggested models of integration (tax credit and negative income schemes).

Teaching: Teaching is by seminar (LL493) held weekly.

Reading list: Students are advised not to buy any particular textbook before attending the first seminar. The following are some of the books and other materials to which students are likely to be referred during the course: *Butterworths Yellow Tax Handbook*; or *CCH British Tax Legislation*; *Butterworths U.K. Tax Guide* (latest edition); O Wylie, *Taxation of Husband and Wife*, 1990; *Butterworths U.K. Tax Guide Policy Supplement* (latest edition); F R Davies, *Introduction to Revenue Law*, 1985; S Mayson, *A Practical Approach to Revenue Law*, 1987; Meade Committee, *The Structure and Reform of Direct Taxation*, 1978; Moores & Rowland, *Tax Guide (latest edition)*. CPAG *Social Security Handbooks, Family Law, Child Maintenance under the Child Support Act 1991*, 1993 (latest edition). Students will also be referred to reported decisions of the Social Security Commissioners and articles in the *Journal of Social Welfare Law, Legal Action, British Tax Review, Fiscal Studies*.

Assessment: The course is assessed entirely by way of a formal three-hour examination held in September. The examination is based on the above syllabus as covered by the course of seminars.

LL494

Value Added Tax

Teachers responsible: Dr Ian Roxan, Professor John Avery Jones and others

Availability: For LLM degree and MSc Law and Accounting. Students will be expected to have or acquire a general knowledge of the laws and institutions of the EC. They are not required to have prior knowledge of tax law, nor are they required to be taking or to have taken any other specific course.

Core syllabus: The main emphasis in the course will be on VAT as it operates in the United Kingdom. A significant part of the course will be devoted to EC legislation and jurisprudence. Opportunity will be taken to note on a comparative basis variations in the VAT regimes between the member states, and also EC proposals for reform of the system.

Content: The course 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: One weekly lecture or seminar lasting 2 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.

Assessment: Students will be examined by means of a three-hour formal written examination. Candidates will be permitted to take into the examination room an unannotated copy of the *Butterworths Orange Tax Handbook* or *CCH Tax Statutes and Statutory Instruments Vol 2*.

LL495

Theoretical and Comparative Criminal Law

Teachers responsible: Professor I Dennis (UCL), Professor A Norrie (KCL) and Professor N Lacey (LSE)

Availability: For LLM 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: 27 seminars (LL495) Sessional of 2 hours duration held at IALS.

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); Duff, *Trials and Punishments* (1986); Smith, *Justification and Excuse in the Criminal Law* (1989); 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); Alan Norrie, *Crime Reason and History* (1993); Lacey & Wells, *Reconstructing Criminal Law* (2nd edn), (1998); R A Duff (Ed), *Philosophy and the Criminal Law* (CUO 1998); Alan Norrie, *Punishment, Responsibility and Justice* (OUP 2000).

Assessment: 3-hour paper.

LL496

Theoretical Criminology

Teachers responsible: Professor R Reiner, A463, Professor R Cotterrell (QMW), Dr W Morrison (QMW) and Dr E Genders (UCL)

Availability: For LLM students.

Core syllabus: This course is given at the IALS with teachers from UCL and QMW.

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: A weekly seminar (LL496) normally held at IALS lasting one and a half hours in the MT, LT and ST.

Reading list: F Heidensohn, *Crime and Society* (1989); G Vold & T Bernard, *Theoretical Criminology* (1998); 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* (1997); W Morrison, *Theoretical Criminology*.

Supplementary reading list: Will be given during the course.

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

Availability: For LLM students and MSc Development Studies. 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.

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: 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.

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

Teacher responsible: Professor N Lacey, A 463

Availability: For MPhil and PhD research students and interested LLM students.

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 are also made by members of staff and by visiting speakers, upon topics of interest to the research student body of the Department.

Teaching: 15 two-hour seminars (LL500) in MT, LT and ST (subject to number of currently registered research students).

Assessment: There are no examination arrangements. However, each research student is expected to attend regularly and to make periodic presentations.

LL501

European Community Law: Economic and Monetary Union

Teachers responsible: Dr C Hadjiemmanuil, A360 and Dr R Lastra (QMW)

Availability: For LLM students.

Core syllabus: This half subject will cover the institutional and private law aspects associated with the transition to, and use of, a common European currency (the euro) and the implementation and mechanisms of European Economic and Monetary Union. The course will begin with an introduction to the legal and institutional background of the establishment of EMU. The implications for the economic policies of the Member States will be examined, focusing on the constraints imposed on their economic policy decision-making, including the central government budgeting, by the relevant Maastricht Treaty provisions. Emphasis will then be placed on the competencies of the European Central Bank (ECB) and its interactions with the Commission and other Community institutions and national authorities. The mechanisms for the formulation and implementation of the single monetary policy will be analysed. Study will be made of banking policies and payments systems, as well as structural aspects. Finally, the course will analyse the potential impact of the transition to a single currency on private parties and their preexisting legal relationships, including those with non-EC parties. The course is extremely topical and is particularly well-suited for students with an interest in EC law generally, as well as for those with interests in banking, finance and law and economics. Students desiring to pursue the course do not need any special background in EC or banking law.

Content:

- Introduction: Degrees of integration and the concept of EMU: Common market in the Treaty of Rome. Internal market in the Single European Act. Monetary union in the Maastricht Treaty. Economic union in the Maastricht Treaty. Political union: a necessary consequence of EMU?
- The History of Monetary Cooperation in the EC and the EMS: The significance of freedom of movement of capital. The European Community as an optimal currency area: benefits and costs of a monetary union. The Delors Report, the principle of parallelism and the three-stage approach: the timetable, convergence criteria and procedures for Stage III.
- Economic Union: Budgetary constraints, the excessive deficit procedure and national financing. Macroeconomic coordination and multilateral surveillance: limitations. The Stability and Growth Pact. Microeconomic policies and regional adjustment: the missing links?
- The Institutions of Monetary Union: the European Central Bank (ECB) and the European System of Central Banks (ESCB). Constitutional

mandate and guarantees of independence of the ESCB and ECB. The problem of accountability.

5. Complications in Stage III: Monetary policy in Stage III. Countries with a derogation in Stage III. The "ins" and the "outs": a two-speed Europe?

6. Transactions in Stage III: The technical and legal preparation. Payment systems in the Monetary Union. Private economic transactions and the transition.

Teaching: Fifteen two-hour seminars in the LT and ST. Students will be expected to be familiar with the primary and secondary materials relevant to each class, and to participate as required.

Reading materials: A selection of primary materials will be made available to students. A broad range of additional secondary materials will also be used, covering practically all that the student needs to know for examination purposes. Andenas, Gormley, Hadjiemmanuil & Harden (Eds), *European Economic and Monetary Union: The Institutional Framework* (1997), may also be consulted.

Assessment: The assessment will take the form of a three-hour written examination. Students are expected to answer three questions. There will be approximately eight questions from which students can choose. Students may take an unannotated copy of the primary materials into the examination.

LL502

International Trade Law

Teachers responsible: Dr L Mistelis (QMW), Dr C Hadjiemmanuil (LSE, A360) and Miss Jennifer Mills (QMW)

Availability: For LLM students.

Core syllabus: The objective of the course is to make students familiar with the key contracts in international trading transactions. To achieve this aim, the course covers the fundamental characteristics of international contracts for the sale of goods as well as the key ancillary contracts for the financing of trading activities, transportation of goods to their place of destination and insurance of the cargo. The legal issues addressed by the course arise in a very broad spectrum of common commercial transactions, whose scale ranges from the modest to the very large. For this reason, the course will prove particularly helpful to students who intend to practice commercial law, whether their future clients will be exporting or importing trading companies, carriers of goods or banking institutions providing finance to the various parties.

Content: When traders sell or buy goods and commodities on the international markets, their transaction is composed not of one, but of several contracts: the goods are sold under a contract of sale, transported under a contract of carriage, insured under a policy of insurance and frequently financed through a letter of credit. The purpose of this course is to examine the law applicable to each of these contracts under both English law and applicable international law and standards, focusing in particular on the practical problems which arise when the various contracts do not mesh together. This area of the law is both challenging and topical, because it constantly tests fundamental principles of private law against the rapid development of international commercial practice. This raises questions of harmonisation of international trade law as well as of private international law, which will be examined in detail during the year. More specifically, Term 1 (11 classes) will commence with an introduction to the key contracts of international trade transactions. Following that, there will be discussion of the harmonisation of international trade law, the relevant formulating agencies and the instruments of harmonisation. The bulk of Term 1 will then be allocated to issues relating to contracts for the international sale of goods, with an emphasis on the formation and performance of standardised sales contracts (CIF and FOB contracts) under both English law and the UN Vienna Convention on the international sale of goods, including issues of passing of possession, property and risk in the goods concerned and of remedies available to the parties. Finally, private international law issues affecting international sales of goods will also be covered. Term 2 (10 classes) will focus on the transportation of goods from the exporting country to the place of destination and the risk-allocation between the various parties (seller, buyer, carrier, successive carriers), in particular in the context of carriage of goods by sea, as well as on the role of insurance in international trade. Term 3 (7 classes) will cover issues relating to the financing of international trade, including: letters of credit and the role of the ICC Uniform Customs and Practice for Documentary Credits (UCP 500); bills of exchange; factoring and forfeiting; counter-trade, and export finance.

Teaching: Twenty-eight two-hour lectures, taught at QMW.

Reading materials: A set of primary materials will be made available to students. There are several textbooks covering in detail significant parts of the course; in particular, Goode, *Commercial Law* (1996), Sealy & Hooley, *Commercial Law: Text, Cases and Materials* (1999), and *Schmottff's Export Trade: The Law and Practice of International Trade* (2000) may be consulted. For each specific issue, texts will be recommended, while a number of relevant readings will be included in the course materials.

Assessment: For the final assessment, students must take a three-hour written paper, divided in two parts (case questions and essay questions); students must answer two questions from each part. An unannotated copy of the statutory materials, the UN Sales Convention and UCP 500 may be brought into the final exam.

LL503

Securities Regulation

Teachers responsible: Professor Eva Lomnicka (KCL), Professor J J Norton (QMW) and Dr C Hadjiemmanuil (A360)

Availability: For LLM students.

Core syllabus: The primary focus of the Part I of the course is on the legal and practical aspects of the UK system of securities regulation. Part II focuses on the relevant regulations in force in the EC and the US, with considerable emphasis placed on comparative issues during the third term.

(Part I of the course is offered by KCL alone as a half-subject. However, students – especially foreign ones, primarily interested in the subject's non-domestic and comparative aspects – may find more rewarding, and probably more convenient, to take the whole course as a full subject.)

Content: Part I: UK securities regulation:

- (1) Introduction: Traditional theories of corporate securities regulation (in particular the fraud and disclosure philosophies). Statutory regulation and self-regulation. Role of the civil and criminal law. Historical background to the UK regulatory system. The establishment of a single national regulator for the whole financial services area, the Financial Services Authority (FSA). Comparative aspects. Impact of EC law, especially the Investment Services Directive.
- (2) Scope of Regulation. The Financial Services Act 1986 approach. The new approach: Financial Services and Markets Act 2000 (FSMA). The statutory definition of regulated activities. Comparative perspectives.
- (3) The UK regulatory structure. Recent developments. Financial Services Authority. Comparisons with institutional structures elsewhere.
- (4) Authorisation requirements. Modes of obtaining authorisation. Exemptions. Consequences of not being authorised or exempted.
- (5) Regulation of the conduct of investment firms under the FSMA. The main features of the regulation. The making of investment advertisements. Disciplinary powers.
- (6) Collective investment schemes.
- (7) Official listing of securities in the Stock Exchange. The Stock Exchange and the regulation of its markets. Liability for offer documents.
- (8) Unlisted securities. Liability for offer documents.

Part II: EC and UK securities regulation:

- (9) Fundamentals of EC securities law. Right of establishment and freedom of movement of services in the Treaty, and the financial services industry.
- (10) Cross-border provisions of services under the Investment Services Directive (ISD). Access to regulated markets.
- (11) The Capital Adequacy Directive (CAD).
- (12) Investor compensation schemes in the EC.
- (13) Public offering of securities, prospectus and listing requirements in the EC.
- (14) Introduction to US securities laws. Securities Act of 1933. Securities Exchange Act of 1934. Relationship between federal and state securities laws.
- (15) Criminal offences in the context of securities regulation. Insider dealing. Market manipulation. Misleading statements.
- (16) The enforcement of securities regulation. Criminal, civil and self-regulatory forms of enforcement. Investigative institutions and powers. International aspects of enforcement.
- (17) International cooperation in the field of securities regulation. International Organisation of Securities Commissioners (IOSCO).
- (18) Globalisation, e-finance and securities regulation.

Teaching: Twenty-eight two-hour lectures taught at KCL.

Reading materials: There is no textbook covering the whole course. For Part I, there are now several books on the Financial Services & Markets Act 2000; additional materials will be handed out in relation to each seminar. The materials will set out the preparatory work to be done for each seminar, especially the reading to be undertaken and itemise. A discussion points and reproduce relevant exam-type questions. For Part II, comprehensive materials relating to EC securities law will be made available to the students, while in relation to US law students will be referred to Steinberg, *Understanding Securities Law* (1996), which they will be able to purchase through QMW.

Assessment: For students taking Securities Regulation as a full subject, the assessment will take the form of one three-hour written examination. The paper will be divided in two parts; students will be required to answer four questions, of which at least one should be from Part I and one from Part II. Students may take specified unannotated primary materials into the examination.

LL504

European Administrative Law

Teachers responsible: Professor Carol Harlow (LSE) and Professor Richard Rawlings (LSE)

Availability: The course is open to students with and without a law degree. Students of public administration are welcome. A knowledge of the structure of European institutions is desirable. Familiarity with the administrative law of another European country will be helpful.

Core syllabus: The course is concerned with the development of a system of European Community administrative law. It focuses on the development of institutions for control of the administration; on principles of, and structures and processes for securing, accountability; and on the role and contribution of the courts, and of alternative methods of dispute resolution. Case studies will be used to illustrate the place of law in the administrative process. While the course draws on administrative law as practised in

the Member States, and also in the USA, direct comparison is not anticipated.

Course Content:

A. Law and Administration in the European Union

Introductory. European administrative law: purpose and ambit. The comparative law approach.

European Administration. The structure of European administrations. Direct and indirect administration; supervision and enforcement. Concepts of administration. Public service ethos. 'New Public Management'.

B. Administrative Functions and Processes

Law making. Different types of norms or the hierarchy of rules. 'Hard' and 'soft' law.

Rule making procedures: the Council and the Parliament; the Commission and comitology. Citizen access to rule making procedures. Rules and discretion in administrative law: A case study of public procurement.

Regulation in action: the rise of the European agencies. Enforcement, or policing 'the level playing field': the role of the Commission.

The regional or sub-state dimension. A case study of the European structural funds.

C. Courts and the Administrative Process: Human Rights

The multiple functions of the ECJ. Access to court and interest representation.

General principles of administrative law. Fair procedure. Reasoned decisions. The principles of review.

Judicial remedies and effectiveness. State liability. Human rights and the EU Charter.

D. Accountability. The Golden Thread

The diverse meanings of accountability, the contribution of national systems.

Transparency and access to information. Political accountability and redress of grievance. The European Parliament: committees and enquiries.

Complaint handling and investigatorial technique: the European Ombudsman and the Petitions Committee of the European Parliament.

Financial accountability and the audit culture. The European Court of Auditors.

Teaching: There will be 25 two-hour seminars. A full weekly seminar list of appropriate readings will be provided. Written assignments will be distributed as appropriate throughout the course of the year.

Opportunities will be provided for student presentations.

Assessment: One three-hour examination.

Reading list: For general and reference purposes, we recommend P Craig & G de Burca, *EC Law, Text Cases and Materials* (2nd edn, 1998). The following books contain essential reading for different parts of the course: P Craig & C Harlow (Eds), *Lawmaking in the European Union* (Kluwer, 1998); R Dehousse, *The European Court of Justice* (Macmillan, 1998); J Hayward & E Page, *Governing the New Europe* (Polity); G Majone, *Regulating Europe* (1996); P Craig & G de Burca, *The Evolution of European Law* (Oxford, 1998); C Harlow, *Accountability in the European Union* (OUP 2002, forthcoming).

Relevant writings by the teachers include: R Rawlings, 'Law, Territory and Integration. A View from the Atlantic Shore', *Journal of the International Institute of Administrative Sciences* (2001); R Rawlings, 'Engaged Elites. Citizen Action and Institutional Attitudes in Commission Enforcement', 6 *European Law Journal* 4 (2000); C Harlow, 'European Administrative Law and the Global Challenge' in P Craig & G de Burca, *The Evolution of EU Law* (Oxford, 1998); C Harlow, 'Francovich and the Problem of the Disobedient State', 2 *European Law Journal* (1996).

The principal journals used in the course are as follows: *Common Market Law Review*, *European Public Law*, *European Law Journal*, *European Review of Public Law*, *Journal of Common Market Studies*, *Journal of European Public Policy*, *European Journal of Legal Integration*, *Public Law*, *Modern Law Review*, *West European Politics*.

LL900

Issues in Taxation

Teachers responsible: Dr Jonathan Leape, R502, Professor J F Avery Jones and Dr I Roxan, A460

Availability: For all with an interest in taxation including LLM and MSc 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.

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: 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.

Assessment: There is no separate examination but the knowledge acquired may help to improve examination answers in other taxation courses.

LLM taxation students will be informed in class which sessions would be of particular value to them.

MANAGEMENT

MN401

(GV483)

Public Management Theory and Doctrine

Teacher responsible: Dr M Barzelay, G507

Availability: For postgraduate students, mainly as a core course for both the MSc Public Policy and MSc Management (Public Sector). Students from other MSc programmes by arrangement.

Core syllabus: The objective of the course is to explore and evaluate a range of different approaches to doctrinal thought about public sector management, combining historical and contemporary ideas. 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 and cultural perspective.

Content: Theories of public management; administrative and policy argument; research approaches; explanations of organisational and policy change.

Teaching: Ten lectures and ten seminars in the MT and 2 seminars in the first and second weeks of the ST.

Reading list: C Hood, *The Art of the State*, 1998; M Barzelay, *The New Public Management*, 2000; M Thompson, R Ellis & A Wildavsky, *Cultural Theory*, 1990; J Friedmann, *Planning in the Public Domain*, 1987; H Mintzberg, *Designing Effective Organizations*, 1983; L Lynn, *Public Management as Art, Science, and Profession*, 1996; J Mashaw, *Bureaucratic Justice*, 1983; Campbell & Halligan, *Political Leadership in an Age of Constraint*, 1992.

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 LT, accounts for 25% of the marks.

MN402

(GV494)

Contested Issues in Public Management

Teacher responsible: Dr M Barzelay, G507

Availability: Core course for MSc Management (Public Sector). Available to students from other MSc degrees where the regulations permit, including MSc Public Policy. GV483/MN401 **Public Management Theory and Doctrine** is normally considered a pre-requisite for this course.

Core syllabus: This course is centrally concerned with management of public sector organizations. 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 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.

Content: The course goes beyond main doctrinal themes to examine in-depth such topics as strategic management, performance management, business process management, customer service orientation and the accountingization of government.

Teaching: Ten lectures and 10 seminars in the LT and 2 seminars in the third and fourth weeks of the ST. The course includes case study discussions.

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); 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 six case studies.

Assessment: Consists of two parts: (i) one two-hour unseen written examination in June, accounting for 75% of the marks; (ii) one essay to be submitted by the middle of June, accounting for 25% of the marks.

MN403

Negotiation Analysis (A)

Teacher responsible: Dr Matthew Mulford, B802

Availability: Core Course for MSc Management students including those taking the Public Sector and CEMS/IMEX routes. Optional course for MSc Global Market Economics, MSc International Health Policy, MSc Public Financial Policy and MSc Development Management.

Core syllabus: This course adopts an interdisciplinary perspective to analyse negotiations, covering ideas from economics, decision sciences and psychology.

Content: The course examines game theoretic, decision analytic, and cognitive psychological perspectives to negotiation problems. These approaches highlight the importance of interests, information, strategy and power in defining the structure and outcomes of inter-dependent interactions. Prescriptive as well as descriptive findings from research in negotiations will be discussed throughout the course. The first part covers the basics of distributive bargaining and the importance of pre-negotiation information in the division of a fixed negotiation surplus. The second part introduces the concept of integrative bargaining. The third part covers some

basic game theoretic models of strategic interaction. The final part of the course concentrates on psychological mechanisms that can powerfully shape negotiation behaviour and outcomes.

Teaching: Ten 1-hour lectures and ten 2-hour classes in the MT.

Written work: Students, individually or in groups, will be asked to make presentations and participate in negotiation exercises.

Reading list: L Thompson, *The Mind and Heart of the Negotiator*, Prentice Hall (2000); A Dixit & S Skeath, *Games of Strategy*, Norton (1999); R Clemen, *Making Hard Decisions: An Introduction to Decision Analysis*, Duxbury Press (1996); H Raiffa, *The Art and Science of Negotiation*, Harvard University Press (1982). Note that no one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

Assessment: A formal 2-hour examination in January.

MN404

Incentives and Governance in Organisations (B)

Teachers responsible: Sir Geoffrey Owen, G200, Professor Diane Reyniers, G510 and other

Availability: Core Course for MSc Management. 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. The course will include a case study component.

Content: The course uses economic theory to gain insight into issues related to internal organisation and management of firms. A major theme concerns the question of how to provide incentives efficiently in organisations. An economic perspective is used to explain how organisations can be designed to limit self-interested opportunism of the organisation's members. Other important themes include efficiency, coordination, incompleteness of contracts and the use of the market versus internal exchange.

The concepts of transaction costs and relationship-specific assets are developed. A section of the course deals with financial theory. The implications of asymmetric information are examined. Corporate governance is discussed in a principal-agent framework.

The case study component involves an examination of the recent history of a number of major companies, focusing in particular on strategic choices, organisational issues and overall performance. The aim is to use these case studies as a way of illustrating some of the topics dealt with in this and other courses.

Each of the study groups into which the class is divided will be assigned a company, which will form the subject of its case study. Linked to these case studies is a set of talks on strategy and organisation given by outside speakers. Some of these talks will be related to the companies, which form the subject of the case studies. Others will deal more generally with management issues.

Teaching: 10 lectures (MN404) and 8 classes (MN404.A) in the LT. Case study seminars in the MT and LT. Case study presentations in the LT.

Reading list: P Milgrom & J Roberts, *Economics, Organization and Management*, Prentice Hall (1992). Additional materials (articles and case studies) will be made available.

Assessment: Examination of two hours (70%). Case study component (30%).

MN409

(ID407)

Aspects of Human Resource Management

Teacher responsible: Dr D Marsden, H802

Availability: Primarily for MSc Management students, but other MSc students may take the course with the approval of the course teacher.

Core syllabus: The course considers the policies that organisations adopt in order to deal with a range of human resource problems.

Content: Problems of specifying the objectives, both underlying and operational, of human resource policies. The problems surrounding issues such as recruitment and selection, training and development, appraisal, securing commitment, control and incentive systems. Strategies of human resource policy. Internal labour markets and labour market segmentation. Manpower planning models.

Teaching: There are 20 hours of lectures (ID410/ID411) given by Dr R Richardson, and 15 hours of classes.

Reading list: A key text is J Barsh & D Kreps, *Strategic Human Resources*, John Wiley, 1999. Further reading will be suggested at the start of the course.

Assessment: Assessment is determined by an essay of no more than 3,000 words.

MN413

International Marketing: A Strategic Approach

Teacher responsible: Dr Rafael Gomez, G508

Pre-requisites and excluded combinations: For MSc Management students, but other MSc students may take the course with approval of the course teacher.

Core syllabus: The course covers the main theories in Marketing Management. It emphasises theories and a strategic approach to understand the marketing behaviour of firms in an international setting.

Content: The course focuses on the 'theory' of marketing with attention also paid in the LT to some applied research. One of its important aims is to emphasise the range of social science disciplines that are relevant if marketing is to be properly understood. It will be a critical course, in the sense that the marketing taught here will not involve 'how to' or intensely 'practical' applications. Rather, the emphasis will be on understanding strategic concepts with broader applicability. The course will force students to question the limitations and problems of marketing management.

Teaching: Lectures: 20 one-hour lectures. Fifteen one-hour classes (MN413.A) in the MT and LT beginning in the fourth week of the MT.

Reading list: Some useful texts are J-J Lambin, *Strategic Marketing Management*, McGraw-Hill, 1997. And S Jagpal, *Marketing Strategy and Uncertainty*, Oxford University Press, New York, 1999. Further references will be given during the course.

Assessment: Assessment is determined by a 'take-home' exam of no more than 3,000 words.

MN414

International Marketing Research Topic

Teacher responsible: Dr Rafael Gomez, G508

Pre-requisites and excluded combinations: This course is for students who have taken some marketing or market research courses. Or, who have taken MN302 or ST327. This course may be taken in conjunction with MN413 by students who do not have any of these prerequisites subject to the agreement of Dr R Gomez.

Core syllabus: This course is designed for students who have followed an introductory course in the Marketing or Marketing research area and who wish to develop their research skills in this area.

Content: Students will use the techniques they have acquired in previous Marketing course to develop their ideas and technical capacity in an area connected with Marketing.

Teaching: There will be personal meetings with the instructor and then 10 hours of Workshops in the MT and a final presentation in the ST.

Reading list: Some useful texts are Kinnear & Taylor, *Marketing Research: An Applied Approach* and Peter Chisnall, *Marketing Research*.

Assessment: Students will be assessed on a 10,000 word project and oral presentation given in the ST.

MN415

The Analysis of Strategy (A)

Teacher responsible: To be announced

Availability: Compulsory course for MSc 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 help students to understand how managers in the real world ought to read situations from a strategic angle. The particular emphasis is on the perspective provided by economics on the subject of strategy. Besides applications, stress will also be given to the theoretical underpinnings.

Content: The course is an interaction of game theory, economics, and strategic management. In this course, students will be introduced to ideas of behaving in strategic situations. This is best illustrated with reference to game theory where the stress is on outplaying a competitor who is trying to outplay you. About 4 lectures and classes will be devoted to building up the flavour of game theory and basic equilibrium concepts (Nash and subgame perfect Nash). Then students will be introduced to models of negotiations and co-operation and co-ordination. In the next three weeks, the focus switches to the costs and benefits of using markets instead of producing the inputs in-house – we look at economies of scale and scope, network effects, contracts and vertical integration. We also look at first mover advantages and disadvantages. The last three weeks will be spent in studying value creation, sustainability and appropriateness of competitive advantages through the Kay classification of distinctive capabilities.

Reading list: 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 Publishers 1996; M Porter, *Competitive Strategy*, The Free Press (New York) 1980; Shapiro & H R Varian, *Information Rules – A Strategic Guide to the Network Economy*, HBS Press, (1999).

Teaching: 10 two hour lectures and 8 one hour classes in the MT.

Assessment: 2 hour examination in the ST.

MN416

The Analysis of Strategy (B)

Teacher responsible: Dr Jörn Rothe, G519

Availability: Compulsory course for MSc Management students. Other students may attend subject to numbers, degree regulations, and at the

discretion of the teacher responsible. MN415 The Analysis of Strategy (A) is a pre-requisite.

Core syllabus: In this course we continue, deepen and extend the analysis of strategy as taught in part A. The success of a firm depends on the decisions it makes, and these decisions have to take the behaviour of competitors into account who themselves try to make optimal decisions. Thus the firm faces a problem of strategic interaction, and game theory takes this interaction into account. This course aims at a strategic understanding of the decision situations that a firm faces. We will study the general principles of strategic thinking, the application of these principles to specific problems and the general conclusions we can draw in these situations.

Content: This part of the course focuses on the strategic aspects of competing against other firms within the same industry. We start by analysing market structure and competition. We will then discuss different aspects of strategic commitment and the commitment aspects of pricing, investment and financing decisions. We then focus on the dynamic aspect of pricing rivalry and will examine market entry and exit decisions. Finally, we examine the limits of our game-theoretic approach, in particular in the light of other approaches to management strategy as well as manifestations of bounded rationality in decision making.

Reading list: There is no fully adequate textbook for this course.

The most important text is D Besanko, D Dranove & M Shanley, *The Economics of Strategy*, John Wiley (1996). Among the other sources are: L M B Cabral, *Introduction to Industrial Organization*, MIT Press, Cambridge, MA (2000); D M Kreps, *Game Theory and Economic Modelling*, Clarendon Press (1990); J Sutton, *Technology and Market Structure*, MIT Press (1998). A detailed reading list will be provided at the beginning of the course.

Teaching: There will be 10 two-hour lectures in the LT and 10 one-hour classes in the LT and ST.

Assessment: The course will be examined by a two hour unseen paper in the ST.

MN419

Systems Thinking and Strategic Modelling

Teacher responsible: Dr David Lane, G412

Availability: Compulsory course for students taking the MSc Management (CEMS Route)/IMEX Programme. Pre-requisites are a sound understanding of algebraic and functional relationships as well as comfort with the use of elementary differential equations and the practical use of computer packages.

Core syllabus: The course provides an introduction to the form of systems thinking called system dynamics. The emphasis is on the creation and use of strategic models which allow the rigorous testing of different policies. This course introduces the causal feedback thinking at the centre of system dynamics and shows how this qualitative modelling approach can add clarity and precision to strategic debates. The benefits of fully specified and parametrised simulation models are then described using a range of examples and students are expected to explore and experiment with quantitative computer models using 'state of the art' simulation software with a graphical interface. This course concentrates on the use of simulation models and the contribution that they can make to management. It therefore compliments the course OR431 **System Dynamics Modelling** which gives greater emphasis to the process of model building and which offers a broader range of examples from business, public-policy making, epidemiology/ecology and elsewhere. Non CEMS/IMEX students may take either or both courses, subject to their specific degree requirements, the respective course restrictions, and the approval of the teacher responsible.

Content: The course treats the following subjects: the core concepts of system dynamics and its intended contribution to management thinking, the symbols and conventions of causal loop diagramming, creating causal theories with CLDs, the benefits of simulations models, iconography for strategic modelling, managerial applications of strategic modelling.

Teaching: Two sessions per week (normally alternating lecture then class, some of these classes being held in computer rooms) for the 10 weeks of MT.

Reading list: G P Richardson (Ed), *Modelling for Management*; J A M Vennix, *Group Model Building: facilitating team learning using system dynamics*; J D W Morecroft & J Sterman, *Modelling for Learning Organizations*; J W Forrester, *Industrial Dynamics*; G P Richardson & A L Pugh, *Introduction to Systems Dynamics Modelling with DYNAMO*; P M Senge, *The Fifth Discipline*; various research papers from the LSE Library offprints collection.

Assessment: The course is examined by two pieces of individual course work.

These involve the following general areas and mark weightings: explanation and policy intervention using causal loop diagrams (50%) and analysis of the managerial implications of a simulation model in the form of a management report (50%).

For the first assignment students will be expected to choose their own policy issue to explore with CLDs.

For the second assignment students may use one of the examples on the course or explore some other application of system dynamics. For both assignments the student choices are subject to approval by the teacher responsible.

These pieces of work are made available at the mid-point and then towards the end of the course, with appropriately staged hand-in dates, the last being on the first day of LT.

MATHEMATICS

MA401

Computational Learning Theory

Teacher responsible: Dr M Anthony, B409

Availability: For MSc students including those on the MSc in Information Processing and Neural Networks (King's). Students should have a good general knowledge of mathematics, such as might be obtained from a degree course in mathematics, computing, or a scientific subject (including economics).

Core syllabus: Computational Learning Theory may be described as the study of how a machine can acquire knowledge without explicit programming. This course is intended to introduce the main ideas at a level suitable for post-graduate students.

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

For further information see <http://www.maths.lse.ac.uk/Courses/MA401/>

Teaching: 20 lectures in the LT.

Reading list: M Anthony & N Biggs, *Computational Learning Theory* (Cambridge, 1992); M Anthony & P Bartlett, *Neural Network Learning: Theoretical Foundations* (Cambridge University Press, 1999).

Assessment: MSc students will take a written examination paper in the ST.

MA402

Game Theory I

Teacher responsible: Dr Bernhard von Stengel, B408

Availability: Students should have basic knowledge of matrices as covered in **Mathematical Methods** (MA100) or **Further Quantitative Methods** (MA207) and some knowledge of probability.

OPERATIONAL RESEARCH

OR401

Techniques of Operational Research

Teachers responsible: Dr J Howard, B602

Availability: Students must have a knowledge of mathematics and statistics to the level of the undergraduate paper **Quantitative Methods**. The course is compulsory for most MSc Operational Research students.

Core syllabus: An introduction to Operational Research techniques.

Content: Basic Operational Research Techniques (OR401.1): An introduction to stock control, scheduling, queueing theory, replacement; critical path analysis, dynamic programming, markov chains, game theory, linear programming, and forecasting.

Workshop in Computer Software (OR401.2): Applications of computers in OR

Reading list: Recommended books are: H G Daellenbach & J A George, *Introduction to Operations Research Techniques*, Allyn and Bacon, 1978; A Ravindran, D T Phillips & J J Solberg, *Operations Research*, Wiley & Sons, 1987.

Students may also wish to consult: F S Hillier & G J Lieberman, *Operations Research*; H M Taylor & S Karlin, *An Introduction to Stochastic Modelling*.

Teaching:

Lectures: OR401.1 19 MT & LT.

Classes: OR401.1A 19 MT & LT.

OR401.2 5 x 2hr MT

Written work: Written answers to problems set in OR401.1 will be expected weekly

Assessment: A formal three-hour examination, based on the course OR401.1, in ST. The paper contains at least seven questions of which five must be attempted.

OR402

Operational Research In Context

Teacher responsible: Dr D L Lane, G410

Availability: The course is intended for the MSc Operational Research, for which it constitutes a compulsory half-unit paper.

Core syllabus: This course is designed to complement the theoretical emphasis of **Techniques of Operational Research** OR401. The intention is firstly to give students an appreciation of the non-technical factors which enter into the successful execution of an operational research study – by means of case study presentations, a discussion of methodological issues, and an experience of 'practical' project work. Secondly the course provides an introduction to several other disciplines which are very relevant to the practice of Operational Research.

Content: Operational Research Methodology (OR402.1): The practice and context of operational research – how they affect each other. Topics covered range from problem formulation and model building through to the scientific status of OR and to the nature of OR's social responsibility. The course is taught by a mixture of presentations by the lecturer and by groups

Core syllabus: The theory of games and its applications in economics.

Content: Game trees with perfect information, NIM. Backward induction. Extensive and strategic (normal) form of a game. Nash equilibrium. Von Neumann-Morgenstern utility theory. Commitment. Multistage bargaining, the Nash bargaining solution. Zero sum games, mixed strategies. Maxmin strategies. Nash equilibria in mixed strategies. Computation of equilibria for two-person games, geometric illustration. Extensive games with information sets, behaviour strategies, perfect recall.

Teaching: The lecture course MA300.1 **Game Theory I** consisting of 2 lectures a week in the MT. Also about 10 problem classes MA402.1A specifically for postgraduate students.

Written work: Weekly exercises are set and marked.

Reading list: The text is *Fun and Games* by K G Binmore.

Assessment: MSc students will take a written examination paper in the ST.

MA406

Theory of Algorithms

Teachers responsible: Dr B von Stengel, B408

Availability: Students should be familiar with abstract concepts and willing to cope with technical details of computer usage.

Core syllabus: Introduction to the theory of algorithms, data structures, and computational complexity.

Content: Basics of programming in Java. Sorting and searching, Running times. Stacks. Linked lists. Tables. Graphs and graph traversal. Polynomial-time algorithms.

Teaching: 20 lectures (MA314), 10 classes (MA406.A), and optional computer help sessions, in LT.

Separate classes for postgraduates are provided. Revision lectures will be arranged in the ST.

Written work: Weekly exercises are set and marked. Some are programming exercises in the programming language Java on school computers.

Reading list: T H Cormen, C E Leiserson & R L Rivest, *Introduction to Algorithms*, MIT Press 1990; D Flanagan, *Java in a Nutshell*, 3rd edn, O'Reilly, 1999.

Assessment: MSc students will take a written examination paper in the ST.

of students. The approach of the course is critical – students will be encouraged to re-examine cherished assumptions, and debate their validity.

Selected Topics in Operational Research (OR402.2): A series of invited speakers present practical illustrations of OR in business or in public agencies.

Operational Research Tutorial Class (OR402.3): Students will be given an OR problem to be solved in groups of about four students. The problem requires the application of commonsense and the use of some of the skills learnt during the course in order to produce a group report by the end of the first week of the LT. A one day session will be held during the last week of the MT on presentation skills, and there will be sessions in the first and second week of the LT at which each student group will make a presentation of its report to the other students and the OR staff.

In addition, students are required to attend two of the following four courses:

Financial Reporting and Management (AC491) Dr T Ahrens: 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) To be announced. An introduction to the relationship of OR and information systems.

Economics of Operational Research (OR402.6) Professor B Lockwood: An introduction to economics.

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.

Teaching:

OR402.1 4 x 1 hour MT; 7 x 1.5 hours LT

OR402.2 9 x 2 MT and LT

OR402.3 1 x 6 MT and 2 x 5 LT

AC491 5 x 2 LT

OR402.4 8 x 1.5 LT

OR402.5 4 x 2 MT

OR402.6 5 x 2 MT.

Written work: Any requirements in addition to those listed below will be announced by teachers at the start of their courses.

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:

- (a) **Financial Reporting and Management;**
- (b) **Strategic Planning and Management;**
- (c) **Information Systems Issues;**
- (d) **Economics for Operational Research.**

OR403

Computer Modelling in Operational Research

Teacher responsible: Dr S Powell, G308

Availability: Students must have a knowledge of mathematics and statistics to the level of the undergraduate papers **Quantitative Methods** and **Elementary Statistical Theory**. Students must be prepared to use computer packages.

Core syllabus: An introduction to simulation, mathematical programming, and applied statistics.

Content:

Basic operational Research Techniques (OR401.1): Lectures in weeks 1 and 2 only. An introduction to linear programming.

Basic Mathematical Programming (OR403.1): Formulation of operational problems using linear and non-linear programming models; solution of such problems with available computer programs; interpretation of the solutions; limitations of such models.

Workshop in Simulation (OR403.2): Computer simulation models: design, construction and implementation.

Applied Statistics (OR403.3): Revision of Descriptive stats, EDA, outliers, transformations; ideas of experimental design, one-way ANOVA; simple and multiple regression.

Reading list: Recommended are: R Paul & D W Balmer, *Simulation Modelling*; H P Williams, *Model Building in Mathematical Programming*; Wiley, Ramsey & Schafer, *The Statistical Sleuth*, Duxbury; M Chapman & B Mahon, *Plain Figures*; W W Himes & D C Montgomery, *Probability and Statistics in Engineering and Management Science*; D C Hoaglin, R J Light, B McPeck & F Mosteller, *Data for Decisions*; J A Rice, *Mathematical Statistics and Data Analysis*; B F Ryan & B L Joiner, *MINITAB Handbook*; E Tufte, *The Visual Display of Quantitative Information*; J W Tukey, *Exploratory Data Analysis*; T J Wonnacott & R J Wonnacott, *Econometrics*. Students may also wish to consult: A M Law & W D Kelton, *Simulation Modelling and Analysis*; M Pidd, *Computer Simulation in Management Science*; H P Williams, *Model Solving in Mathematical Programming*, Wiley; D Smith, *Linear Programming Models in Business*.

Teaching:

OR401.1 2 MT

OR403.1 9 MT, OR403.1A 9 MT and 10 x 2 computer workshop hours MT

OR403.2 10 MT and OR403.2A 9 MT

OR403.3 10 MT and OR403.3A 9 MT.

Assessment: This course is examined entirely by course work and projects, as follows:

35% for a management report covering the results of a computer simulation program. The problem is given during the second half of the MT for completion by the beginning of the LT.

35% for mathematical programming based on weekly exercises and/or a final project. Written work is marked on presentation as well as on content. 30% for a final project for Applied Statistics.

OR404

Applied Operational Research

Teacher responsible: Professor H P Williams, G314

Availability: MSc Operational Research only.

Core syllabus: A substantial project as an introduction to practical operational research.

Content: The student will carry out and report upon a substantial practical piece of operational research. The project will either be found by the department or may be suggested by the student, with the approval of his/her teachers.

Reading list: Detailed suggestions for reading will be provided in the course of supervision.

Teaching: Lectures: OR404 Applied Operational Research and OR 418 Applied Decision Sciences: 6 MT, 3 LT and 5 x 3hr seminars LT.

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.

Assessment: Assessment is based entirely on the report, two copies of which must be submitted by a date to be set at the beginning of September.

OR406

Mathematical Programming

Teacher responsible: Dr S Powell, G308

Availability: Students must have a knowledge of linear algebra sufficient to handle matrix inversion and manipulation of partitioned vectors and matrices. Previous experience of computers and computer programming will NOT be called for, but students must be prepared to use computer packages and computer terminals.

Core syllabus: To cover the use of mathematical programming models in practice, and an introduction to the theory and computational methods.

Content: As described under the headings of the lecture courses below.

OR401.1 **Basic Operational Research Techniques**, Lectures weeks 1 and 2 only. An introduction to mathematical programming.

OR403.1 **Basic Mathematical Programming**

OR406 **Mathematical Programming I** Introduction to theory and the solution of linear and nonlinear programming problems: simplex and interior

point algorithms, integer linear programming (ILP) methods (branch and bound, enumeration, cutting planes), decomposition methods, quadratic programming.

Reading list: V Chvatal, *Linear Programming*; G Dantzig & M Thapa, *Linear Programming 1 and 2*; M Padberg, *Linear Optimization and Extensions*; M Bazaraa, J Jarvis & H Sherali, *Linear Programming and Network Flows*; J Nocedal & S Wright, *Numerical Optimization*; S Wright, *Primal Dual Interior Point Methods*; Nemhauser & Wolsey, *Integer and Combinatorial Optimization*; A Schrijver, *Theory of Linear and Integer Programming*; J More & S Wright, *Optimization Software Guide*; H P Williams, *Model Building and Mathematical Programming*; H P Williams, *Model Solving in Mathematical Programming*.

Teaching:

OR401.1 2 MT

OR403.1, OR403.1A see Course Guide OR403

OR406 18 MT and LT OR406A 18 MT and LT.

Written work: Written answers to set problems will be expected weekly.

Assessment: A formal 3-hour examination in the ST.

OR408

Combinatorial Optimization

Teacher responsible: Dr G Appa, G312

Availability: Some familiarity with graph theory and some knowledge of programming could be desirable.

Core syllabus: The course is intended as an introduction to discrete and combinatorial techniques for solving optimization problems, mainly involving graphs and networks.

Content: Shortest path algorithms in networks, various matching algorithms, the Chinese postman problem, solution techniques for Travelling Salesman and other Combinatorial Optimization problems. Also polyhedral combinatorics, heuristic approaches and a brief introduction to complexity theory.

Reading list: Relevant sections from the following texts will provide useful supplementary reading – *Graph Theory: An Algorithmic Approach* by N Christofidis; *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 C H Papadimitiou & K Steiglitz; *Discrete Mathematics using Latin Squares* by C F Laywine & G L Mullen, Wiley & Sons 1998. As concise reference material for the graph theoretic part of the course R Wilson's book *Introduction to Graph Theory* should prove useful.

Teaching:

OR408 18 lectures LT,

OR408A 18 classes LT.

Written work: Lecture notes containing problems are supplied. Written answers will be expected by the lecturer on a regular basis, and the problems will be discussed in the problem class.

Assessment: Students will be assessed by a 3 hour formal examination in the ST.

OR409

Dynamic Processes and Game Theory

Teacher responsible: Dr J Howard, B602

Availability: Students must have a knowledge of Statistics and Probability Theory to the level of the course **Elementary Statistical Theory**; Mathematics to the level of **Quantitative Methods** and of Operational Research to the level of **Basic Operational Research Techniques**. Students must be prepared to use micro computers.

Core syllabus: The course aims to give an introduction to discrete and continuous dynamical systems and to deepen and extend students knowledge of game theory and stochastic processes.

Content: The precise content will vary from year to year to reflect important developments. Areas normally covered are: discrete and continuous dynamical systems; game theory; auction design; queueing theory; replacement; ecology and evolution.

Reading list: Recommended books are: H M Taylor & S Karlin, *An Introduction to Stochastic Modelling*; K Binmore, *Fun and Games*; J T Sandefur, *Discrete Dynamical Systems*; H C Tijms, *Stochastic Models*; D W Jorgenson, J J McCall & R Radner, *Optimal Replacement Policy*; F S Hillier & G J Lieberman, *Operations Research*.

Teaching: OR409 18 LT, OR409A 18 LT.

Very full lecture notes are provided, and every week a set of problems is given out in the lecture. These are discussed in the following classes (OR409A).

Assessment: A two-hour formal examination in the ST covering the whole syllabus.

OR411

Problem Structuring Methods

Teacher responsible: Dr D Read, G313

Availability: This course is available without prerequisites to students on any MSc programme where the regulations permit. However it is most likely to be of interest to those on the MSc in Operational Research, MSc in Decision Sciences, MSc in Analysis Design and Management Information Systems, MSc in Management, and MSc Management and Regulation of Risk.

Core syllabus: The course provides an introduction to a range of participative methods for structuring the understanding of problems

situations under conditions of complexity, uncertainty and conflict. They are situated by a discussion of the debate on planning theory.

Content: **Planning Theory** (OR411.1) The debate on planning theory – rational comprehensive planning, incrementalism, mixed scanning, transactive planning, political economy school, communicative action.

Introduction to Problem Structuring Methods (OR411.2) The classical techniques of operational research provide solutions to well-structured problems. The course will cover, both descriptively and critically, the variety of interactive approaches which have been developed to structure such situations. These include Soft Systems Methodology, Strategic Choice, Robustness Analysis, Cognitive Mapping, and Metagames.

Reading list: Students should buy J Rosenhead (Ed), *Rational Analysis for a Problematic World*.

Recommended reading is: M Camhis, *Planning Theory and Philosophy*; P B Checkland, *Systems Thinking, Systems Practice*; C Eden & F Ackermann; *Making Strategy: the journey of strategic Management*; J K Friend & A Hickling, *Planning Under Pressure*; C Eden & J Radford (Eds), *Tackling Strategic Problems*.

Details of other relevant reading will be provided at the start of the course.

Teaching:

OR411.1: 7 LT

OR411.2: 22 MT and LT; OR411.2A 10 MT and LT

Written work: Students will be expected to produce a short essay in the LT.

Assessment: Examination will be by a three hour paper in the ST.

OR413

H NA 01/02

Operational Research in Less Developed Countries

Teachers responsible: Professor J Rosenhead, G311

Content: The course addresses the content and practice of operational research in less developed countries, and explores its similarities to and differences from OR as practiced in developed countries. An introduction to theories of development and technology transfer leads to a discussion of factors limiting the practice of operational research in the Third World. Selected topics are addressed in greater depth. Various methods are used to explore the central issues. These include case studies, parallels with community operational research, and particular areas of application. Additionally students will be expected to attend selected sessions of other development-related courses.

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.

Teaching: OR413 15 sessions of 1.5 hours, MT and LT. Students should attend selected sessions from IS475 **International IT Policy and Economic Development**. Teaching will be by a mixture of teacher-led presentations, case exercises, case studies (including visiting speakers) and student presentations. Student presentations will consist of preliminary accounts of work towards course essays.

Assessment: The course is assessed by means of the course essay. Topics, which may be particular issues in Operational Research and development, or accounts of the development of OR in a particular third world country, must be agreed with the course teachers. Essays of 4,000 to 7,000 words must be submitted by the end of the first week of the ST.

OR414

Advanced Topics in Operational Research

Teacher responsible: Dr D Read, G313

Availability: The course is intended for students on the MSc in Operational Research and, depending on the topics covered, students from other degrees may be admitted by agreement.

Core syllabus: An examination of new trends in Operational Research.

Content: The topics selected differ year to year; information is available from the Operational Research office in G407.

Reading list: There is no textbook suitable for the course. Detailed suggestions for reading will be given in the sessions.

Teaching: To be announced.

Written work: Details will be provided at the start of the course.

Assessment: This course is examined entirely by course work and/or project work. The nature of the work will depend on the topics offered.

OR417

Advanced Topics in Decision Analysis

Teacher responsible: Professor L Phillips, G307

Availability: MSc Decision Sciences only.

Core syllabus: The course is intended to deepen and extend students' understanding of decision analysis, and to show how the theory can be applied.

Content: Topics covered are the theory of decisions with multiple objectives, influence diagrams and belief nets, cascaded Bayesian inference, stratified systems theory and group processes. Teaching will be by lectures and case studies.

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.

Teaching: OR417 10 x 2 LT, OR417A 10 LT.

Assessment: A 3-hour examination in the ST. 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: Professor L D Phillips, G307

Availability: MSc Decision Sciences only.

Core syllabus: An introduction to the use of decision sciences in practice. **Content:** The student will carry out and report upon a substantial practical piece of decision analysis. The projects will either be found by the department or may be suggested by the student, with the approval of his/her teachers.

Reading list: See course guide OR404.

Teaching: See Course Guide OR404. Each student will be assigned an internal supervisor who will monitor their progress on a continuing basis and give tutorial guidance as required.

Assessment: See course guide OR404.

OR422

Decision Analysis in Theory and Practice

Teacher responsible: Dr J Howard, B602 and Professor L Phillips, G307

Availability: Pre-requisites are Mathematics, Probability Theory and Statistics to the level of the course **Quantitative Methods**.

Core syllabus: This full unit course covers the fundamentals of the theory of decision analysis, its use in Bayesian statistics, behavioural decision theory, and the application of decision analysis in practice. The course is intended to be genuinely inter-disciplinary.

Content: Topics covered are the foundations of decision theory; descriptive models of human decision making; Bayesian statistical methods with applications; the use of decision analysis in practice. The lecture courses are:

OR201.1 **Elements of Probability** (Lectures only). Definitions and rules of probability; Bayes theorem; random variables and expectation; discrete and continuous distributions.

ST331.1 **Fundamentals of Decision Theory** (Dr J Howard) The normative theory of subjective probability and expected utility.

OR304.1 **Behavioural Decision Theory** (Professor L Phillips). An exposition of descriptive models of human decision making, with an emphasis on the relationship between descriptive and normative theories.

ST331.2 **Bayesian Statistical Methods** (Dr B Blight) General discussion of the Bayes approach and comparison with other approaches to statistical inference. Applications to some statistical problems.

OR304.2 **Decision Analysis in Practice** (Professor L Phillips). Presents applications of Decision Theory in both public and private sectors, illustrating how Decision Theory is modified and supplemented to provide a workable technology.

Reading list: H Raiffa, *Decision Analysis: Introductory Lectures on Choices Under Uncertainty*; S R Watson & D M Buede, *Decision Synthesis*; P M Lee, *Bayesian Statistics: An Introduction*; P R Goodwin & G Wright, *Decision Analysis for Management Judgment*; D von Winterfeldt & W Edwards, *Decision Analysis and Behavioural Research*; D V Lindley, *Making Decisions* (2nd edn); J Baron, *Thinking and Deciding* (2nd edn); R Clemens, *Making Hard Decisions: An Introduction to Decision Analysis* (2nd edn).

Teaching: There are four main lecture courses, each accompanied by a fortnightly class. In addition, the course OR201.1 provides an introduction to probability and statistics. Students attend lectures only for OR201.1.

ST331.1 10 MT, ST331.1B 5 MT,

ST331.2 10 LT, ST331.2B 5 LT,

OR304.1 10 MT, OR304.1B 5 MT,

OR304.2 10 LT, OR304.2B 5 LT,

OR201.1 6 MT.

Written work: Written answers to set problems will be expected weekly. Up to six projects will be set during the year.

Assessment: The course is examined by an essay or project assignment during the year (20%) and by a three-hour formal examination (80%) in the ST. The paper will probably contain two questions on each of the four main topics, and five of these questions must be attempted, including at least one on ST331.1.

OR423

Topics in Decision Analysis

Teachers responsible: Dr J Howard, B602 and Professor L Phillips, G307

Availability: Pre-requisites are Mathematics, Probability Theory and Statistics to the level of the course **Quantitative Methods**.

Core syllabus: This half-unit course covers the fundamentals of the theory of decision analysis, and then students may choose to study either Bayesian statistics, or behavioural decision theory, or the application of decision analysis in practice. The course is intended to be genuinely inter-disciplinary.

Content: The foundations of decision theory; descriptive models of human decision making; Bayesian statistical methods with applications; the use of decision analysis in practice. Each student must cover the material in the first lecture course and one of the other three. The courses are as follows:

ST331.1 **Fundamentals of Decision Theory** (see course guide OR422)
 OR304.1 **Behavioural Decision Theory** (see course guide OR422)
 ST331.2 **Bayesian Statistical Methods** (see course guide OR422)
 OR304.2 **Decision Analysis in Practice** (see course guide OR422)
Reading list: H Raiffa, *Decision Analysis: Introductory Lectures on Choices Under Uncertainty*; S R Watson & D M Buede, *Decision Synthesis*; P M Lee, *Bayesian Statistics: An Introduction*; P R Goodwin & G Wright, *Decision Analysis for Management Judgment*; D von Winterfeldt & W Edwards, *Decision Analysis and Behavioural Research*; D V Lindley, *Making Decisions* (2nd edn); J Baron, *Thinking and Deciding* (2nd edn); R Clemen, *Making Hard Decisions: An Introduction to Decision Analysis* (2nd edn).
Teaching: There are four lecture courses, ST331.1 and ST331.1B, ST331.2 and ST331.2B see course guide OR422, OR304.1 and OR304.1B, OR304.2 and OR304.2B see course guide OR422.
Written work: Written answers to set problems will be expected weekly. Up to three projects will be set during the year.
Assessment: The course is examined by an essay or project assignment during the year (20%) and by a two-hour formal examination (80%) in the ST. The paper will probably contain two questions on each of the four main topics, and three of these questions must be attempted, including at least one on ST331.1.

OR424 H NA 01/02 Analytic Frameworks for Policy Evaluation

Teacher responsible: Mr G. Bevan, G303
Availability: This course is intended for students on the MSc in Operational Research and the MSc in Decision Sciences. Students from other degrees may be admitted by agreement.
Core syllabus: This course develops analytic frameworks for understanding the nature of evaluation of policies where there are fundamental problems of measurement and production of data, outcomes may be uncertain, and where decisions are made (or, may not be made) through complex political processes. The conventional micro-economic solution of a market cannot be applied in a straightforward fashion to the policies examined in this course. These are for goods and services that are not traded, such as the environment, or where it is deemed unacceptable that access ought to depend on ability to pay, such as health and legal services.

Content: The course is organised into five sections: 1) Introduction and Agenda; 2) Measurement; 3) Analysing Decision-Making; 4) Case studies; 5) Overview. The three main sections are:-

- *Measurement* includes discussion of scientific measurement and measurement of social data.
- *Analysing Decision-Making* includes discussion of social choice; decision-making and power; strategies of conflict; justice and equity; market and government failure, and quasi-markets.
- *Case studies* include: the NASA Challenger explosion; developing program budgets in the US and the UK for allocating public expenditures; using social cost benefit analysis to choose a site for the third London airport (the Roskill Commission); using cost-utility analysis to allocate health care fairly to the indigent (the Oregon experiment); designing a hospital payment system to generate incentives for efficiency (US Medicare's Prospective Payment System by Diagnosis-Related Group); designing a system to allocate resources equitably for health care in the UK Hospital (methods of the Resource Allocation Working Party - RAWP); the development of quasi markets in health and legal services.

Reading list: The recommended text for the MT is D M Hausman & M S McPherson, *Economic Analysis and Moral Philosophy*, Cambridge University Press, 1996. Useful introductory material is provided by W Parsons, *Public Policy: An Introduction to the Theory and Practice of Policy Analysis*, Edward Elgar Publishing, 1997. In addition students will be introduced to classic works of leading scholars including: TS Kuhn, *The Structure of Scientific Revolutions*, University of Chicago Press, second edn, 1972; J Rawls, *A Theory of Justice*, Oxford University Press, 1971; S Lukes, *Power: A Radical View*, Macmillan Press, 1974; T C Schelling, *The Strategy of Conflict*, Oxford University Press, 1973; O E Williamson, *Markets and Hierarchies*, The Free Press, 1975. In the LT students will examine official reports including: Commission on the Third London Airport, Report, HMSO, 1971; Department of Health and Social Security, *Sharing Resources for Health in England. Report of the Resource Allocation Working Party* (The RAWP Report), HMSO, 1976; Secretaries of State for Health for Health, Wales, Northern Ireland and Scotland, *Working for Patients*, CM555, HMSO, 1989. Lord Chancellor's Department, *Modernising Justice*, HMSO, 1998.

Teaching: 19 1.5 hour seminars in MT and LT. These seminars are designed to allow discussion in class of material that should be read in advance.

Assessment: Students will be required to produce two assessed essays of about 3,000 words each. There will be a choice of topics, but students may also, subject to agreement with the teacher responsible, write on a subject of their choice.

OR430 H Decision Science Methods

Teacher responsible: Dr J Howard, B602
Availability: MSc Decision Sciences only. It cannot be taken with OR402 **Operational Research in Context**, nor with OR403 **Computer Modelling in Operational Research**.

Core syllabus: The course gives students an introduction to simulation and to strategic planning. It also gives an appreciation of the non-technical

factors that enter into the successful execution of projects in Operational Research and Decision Sciences.

Content:
Workshop in Simulation (OR403.2): Computer simulation models: design, construction and implementation.
Operational Research Methodology (OR402.1): The practice and context of OR - how they affect each other. Topics covered range from problem formulation and model building through to the scientific status of OR and to the nature of OR's social responsibility. The course is taught by a mixture of presentations by the lecturer and by groups of students. The approach of the course is critical - students will be encouraged to re-examine cherished assumptions, and debate their validity.

Strategic Planning and Management (OR402.4): Mr J Hargreaves: The competitive environment; technological forecasting and futures studies; strategic management; strategic formulation; organizational structure and strategy; implementation of strategy.

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.

Teaching: See separate entries on OR course guides: OR402.1; OR402.4; OR403.2; OR403.2A.

Assessment: The course is examined entirely by course work and a project. 45% weight is given to a management report covering the results of a computer simulation program. 35% weight is given to a 2 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 H System Dynamics Modelling

Teacher responsible: Dr D C Lane, G410
Availability: The course is intended for students on the MSc courses in Operational Research and Decision Science. Students from other degrees are most welcome but will only be admitted by agreement. Pre-requisites are a sound understanding of algebraic and functional relationships as well as comfort with the use of differential equations and the practical use of computer packages.

Core syllabus: This course introduces the theory and application of the system dynamics modelling approach as it is used to support strategic decision making in complex social systems. It involves the qualitative and quantitative mapping of the relevant system structure (including physical processes, information links and human decision making) and the simulation of the dynamic consequences of that structure. The aim is both to examine the general modes of behaviour that result so as to gain qualitative insights and also to experiment with alternative policies in order to formulate ones which improve behaviour. It has three distinctive themes: the concept of information feedback, the use of computer simulation models to explore complex behaviour and the need to work with the mental models of relevant system actors (with a view both to drawing on the relevant knowledge and interpretations of the system and to implementing the insights gained from the modelling process). The course deals with all stages of the modelling approach as well as introducing some research topics in the field. Students will use 'state of the art' simulation software with a graphical interface (currently STELLA/Think) and will be expected to work extensively with quantitative computer models. The practical application of system dynamics will be emphasised throughout, using various cases studies from business, public-policy making and elsewhere.

Content: The course is structured primarily around three themes, each with its own topics:

Feedback: Modelling feedback with causal loop diagrams (the concept of feedback, CLDs, conceptualisation exercises, the limits of CLDs).
Simulation Modelling: Simple structures (positive loop, negative loop, coupled loops, loop polarity and shifts in loop dominance), model formulation (rate equations, auxiliary equations, table functions, levels, delays, representation of decision processes, principles of formulation), model testing (understanding model behaviour, sensitivity analysis), policy analysis (general approach, application to inventory management).
Working with Mental Models: Insights and archetypes (necessity and benefits of system dynamics, use and abuse of archetypes, general system insights), system dynamics in organisations (as group decision support tool, as organisational learning tool).

In addition students will be introduced to: critiques of system dynamics, further applications, current research problems.

Reading list: J W Forrester, *Industrial Dynamics*; G P Richardson & A L Pugh, *Introduction to Systems Dynamics Modelling with DYNAMO*; J W Forrester, *Principles of Systems*; J Randers, *Elements of the System Dynamics Method*; J D W Morecroft & J Sterman, *Modelling for Learning Organizations*; G P Richardson, *Feedback Thought in Social Science and System Theory*; P M Senge, *The Fifth Discipline*; D H Meadows, *The Global Citizen*, various research papers from The British Library of Political and Economic Science offprints collection.

Teaching: 10 x 3 LT (primarily lectures but including problems classes).

Assessment: Examined by three pieces of individual course work. These involve the following general areas and mark weightings: problem conceptualisation using causal loop diagrams (30%), computer model formulation (30%) and analysis of a pre-built simulation model and production of a management report on resulting policy insights (40%). These pieces of work are made available throughout the course and have staged hand-in dates, the last being on the first day of ST.

PHILOSOPHY, LOGIC AND SCIENTIFIC METHOD

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 MPhil and PhD degrees.

PH400 Philosophy of Science and Scientific Method

Teacher responsible: Dr Carl Hofer, T11
Availability: The course is primarily intended for MSc Philosophy & History of Science, MSc Philosophy of the Social Sciences, MSc Economics & Philosophy, MSc Philosophy, Policy & Social Value and MSc Social Research Methods (Philosophy). The associated seminar is also available to research students.

Core syllabus: The nature of scientific theories, and the relation between theory and the world. The principles of evidential-inductive reasoning and scientific method, and some issues in the metaphysics of science.

Content: The course covers some of the central issues in contemporary philosophy of science - the issues covered may include: theory and evidence; probabilistic approaches to confirmation, especially the personalist Bayesian approach; the Duhem problem; the theory-ladenness of observation. Paradigms and research programmes: theory-change in science; the nature and status of methodological rules of appraisal; problems with testing statistical theories. Understanding scientific explanation. Understanding laws of nature. '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: Lectures PH201 x 20 (ML). Seminars PH400 20 x 1½hr (ML). Students on this course may also benefit from attendance at PH551.

Reading list: Detailed reading lists will be distributed during the course as part of handouts.

Preliminary reading: T S Kuhn, *The Structure of Scientific Revolutions*; K R Popper, *Conjectures and Refutations*; B van Fraassen, *The Scientific Image*; N Cartwright, *How the Laws of Physics Lie*.

Assessment: A three-hour written examination in the ST.

PH402 Philosophical Logic and Metaphysics

Teacher responsible: Dr Genoveva Marti, T501C
Availability: The course is primarily intended for the MSc Philosophy of the Social Sciences.

Core syllabus: Some of the main contemporary philosophical problems in philosophical logic and in metaphysics. Topics vary by year. Please see departmental Course Handbook for information on topics covered in a particular year.

Content: (a) **Philosophical Logic:** reference, names and descriptions, validity, truth, logical truth, conditionals, necessity and modality, existence and quantification, vagueness and non-classical logics; (b) **Metaphysics:** universals and particulars, materialism and dualism, free-will and determinism, personal identity, substance, events, causation, time, realism and idealism.

Reading list: (a) **Philosophical Logic:** P Geach & M Black (Eds), *Translations from the Philosophical Writings of G Frege*; B Russell, *Logic and Knowledge*; S Kripke, *Naming and Necessity*; R M Sainsbury, *Logical Forms*; J Etchemendy, *The Concept of Logical Consequence*; R Stalnaker, *Inquiry*; D Lewis, *On The Plurality of Worlds*; M Loux (Ed), *The Possible and the Actual*.

(b) **Metaphysics:** P Geach, *Reference and Generality*; D Wiggins, *Identity and Spatio-Temporal Continuity*; J Perry, 'The Same F' in *Philosophical Review*; D Davidson, *Essays on Actions and Events*; P Horwich, *Asymmetries in Time*; J Perry (Ed), *Personal Identity*; R Le Poidevin & M Macbeath (Eds), *The Philosophy of Time*; E Sosa & M Tooley (Eds), *Causation*; G Watson (Ed), *Freewill*; W V O Quine, *From a Logical Point of View*. Specific lists of readings for the year will be announced in the Course Handbook.

Teaching: This is an intercollegiate course. Lectures are taught at one of the colleges of the University of London, seminars are held at LSE. 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. Lectures PH209 x 30 (ML); Seminars PH402.1 10 x 2hr (ML).

Written work: Students will be expected to write at least two essays per term and to give class presentations.

Assessment: An essay (maximum 3,500 words) and a three-hour written examination in the ST.

PH403 Philosophy of Mathematics

Teacher responsible: Dr Genoveva Marti, T501C
Availability: The course is primarily intended for MSc Philosophy & History of Science, MSc Philosophy of the Social Sciences. The lectures and associated seminars are also open to research students. Some knowledge of set theory is helpful but not essential. Advanced knowledge of

mathematics is not required since the emphasis is on the broad philosophical issues raised by mathematics.

Core syllabus: The course is concerned with the metaphysics and epistemology of mathematics - what its subject matter is, and how we can have knowledge of it.

Content: The metaphysics and the epistemology of mathematics: what mathematical objects are, if there are any, and how we know about them, if we do. Is mathematics reducible to logic? The paradoxes of set theory. Can mathematics be thought of as the science of formal axiomatic systems? Hilbert's programme and the philosophical impact of Godel's theorems. The intuitionist challenge to classical mathematics and to classical logic - is the principle of excluded middle valid in mathematics? How can we come to know about mathematical objects if they are purely abstract? What are numbers? The role of visualisability in mathematics and in mathematical proofs. More advanced topics in the foundations of set theory and the philosophical foundations of philosophical logic.

Teaching: Lectures for this course are taught within the London intercollegiate system at one of the other colleges of the University of London. As with all Master's courses, the chief focus is the seminars which are held at LSE. The seminars will review the topics covered in the lectures and extend coverage into further, more advanced topics. Lectures PH210 x 20 (ML). Seminars PH403.1 x 20 (ML).

Written work: Students will be required to produce two essays per term and to give class papers.

Reading list: P Benacerraf & H Putnam (Eds), *Philosophy of Mathematics: Selected Readings* (especially W D Hart (Ed), *The Philosophy of Mathematics*); F Waismann, *Introduction to Mathematical Thinking*; C Parsons, *Foundations of Mathematics in the Encyclopedia of Philosophy* Vol 5. Further readings will be announced during the course.

Assessment: A three-hour written examination in the ST.

PH404 History of Science

Teacher responsible: Professor John Worrall, T501B
Availability: The course is primarily intended for MSc Philosophy of the Social Sciences, MSc Philosophy & History of Science.

Core syllabus: Selected topics from the history of modern science with special emphasis on the rise and subsequent decline of Greek science, the revolutions in astronomy, and developments in optics from the 17th Century onwards; and an investigation of the light such historical episodes can shed on philosophical and methodological issues.

Content: The course consists of two parts: lectures - PH404.1 and seminars - PH404.2 both given weekly at King's College by Dr John Milton
 (a) PH404.1: The Greek inheritance: Aristotelian natural philosophy and Ptolemaic astronomy. Medieval natural philosophy. The Renaissance and its consequences. The astronomical revolution: Copernicus, Tycho, Kepler and Galileo. The experimental philosophy and the mechanical philosophy: Bacon and Descartes. Inertial mechanics from Galileo to Huygens. The Newtonian Synthesis.

(b) PH404.2: weekly seminars aimed at strengthening understanding of the material covered in the lectures, and extending into other areas.

Teaching: Lectures PH404.1 x 20 (ML); Seminars PH404.2 20 x 1½hr (ML).

Written work: Students will be expected to write at least two essays per term and give class papers.

Reading list: E J Dijksterhuis, *The Mechanization of the World Picture*; D C Lindberg, *The Beginnings of Western Science*; J North, *The Fontana History of Astronomy and Cosmology*; D Lindberg & R Westman, *Reappraisals of the Scientific Revolution*; T S Kuhn, *The Copernican Revolution*; R S Westfall, *The Construction of Modern Science*; A R Hall, *The Revolution in Science 1500/1750*; R S Westfall, *Force in Newton's Physics*; T Hankins, *Science and the Enlightenment*; H Margolis, *Paradigms and Barriers*.

Assessment: A three-hour written examination in the ST.

PH405 Philosophy of the Social Sciences

Teacher responsible: Dr Richard Bradley, T301A
Availability: The course is primarily intended for MSc Philosophy of the Social Sciences, MSc Philosophy & History of Science, MSc Economics & Philosophy and MSc Philosophy, Policy & Social Value and MSc Social Research Methods (Philosophy). The seminar is also open to research students.

Core syllabus: Philosophical issues concerning the nature of social scientific theory and its applications.

Content: Topics to be covered will include some or all of: the explanation and interpretation of action, naturalist and hermeneutic social theory; the nature of 'social facts'; reductionism and methodological individualism; functional and structural explanations; rationality and relativism; the role values in social science. Philosophical problems of particular social sciences such as anthropology, sociology, and history will also be addressed.

Teaching: Lectures PH203 x 20 (ML); Seminars PH405 20 x 1½ hr (ML).

Written work: Students will be expected to write at least two essays per term and to give seminar presentations.

Reading list: A detailed reading list will be provided at the beginning of the course. Useful background readings are: D Little, *Varieties of Social Explanation*; A Rosenberg, *Philosophy of Social Science*; M Hollis, *The Philosophy of Social Science*. A useful anthology is M Martin & L McIntyre (Eds), *Readings in the Philosophy of Social Science*.

Assessment: A three-hour written examination in the ST.

PH407**Foundations of Probability****Teacher responsible:** Professor Colin Howson, T301C**Availability:** The course is primarily intended for MSc in Philosophy & History of Science, MSc in Philosophy of Social Sciences, MSc Economics & Philosophy and MSc Social Research Methods (Philosophy). No previous knowledge of probability is assumed.**Core syllabus:** The course covers the various interpretations of probability, and examines how the concept is used in science, economics, artificial intelligence, and philosophy of science.**Content:** The classical, logical, subjective, frequency, and propensity interpretations of probability. The use of probability in the natural sciences compared and contrasted with its use in economics. The problem of representing uncertainty in expert systems - particularly those for medical diagnosis. No previous knowledge of probability is assumed. The mathematical side of the course requires only simple algebraic manipulations.**Teaching:** Lectures PH407.2 x 20 (ML); Seminars PH407.2 x 20 (ML).**Written work:** Students are expected to write at least one essay per term.**Reading list:** P Laplace, *Philosophical Essay on Probabilities*; J M Keynes, *A Treatise on Probability*; H E Kyburg & H E Smokler (Eds), *Studies in Subjective Probability*; R von Mises, *Probability, Statistics and Truth*; K R Popper, *Realism and the Aim of Science*; D A Gillies, *An Objective Theory of Probability*; C Howson & P Urbach, *Scientific Reasoning: The Bayesian Approach*.**Assessment:** A three-hour written examination in the ST.**PH408****Mathematical Logic****Teacher responsible:** Professor Colin Howson, T301C**Availability:** The course is primarily intended for MSc Philosophy & History of Science, MSc Philosophy of the Social Sciences. **Logic** (PH101) or a similar first course in deductive (symbolic) logic, including propositional and predicate logic, is required.**Core syllabus:** A second course in deductive logic giving detailed proofs of the fundamental meta-theorems concerning the power and limitations of formal theories based on first-order logic; and a detailed analysis of the general notion of a computation or algorithm.**Content:** Propositional logic; its decidability. The propositional calculus; its soundness and completeness. Propositional tableau method; its soundness and completeness. First-order languages; their (Tarskian) semantics. First-order tableau method; its soundness and completeness. The Elimination Theorem. The first-order predicate calculus; its soundness; the Gödel-Henkin completeness theorem; compactness; 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. Register machines and the general idea of computability. Diagonalisation and the halting problem. Formal first-order theories of arithmetic. Non-categoricity of complete first-order arithmetic. Code-numbering. Tarski's theorem. Church's theorem. Gödel's incompleteness theorems.**Teaching:** This is an intercollegiate course. Lectures are taught at one of the colleges of the University of London, seminars are held at LSE. Lectures PH408.20 x 2hrs (ML); Seminars PH408.1 x 20 (ML).**Reading list:** The texts for the course are M Machover, *Set Theory, Logic and their Limitations*; J Bell & M Machover, *A Course in Mathematical Logic*. Also recommended: G S Boolos & R C Jeffrey, *Computability and Logic*.**Assessment:** A three-hour written examination in the ST.**PH409****Philosophical Foundations of Physics****Teacher responsible:** Dr Sang Wook Yi, T301B**Availability:** The course is primarily intended for MSc 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.**Core syllabus:** The philosophical analysis of selected topics from the major revolutions in twentieth century physics: quantum theory, special and general relativity, and statistical mechanics. *Two of these three areas are covered each year.***Content:** Issues concerning quantum theory: the mathematical formalism of the theory, the measurement problem, the EPR thought-experiment, Bell's inequalities, Kochen-Specker paradox, quantum mechanics and realism, interpretations of quantum mechanics, quantum mechanics and relativity. Issues concerning relativity theory: the mathematical formulation of special and general relativity, absolute vs relational conceptions of space, time and spacetime, Machianism, epistemology of local and global spacetime structure, the big bang, the entropy asymmetry. Issues concerning statistical mechanics: the mathematical formalisms of thermodynamics and of statistical mechanics, the nature of equilibrium phenomena, the concept of entropy, understanding the process from non-equilibrium to equilibrium, kinetic-equation approach, the ergodic approach, irreversibility and spin-echo experiments, probability and explanation in statistical mechanics, the problem of reduction.**Teaching:** Lectures PH409.1 x 20 (ML); Seminars PH409.2 10 x 2hr (ML).

There is also an optional research seminar in philosophy of physics PH551.

Reading list: J Earman, *World Enough and Space-time*; M Friedman, *Foundations of Space-Time Theories*; D Albert, *Quantum Mechanics and Experience*; R I G Hughes, *The Structure and Interpretation of Quantum Mechanics*; M Redhead, *Incompleteness, Nonlocality and Realism*; J vonPlato, *Creating Modern Probability*; S Brush, *Kinetic Theory*; L Sklar, *Physics and Chance*.**Assessment:** A three-hour written examination in the ST.**PH411****Philosophy of Biological and Cognitive Sciences****Teacher responsible:** Professor John Worrall, T501B**Availability:** The course is primarily intended for MSc in Philosophy & History of Science, MSc Philosophy of the Social Sciences.**Core syllabus:** The course covers the philosophy of cognitive psychology and biology and includes a series of lectures on special topics.**Content:** The biological and cognitive sciences have given rise to a number of important conceptual problems. In this course we examine the logic of evolutionary explanations; adaptationism; the relationship between psychoanalytic and folk psychological explanations; the debate between simulation theory and theory theory; the connectionist challenge to classical computational models of the mind; and recent work on the emotions. The last topic focuses especially on evolutionary theories of the emotions, and in general there is an emphasis on empirical approaches to philosophical issues in psychology and biology.**Teaching:** The main teaching for this course is a seminar given at King's College PH411.1 10 x 1½hr (ML). Students are also expected to attend an additional seminar held at Birkbeck College PH411.2 20 x 1½ hr (ML) and the intercollegiate **Philosophy of Psychology** lectures (Birkbeck) PH411.20 x 1hr (ML).**Reading list:** Detailed reading lists are provided for each part of the course; the following should provide a useful introduction to some of the themes discussed: J Hopkins, 'Psychoanalytic and scientific reasoning' in *The British Journal of Psychotherapy*, October 1996; S Stich & S Nichols, 'Folk psychology: Simulation or tacit theory?' in *Mind and Language*, 7, 1992; P S Churchland & T Sejnowski, 'Neural representation and neural computation' in W Lycan (Ed), *Mind and Cognition*, second edition (Blackwell, 1999); W Bechtel, 'The case for connectionism' in W Lycan (Ed), *Mind and Cognition*, second edition (Blackwell, 1999); P Griffiths, *What Emotions Really Are*, especially Ch. 1 (Chicago University Press, 1997); E Sober, *Philosophy of Biology*, (Oxford University Press, 1987); P Griffiths & K Sterelny, *Sex and Death* (University of Chicago Press, 1999).**Assessment:** A three-hour written examination in the ST.**PH413****Philosophy of Economics****Teacher responsible:** Dr Sang Wook Yi, T301B**Availability:** The course is primarily intended for students taking MSc Philosophy of the Social Sciences, MSc Philosophy & History of Science, MSc Economics & Philosophy, MSc Philosophy, Policy & Social Value and MSc Social Research Methods (Philosophy). The seminar is also open to research students.**Core syllabus:** Philosophical issues in economics.**Content:** The nature of economic theories. The status of laws of economics. Explanation and idealisation in economics. Falsifiability of economic theory. Learning from economic models, causal reasoning in economics. The issues of experimental economics. The nature of rationality. Implications of Game Theory. Social choice theory and social welfare. Contractarianism and libertarianism. Welfareism and utilitarianism. Interpersonal comparisons of utility. Distributive justice and the economics of redistribution. Capability and well-being. Institutional theory.**Teaching:** Lectures PH211 x 20 (ML); Seminars PH413.20 x 1½hr (ML).**Written work:** Students will be expected to write at least two essays per term.**Reading list:** D Hausman, *The Inexact and Separate Science of Economics*; D Hausman (Ed), *The Philosophy of Economics*; L Robbins, *The Nature and Significance of Economic Science*; J Rawls, *A Theory of Justice*; R Nozick, *Anarchy, State and Utopia*; J Elster & J E Roemer (Eds), *Interpersonal Comparisons of Well-Being*; A Sen & B Williams (Eds), *Utilitarianism and Beyond*; J Buchanan & G Tullock, *The Calculus of Consent*.

Additional reading suggestions, particularly of articles, will be made in the lectures and the seminars.

Assessment: A three-hour written examination in the ST.**PH415****Philosophy and Public Policy****Teacher responsible:** Professor Edward McClennen, T402**Availability:** The course is primarily intended for MSc Philosophy, Policy & Social Value.**Core syllabus:** Foundational, philosophical reflections on the methods and goals of public policy and the role of values and knowledge in policy decision-making.**Content:** The nature of practical reasoning, and decision-making under conditions of value conflict and under uncertainty. The concept of prudence. The aims of public policy and the scope of rational social choice. The place of individual ideals and social values in a Liberal Society. Principles of equality, justice, entitlement, liberty, and well-being. The role of markets and non-market institutions. Applications to specific issues, in such areas as medicine, genetics, the environment, and famine/denial.**Teaching:** Lectures PH415 10 x 1hr (M); Seminars PH415.2 15 x 2 hr (ML - beg wk 6 MT).**Written work:** Students will be required to give seminar presentations and to write 2 extended essays per term.**Reading list:** Detailed reading lists, including specific articles from relevant

journals, will be supplied at the beginning of the course. 10 Core Lectures on Principles for a Rational Society will be available in electronic form.

Assessment: A three-hour written examination in the ST.**PH416****Philosophy, Morals and Politics****Teacher responsible:** Dr Jason Alexander, T401A**Availability:** This course is primarily intended for MSc Philosophy, Policy & Social Value and MSc Philosophy of the Social Sciences.**Core syllabus:** An advanced discussion of some problems and topics in normative philosophy.**Content:** Basic texts from the history of moral, social and political philosophy, from the Greek period through the 20th century. This historical material will be related to contemporary readings regarding both substantive theory and the meta-problem of the justification of moral, social and political principles.**Teaching:** Seminars PH416 x 20 (ML); Students who have not already taken an undergraduate course in moral and political philosophy are strongly advised to attend PH214 **Morality and Values**.**Written work:** Students will be required to give seminar presentations and to write 2 extended essays per term.**Reading list:** A detailed reading list, including basic historical texts, contemporary readings, and selected journal articles, will be supplied at the beginning of the course. For background reading, S M Cahn & P Markie, *Ethics: History, Theory and Contemporary Issues* (1998) is useful.**Assessment:** A three-hour written examination in the ST.**PH417****Logic: Formal and Philosophical****Teacher responsible:** Dr Genoveva Martí, T501C**Availability:** This course is primarily intended for MSc Philosophy of the Social Sciences, MSc Philosophy & History of Science.**SOCIAL POLICY****SA400****Applied Epidemiology****Teachers responsible:** Dr C Watts and Dr A Fletcher, Department of Public Health & Policy, London School of Hygiene & Tropical Medicine**Availability:** For MSc Health Policy Planning & Financing and, subject to agreement, other Master's students registered in the Department of Social Policy. 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.**Content:** One linear unit, **Basic Epidemiology**, followed by one of two study units. 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. Related study units vary slightly from year to year, but may include the following:**Science, Politics and Policy** - Considers the role of epidemiology in guiding health policy and explores mechanisms for enhancing the value of epidemiological research for public-health policy.**Environmental Health Policy** - The course will explore by means of model problems, the scientific basis of quantitative risk assessment. It will introduce a conceptual framework and methodology for policy evaluation - health impact analysis. It will also explore case studies of how standard setting, health impact assessment and negotiation of environmental health priorities are carried out in practice.**Teaching:** This course consists of 10 lectures (SA400.1) in the MT 10 x 1½-hour seminars/practicals (SA400.2); plus one study unit (2½ days a week for 5 weeks) in the LT or ST. 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 specialised texts and articles on each subject covered within the course.**Assessment:** One piece of continuous assessment taken within the study unit of the course (40%). A three-hour written examination in the ST (60%).**Core syllabus:** The formalisation of deductive arguments within propositional and predicate languages and the use of syntactic and semantic methods to evaluate validity. General considerations on the scope of formal logic. Plus some of the main contemporary philosophical problems in philosophical logic.**Content: (a) Formal Logic:** The syntax and semantics of propositional and predicate logic. The semantic characterisation of validity. A system of derivation. The soundness and completeness of the system of derivation. **(b) Philosophical Logic:** validity, truth, logical truth, necessity and modality, existence and quantification, vagueness and non-classical logics.**Teaching:** Lectures PH101 x 30 (ML); Seminar PH417 10 x 2hr (ML).**Reading list:** M Bergmann, J Moor & J Nelson, *The Logic Book*; R Kirkham, *Theories of Truth*; S Kripke, *Naming and Necessity*; R M Sainsbury, *Logical Forms*; M Loux *The Possible and the Actual*; A Tarski, *Logic, Semantics and Metamathematics*; J Etchemendy, *The Concept of Logical Consequence*; S Haack, *Philosophy of Logics*. Further readings will be announced in the Course Handbook.**Assessment:** An essay (maximum 3,500 words) and a three-hour written examination in the ST.**PH418****Philosophical Research and Writing****Teacher responsible:** Mr Max Steuer, T201**Availability:** The course is restricted to students taking the MSc in Economics & Philosophy.**Core syllabus:** The course is intended to develop the ability to make philosophical arguments and to write structured philosophical essays. It will serve to prepare students for research and writing their dissertation.**Content:** Among the substantive issues covered may be some of the following: Methodological issues in economics - what counts as a successful economic theory?; When is one rival theory inferior to another?; Are economic theories falsifiable?; The status of assumptions of economic rationality.**Teaching:** Seminar PH418 5 x 2hr (LT).**Assessment:** A dissertation of not more than 10,000 words submitted by 16 September.**SA401****Building Studies****Teacher responsible:** Ms G Beckett, c/o A255**Availability:** For MSc/Diploma Housing and MSc/Diploma Housing (International) finalists. Other students are welcome to attend although this is not a full MSc half-unit course.**Core syllabus:** To introduce students to the basic principles of construction and maintenance of dwellings with an emphasis on the identification of problems and their solutions. The organisation and management of building and repair programmes will be covered.**Content:** A series of lectures/seminars will cover the following topics: structural elements of buildings; finishings and fittings; services to buildings; additional building requirements, such as services of high rise dwellings, sound and thermal insulation; 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; sustainability.**Teaching:** 10 combined lectures/seminars, MT.**Reading list:** R Seeley, *Building Technology*, Butterworth, 1995; R Barry, *Construction of Buildings*, Blackwell, 1996 (5 vols); I A Melville & I A Gordon, *The Repair and Maintenance of Buildings*, The Estates Gazette Ltd, 1990. A number of more specialised texts will be recommended.**Assessment:** The course is assessed through the Building Studies Fieldwork Notebook, which must be submitted by the first Friday of the LT.**SA402****Social Policies for Ageing Populations****Teacher responsible:** Dr G Wilson, A270**Availability:** For postgraduates mainly on the MSc in Social Policy and Planning, MSc in Health and Social Services; MSc in Gender, MSc European Social Policy, MSc Gender and Development, MSc Gender and Social Policy.**Core syllabus:** The course will examine the policy response to ageing and ageing populations from different theoretical perspectives taking into account the fact that women make up the great majority of the older population. The aim will be to consider the experience of ageing and to analyse the options available in different societies, taking cultural, demographic, economic, social and political conditions into consideration.**Content:** Attitudes to old age, positive and negative; demography, sex, gender and cohort in old age; policy formulation; political power in later life; structural adjustment and the economics of ageing; pensions policies; family care and self care; health and social care in later life; NGOs and elders; policies for collective living; service delivery with special attention to accountability, participation and user empowerment.**Teaching:** 10 x 1-hour lectures and 10 x 1½-hour seminars, MT.**Written work:** Students will write a course work essay of 1,500-2,000 words, which must be submitted by 15 January 2002.**Reading list:** S Arber & J Ginn, *Gender and Later Life*, Sage, 1991; P Johnson & J Falkingham, *Ageing and Economic Welfare*, 1992; HelpAge International, *The Ageing and Development Report*, Earthscan, 1979; A M Rivlin & J M Wiener, *Caring for the Disabled Elderly*, 1986; T Schuller, *Age, Capital and Democracy*, 1986; K Tout, *Ageing in Developing Countries*,

1989; M B Tracy, *Social Policies for the Elderly in the Third World*, Greenwood Press, New York, 1991; C Victor, *Old Age in Modern Society*, Croom Helm, 1987; G Wilson, *Understanding Old Age*, Sage, 2000.

Assessment: The course work essay will count for 40% of the total mark. A two-hour written examination in the ST (60%). Candidates must answer questions on subjects other than their coursework essays.

SA403

Criminal Justice Policy

Teacher responsible: Dr J Peay, A462

Availability: Compulsory course for MSc Criminal Justice Policy; available to other Master's students by agreement, and as permitted by regulation. First degrees in the Social Sciences or Law are preferable though not essential.

Core syllabus: The course will address major theories, issues and methods in the analysis of criminal justice practice and policy.

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: eg functionalist, Marxist and structuralist. The course has a united comparative emphasis, both historically and in relation to criminal justice systems and policies, in relation to Europe and North America.

Teaching: Lectures: SA403.1. 10 lectures given in alternate weeks in the MT and LT.

Seminars: SA403.2, 25 weekly seminars of 1½-hours duration, Sessional.

Written work: One essay per term is strongly recommended. One presentation paper per term is required 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*, 2nd edn, 1997. 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*.

Assessment: A three-hour written examination in the ST.

SA404

Education and Social Planning

Teacher responsible: Dr A Hall, A281

Availability: For MSc 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 regulations. 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.

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, funding mechanisms for education, 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: Four introductory lectures (SA404) in the MT, followed by weekly seminars, MSc.

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 MT, Dr Chris Dougherty (Economics Department) will conduct four sessions on the planning of education and training from an economics perspective.

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.

Assessment: Students are required to write an extended elective essay, of 3000 words (25%). A three-hour written examination paper in June (75%).

SA405

European Social Policy

Teacher responsible: Dr S Mangen, A261

Availability: Compulsory for MSc European Social Policy; available as an option in other Master's degrees as permitted by the regulations.

Core syllabus: The course reviews the development of welfare states and contemporary social policies in Western Europe, focusing particularly on member states of the European Union. Social policy-making at the EU level also forms an important component.

Content: The comparative study of the development of Western European welfare states in their political, social and economic contexts. The first part of the course traces the emergence of collective provisions of welfare from the last 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 social security; training and labour market issues; social exclusion; urban problems; health policies; and women and the welfare state. The final block of seminars is devoted to social policymaking by the EU.

Teaching: 21 weekly seminars (SA405) beginning in week 3 of the MT: 20 weekly lectures (SA213) in MT and LT, but twice weekly in weeks 2 to 4 of the MT.

Written work: 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*; A J Heidenheimer *et al.*, *Comparative Public Policy* (3rd edn); L Hantrais, *Social Policy in the EU*, Macmillan; C Pierson, *Beyond the Welfare State*, Polity; G Esping-Andersen, *Social Foundations of Post-Industrial Economies*; M Ferrera & M Rhodes, *Recasting European Welfare States*; P Pierson, 'Three Worlds of Welfare State Research', *Comparative Political Studies*, Vol 33, 2000, pp 791-821.

A full list will be handed out with the seminar programme.

Assessment: One assessed paper of 2000 words in each of the MT and LT (50%). A two-hour written examination in the ST (50%).

SA406

The Jean Monnet Module in European and Comparative Health Policy

Teachers responsible: Dr E Mossialos, J413 and Ms A Dixon, J404

Availability: For graduate students as core course for the MSc International Health Policy and as an optional paper for Master's degrees (where regulations permit), in particular the MSc in Health Policy Planning and Financing, MSc in Health and Social Services, MSc in European Social Policy, MSc in Social Policy and Planning, MSc in European Studies.

Core syllabus: A comparative approach to the development of health systems in developed countries emphasising present and future policy options and problems. Emphasis is also given to the development of health policies in the European Union institutions.

Content: Health systems: an analysis of existing and suggested models of finance and provision, cross-national comparisons limitations, 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, pharmaceutical policies in the EU, the pharmaceutical industry, private health insurance, cost containment policies, assessing health care reforms, long-term care, mental health, dental public health, health care reforms in Eastern Europe.

Teaching: 22 lectures and 12 two-hour seminars, sessional.

Reading list: E Mossialos & J Le Grand (Eds), *Health Care and Cost Containment in the EU*, Ashgate, 1999; B Abel-Smith, J Figueras, W Holland *et al.*, *Choices in Health Policy: An Agenda for the European Union*, Dartmouth and the Office for Official Publications of the European Communities, 1995; H Glennerster, *Paying for Welfare*, Harvester, 1997; R Robinson & J Le Grand (Eds), *Evaluating the NHS Reforms*, King's Fund Institute, 1994; J Hurst, *The Reform of Health Care: A Comparative Analysis of Seven OECD Countries*, OECD, 1992; OECD, *The Reform of Health Care Systems: A review of Seventeen OECD Countries*, OECD, 1994; B Saltman & C Von Otter, *Implementing Planned Markets in Health Care*, Open University Press, 1995; C Ham (Ed), *Health Care Reform: Learning from international experience*, OU Press, 1997; R Saltman, J Figueras, C Sakellariades (Eds), *Critical Challenges for Health Care Reform in Europe*, OUP, 1998.

Assessment: Students will be required to submit one essay (40%) at the end of LT. A three-hour written examination in the ST (60%).

SA407

The Jean Monnet Module in European and Comparative Health Policy

Teachers responsible: Dr E Mossialos, J413 and Ms A Dixon, J404

Availability: For graduate students as an optional paper for Master's degrees (where regulations permit), in particular the MSc in Health Policy Planning and Financing, MSc in Health and Social Services, MSc in European Social Policy, MSc in Social Policy and Planning, MSc in European Studies.

Core syllabus: A comparative approach to the development of health systems in developed countries emphasising present and future policy options and problems.

Content: Health systems: an analysis of existing and suggested models of finance and provision, cross-national comparisons limitations, the state's role in health, setting the policy agenda, choices in health policy, pharmaceutical policies in the EU, the pharmaceutical industry, private health insurance, cost containment policies, assessing health care reforms.

Teaching: 10 lectures and 5 two-hour seminars, MT.

Reading list: E Mossialos & J Le Grand (Eds), *Health Care and Cost Containment in the EU*, Ashgate, 1999; B Abel-Smith, J Figueras, W Holland *et al.*, *Choices in Health Policy: An Agenda for the European Union*,

Dartmouth and the Office for Official Publications of the European Communities, 1995; H Glennerster, *Paying for Welfare*, Harvester, 1997; R Robinson & J Le Grand (Eds), *Evaluating the NHS Reforms*, King's Fund Institute, 1994; OECD, *The Reform of Health Care Systems: A review of Seventeen OECD Countries*, OECD, 1994; J Hurst, *The Reform of Health Care: A Comparative Analysis Seven OECD Countries*, OECD, 1992; B Saltman & C Von Otter, *Implementing Planned Markets in Health Care*, Open University Press, 1995; R Saltman, J Figueras & C Sakellariades (Eds), *Critical Challenges for Health Care Reform in Europe*, OUP, 1998.

Assessment: A two-hour written paper in the ST.

SA408

Health Economics

Teachers responsible: Professor C Normand, London School of Hygiene & Tropical Medicine and Dr F Sassi, A259

Availability: For MSc Health, Population and Society and, subject to agreement, other Master's students registered in the Department of Social Policy and at the London School of Hygiene & Tropical Medicine.

Core syllabus: This course develops basic economic concepts as they are applied to the health sector, and provides for specialisation in health economics.

Content: Distinction between health and health care. Nature of health care as an economic commodity. Opportunity costs and problems of rationing health care. Definitions of technical and allocative efficiency, and of various types of equity. How markets and insurance markets work, and how they can fail for health care. The economics of financing health care and different approaches taken by governments in different countries. Containing costs and efficiency. Costs: fixed, marginal and average costs. The measurement of hospital case-mix and risk in populations. The economics of paying providers and different approaches taken by governments in different countries. The measurement of health and utility. Discounting and risk aversion. Deriving Quality-Adjusted Life Years (QALYs) and Disability-Adjusted Life Years (DALYs). Using cost-utility analysis to set priorities.

Teaching: 10 lectures (SA414.1) and 10 seminars (SA414.2) held at LSE, MT.

Reading list: The following is a basic reading list for the course: N Barr, *Economics of the Welfare State*, OUP, 1998; G Mooney, *Key Issues in Health Economics*, Wheatsheaf, 1994; A J Culyer (Ed), *Competition in Health Care*, Macmillan, 1991; M F Drummond *et al.*, *Methods for the Economic Evaluation of Health Care Programmes*, OUP, 1997; A McGuire *et al.*, *The Economics of Health Care*, Routledge, 1988; A Mills & L Gilson, *Health Economics for Developing Countries*, a Survival Kit EPC Publication, LSHTM, 1988; A Mills & K Lee, *Health Economics Research in Developing Countries*, OUP, 1992.

Supplementary reading list: This is given at the beginning of the course and covers specialised texts and articles on each subject covered within the course.

Assessment: A two-hour written examination in the ST.

SA411

Foundations of Health Policy

Teachers responsible: Dr S Rifkin, A271, Professor A Mills, Department of Public Health Policy, London School of Hygiene & Tropical Medicine.

Availability: For MSc Health Policy, Planning and Financing, MSc Health, Population and Society, MSc International Health Policy, MSc Social Policy and Planning, MSc Social Policy and Planning in Developing Countries, MSc European Social Policy, MSc Demography, MSc Population and Development, MSc Development Studies, and other appropriate MScs. 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: The course provides the basic concepts, methods and techniques for health policy, planning and financing for countries at all levels of development.

Content: Topics covered will include: 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 (eg, 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). The market vs the state: theories of market failure; theories of state failure; the new public management and its relevance; the merits of key elements of the health reform agenda which affect the core roles of government (regulation, financing, resource allocation, provision) in countries at different levels of development; the roles of interest groups in reform design and implementation; the capacities governments require to manage the new arrangements and how such capacities can be strengthened.

Teaching: 22 lectures and 12 seminars plus a guest lecture series.

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; J Le Grand & W Bartlett, *Quasi-Markets and Social Policy*, Macmillan, 1993; World Bank, *Investing in Health*, 1993; F E Ashburner, L Fitzgerald & L Pettigrew, *The New Public Management in Action*, OUP, 1998; M S Grindle (Ed), *Getting Good Government: capacity building in the public sector of*

developing countries, Harvard Institute for International Development, 1997; A Mills (Ed), *Reforming Health Sectors*, Kegan Paul, (in press); A Mills, S Bennett & S Russell, *The Challenge of Health Sector Reform: what must governments do?*, Macmillan (in press); K Walsh, *Public Services and Market Mechanisms: competition, contracting and the new public management*, Macmillan, 1995; World Bank, *Bureaucrats in Business: the economics and politics of government ownership*, 1995.

Supplementary reading list: This is given out at the beginning of the course.

Assessment: 1. An assessed essay to be submitted in the last week of LT (40%). 2. A three-hour written paper in the ST (60%).

SA414

Health Economics

Teachers responsible: Professor C Normand, London School of Hygiene & Tropical Medicine, Dr F Sassi, A259, Professor M Knapp, J403, Dr J Fox-Rushby and Dr L Kumaranayake, Department of Public Health Policy, London School of Hygiene & Tropical Medicine.

Availability: For MSc Health Policy, Planning and Financing and, subject to agreement, other Master's students registered in the Department of Social Policy and at London School of Hygiene.

Core syllabus: This course develops basic economic concepts as they are applied to the health sector, and provides for specialisation in health economics.

Content: Distinction between health and health care. Nature of health care as an economic commodity. Opportunity costs and problems of rationing health care. Definitions of technical and allocative efficiency, and of various types of equity. How markets and insurance markets work, and how they can fail for health care. The economics of financing health care and different approaches taken by governments in different countries. Containing costs and efficiency. Costs: fixed, marginal and average costs. The measurement of hospital case-mix and risk in populations. The economics of paying providers and different approaches taken by governments in different countries. The measurement of health and utility. Discounting and risk aversion. Deriving Quality-Adjusted Life Years (QALYs) and Disability-Adjusted Life Years (DALYs). Using cost-utility analysis to set priorities. The theoretical foundations of economic evaluation. The design of a cost-effectiveness analysis and interpretation of cost-effectiveness ratios. Methods for measuring costs and outcomes of health interventions. Issues of generalisability of cost-effectiveness evidence. Sensitivity analysis. The impact of economic evaluation on decision making in health care.

Teaching: 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 *either* *Advanced cost-effectiveness analysis in healthcare* – LSE 10 x ½-day seminars (SA414.2) *or* *Economic Evaluation* – LSHTM, 2 days a week for 5 weeks *or* *Economics for Management and Policy* – LSHTM, 2 days a week for 5 weeks.

Written work: As well as seminar papers and practical work, the students will be expected to produce one piece of written work for assessment.

Reading list: The following is a basic reading list for the course: N Barr, *Economics of the Welfare State*, OUP, 1998; G Mooney, *Key Issues in Health Economics*, Wheatsheaf, 1994; A J Culyer (Ed), *Competition in Health Care*, Macmillan, 1991; M F Drummond *et al.*, *Methods for the Economic Evaluation of Health Care Programmes*, OUP, 1997; A McGuire *et al.*, *The Economics of Health Care*, Routledge, 1988; A Mills & L Gilson, *Health Economics for Developing Countries*, a Survival Kit EPC Publication, LSHTM, 1988; A Mills & K Lee, *Health Economics Research in Developing Countries*, OUP, 1992; M R Gold *et al.* (Eds), *Cost-effectiveness in Health and Medicine*, New York, OUP, 1996; F Sloan (Ed), *Valuing Health Care*, CUP, 1995; S Curry & J Weiss, *Project Analysis in Developing Countries*, Macmillan, 1994; C Dinwiddie & F Teal, *Principles of Cost-Benefit Analysis for Developing Countries*, CUP, 1996.

Supplementary reading list: This is given at the beginning of the course and covers specialised texts and articles on each subject covered within the course.

Assessment: An assessed essay to be submitted in the LT (40%). A three-hour written examination in the ST (60%).

SA422

Housing Economics and Finance

Teacher responsible: Professor C Whitehead, S377

Availability: MSc Housing; MSc Housing (International). Other students may attend where regulations permit.

Core syllabus: The course provides an introduction to the use of economic and financial analysis in the context of housing and their application to particular problems and policies.

Content: The course provides an introduction to financing, pricing, investment and allocation decisions in both private and social housing and to how they are affected by government policy. Topics include: The special attributes of housing and housing markets. The determinants of demand for housing. Forecasting housing demand and assessing the need for social housing. The determinants of investment in new and existing stock. The supply of new housing and its relation to land availability. Price determination in the short and long run. The economic rationale of government intervention. Mechanisms of government intervention and regulation, taxation and subsidy, income versus price subsidies; direct provision. The financing and subsidy systems as they apply to owner-occupation, private renting and the social sector. Paying for investment in social housing. The introduction of private finance into social housing.

Financing housing as part of urban regeneration and neighbourhood renewal. Examples will be drawn mainly from British housing policy, but with comparisons from other industrialised countries.

Teaching: 20 lectures MT and LT. 10 seminars MT and LT (start Week 4); 10 seminars LT and ST.

Reading list: A detailed reading list will be provided at the beginning of the course. Relevant texts include: R Muth & A Goodman, *The Economics of Housing Markets*; G Fallis, *Housing Economics*; D MacLennan, *Housing Economics*; J Hills, *Unravelling Housing Finance*; K Gibb & M Munro, *Housing Finance in the UK*; G MacCron & M Stephens, *Housing Policy in Britain and Europe*; P Williams (Ed), *Directions in Housing Policy*; M Kleinman, *Housing, Welfare and the State in Europe*; S Monk & C M E Whitehead, *Restructuring Housing Systems*.

Assessment: A three-hour written examination in the ST.

SA425

Income Maintenance and Social Security Policies

Teachers responsible: Professor D Piachaud, A243, Professor P Townsend, A201

Availability: For MSc Social Policy and Planning. This course is also open to students taking the MSc in European Social Policy, MSc in Social Policy and Planning in Developing Countries and other MScs. This course will be offered if there is a sufficient number of students.

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.

Teaching: Teaching comprises lectures and seminars.

Lectures: There are 20 lectures **Social Security Policy** (SA425.1) in the MT and LT 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 submit a written paper at the end of the first term.

Reading list: Basic reading for the course includes: 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; E Kingdon & J Schulz, *Social Security in the 21st Century*, Oxford, 1997; 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 reading for specific topics will be given at the start of the course.

Assessment: A three-hour written examination in the ST.

SA426

Hospital Economics and Management

Teachers responsible: Dr M R Bhatia, A225

Availability: An optional course for the MSc International Health Policy.

Core syllabus: A thorough understanding of the hospital as an economic unit. Students will be exposed to key issues of economic and managerial decision-making within a modern hospital organisation.

Content: The course is comparative in nature and builds on economic and managerial theories. The course material comprises: Economic theory of the firm. Quality of outcomes; Hospital reimbursement methods, role of the physician; Resource management; Hospital organization and structure (management agencies, performance measurement, organization development, management of professionals); Business planning, contracting and financial management for contracting; Quality assurance; Efficiency and effectiveness; Information systems for hospitals; Benchmarking. The above course material is supplemented with case studies from the international literature.

Teaching: 11 x 1-hour lectures and 5 x 2-hour seminars, MT; plus one revision seminar, ST.

Reading list: S E Berki, *Hospital Economics*, Lexington, 1972; R G Evans, 'Behavioural cost functions for hospitals', *Canadian Journal of Economics*, Vol 4, 1971, pp 198-215; T Packwood, J Keen & M Buxton, *Hospitals in Transition: The Resource Management Experiment*, Open UP, 1991; M Burrows et al, *Management for Hospital Doctors*, Oxford, 1994; R Stewart, *The Reality of Organisations: a Guide for Managers*, London, 1991; M F Drummond, A Maynard & N Wells, *Purchasing and Providing Cost-effective Health Care*, London, 1993; M M Wiley & R B Fetter, *Measuring Activity*

and Costs in Irish Hospitals: A Study of Hospital Case Mix, ESRI General Research Series, No 147, Dublin, 1990; Ch D Shaw, *Introducing Quality Assurance*, King's Fund, 1986.

Assessment: One assessed essay of no more than 3000 words (40%) to be submitted by the last day of the MT. A 2-hour written examination in the ST (60%).

SA427

Pharmaceutical Economics

Teachers responsible: Dr E Mossialos, J413

Availability: An optional course for the MSc International Health Policy. Students must have an understanding of basic Health Economics principles.

Core syllabus: A rigorous analysis of the economics of pharmaceuticals comprising pricing, financing and reimbursement decisions, the health versus industrial policy dilemma and a course on economic evaluation of pharmaceuticals.

Content: The course analyses the following areas: theories of industrial organization relating to high technology industries; structure of and competition in the international pharmaceutical industry; systems of pricing and financing of pharmaceuticals in OECD countries; supply-, demand- and proxy-demand-side cost containment measures. Industrial policy in the pharmaceutical sector and the economics of patents. Economic evaluation of medicinal products, in particular, methodologies and empirical implementation, cost-benefit analysis, cost-utility analysis, cost-effectiveness analysis, and how to perform economic evaluations. The above course material is supplemented by case studies from the international literature.

Teaching: 10 x 1-hour lectures and 5 x 2-hour seminars, LT; plus one revision seminar, ST.

Reading list: S O Schweitzer, *Pharmaceutical Economics and Policy*, OUP, 1997; P M Danzon, *Pharmaceutical Price Regulation*, AEI Press, 1997; B Abel-Smith & E Mossialos, 'Cost containment and health care reform: a study of the European Union', *Health Policy*, Vol 28, No 2, 1994; M Vandergrift & P Kanavos, 'Health Policy v. Industrial Policy in the Pharmaceutical Sector: The Case of Canada', *Health Policy*, September 1997; R E Evenson, 'Patents, R&D, and Invention Potential', *Proceedings of the American Economic Association*, Vol 83, No 2, 1993, pp 463-471; F A Sloan (Ed), *Valuing Health Care: Costs, Benefits, and Effectiveness of Pharmaceuticals and Other Medical Technologies*, CUP 1996; W C Bogner, *Drugs to Market*, Pergamon, 1996.

Assessment: One assessed essay of no more than 3000 words (40%) to be submitted by the last day of the LT. A 2-hour written examination in the ST (60%).

SA429

Social Exclusion, Inequality and the 'Underclass' Debate

Teachers responsible: Professor D Piachaud, A243, Mr P Robinson and others

Availability: For MSc students. Students may attend at the discretion of the teacher responsible.

Core syllabus: This course focuses on the related topics of the emergence of social exclusion as a key concept in social policy, the growth in equality and the theoretical and empirical issues provoked by the 'underclass' debate. There is an emphasis on relating concepts to empirical evidence. Evidence and literature from Britain, the USA and Europe are examined. **Content:** The 'underclass' debate: theory and evidence; the growth in inequality-evidence, trends and causes; family change and family issues; long term unemployment and welfare-to-work; is there an 'educational underclass'; area segregation and 'welfare ghettos'; the built environment and social exclusion; social exclusion and marginalisation in Europe.

Teaching: 10 Lectures and 10 Seminars, LT.

Written work: One written assignment is required (unassessed).

Reading list: R Lister, *Charles Murray and the Underclass: the developing debate*, IEA, 1996; C Jencks, *Rethinking Social Policy*, 1992; D J Smith, *Understanding the Underclass*, PSI, 1992; W J Wilson, *When Work Disappears*; J Hills (Ed), *New Inequalities*, 1996.

Assessment: A two-hour written examination in the ST.

SA431

Housing Law

Teachers responsible: Dr J Carrier, A238

Availability: For MSc 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.

Content: The course will cover:

(1) Introduction: legal concepts relating to housing, (2) Private rented sector: security of tenure, rent regulation. (3) Public rented sector: security of tenure, allocation policies, management, rents, sales. (4) Homelessness: responsibilities of local housing authorities. (5) Housing conditions, repairs, unfitness, statutory nuisances, over-crowding, clearance, improvement.

Teaching: Three x 1½-hr seminars in the MT, to introduce the English legal system.

10 x lectures and 10 x seminars in LT.

Reading list: M Zander, *The Law Making Process*; A Arden, *Manual of*

Housing Law; A Arden & M Partington, *Housing Law*; Partington & Hill, *Materials on Housing Law*; J Driscoll, *The Housing Act 1996* (1997); N Madge, *Housing Law Casebook* (1996); T Ingman, *The English Legal Process*; A Stewart, *Rethinking Housing Law*.

Assessment: A two-hour written examination in the ST.

SA433

Management Studies and Management Skills

Teacher responsible: Professor A Power, A239

Availability: For MSc/Diploma in Housing and MSc/Diploma Housing (International) students and other MSc students where regulations permit.

Core syllabus: The course is in two parts, Management Studies and Management Skills. It covers organisational management and the management of change with a focus on social housing management.

Content: *Management Studies* – Linking management theory, including strategic management, organisational structure, managing people and managing change, to current issues and practice in social housing.

Management Skills – The development of key skills including team work, negotiation, leadership, motivation, stress management and self-assessment.

Teaching arrangements:

Management Studies – Eight one-hour seminars with prominent housing policymakers and managers and 2x1½ hr workshops, MT.

Management Skills – Two and a half day residential training course at Cumberland Lodge. There is a subsidised charge for this course, which is detailed in the graduate prospectus and course brochure.

Reading list: D Osborne & T Gaebler, *Reinventing government: How the entrepreneurial spirit is transforming the public sector*, Plume, New York; C Handy, *Understanding organisations* (4th edn); DETR, *Modernising local government*, HMSO, 1998; M Pearl, *Social housing management*, Macmillan, 1997; R Tunstall, *Reinventing housing management*, LHF, 1999.

Assessment: One project to be submitted on the first Friday of the MT and one essay to be submitted by the last Friday of MT.

SA434

Foundations of Urban Studies

Teacher responsible: To be announced

Availability: Compulsory for MSc City Design and Social Science and MSc Housing Policy and Design students. Other graduate students may attend only with the permission of the teacher responsible.

Core syllabus: This course seeks to introduce students to key issues relating architectural and urban design to the sociology, politics, and economics of cities. The emphasis is not on a literature review of urban studies, but rather on major problems and difficulties which arise when we seek to connect physical design to social realities.

Content: The course explores the following problems:

1. The city as a place on the map and as a moral order
2. What makes a building 'urban'?
3. Movement and object
4. What density does to the way we see
5. Public space and the sociability of strangers
6. Tactile experience: bodies and buildings
7. The intensity of street life
8. Working spaces and the changing nature of work
9. The design of intimacy: housing and family life
10. Political space

Teaching: 10 weekly lectures and 8 weekly 1½-hour seminars, MT.

Reading list: M Weber (tr D Martindale & G Neuwirth), *The City*, London, 1966; S Giedion, *Space, Time and Architecture*, Cambridge Mass, 1949; L Mumford, *The City in History*, London, 1961; H Lefebvre, *The Production of Space*, Oxford, 1991; H Lefebvre, *Le Droit à la Ville*, Paris, 1968; D Harvey, *Social Justice and the City*, London, 1973; M Castells, *The Informational City*, Oxford, 1989; S Sassen, *Cities in a World Economy*, Thousand Oaks, CA, 1994; R Koolhaas, *S, M, L, XL*, New York, 1995; R Sennett, *The Fall of Public Man*, Cambridge, 1977; R Sennett, *Flesh and Stone*, London, 1994; S Kostof, *The City Shaped*, London, 1991; L Benevolo (tr G Culverwell), *The History of the City*, London, 1980; J Rykwert, *The Idea of a Town*, London, 1976; C Calhoun (Ed), *Habermas and the Public Sphere*, Cambridge, Mass, 1992; Selected writings of Michel Foucault, Georg Simmel & Jane Jacobs.

Assessment: A course essay of not more than 3,000 words (100%) on an approved topic to be submitted at the beginning of the LT.

SA435

NGO Management, Policy and Administration

Teachers responsible: Dr H Seckinelgin, N13d

Availability: For MSc in NGO Management. This course is compulsory for students on this degree. Students are expected to have some practical experience working in or with NGOs in the South.

Core syllabus: The course will provide an introduction to recent research on NGOs and the management of development. Students will be introduced to a broad range of concepts and theories to develop their understanding of the organisation and management of NGOs. The course will enable them to analyse organisational and management problems and concerns and to set them within broader policy issues.

Content: Major themes considered during the course include: the role of Northern and Southern NGOs in development; typologies of NGOs and

NGO activity; the political and economic context within which NGOs have become popular; NGO performance, efficiency and sustainability; NGO activities in political advocacy, policy change and development education; fundraising and income-generation strategies and practices; NGO relations with donor agencies; NGO relations with communities and grassroots organisations; NGO relations with government; NGO strategies for growth; NGO accountability to donors, governments and beneficiaries.

Teaching: Lectures (SA435.1). Weekly, MLS. Seminars (SA435.2). Weekly, MLS.

Written work: Students will be expected to produce three course essays of not more than 1,500 words each on titles supplied by the course teachers.

Reading list: The following publications are some of the key texts. Much of the relevant literature is contained in pamphlets and journal articles. Additional references will be provided at the start of the course and in the lectures.

D Billis & J MacKeith, *Organising NGOs: Challenges and Trends in the Management of Overseas Aid*; T Carroll, *Intermediary NGOs: The Supporting Link in Grassroots Development*; J Clark, *Democratizing Development: The Role of Voluntary Agencies*; M Edwards & D Hulme (Eds), *Making a Difference*; J Farrington & A Bebbington with K Wellard & D Lewis, *Reluctant Partners? Non-governmental Organizations, the State and Sustainable Agricultural Development*; A Fowler, *Striking a Balance: a guide to enhancing the effectiveness of NGOs in international development*; L Salamon & H K Anheier, *Defining the Nonprofit Sector: a cross-national analysis*; D Lewis (Ed), *International Perspectives on Voluntary Action*.

Assessment: The average marks of the two best of three essays submitted during the MT and LT (50%). A three-hour written examination in the ST (50%).

SA436

Planning and Regeneration

Teacher responsible: Dr R Tunstall, A240

Availability: Intended primarily for MSc in Housing; MSc Housing (International); MSc City Design and Social Science. Other students may attend where regulations permit.

Core syllabus: The course is intended to help students understand the British planning system and regeneration policy, with particular emphasis on their impact on housing.

Content: The rationale for a planning system, its aims, its elements of the system from national policy level through to local authority plans, to the factors affecting a development control decision. The impact of the planning system on the existing housing stock and planning to meet housing need. Public participation in planning. The planning and design of social housing. The development of urban regeneration. The impact of community regeneration and estate regeneration.

Teaching: 10 x 1½-hour lectures; 10 x 1-hour seminars, MT. There will be outside speakers and at least one field trip.

Reading list: B Cullingworth & V Nadin, *Town and Country Planning in Britain*, 1994; M Elson et al, *Green Belts and Affordable Housing: can we have both?*, 1996; A Coleman, *Utopia on Trial: vision and reality in planned housing*, 1985; S Muthesias & M Glendenning, *Tower Block*, 1995; B Robson et al, *Assessing the Impact of Urban Policy*, 1994; Urban Task Force, *Britain an Urban Renaissance*, 1999; Social Exclusion Unit, *Bringing Britain Together: a national strategy for neighbourhood renewal*, 1998; M Stewart & M Taylor, *Empowerment and Estate Regeneration*, 1995; J Foster, *Docklands: cultures in conflict, communities in transition*, 1998.

Assessment: An essay of not more than 2,000 words (40%) and a planning project of no more than 3,000 words (60%) to be submitted by the first Friday of the LT.

SA437

Urban Morphologies

Teacher responsible: Mr R Burdett, Y308

Availability: Compulsory for MSc City Design and Social Science students. Other graduate students may attend only with the permission of the teacher responsible.

Core syllabus: A review of 20th century urban design theories and methodologies of spatial analysis. Comparative case studies of the contemporary city. Identification of physical issues affecting social and economic performance. Analysis of the spatial and social organisation of public and private institutions, complex buildings and civic spaces and their relationship to urban form.

Content: The course will cover the following areas:

a) Techniques of spatial analysis of complex building and urban form and their application to current design practice; review of contemporary theories of urban space.

b) Comparative urban case studies focusing on: metropolitan and community issues; housing; public and private transport; compact and dispersed cities; real estate development, planning constraints; inner city regeneration and out-of-town development.

Teaching: 10 weekly lectures and weekly 1½-hour seminars, LT.

Reading list: P Hall, *Cities of Tomorrow*, Oxford, 1996; J Jacobs, *The Death and Life of the Great American City*, New York, 1961; A Rossi, *The Architecture of the City*, MIT Press, 1998; B Hillier, *Space is the Machine*, Cambridge, 1996; W H Whyte, *City, Rediscovering the Centre*, New York, 1988; Report of the Urban Task Force, *Towards an Urban Renaissance*, London, 1999.

Assessment: Students must submit an essay of not more than 3,000 words (50%) on an approved topic to be submitted at the beginning of the ST. A 2-hour written examination in the ST (50%).

SA438

Urban Infrastructure

Teacher responsible: Mr R Zogolovitch, c/o Y309

Availability: Compulsory for MSc City Design and Social Science students. Other graduate students may attend only with the permission of the teacher responsible.

Core syllabus: To develop a critical understanding of strategic design and implementation issues, and evaluation techniques that have a direct impact on the design of the urban environment and the socio-economic performance of cities.

Content: Infrastructure and sustainable development. Demand and supply. Relation between land use and transport. Management of the design process. Infrastructure project implementation. Economic aspects of urban growth. Land and real estate economics. Cost/benefit analysis. Case studies in implementation of large-scale infrastructure projects.

Teaching: 10 weekly lectures and 10 weekly 2-hour seminars in LT.

Reading list: A more comprehensive list will be issued at the beginning of LT. Key texts include:

C Buchanan *et al*, *Traffic in Towns: A Study of the Long Term Problems of Traffic in Urban Areas (The Buchanan Report)*, London, 1963; Chartered Institute of Transport, *Transport Infrastructure – Mobilising Private Investment*, London, 1993; Institution of Civil Engineering, *Sustainability and Acceptability in Infrastructure Development*, London, 1996; P W G Morris, *The Management of Projects*, London, 1994; E Noam, *Telecommunications in Europe*, Oxford, 1992; C Weinhaus & A Oettinger, *Behind the Telephone Debates*, Ablex Publishing Corp, 1993.

Assessment: A course essay of not more than 3,000 words (50%) on an approved topic to be submitted at the beginning of the ST. A 2-hour written examination in the ST (50%).

SA439

Managing Risk in Mental Health Care

Teachers responsible: Dr E Munro, A272 and Dr J Rungay, A258

Availability: For postgraduate students in Health and Social Services, Criminal Justice Policy, Social Policy and Planning and, subject to agreement, other MSc courses in the Department of Social Policy. The course is intended primarily for students with professional experience in the areas of mental health and/or criminal justice.

Core syllabus: The course examines policy, research and practice in the field of mental health, with an emphasis on community support of mentally disordered offenders and the vulnerable mentally ill. Issues in risk management within integrated care strategies are given particular attention. **Content:** Developments in law, policy and research concerning treatment of the mentally ill and personality disordered; the interface between mental health and criminal justice systems; relationships between mental disorder and crime, institutional and community care; issues in risk identification and management – vulnerability, relapse and offending; involvement and support of carers; effectiveness in multi-disciplinary work.

Teaching: Lectures: 23 weekly. Seminars: 23 weekly, sessional.

Written work: Students will be expected to prepare work for seminars.

Reading list: L Beutler & J Clarkin, *Systematic Treatment Selection*, 1990; L Blom-Cooper, H Hally & E Murphy, *The Falling Shadow: One Patient's Mental Health Care*, 1995; S Hodgins (Ed), *Mental Disorder and Crime*, 1993; J Monahan & H Steadman (Eds), *Violence and Mental Disorder: developments in risk assessment*, 1994; J Ogloff (Ed), *Law and Psychology: the broadening of the discipline*, 1992; J Ritchie, D Dick & R Lingham, *The Report of the Inquiry into the Care and Treatment of Christopher Clunis*, 1994; T Szasz, *Cruel Compassion: Psychiatric Control of Society's Unwanted*, 1994; D Wexler & B Winick (Eds), *Law in a Therapeutic Key: developments in therapeutic jurisprudence*, 1996; B Sales & S Shah (Eds), *Mental Health and Law: research, policy and services*, 1996.

Assessment: Two items of course work, one submitted at the beginning of the LT (25%) and one at the beginning of the ST (25%). A two-hour written examination (50%) in the ST.

SA440

Planning of Personal Social Services

Teacher responsible: Miss S Sainsbury, A250

Availability: There are no pre-requisites. 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.

Content: The evolution of the local authority social services departments. Problems of policy, organisation, staffing, and inter-agency co-ordination. 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: Weekly seminars accompanied by an optional lecture course. Seminars (SA440) 25 x 1½-hours, MLS; with optional Lectures, (SA205), 10 x 1-hour, MT.

Written work: Students are expected to prepare 2 papers for discussion in seminars and to write one essay before the end of MT.

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 (Seebom)*, 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.

Assessment: A three-hour written examination in the ST.

SA441

Planning Studies

Teacher responsible: Dr R Tunstall, A240

Availability: Compulsory for MSc Housing/Diploma and MSc 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 regeneration policy, with particular emphasis on their impact on housing.

Content: The rationale for a planning system, its aims, its elements of the system from national policy level through to local authority plans, to the factors affecting a development control decision. The impact of the planning system on the existing housing stock and planning to meet housing need. Public participation in planning. The planning and design of social housing. The development of urban regeneration. The impact of community regeneration and estate regeneration.

Teaching: 10 x 1½-hour lectures (SA436 **Planning & Regeneration**); 10 x 1-hour seminars, MT.

There will be outside speakers and at least one field trip.

Reading list: B Cullingworth & V Nadin, *Town and Country Planning in Britain*, 1994; M Elson *et al*, *Green Belts and Affordable Housing: can we have both?*, 1996; A Coleman, *Utopia on Trial: vision and reality in planned housing*, 1985; S Muthesias & M Glendenning, *Tower Block*, 1995; B Robson *et al*, *Assessing the Impact of Urban Policy*, 1994; Urban Task Force, *Towards an Urban Renaissance*, 1999; Social Exclusion Unit, *Bringing Britain Together: a national strategy for neighbourhood renewal*, 1998; M Stewart & M Taylor, *Empowerment and Estate Regeneration*, 1995; J Foster, *Docklands: cultures in conflict, communities in transition*, 1998.

Assessment: A planning project of no more than 3,000 words to be submitted by the first Friday of the LT.

SA443

Race and Housing

This is a one-day training session for Diploma in Housing students usually taken in their final year. 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 J Rungay, A258 and Mr D Cornish, A118

Availability: For MSc Criminal Justice Policy, MSc Crime Deviance and Control; LLM. This course is also open to other MSc students in consultation with their supervisors.

Core syllabus: The aim of the course is to provide a critical analysis of the historical, contemporary and future role of offender rehabilitation policies within the criminal justice system.

Content: Rehabilitation of offenders: the ideal, the model, the critiques and the reformation of the approach. Criminal justice process: intervention points and service agencies, juvenile justice, custodial, probation and after-care services, problems of coercion, accountability and multi-agency co-ordination, services for the mentally disordered, unemployed and homeless. Rehabilitation research: historical and contemporary perspectives. Methodological issues: planning, implementing and evaluating interventions; Rehabilitation methods: group work and milieu therapy; behavioural, social skills and 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: 20 weekly lectures MT & LT. 23 x 1½-hour weekly seminars, MT, LT & ST.

Written work: A critical evaluation of a rehabilitation project within the student's area of interest, to be submitted each term – MT, LT.

Reading list: T Palmer, *The Re-Emergence of Correctional Intervention*, 1992; E Rotman, *Beyond Punishment: A New View on the Rehabilitation of Criminal Offenders*, 1990; A T Harland (Ed), *Choosing Correctional Options That Work: defining the demand and evaluating the supply*, 1996; G Mair (Ed), *Evaluating the Effectiveness of Community Penalties*, 1997; J Inciardi, F Tims & B Fletcher (Eds), *Innovative Approaches in the Treatment of Drug Abuse*, 1993; J McGuire (Ed), *Offender Rehabilitation and Treatment: effective programmes and policies to reduce offending*, 2000; S Hodgins & R Muller-Isberner, *Violence, Crime and Mentally Disordered Offenders: concepts and methods for effective treatment and prevention*, 2000; P Raynor, *Crime, Justice and Rehabilitation*, 2000.

Assessment: A three-hour written examination in the ST.

SA445

Social Planning for Rural Development

Teacher responsible: Dr A Hall, A281

Availability: For MSc in Social Policy and Planning in Developing

Countries; MSc Population and Development; MSc Development Studies. This paper is one of the options available to MSc 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.

Content: The rural sector in national development, the agrarian transition, the concept of sustainable rural livelihoods, 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, co-operatives. Environmental aspects, management and community participation, the role of foreign aid and impact of structural adjustment policies on the rural sector, biotechnology, agricultural research and extension, micro-credit, management of rural development and participation, social diversity, food security, roles of government and NGOs.

Teaching: Introductory lectures are given. 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: A Shepherd, *Sustainable Rural Development*, 1998; 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; A Pearce, *Seeds of Plenty, Seeds of Want*, 1980; R Chambers, *Rural Development: Putting the Last First*, 1983; C K Eicher & J M Staatz (Eds), *International Agricultural Development*, 1998.

Assessment: Students are required to write an extended elective essay of 3000 words (25%). A three-hour written examination in the ST (75%).

SA446

Psychology and Crime

Teachers responsible: Mr D Cornish, A118 and Dr J Rungay, A258

Availability: This one-unit course is available as an option for MSc Criminal Justice Policy, MSc Crime, Deviance and Control, LLM students, and for other Master's students by agreement with their supervisors and as permitted by regulation.

Core syllabus: The aim of the course is to introduce students to a selection of theory and research from key areas of criminological psychology. The course critically evaluates the range of contributions made by psychology to the theory, prevention and treatment of criminal behaviour; the prevention and investigation of crime, and the understanding of criminal justice processes.

Content: Grouped into 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; property crime; mental disorder and crime.

Courtroom Processes: juror decision-making; testimony; sentencing decision-making; treatment of victims.

Crime Prevention and Investigation: victims and lifestyles; procedural analysis of crime; situational crime prevention; profiling of serial offenders.

Teaching: 20 lectures and 22 seminars (including revision)

Written work: Students will be expected to make a number of class presentations and write two essays.

Reading list: D A Andrews & J Bonta, *The Psychology of Criminal Conduct*, 1994; R Blackburn, *The Psychology of Criminal Conduct: Theory, Research and Practice*, 1993; P Feldman, *The Psychology of Crime: a social science textbook*, 1993; S Hodgins (Ed), *Mental Disorder and Crime*, 1993; C Hollin & K Howells, *Clinical Approaches to Sex Offenders and their Victims*, 1991; L N Robins & M Rutter (Eds), *Straight and Devious Pathways from Childhood to Adulthood*, 1990; J Rungay, *Crime, Punishment and the Addicted Offender*, 1998; R Stephens, *The Street Addict Role: a theory of heroin addiction*, 1991; G M Stephenson, *The Psychology of Criminal Justice*, 1992; M Felson, *Crime and Everyday Life: Issues and Insights for Society*, 1993; J Boros, I Munich & M Szegedi (Eds), *Psychology and Criminal Justice: International Review of Theory and Practice*, 1998; N J Pallone & J J Hennessy, *Criminal Behaviour: A proven psychological analysis*, 1992; J Tedeschi & R Felson, *Violence, Aggression and Coercive Actions*, 1994; J Meloy (Ed), *The Psychology of Stalking*, 1992.

Assessment: A three-hour written examination in the ST.

SA447

Foundations of Health Policy

Teacher responsible: Dr S Rifkin, A271

Availability: For postgraduate students mainly as a compulsory option paper for the MSc in Health and Social Services.

Core syllabus: A comparative approach to the development of health care systems in high, middle and low income countries, emphasising present and future policy options and problems.

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 (eg 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: The course consists of 10 lectures and 5 seminars in the MT. 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*, Longmans, 1994; A Green, *An Introduction to Health Planning in Developing Countries*, Oxford Medical Publications, OUP, 1992; J Le Grand & W Bartlett, *Quasi-Markets and Social Policy*, Macmillan, 1993; World Bank, *Investing in Health*, 1993.

Assessment: A two-hour written examination in the ST (60%). A coursework essay of not more than 2,000 words to be submitted at the end of the MT (40%).

SA448

Foundations of Social Service Policy

Teachers responsible: Miss S Sainsbury, A250 and others

Availability: For postgraduate students mainly as a compulsory option paper for the MSc 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.

Content: The current problems facing social care systems (demographic change, rising public expectations, social polarisation, changing social values, fiscal constraints); policy options and what we know of their effectiveness (eg the effectiveness of different kinds of social work action, options for preventive activity); systems for providing and financing social care (informal and self care, private markets, state provision, planned and quasi-markets).

Teaching: The course consists of 10 lectures and 10 seminars in the LT and 3 seminars in the ST. Students will participate in presenting at least one seminar paper.

Written work: Students will write one essay and present one piece of course work during the course.

Reading list: The following are useful introductory texts: H Brown & H Smith, *Normalisation: a reader for the nineties*, 1992; N Carter, R Klein & P Day, *How Organisations Measure Success*, 1992; K Jones, *Asylums and After: a revised history of the mental health services*, 1993; 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; G Wistow *et al*, *Social Care in the Mixed Economy*, 1994. A full bibliography will be provided with the programme of seminar topics.

Assessment: A coursework essay of not more than 2,000 words to be submitted at the end of the LT (40%). A two-hour written examination in the ST (60%).

SA449

Management in Health and Human Services

Teacher responsible: TBA

Availability: For postgraduate students mainly as a compulsory option paper for the MSc 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.

Content: A multi-disciplinary approach to management issues in public and voluntary agencies.

Teaching: 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: R Hall, *Organisations: structures, processes and outcomes* (6th edn); D Billis, *Organising Public and Voluntary Organisations*, 1993; P Day & R Klein, *Accountabilities*, 1987; R Hadley & D Forster, *Doctors as Managers*, 1993; C Handy, *Understanding Organisations*; Y Hasenfeld (Ed), *Human Services as Complex Organisations*, 1992; R Stewart, *The Reality of Organisations: a Guide for Managers*, 1993.

Assessment: A coursework essay of not more than 1,500 words to be submitted by 5pm on the Friday of the first week of the ST (40%). A two-hour written examination in the ST (60%).

SA450

Social Policy and Administration

Teachers responsible: Professor D Piachaud, A243 and others

Availability: For MSc in Social Policy and Planning; MSc Voluntary Sector Organisation. Also open to students taking the MSc in Criminal Justice Policy, the MSc in Health Planning and Financing, the MSc in Health and

Social Services and the MSc in European Social Policy and other MScs. Not available to any MSc/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.

Content: This course is concerned in general terms with social policy and with welfare services. It takes account of historical developments and includes, where appropriate, comparative developments in other countries, and focus on current policy questions. The course is divided into two parts, dealing with policy formation in the first part and policy implementation in the second.

Part One: growth and achievement of social policy; the political economy of social policy; demographic trends and their implications; the European dimension; the role of law in social policy; gender and social policy; poverty, unemployment and social exclusion.

Part Two: policy implementation: the mixed economy of welfare; organisational problems and front-line delivery; turning theory into practice; coping with conflicting goals; multiculturalism and equal opportunities; informal care and self-help; user involvement and participation.

Teaching: 20 weekly lectures (SA450.1) **Analysis of Social Policy and Administration.** 25 weekly seminars, sessional. 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; H Glennerster, *Paying for Welfare: the 1990s*, Harvester Wheatsheaf, 1997; M Hudson, *Managing without Profit*, Penguin, 1995; H Glennerster & J Hills, *The State of Welfare* (2nd edn), 1997; J Hills, *The Future of Welfare*, JR Foundation, 1993; R M Titmuss, *Essays on the Welfare State* (3rd edn), Allen & Unwin, 1976; H Glennerster, *British Social Policy since 1945*; E Esping-Andersen, *The Three-Worlds of Welfare Capitalism*.

A full bibliography will be handed out with the programme of seminar topics. Study packs will be available.

Assessment: A three-hour written examination in the ST.

SA451

Social Policy Research

Teacher responsible: Professor J Hills, R451 (with colleagues)

Availability: For MSc Social Research Methods (Social Policy), MSc Social Policy and Planning, MSc Health and Social Services and MSc European Social Policy.

Core syllabus: The course reviews applications of a wide variety of research methods to the study of social policy questions.

Content: The varied traditions and approaches to social policy research. Historical methods and archive research. Field studies: participatory research; understanding organisations at work; interviewing users, clients and policy-makers. Analysis of policy and of policy reform. 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.

Teaching: 20 lectures and 20 seminars (SA451). The lectures will be given by a member of staff expert in that particular method or topic and are followed by a seminar examining research exemplifying the approach and issues raised. Students will make at least one seminar presentation per term.

Written work: In addition to written versions of their seminar presentations, students will write at least two 3,000 word essays for the course.

Reading list: P Alcock *et al* (Eds), *The Student's Companion to Social Policy*; M Bulmer *et al*, *The Goals of Social Policy*; M Bulmer, *The Uses of Social Research*; C Hakim, *Research Design: strategies and choices in the design of social policy*; H Glennerster & J Hills (Eds), *The State of Welfare* (2nd Edn), 1997; C Robson, *Real World Research*; C Wenger, *The Research Relationship: Practice and Policy in Social Policy Research*.

Additional references will be supplied at the start of the course and in lectures.

Assessment: A three-hour written examination in the ST.

SA452

Social Policy, Planning and Participation in Developing Countries

Teachers responsible: Dr A Hall, A281 and Dr S Kumar, A226

Availability: For MSc in Social Policy and Planning in Developing Countries. This paper is a compulsory part of the MSc in Social Policy and Planning in Developing Countries. Students are expected to have a background in the social sciences and practical work experience in developing countries. Seminars draw extensively on case studies from the Third World and students should provide themselves with background information on their own countries, or one on which they intend to focus.

Core syllabus: The course is designed to give students a knowledge of the theory and methodology of social policy, 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.

Content: SA452.2 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, social capital; social exclusion; 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, 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 Logical Framework Analysis; gender planning methodology.

Teaching:

SA452.2: The Theory of Social Policy, Planning and Participation: Lectures: 20x1½hrs. Seminars: 20x1½hrs, sessional.

SA452.3a: Writing skills for SA452.2. Lectures and Workshops: 10x1½hrs, MT. Non-assessed. Students should also attend the course, *Long Essay and Research Methods SA4B1*, 10x1hr lectures, MT. Non-assessed.

SA452.3b: The Methodology of Social Policy, Planning and Participation in Developing Countries. Lectures: 10x1½hrs, LT.

Written work: In addition to the preparation of papers, workshop exercises and a project-planning exercise for the seminars, students will write essays for their tutors on the subject matter of the course.

Reading list: No one book covers the entire syllabus so that specialist lists for each topic will be provided. The following books are recommended:

M Hardiman & J Midgley, *The Social Dimensions of Development: Social Policy and Planning in the Third World*; J Brohman, *Popular Development: Rethinking the Theory and Practice of Development*; D Booth (Ed), *Rethinking Social Development*; J Toye, *Dilemmas of Development*; D Hulme & M Turner, *Sociology and Development: Theories, Policies and Practices*; J Midgley, *Social Development*; M Bulmer & D Warwick (Eds), *Social Research in Developing Countries*; M Cemea, *Putting People First: Sociological Variables in Rural Development*.

Assessment: A written report produced as part of the project planning exercise (25%) to be handed in at the end of week 9, LT. A three-hour written examination in the ST (75%).

SA456

Study Skills

Teacher responsible: Professor A Power, A239

Availability: For MSc Housing/Diploma and MSc Housing (International)/Diploma. Other students may attend where regulations permit (dependent on places available).

Core syllabus: The course comprises six short sessions lasting 30 minutes and covering basic study skills. Each session has a practice exercise of 10 minutes. The course is particularly helpful for students not experienced in LSE's formal lecture and examination structure.

SA457

Managing Change in Health and Social Services

Teacher responsible: Dr G Wilson, A270

Availability: For postgraduate students mainly as a compulsory option paper for the MSc 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 co-ordination 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.

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; mechanisms of co-ordination and control; management innovation, leadership and organisational learning; strategic management.

Teaching: 10 Lectures MT. 10 x 1½-hour Seminars MT.

Students will participate in presenting at least one seminar paper.

Written work: Students will write one essay and present one piece of course work to be handed in on 11 January 2002.

Reading list: N Flynn, *Public Sector Management*, 1993; L Metcalfe & S Richards, *Improving Public Management*, 1990; H Mintzberg, *Structure in Fives*, 1993; R Normann, *Service Management*, 1991; C Perrow, *Complex Organisations*, 1986; C Pollitt, *Decentralising Public Service Management*, 1998; S Ranson & J Stewart, *Management for the Public Domain*, 1994; L Willcocks & J Harrow (Eds), *Rediscovering Public Sector Management*, 1992.

Assessment: A course work essay of not more than 2000 words to be submitted at the beginning of the LT (40%). A two-hour written examination in the ST (60%)

SA458

Child Protection: Risk Assessment and Decision Making

Teacher responsible: Dr E Munro, A272

Availability: For postgraduate students in Health and Social Services, and, subject to agreement, other MSc courses in the Department of Social

Policy. It is intended primarily for students with experience in child protection work.

Core syllabus: The course examines the content and the structure of risk assessment and decision making in child protection work.

Content: Developments in law and policy relating to child protection; how the system is working. Definitions of child abuse. Theories and research on the incidence, causes and recognition of child abuse. Investigation methods and skills. Risk assessment: formal models; current empirical findings; use of assessment instruments. Decision theory; common errors of reasoning. Lessons from child abuse inquiries.

Teaching: 23 x weekly lectures, sessional. Seminars 23 weekly, sessional.

Written work: Students will be expected to prepare work for seminars.

Reading list: E Farmer & M Owen, *Child Protection Practice: Private Risks and Public Remedies*, 1995; J Gibbons, S. Conroy & C Bell (Eds), *Operating the Child Protection System*, 1995; National Research Council, *Understanding Child Abuse and Neglect*, 1993; D Gough, *Child Abuse Interventions: A review of the research literature*, 1993; D Thorpe, *Evaluating Child Protection*, 1994; A Gamsbrill, *Critical Thinking in Clinical Practice*, 1990; D Kahneman, P Slovic & A Tversky (Eds), *Judgement under uncertainty: Heuristics and biases*, 1982; D Lindley, *Making Decisions*, 1971.

Assessment: Two items of course work, one submitted at the beginning of the LT (25%) and one at the beginning of the ST (25%). A two-hour written examination in the ST (50%).

SA460

Urbanisation and Social Planning

Teacher responsible: Dr S Kumar, A226

Availability: For Postgraduate students with an interest in urban social policy in developing countries. Knowledge and experience of urban issues is desirable.

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.

Content: Conceptualising the urban arena; international institutions and urban policy; the city in theory and practice; migration, urbanisation and the urban-rural interface, poverty, inequality and social exclusion; urban livelihood systems; urban poverty in relation to age and gender variables; urban social movements; urban employment; urban housing; non-governmental organisations, community participation and urban social development, governance and urban management; decentralisation, privatisation and the provision of urban services; and urban health and the urban environment.

Teaching: Lectures: 6 x 1½hrs. Seminars: 14 x 1½hr Sessional.

Written work: All students are expected to read widely, make two seminar presentations during the year, and actively participate in seminar discussions and workshops. Additionally, students will be required to write short article or chapter reviews and a 3,000-word essay on an urban topic of their choice.

Reading list: A detailed reading list will be included in the seminar programme. The following is an introductory list of books: J Gugler (Ed), *Cities in the Developing World: issues, theory and policy*; J Hardoy & D Satterthwaite, *Squatter Citizen*; R J Skinner & M J Rodell (Eds), *People, Poverty and Shelter*; J Hardoy *et al*, *Environmental Problems in Third World Cities*; N Devas & C Rakodi (Eds), *Managing Fast Growing Cities*; J Beall (Ed), *A City for All: valuing difference and working with diversity*; S Bartlett *et al*, *Cities for Children*; UNHCS, *An Urbanising World: global report in human settlements*; J Seabrook, *In the Cities of the South: scenes from a developing world*.

Assessment: An extended 3000-word essay to be handed in on the first day of the ST (25%). A three-hour written examination paper in the ST (75%).

SA461

Voluntary Sector Policy and Administration

Teacher responsible: Dr H Anheier, N13b

Availability: Compulsory for students taking the MSc in Voluntary Sector Organisation. The course is intended for students interested in the study, policy analysis and management of the voluntary, non-profit or third sector in the UK and abroad. Other students may attend where regulations and place availability permit.

Core syllabus: The course is concerned with the development, role, contribution, policy and management of voluntary, non-governmental and non-profit organisations. It covers theoretical and applied approaches, focuses on service delivery and advocacy functions and draws on experiences from the UK, other EU countries and the United States.

Content: Approaches to the study of the voluntary sector; historical development, role and functions; economic, political and sociological theories; size, scope and structure of the voluntary sector in the UK and abroad; contributions and contemporary functions; organisational behaviour; management approaches, models and practices; funding, state-sector relations; current policy issues.

Teaching: Lectures: 23 x 1½-hour. Seminars: 23 x 1½-hours, sessional.

Written work: Students must produce three course essays of not more than 1,500 words each on titles supplied by the course teachers.

Reading list: The following are some key texts. Additional literature is provided in a course booklet at the start of the course, and on lecture handouts.

M Hudson, *Managing Without Profit*; D Billis & M Harris (Eds.), *Voluntary Agencies: Challenges of Organisation and Management*; L Salamon & H Anheier, *The Emerging Nonprofit Sector*; J Kendall & M Knapp, *The Nonprofit Sector in the United Kingdom*; W Powell (Ed), *The Nonprofit Sector: A Research Handbook*; J Davis Smith, C Rochester & R Hedley (Eds), *An Introduction to the Voluntary Sector*.

Assessment: The average mark of the two best of the three course essays submitted during the MT and LT (50%). A three-hour written examination in the ST (50%).

SA462

Welfare Rights

This is a one-day training session for Diploma in Housing students normally taken in their final year. Welfare Rights familiarises students with how to advise and help low income tenants with benefits and other income support, introducing the agencies, services and structure of the income support system.

SA464

Issues in Housing and Urban Policy

Teacher responsible: Professor A Power, A239

Availability: Primarily for MSc/Diploma in Housing and optional for MSc Diploma in Housing (International). Other students may attend where regulations permit.

Core syllabus: The changing organisation of housing in Britain, and other countries, with a focus on social housing.

Content: Different models of housing tenure: organisation and management of housing, alternative landlords, privatisation, tenant participation and control. Homelessness, access and affordability. Urban regeneration and brown field development. Social exclusion and housing; funding affordable housing; owner occupation and private renting in the 21st century.

Teaching: 10 Lectures, LT. 10 Seminars, LT.

Written work: Each student will prepare two 2,000-word essays and make accompanying class presentations.

Reading list: M Harloe, *The people's home*; A Power, *Estates on the Edge*; P Saunders, *A nation of homeowners*; H Glennerster & J Hills, *The State of Welfare: Urban Task Force Report*; A Power & R Rogers, *Cities for a Small Country*.

Assessment: A two-hour written examination in the ST.

SA465

Criminal Justice Policy – Long Essay

Teacher responsible: Dr J Peay, A462

Availability: For MSc 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 MSc 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 topic: The selection of the topic is a matter primarily for the student, though the approval of the supervisor is needed for topic registration.

Arrangements for supervision: The tutor or other designated supervisor should discuss the selection of the topic and its title with the student, advise about preliminary reading, methods and broad analytical approach; and comment on the draft version. At their discretion, supervisors may give additional advice and comments.

Assessment: The date for submission of the 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: Dr S Mangen, A261

Availability: For MSc 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 convenor and tutor by the sixth week of the MT and the final title of the Long Essay should be submitted to the course convenor by the end of the MT.

Arrangements for supervision: An appropriate tutor will be appointed to advise each candidate and comment on the first draft of the Long Essay.

Assessment: The completed essay, which should be typewritten, must be submitted by 21 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 G Wilson, A270

Availability: Compulsory for MSc 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. Workplace based field work is usual but not essential.

Selection of topic: The general subject area should be approved by the sixth week of the MT in the final year and the title should be submitted to the Course Administrator by the end of the MT.

Arrangements for supervision: An appropriate tutor will be allocated to the student at the end of the first year.

Assessment: The completed essay should be typewritten and must be submitted by 21 June in the final year of the course.

SA468

Health Policy, Planning and Financing – Report

Teachers responsible: Dr F Sassi, A259 and Dr H-R Douglas, London School of Hygiene and Tropical Medicine.

Availability: This course is intended for students studying on the MSc Health Policy, Planning and Financing who have extensive experience in that area.

Core syllabus: The purpose is to allow students to explore, in depth, health policy topics, applying analysis and techniques studied in other parts of 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 MT.

Arrangements for supervision: An appropriate tutor will be appointed to advise each candidate and comment on the first draft of the Report.

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.

SA469

Housing Dissertation

Teacher responsible: Dr R Tunstall, A240

Availability: For MSc and MSc/Diploma Housing and MSc Housing (International).

Core syllabus: A dissertation of not more than 10,000 words on a housing topic to be approved by the candidate's teachers. The dissertation offers the opportunity for a detailed and thorough exploration of an area of special interest to the student. It involves original research.

Supervision and teaching: Students will pursue their dissertations under the supervision of a member of the Department who will offer advice on choice and scope of subject, methodology, reading and construction of the work. Comments will be provided on an initial draft.

Assessment: The dissertation must be submitted to the Course Director by 31 May (MSc/Diploma Housing) or 14 September (MSc Housing). It should be typewritten. The Department will issue precise details on format and presentation. Candidates may be called for an oral examination if the Examiners wish to satisfy themselves that the dissertation is the candidate's own work.

SA470

NGO Management – Dissertation

Teachers responsible: Dr D Lewis, N12c and Dr H Seckinelgin, N13d

Availability: For MSc in NGO Management. This course is compulsory for students on this degree.

Core syllabus and objective: A dissertation on a topic related to NGO Management and approved by the candidate's teachers. The dissertation offers the opportunity for detailed exploration, under supervision, of an area of special interest to the student. It may involve original fieldwork or the analysis, appraisal and application of existing literature.

Supervision and teaching: Students will pursue their dissertations under the supervision of one of their course teachers who will offer advice on the choice and scope of subject, methodology, reading, construction and presentation of the work. Comments will be provided on an initial draft. There will be weekly seminars, beginning in the LT, to enable students to explore their proposals and plans as a group.

Assessment: The dissertation must be submitted to a course teacher by the 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, A243 and tutor

Availability: For MSc 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 MT and the final title of the Long Essay should be submitted to the course convenor by the end of the MT.

Arrangements for supervision: An appropriate tutor will be appointed to advise each candidate and comment on the first draft of the Long Essay.

Assessment: The completed essay, which should be typewritten, must be submitted by Friday, 15 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, A281

Availability: The dissertation is a course requirement for all those taking the MSc 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, in consultation with the supervisor. An outline proposal is developed on SA452.3A and discussed with the supervisor.

Arrangements for supervision: The supervisor will provide regular supervision and provide feedback.

Assessment: The dissertation must be submitted to the Course Administrator by 10 September. 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 H Anheier, N13b

Availability: Compulsory for students taking the MSc in Voluntary Sector Organisation.

Core syllabus: A dissertation on a topic related to the voluntary sector and approved by the candidate's teachers. The dissertation offers the opportunity for detailed exploration, under supervision, of an area of special interest to the student. It may involve empirical research (case studies, policy analysis, surveys), or the analysis and appraisal of existing literature.

Supervision and teaching: Students will pursue their dissertations under the supervision of one of the course teachers who will offer advice on the choice and scope of subject, methodology, reading, analysis and presentation of the work. Comments will be provided on an initial draft. There will be 18x 1½-hour seminars, sessional, to review research skills and methodology, and to enable students to explore their proposal as a group.

Assessment: The dissertation must be submitted to a course teacher by 15 June. It should be not more than 10,000 words, be typewritten and conform to standard social science style in presentation and citation.

SA477

H NA 01/02

Legal Aspects of Service Development and Provision

Teacher responsible: Dr J Carrier, A238

Availability: An optional course for students on the MSc 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.

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 Service 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: 10 Lectures, LT, 10 Seminars (1½-hours), LT.

Written work: Prepared papers will be expected for class discussion.

Reading list: H L A Hart, *The Concept of Law*; R Dworkin, *Law's Empire*; M Zander, *The Law Making Process* (4th edn); R Cranston, *The Legal Foundations of the Welfare State*; J Driscoll, *The Housing Act, 1996*; C Newdick, *Who Shall We Treat*; J W Harris & R Cross, *Precedent in English Law*; R Cross, *Statutory Interpretation* (3rd edn), 1995; J A G Griffith, *The Politics of the Judiciary* (5th edn), 1997; various law reports to be recommended.

Assessment: A two-hour formal written examination in June.

SA478

International Housing and Social Change

Teacher responsible: Professor A Power, A239

Availability: For MSc Housing (International) and MSc/Diploma Housing (International); MSc Housing Policy and Design; MSc City Design and Social Science; MSc Development Management; MSc Development Studies; MSc Social Policy and Planning; MSc Cities, Space and Society. Other students may attend where regulations permit.

Core syllabus: Key urban and housing issues facing developed and developing countries.

Content: Urbanisation and rapid urban growth, informal settlements, owner-occupied and rented housing, housing finance and affordability, government intervention and housing provision, community development, self-help and participation, slums and upgrading, Homelessness, social segregation and ethnic tensions. International pressures and programmes. Housing and social needs in an urbanising world; how cities and citizens cope in developing and developed countries.

Teaching: 20 Lectures, MT and LT. 20 Seminars, MT and LT. There will be 5 revision seminars in the ST.

Written work: Each student will prepare 4 x 2,000 word essays and make accompanying class presentations.

Reading list: UN, *An Urbanising World*; B Aldrich, *Housing the urban poor*; A Power, *Estates on the edge*; C Jencks, *Homelessness*; Satterthwaite & Hardy, *Squalter Settlements*; Van Vliet, *International Housing Policy*; Basrah, *Our Urban Future*; D Satterthwaite, *Sustainable Cities*.

Assessment: A three-hour written examination in the ST.

SA479

H

The Development of Housing Policy

Teachers responsible: Professor A Power, A239 and Dr R Tunstall, A240

Availability: For MSc/Diploma Housing, MSc Housing (International), MSc Housing Policy and Design, MSc City Design and Social Science, MSc Social Policy and Planning, MSc Cities, Space and Society. Other students may attend where regulations permit.

Core syllabus: The development of housing policy from the late nineteenth century to the present day, with a focus on social housing.

Content: the development of social housing, the post-war drive for mass house building, the growth of owner-occupation and the decline of the private rented sector, problems within social housing, radical housing change since the 1980s, European housing policies.

Teaching: 10 lectures, MT. 10 seminars, MT. There will be revision seminars in the ST.

Written work: Each student will prepare two 2,000-word essays and make accompanying class presentations.

Reading list: J Burnett, *A Social History of Housing*; Wohl, *The Eternal Slum*; P Dunleavy, *The Politics of Mass Housing in Britain 1945-75*; M Burbidge *et al.*, *Investigation of Difficult to Let Housing*; A Coleman, *Utopia on Trial*; A Power, *Property Before People*; *Hovels to High Rise*.

Assessment: A two-hour written examination in the ST.

SA480

H NA 01/02

Advanced Population Analysis

Teacher responsible: Professor J Hobcraft, A251

Availability: For MSc in Demography. Also available to students taking MSc in Population and Development. Students must take **Basic Population Analysis** (SA481) or equivalent and must have a familiarity with personal computers.

Core syllabus: This course provides a computer-based introduction to techniques of indirect demographic estimation; the tabular analysis of large-scale demographic survey data; and multivariate analysis of such demographic data.

Content: The course comprises three blocks:

- 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).
- 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.
- 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: Ten one-hour lectures and ten two-hour computer sessions in the LT (SA480).

Assessment: The course will be assessed on the basis of three assignments (100%).

SA481

H

Basic Population Analysis

Teacher responsible: Dr A Gjonca, A229

Availability: For MSc Demography; MSc Population and Development; MSc Development Studies and MSc Statistics. Also available to other MSc students. Beyond a basic numeracy, there are no pre-requisites.

Core syllabus: This course covers the basic principles and techniques of population analysis. Topics covered include the analysis of mortality, fertility, nuptiality, and migration, as well as the basic principles of population projection.

Content: The construction, interpretation, and uses of life tables. The measurement and analysis of fertility and birth intervals. Natural fertility and the proximate determinants of fertility, including Bongaarts' framework. Cohort and period approaches to measurement. Nuptiality and reproductivity. The basic measurement of migration. Component population projections. The use of models in demography.

Teaching: 10 x 1½-hour lectures and 10 x 1½ seminars (SA481), MT.

Written work: Students will be expected to complete exercises and write a number of essays.

Reading list: A detailed reading list will be provided at the start of the course. A useful basic text is *Methods and Models in Demography* by C Newell, 1988; or, alternatively, *Demographic Techniques* by A H Pollard, F Yusuf & G N Pollard, 1990.

Assessment: A two-hour written examination in the ST.

SA482

H NA 01/02

Demographic Data Collection, Sampling and Surveys

Teacher responsible: Dr E Coast, A232

Availability: For MSc in Demography. Also available as an optional course for MSc in Population and Development and other MSc students where regulations permit.

Core syllabus: The course deals with the main qualitative and quantitative methods of collecting demographic data. Problems associated with both the data collection and the data themselves are addressed, in developed and less developed societies.

Content: The course addresses key question such as:

- Why is demographic data collected?
- What are the main sources of demographic data?
- How might qualitative demographic data be collected?
- What are the key elements of questionnaire design?
- What are the key elements of demographic data quality?
- How might demographic data quality be improved?
- What are the problems associated with data collection in less developed countries?
- What factors should be taken into consideration when designing a sample survey?

The course covers a range of topics, including: the uses of demographic data; sources of demographic data, including censuses, vital registration and retrospective surveys; the historical development of demographic data; basic survey design; sampling strategies; questionnaire design; issues of data collection in less developed societies; the use of qualitative techniques for the collection of data, including focus group discussions; data errors and quality; census design and execution; major demographic sample surveys (including the World Fertility Surveys and Demographic and Health Surveys) and government social surveys (with specific reference to Britain).

Teaching: Lectures: 10 x SA482, MT. Seminars: 10 x SA482, MT.

Written work: Students are expected to prepare a seminar presentation and an essay (circa 1500 words) during the term.

Reading list: Reading lists are provided at the beginning of each term along with topics for class presentations. Some key overview texts include: D Lucas & P Kane, *Asking demographic questions*; M Bulmer & D Warwick (Eds), *Social research in developing countries*; A Basu & P Aaby, *The methods and uses of anthropological demography*; C Moser & G Kalton, *Survey methods in Social Investigation*; D J Casley & D A Lury, *Data Collection in Developing Countries*; J C Caldwell, *Micro approaches to demographic research*.

Assessment: A two-hour written examination in the ST.

SA484

H NA 01/02

Demography of Developed Societies

Teacher responsible: Dr A Gjonca, A229

Availability: For MSc 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.

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 convergence 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 urbanisation and counter-urbanisation. 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: Lectures: 10 x 1½-hours and ten corresponding seminars, LT.

Reading list: A detailed list will be provided at the start of the course.

Assessment: A two-hour written examination in the ST.

SA485

H

Methods for Population Planning

Teacher responsible: Professor M Murphy, A234

Availability: For MSc in Population and Development and other MSc students where regulations permit. 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 MSc. Students will undertake a number of computer-based assignments.

Content: The role of population projections in the population planning and development process. The basis of projections of international agencies. The formulation of projection assumptions and methods of making projections. Projections for particular sub-groups such as households, families, urban, sub-national and labour force ones. The implications of uncertainty for the planning process.

The construction, quality and application of projections produced by international agencies.

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.

Teaching: 10 x two-hour seminars and 10 x one-hour computer-based practicals.

Reading list: Relevant documents will be provided at the start of the course, mainly in the form of electronic documents.

Assessment: Assessment will be by two coursework assignments, which will involve the formulation, execution and writing up of a project concerned with a model for population planning.

SA488

Development of Social Policy

Teachers responsible: Professor D Piachaud, A243 and others

Availability: For MSc/Diploma in Housing and MSc/Diploma Housing (International) and MSc Housing Policy and Design only.

Core syllabus: Broad themes affecting social policy in Britain and other advanced industrial societies.

Content: This course will deal with social policy formation: growth and achievement of social policy; the political economy of social policy; demographic trends and their implications; the European dimension; the role of law in social policy; gender and social policy; poverty, unemployment and social exclusion.

Teaching: 10 weekly lectures (SA450.1) **Analysis of Social Policy and Administration**, MT and 10 weekly seminars (SA488) MT.

Reading list: Some introductory texts are: M Bulmer, J Lewis & D Piachaud (Eds), *The Goals of Social Policy*, Unwin Hyman, 1989; H Glennerster, *British Social Policy since 1945*; H Glennerster, *Paying for Welfare: the 1990s*, Harvester Wheatsheaf, 1997; 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. Study packs will be available.

Assessment: A two-hour written examination in the ST.

SA490

Population and Development: An Analytic Approach

Teacher responsible: Professor T Dyson, A224

Availability: For MSc in Population and Development. Also available to other MSc 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.

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.

Teaching: Ten x 1½-hour lectures and ten x 1½-hour seminars, MT.

Reading list: A detailed reading list will be provided. Some essential sources are: T Dyson, *Population and Food: global trends and future prospects*, Routledge, 1996; R H Cassen (Ed), *Population and Development: Old Debates, New Conclusions*, Overseas Development Council, Washington DC, 1994; World Bank, *Population Change and Economic Development*, Washington DC, 1985; and *Population and Development Review*, a Journal published quarterly by the Population Council, New York.

Assessment: A two-hour written examination in the ST.

SA491

Population Policies: Evolution and Impact

Teacher responsible: Professor J Hobcraft, A251

Availability: For MSc in Population and Development, MSc Development Studies, MSc Gender, MSc Gender and Development, MSc Gender and

Social Policy, MSc Health, Population and Society and MSc City, Design and Social Science.

Core syllabus: This course examines the evolution of population policies and programmes at both the international and national levels. It is thus concerned with the interplay between politics and demography in shaping policies and programmes on health, fertility and family planning, population distribution, and population size.

Content: The international context; the role of the United Nations and other international agencies; the role of USAID and other major donors. How have priorities changed over time and what forces have shaped these changes? What impact do these external forces have in determining policies and programmes at the national level? What are the benefits and distortions involved in the interplay between the donor community and recipient countries? What role is played by international NGOs? What are the broad regional differences in approaches to these issues and how do these differences arise? The role of broader scientific and political contexts: sustained economic growth and sustainable development; colonial heritage; small is beautiful; the Club of Rome and zero population growth movement; the politics of the new right and the Reagan administration; the women's movement; and organised religion, especially the Vatican and Islam.

The national context: the shaping of policies and programmes in individual countries and their consequences for programmes in other countries. Examples of influential policies and programmes will include China's health and family planning programmes; and Indonesia and Bangladesh as shapers of international policy on the management of family planning programmes. How policies and programmes respond to differing circumstances: the role of religion and tradition; the public/private mix; strong and weak states; levels of development; democracy and human rights; coercion and choice; experiments and demonstration effects; political will; and the role of NGOs.

During the course the policies and programmes of a wide range of societies and agencies will be examined, including examples of successful and unsuccessful programmes. Lessons about good practice will be drawn.

Teaching: Ten x 1½-hour lectures and ten x 1½-hour seminars, MT.

Reading list: A detailed reading list will be provided at the start of the course. A good introduction to international debates can be obtained from L A Mazur (Ed), *Beyond the Numbers: A Reader on Population, Consumption and the Environment*, Island Press, Washington, 1994.

Assessment: A two-hour written examination in the ST.

SA492

Reproductive Health Programmes: Design, Implementation and Evaluation

Teacher responsible: Dr E Coast, A232

Availability: For MSc in Population and Development and MSc Demography. Also available for other MSc students where regulations permit.

Core syllabus: This course is primarily concerned with the effectiveness and efficiency of reproductive health programmes especially those that deliver services. The key issues addressed are the design of programmes, their effective implementation, and their evaluation.

Content: The course addresses key questions such as:

What role can the mass media play in communicating reproductive health messages?

What are the key elements of a reproductive health programme?

What special sexual and reproductive needs do adolescents have?

Should violence against women be considered a reproductive health issue? How appropriate is social marketing as a means of increasing contraceptive use in developing countries?

What are the main causes of maternal death in the less developed world?

The course covers a wide range of topics, including: the organisation of programmes; issues of strategic management; personnel training; logistics and commodity supply; the tools of management and evaluation, including management information systems; information, education and communication, including the role of the mass media; innovative approaches to reproductive health education, including an examination of the role of formal education and curriculum content; violence against women as a reproductive health issue; meeting the reproductive health needs of "special" groups, including adolescents and refugees; the use of social marketing; issues of quality in service delivery; techniques for evaluating programme effectiveness.

Teaching: 10 Lectures and 10 Seminars, LT.

Written work: Students are expected to prepare a seminar presentation and an essay (circa 1500 words) during the term.

Reading list: Reading lists are provided at the beginning of each term along with topics for class presentations. There is no single key text. The following journals are of key importance: *Studies in Family Planning*, *Population Reports*, *International Family Planning Perspectives*, *Population Council Working Papers*, *Health Transition Review*, *Social Science and Medicine*.

Assessment: A two-hour written examination in the ST.

SA493

Population Trends and Processes in the Developing World

Teacher responsible: Dr E Coast, A232

Availability: For MSc in Population and Development. Also available to other MSc students where the regulations permit.

Core syllabus: The course provides an up-to-date and comprehensive account of the population trends in less developed societies. The course is

substantive in content, and examines population size, distribution, rates of growth, fertility, mortality, disease and migration. The main determinants of these variables and their principal consequences are also examined.

Content: The course addresses key questions such as:

How important is economic development for mortality decline?

Why does the educational level of the mother appear to be such a powerful factor in accounting for differences in child mortality in many developing countries?

What are the consequences of famine for levels of fertility, mortality and migration?

What are the demographic consequences of HIV/AIDS?

What are the socio-economic implications of population ageing in Asia?

How is malnutrition defined and measured?

The course covers a wide range of topics, including: the distribution of the world's population between major countries and regions; differentials in population age and sex composition; variation in rates and patterns of fertility, mortality and population growth; levels and trends of urbanisation; the extent of national and international migration flows; determinants of fertility – marriage patterns, breastfeeding, contraception, abortion; the relationships between fertility and mortality and socio-economic variables such as income and education; major disease profiles, including malaria, diarrhoea and HIV/AIDS; famine demography; the consequences of rapid fertility decline, including population ageing and issues of old age care.

Teaching: 10 Lectures and 10 Seminars, LT.

Written work: Students are expected to prepare a seminar presentation and an essay (circa 1500 words) during the term.

Reading list: Reading lists are provided at the beginning of the course along with topics for seminar presentations. Some key overview texts include:

M Livi-Bacci, *A concise history of world population*; W Lutz, *The Future Population of the World*; United Nations, *World Population Prospects*.

Assessment: A two-hour written examination in the ST.

SA495

Statistics and Computing for Demographers

Teacher responsible: Professor M Murphy, A234

Availability: MSc 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.

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: SA495 10 x 2-hours MT.

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-Life*, 1988.

Assessment: Non-examinable.

SA496

Fertility and Mortality in Their Socio-Economic

Context: Research Seminars

Teacher responsible: To be announced

Availability: Mainly for MSc and PhD students in Demography and Population and Development.

Content: Seminar presentations of work in progress or complete, by researchers inside and outside the School.

Assessment: Non-examinable.

SA498

Demography – Dissertation

Teacher responsible: MSc Convenor and personal supervisor

Availability: This course is intended for students taking the MSc 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.

Assessment: The completed dissertation must be submitted by 1 September in the year of examination.

SA499

Population and Development – Dissertation

Teacher responsible: MSc Convenor and personal supervisor.

Availability: This course is intended for students taking the MSc in Population and Development.

Core syllabus: The purpose is to allow students to explore a particular research topic in depth.

Selection of topic: The topic of the dissertation is selected in consultation with the student's personal supervisor.

Arrangements for supervision: An appropriate dissertation tutor will be appointed to advise each student as the work proceeds. In addition, students are given a class on research and dissertation writing.

Assessment: The completed dissertation must be submitted by 1 September in the year of examination.

SA4A1

Critical Studies of Cities and Regions

Teacher responsible: Professor E Soja, Y310

Availability: For MSc City Design and Social Science and MSc Regional & Urban Planning students. Also available to other MSc students where regulations permit.

Core syllabus: This course aims to introduce students in the various spatially-oriented disciplines (architecture, urban and regional planning, geography, sociology) to recently developed approaches to the critical study of cities and regions. The primary emphasis will be on the interplay between urban culture and the geopolitical economy both in terms of an empirical understanding of contemporary urbanisation processes and as a field of inquiry that combines urban and regional analysis with critical cultural studies (post-structuralism, post-colonial critiques, post-modern feminism). Integrating the historical and contemporary discussions is a critical rethinking of the concepts of space and the social spatiality of urbanism. Comparisons will be drawn mainly from Los Angeles and London.

Content: Lectures will cover the following topics

1. New developments in spatial theory and urban studies
2. Rethinking the origins of cities: the three Urban Revolutions
3. Modernity and the Industrial Capitalist Metropolis
4. Postmodernity and the New Urbanisation Processes
5. Industrial restructuring and the Postfordist metropolis
6. Globalisation processes: capital, labour, culture
7. Exopolis and the Fractal City: social and spatial polarisations
8. Controlling the Postmetropolis: police vs. polis
9. Simcities: restructuring the urban imaginary
10. Spatial justice and regional democracy

Teaching: 10 x 2-hour lectures in the MT.

Reading list: E Soja, *Thirdspace: Journeys to Los Angeles and Other Real-and-Imagined Places*, and *Postmetropolis: Critical Studies of Cities and Regions*; M Storper, *The Regional World*; A Scott, *Regions and the World Economy*; D Harvey, *Social Justice and the City*; J Jacobs, *The Economy of Cities*; Watson & Gibson (Eds), *Postmodern Cities and Spaces*; Syngedouw & Merrifield, *The Urbanization of Injustice*; Dear, *The Postmodern Urban Condition*.

Assessment: There will be two assessed essays of 2500 words each (100%) to be handed in during the MT.

SA4A2

Health, Population and Society

Teacher responsible: Professor M Murphy, A234

Availability: For MSc in Health Population and Society, MSc in Demography. Also available to other MSc students where regulations permit. There are no pre-requisites.

Core syllabus: This course brings together the main issues in health, population and society in developed and developing countries. It covers basic techniques and measurements of health, mortality, and morbidity. Issues such as determinants of health, societal and health changes, as well as policy responses to health and population changes will be dealt with in detail.

Content: Global health and population trends. Determinants of health and mortality in developed and developing societies. Health and societal changes: family changes and health, unemployment and health, poverty disadvantages and health, disability and health, health of the elderly and coping with ageing in the 21st century. Prospects for health and mortality in decades to come. Techniques of mortality analysis: life-table analyses, standardisation, and other mortality indicators. Measurements of health: self-reported measurements, 'objective' measurements of morbidity and health service use indicators. Key issues in public health in developed and developing countries. Policy responses to health, population and societal changes: Reform of welfare state and its impact on health, setting priorities for health improvements – international and national context. Special cases of health policies: UK-Health of the Nation policy. The Canadian experience, WHO – Health for All policy and others.

Teaching: 24 lectures and 11 seminars.

Reading list: A detailed reading list will be provided at the beginning of the term.

Assessment: A three-hour written examination in the ST.

SA4A3

Social and Political Aspects of Regional and Urban Planning.

Teachers responsible: Dr A Thornley, S420 and other

Availability: For MSc Regional and Urban Planning. Other postgraduate students may attend where regulations permit.

Core syllabus: The course will explore the impact of key social and political processes on the activity of urban and regional planning. These processes will be explored from the global, through national, to local scale.

Content: Globalisation and its impact on cities and urban planning. The 'World City' debate. The impact of political ideology on planning

intervention. The effect of different institutional structures on the nature and form of the planning system across Europe. Processes of gentrification and social segregation in cities. Theories of urban politics. The changing governance of selected cities including London and its effect on urban policy. Debates on the concept of 'community' and its relevance for planning. Participation in the planning process.

Teaching: 10 lectures and 8 seminars in the MT.

Written work: Students will be required to submit a 3,000-word essay. In addition work will be undertaken for a seminar presentation.

Reading list: D Held & A McGrew (Eds), *The Global Transformation Reader*, J Short & Y Kim, *Globalization and the City*, S Sassen, *The Global City*, A Thornley, *Urban Planning under Thatcherism*, P Newman & A Thornley, *Urban Planning in Europe*, D Judge et al, *Theories of Urban Politics*, D Hill, *Urban Policy and Politics in Britain*, S Feinstein, *The City Builders: Politics and Planning in London and New York*, S Feinstein et al, *Divided Cities: New York and London in the Contemporary World*, N Smith, *The New Urban Frontier: gentrification and the revanchist city*, C Jencks & P Peterson, *The Urban Underclass*, D King & G Stoker, *Rethinking Local Democracy*, A Etzioni, *The Spirit of Community*.

Assessment: Course work in the form of a 3,000 word essay (25%). A two-hour written examination in the ST (75%).

SA4A5

Gender and Social Policy – Dissertation

Teacher responsible: Dr K Rake, A262

Availability: Compulsory for MSc Gender and Social Policy.

Core syllabus: The purpose is to allow students to study a topic in depth researching the literature and analysing a subject: often these essays involve original perspectives or research.

Selection of Topic: The area of study is defined by the student, with the supervisor's assistance if necessary. The final title of the dissertation should be submitted to the course tutor by the end of the MT.

Supervision: An appropriate tutor will be appointed to advise each student and to comment on the first draft of the dissertation.

Assessment: The completed essay, which must be typewritten, should be submitted by the last Friday in August in the year of the examination. It must not exceed 10,000 words.

SA4A6

International Health Policy – Dissertation

Teachers responsible: Dr E Mossialos, J413 and Dr M R Bhatia, A225

Availability: Compulsory for the MSc International Health Policy

Core syllabus: The purpose is to allow students to study a topic in depth researching the literature and analysing a subject. Often, the MSc dissertation may involve original perspectives or research. The dissertation will be written during the summer period, typically from the end of June to early September, whilst students are on an internship with an organisation of their choice.

Selection of topic: The area of study is defined by the student, with the supervisor's assistance, if necessary. At times, the institution hosting a student during their internship may propose a topic suitable for a dissertation. This will be taken into consideration and the student with their supervisor needs to ensure that the topic in question leads to a dissertation that meets academic standards. The final title of the dissertation, together with a detailed outline, methodology and a list of references are due before the student embarks on his/her internship during the summer period.

Supervision: An appropriate academic tutor will be appointed to advise each student and to comment on the first draft of the dissertation. In addition, the student will be assigned a supervisor during his/her internship who will advise the academic tutor on the student's progress and performance.

Assessment: The final draft of the dissertation must be typewritten and must be submitted at the end of the first week in September in the year of examination. It must not exceed 10,000 words.

SA4A7

Gender and Social Policy: Theory and Practice

Teacher responsible: Dr K Rake, A262

Availability: Compulsory for MSc Gender and Social Policy; optional for other MSc degrees.

Core syllabus: The course looks at two distinct aspects of gender and social policy: the importance of gender in explaining the structure and development of social policy and the use of gender in analysing inequalities that arise in access to and outcomes of social policies.

Content: Feminist perspectives on welfare are explored, while notions of justice, citizenship and inequality are examined as tools to analyse social policy. The use of gender as a category of analysis is examined and attention is paid to how this may mask differences of race and class. Policy-making is analysed to see how gender roles and the form, functioning and responsibilities of the family are understood. The course will also focus on the gender impact of economic reform on labour market opportunities and on inequalities in economic resources. Finally, the role of women and men as actors in the policy-making process will be analysed.

Teaching: 10 x 1-hour lectures and 10 x 1½-hour seminars, MT.

Reading list: C Ungerson & M Kember, *Women and Social Policy: a reader*, 1997; F Williams, *Social Policy: a critical introduction*, 1989; G Pascall, *Social Policy: a new feminist analysis*, 1997; L Gordon, *Women, the State and Welfare*, 1990; L Fox Harding, *Family, State and Social Policy*, 1996; J Lewis, *Women's Welfare, Women's Rights*, 1983; J Peters & A Wolper (Eds), *Women's Rights, Human Rights: international feminist perspectives*.

Assessment: A 3,000 word essay to be handed in on the first day of LT (25%). A two-hour written examination in the ST (75%).

SA4A8

Gender, International Social Policy and Development

Teacher responsible: Dr J Beall, DESTIN

Availability: Compulsory for MSc Gender & Development on completion of DV416. Optional for MSc Gender and Social Policy on completion of SA4A7. Optional for other MSc degrees on completion of either SA4A7 or DV416.

Core syllabus: The course will allow students to consider the way in which policy makers and planners in different institutional and organisational contexts integrate gender and are influenced by, and seek to influence, social policy dialogues at global, regional, national and local levels.

Content: The course will begin by exploring theoretical and conceptual approaches to gender in international development. The impact of social and economic change on gender and other social relations will be examined through an exploration of international policy change. The impact of war and conflict situations and environmental change will also be considered. Attention will be paid to the human rights of women, gender and anti-poverty strategies and key sectoral policies affecting gender relations such as sexual and reproductive health. The course also focuses on public action and policy processes concerned with women's rights and gender issues in development and looks at ways in which international development policy and practice can be made more gender sensitive.

Teaching: 10 x 1-hour lectures and 10 x 1½-hour seminars, LT.

Reading list: H Afshar (Ed), *Women and Politics in the Third World*; A Basu (Ed), *The Challenge of Local Feminisms, Women's Movements in a Global Perspective*; B Einhorn, *Cinderella goes to Market*, 1993; D Elson, *Male Bias in the Development Process*, 1995; C Jackson & R Pearson (Eds), *Feminist Visions of Development: gender analysis and poverty*; N Kabeer, *Reversed Realities: gender hierarchies in development thought*, 1994; N Visvanathan, *The Women, Gender and Development Reader*, 1997.

Assessment: A 3,000 word essay to be handed in on the first day of ST (25%). A two-hour written examination in the ST (75%).

SA4A9

Gender and European Welfare States

Teacher responsible: Dr K Rake, A262

Availability: Optional for MSc Gender and Social Policy on completion of SA4A7 **Gender and Social Policy: Theory and Practice**. Optional for other MSc degrees.

Core syllabus: The study of gender and social policy from a European perspective will allow students to analyse the different ways in which gender is incorporated into national welfare states and the impact this incorporation has on particular, national structures of gender inequalities.

Content: The course will examine the theory and methodology of comparative studies and the applicability of existing comparative theories/methods to the analysis of gender. Consideration will be given, to how well existing typologies of welfare states fare when gender is the focus of analysis. A number of key areas will then be studied, including: citizenship and the bases of entitlements across welfare states; the organisation of caring services including child care, family policy; provision for lone parents; the labour market and labour market policies; social security and income distribution. In looking at these areas students will be encouraged to contrast the approach of different families of nations (eg, Bismarckian regimes versus Scandinavia) as well as looking at the particularism of certain national approaches.

Teaching: 10 x 1-hour lectures and 10 x 1½-hour seminars, LT.

Reading list: M Daly, *The Gender Division of Welfare*, 2000; D Sainsbury, *Gender, Equality and Welfare States*, 1996; D Sainsbury, *Gendering Welfare States*, 1994; J Lewis, *Women and Social Policies in Europe*, 1993; C Hoskyns, *Integrating Gender: women, law and politics in the European Union*, 1996; N Ginsburg, *Divisions of Welfare*, 1992.

Assessment: A 3,000 word essay to be handed in on the first day of ST (25%). A two-hour written examination in the ST (75%).

SA4B1

Long Essay and Research Methods

Teachers responsible: Dr A West, A208, Dr E Munro, A272 and others

Availability: For all MSc Social Policy programmes (as listed in the Calendar) involving a dissertation or long essay. Exemptions at the discretion of the course tutor (eg for students taking SA451 or equivalent). Lecture notes will be available electronically via Social Policy public folders (for part-time students).

Core syllabus: The course aims to provide an understanding of the variety of methods used in social policy research. It outlines the ways in which different methods are used in social policy, with a focus on the choice, limitations and strengths of different methods in the context of students' long essays/dissertations.

Content: Research methods used in social policy: official statistics, documentary evidence, surveys, questionnaires, interviews, participatory research, cross-national research. Strengths and weaknesses of different research methods. Types of data analysis: quantitative and qualitative. Values and ethics. Relationship between research methods and research questions in the context of a dissertation/long essay.

Teaching: 10 lectures in MT.

Written work: An assignment (typed) of between 2000 and 3000 words to be completed at the end of the MT and discussed with supervisor in the LT.

This will focus on research methods in the context of the student's own proposed dissertation.

Reading list: Three useful texts are: M Denscombe, *The Good Research Guide*, Open University Press, 1998; T May, *Social Research: Issues, methods and processes*, Open University Press, 1997; C Robson, *Real World Research: a resource for social scientists and practitioner-researchers*, Oxford University Press, 1993. Additional references will be provided at the start of the course.

Assessment: Non-examinable. It is expected that the student's dissertation will be informed by the course and appropriate discussion of methodological issues will be incorporated in all dissertations.

SA4B2

Family Change and Society

Teacher responsible: Professor K Kiernan, A279

Availability: This is an optional course for MSc degrees in Social Policy, Population, and Gender and Social Policy, and other degrees where regulations permit.

Core syllabus: This course will examine the dimensions of family change and its implications for the public and private domains of life. The approach will be interdisciplinary and comparative.

Content: The course will examine the historical and contemporary debates on the family. The major themes to be covered include: theoretical and methodological perspectives; parenthood, care and costs of children, work and family life including employment and income patterns, the division of labour and allocation of resources within the household, the role of fathers in family life, divorce and lone parenthood issues, the emergence of cohabitation and alternative styles of living and family, state and public policy.

Teaching: 10 Lectures and 10 seminars, MT.

Written work: Presentation of short class papers and one essay.

Reading list: A detailed reading list will be provided at the beginning of the session. General reading: J R Gillis, *A World of Their Own Making: myth ritual and the quest for family values*, Harvard University Press, 1996; D M Klein & J M White, *Family Theories: an introduction*, London: Sage; ONS, *Social Focus on Families*, 1997; K O Mason & A-M Jensen (Eds), *Gender and Family Change in Industrialised Countries*, OUP, 1995; J Millar & A Warman, *Family Obligations in Europe*, Family Policy Studies Centre, 1996; L Hantrais & M Leblabier, *Families and Family Policies in Europe*, 1996; HM Government's Paper on the Family, *Supporting Families*, ONS 1999; B Rogers & J Pryor, *Divorce and Separation: the outcomes for children*, Joseph Rowntree Foundation, 1998; K Kiernan, H Land & J Lewis, *Lone Motherhood in the Twentieth Century, from footnote to frontpage*, OUP, 1998; A Hochschild, *The Second Shift: working parents and the revolution at home*, Piatkus, London, 1989; S McRae (Ed), *Changing Britain: families and households in the 1990s*, OUP, 1999.

Assessment: A two-hour written examination in the ST.

SA4B3

Health, Population and Society – Dissertation

Teacher responsible: MSc Convenor and personal supervisor

Availability: For students taking the MSc Health, Population and Society

Core syllabus: The purpose is to allow students to explore a particular research topic in depth.

Selection of topic: The topic of the dissertation is selected in consultation with the student's personal supervisor.

Supervision: An appropriate dissertation tutor will be appointed to advise each student as the work proceeds. In addition, students are given a class on research and dissertation writing.

Assessment: The completed dissertation must be submitted by 1 September in the year of examination.

SA4B4

Child Rights, Child Poverty and Development

Teachers responsible: Professor P Townsend, A201 and Dr E Munro, A272

Availability: An optional course for MSc in Human Rights. The course is also an option for other MSc courses, where regulations permit.

Core syllabus: This is an interdisciplinary course that explores the links between child rights and child poverty at all levels of development in rich and poor countries.

Content: The social and economic as well as the civil and political rights of children, as defined in recent international laws and Conventions, are examined in relation to the conditions, especially poverty, experienced by many children. Human rights theories as a basis for international and social policies will be a focus of attention, and issues of importance in both rich and poor societies – such as child labour, abuse, commercialisation of childhood, gender inequality, family disputes between the generations, sexual and reproductive rights and general rights of women, and services for disabled children – are included. The structural problems of market globalisation and social polarisation in the 21st century, and the implications for children will be addressed. The role of the international agencies and NGOs in relation to policy will be assessed.

Teaching: Lectures: 20x1hr. Seminars: 20x1½hrs ML plus 2 in the ST (revision). Students will be expected to participate in seminars and to share seminar presentations twice in each of the MT and LT.

Written work: Students are expected to submit one written essay (2000 words) by the ninth week of each term. This will be marked and returned to the student but not assessed in the award of the degree.

Reading list: UNICEF, *Implementation Handbook for the Rights of the*

Child, New York, 1998; D Fottrell (Ed), *Revisiting Child Rights: 10 Years of the UN Convention on the Rights of the Child*, Kluwer, 2000; G Van Bueren, *The International Law on the Rights of the Child*, Kluwer Law International, 1994; UNICEF, *A League Table of Child Poverty in Rich Nations*, Innocenti Report, Florence, 2000; J Kerr, *Ours by Right: Women's Rights as Human Rights*, Zed Books, 1993; H Cunningham & P Viazzo, *Child Labour in Historical Perspective 1800-1995*, UNICEF, 1996; DOH, *Convention on the Rights of the Child: Second Report to the UN by the United Kingdom*, London, 1999; D Gordon & P Townsend, *Breadline Europe: The Measurement of Poverty*, Policy Press, Bristol, 2001.

A full reading list will be circulated at the start of the course.

Assessment: An assessed essay of up to 3000 words to be submitted by the first day of the ST (40%). A three-hour written examination in the ST (60%).

SA4B5

International Planning and Children's Rights

Teachers responsible: Professor P Townsend, A201 and Dr E Munro, A272

Availability: For graduate students as an optional course for Masters' degrees, where regulations permit.

Core syllabus: This course explores international planning as a central feature of development – through the application of Human Rights concepts and legislation to current conditions experienced by children. It is an interdisciplinary course.

Content: The social and economic as well as the civil and political rights of children, as defined in recent international laws and Conventions, are examined in relation to the conditions, especially poverty, experienced by many children. Issues of child labour, the sexual and reproductive rights of adolescent children, cultural discrimination against girl children and the right to a minimally adequate family income will be discussed in relation to the roles played by international agencies, governments and NGOs.

Teaching: Lectures: 10 x 1hr. Seminars: 10 x 1½hrs MT.

Students will be expected to participate in seminars and to share seminar presentations twice in the term.

Written work: Students are expected to submit one written essay (2000 words) by the ninth week of term. This will be marked but not assessed in the award of the degree.

Reading list: UNICEF, *Implementation Handbook for the Rights of the Child*, New York, UNICEF, 1998; D Fottrell (Ed), *Revisiting Child Rights: 10 Years of the UN Convention on the Rights of the Child*, Kluwer, 2000; G Van Bueren, *The International Law on the Rights of the Child*, Kluwer Law International, 1994; J Kerr, *Ours by Right: Women's Rights as Human Rights*, Zed Books, 1993; H Cunningham & P Viazzo, *Child Labour in Historical Perspective 1800-1995*, UNICEF, 1996; J Tunstill (Ed), *Children and the State. Whose Problem?* London, Cassell, 1999.

A full reading list will be circulated to students at the start of the course.

Assessment: A two-hour written examination in the ST (100%).

SA4B6

International Social Policy and Children's Needs

Teachers responsible: Professor P Townsend, A201 and Dr E Munro, A272

Availability: For graduate students as an optional course for Masters' degrees, where regulations permit.

Core syllabus: The relationship of international and national policies to the fulfilment of declared child rights and the eradication of poverty is examined. The role in policy of the different Charters and World Summits on child rights will be considered.

Content: The links between child rights, child poverty and development are examined with particular reference to national and international policies – operating as causes and not only as effects. Human rights theories as a basis for international and social policies will be a focus of attention, and the case of the United Kingdom will be illustrated. The structural problems of market globalisation and social polarisation in the 21st century, and the implications for children will be addressed. The policies of the international agencies and NGOs will be analysed in relation to children.

Arrangements: Lectures: 10 x 1hr. Seminars: 10 x 1½hrs, LT.

Students will be expected to participate in seminars and to share seminar presentations twice in the term.

Written work: Students are expected to submit one written essay (2000 words) by the ninth week of term. This will be marked but not assessed in the award of the degree.

Reading list: J Vandermoortele, *Absorbing Social Shocks, Protecting Children and Reducing Poverty*, 2000; *The Role of Basic Social Services*, UNICEF Working Papers, New York, UNICEF; UNICEF, *A League Table of Child Poverty in Rich Nations*, Innocenti Report, Florence, Italy, 2000; G Van Bueren, *The International Law on the Rights of the Child*, Kluwer Law International, 1994; Ruxton, *Implementing Children's Rights: What Can the UK Learn from the International Experience*, SCF, London, 1998; G Lansdown, *Independent Human Rights Institutions for Children*, Innocenti Research Centre, Florence, 2001; V Kumar, *Poverty and Inequality in the UK: The Effects on Children*, London, National Children's Bureau, 1995; P Alston, S Parker & J Seymour, *Children, Rights and the Law*, Clarendon, 1992; G Douglas & L Sebba, *Children's Rights and Traditional Values*, Dartmouth, 1998; Freeman (Ed), *Children's Rights: A Comparative Perspective*, Dartmouth, 1996.

A supplementary reading list will be circulated to students at the start of the course.

Assessment: A two-hour written examination in the ST (100%).

SA4B7**International Social Welfare Policy and Social Work**

Teachers responsible: Dr G Bridge, A256, Dr E Munro, A272, Dr J Rungay, A258 and Miss S Sainsbury, A250.

Availability: Mainly for the MSc in Social Policy and Planning in Developing Countries. Work experience in social welfare or social work in developing countries is desirable but not essential.

Core syllabus: The focus of this course is on social welfare policy and its implementation, social work knowledge, values, and skills in an international context.

Content: The course will be divided into two parts. The first term is devoted to the welfare of children and families: social work from an international perspective, demographic change and diversity, assessing children's needs, children's rights, disabled children and welfare solutions. The second term concerns social work with vulnerable adults: institutional care, disability, the elderly, HIV/Aids, mental health, criminal justice and social work in transitional economies. How social work relates to social welfare policy and provision of care will be discussed using theoretical perspectives derived from international research literature.

Teaching: Lectures: 20 x 1-hour. Seminars: 20 x 1-hour. MT and LT.

Written work: All students prepare seminar presentations during the year, and are expected to read widely and participate in seminar discussions. Additionally, students are expected to write short essays for their tutors. The course uses case study material relating to current issues and students are encouraged to bring with them information from a developing country.

Reading list: A detailed reading list is included in the lecture/seminar programme, and the following is an introduction:

G Bridge, *Parents as Care Managers*; J Campbell & M Oliver, *Disability Politics*; M Davies (Ed), *The Blackwell Companion to Social Work*; W Hellinckx, M Colton & M Williams, *International Perspectives on Family Support*; HelpAge International, *The Ageing and Development Report-Poverty, Independence and the World's Older People*; J Midgely, *Social Welfare in a Global Context*; D Tolfree, *Roots and Roots: the care of separated children in the developing world*; K Lyons, *International Social Work: Themes and Perspectives*.

Assessment: A 3000-word assessed essay (25%). A three-hour written examination in the ST (75%).

HPPF Study Units**SA4H1 Study Unit 1****H****SA4H2 Study Unit 2****H****SA4H3 Study Unit 3****H****SA4H4 Study Unit 4****H**

Availability: Restricted to MSc Health Policy, Planning and Financing students. HPPF students can take a maximum of 4 independent study units at the London School of Hygiene and Tropical Medicine. These are mostly assessed by assignments and there are usually no examinations. Students are advised to refer to the London School of Hygiene course handbook for details.

HPPF Linear Unit Papers**SA4H5 Linear Unit Paper****H****SA4H6 Linear Unit Paper****H**

Availability: Restricted to MSc Health Policy, Planning and Financing students. HPPF students taking Linear Units at the London School of Hygiene and Tropical Medicine (LSHTM) are required to sit for this examination. Students taking SA4H5 will be assessed by a 1½-hour written examination in the ST. Students taking SA4H6 will be assessed by a 3-hour written examination in the ST. A maximum of two LSHTM linear units may be taken.

SOCIAL PSYCHOLOGY**PS400****Contemporary Social Psychology**

Teacher responsible: Dr Sandra Jovchelovitch, S307

Availability: This is the core course for the MSc Degree in Social Psychology. Students without a prior degree in psychology (or its equivalent) may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible. Students on the MSc Degree in Organisational and Social Psychology who are exempt from taking PS443 may enrol.

Core syllabus: Selected topics in modern social psychology.

Content: The relationship between the individual and society; social psychology in historical perspective; epistemological issues in social psychology; self and society; social identity, attribution theory; social representation; attitudes; the relations between culture and psychology; applied aspects of social psychology.

Teaching: Lecture (PS400) (2 hours) x 20 MT; Class (PS400.A) (2 hour) x 5 MT.

Written work: 1 written assignment of 5,000 words required.

Reading list: R M Farr, *The Roots of Modern Social Psychology*, Blackwell, 1996; H Tajfel, *Human Groups and Social Categories; Studies in*

SA513**Housing Management Practice**

Teacher responsible: Ms M Pitt, c/o A255

Availability: For full-time MSc /Diploma in Housing and MSc/Diploma Housing (International).

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 2-hour seminars on applied housing management subjects. Students complete written reports as part of the course.

SA532**1½ Units****City Design Studio**

Teachers responsible: Mr R Burdett, Y308 and Ms K Firth, Y310

Availability: Compulsory for MSc City Design and Social Science students.

Core syllabus: The studio is the key integrative element of the programme, providing the link between the theoretical issues raised in the taught core and optional courses and the practice of design.

The design-based course offers students the opportunity of testing social, political, economic and environmental issues against the design of real urban projects. The studio provides the context for the objective evaluation of alternate design decisions on social, economic and environmental performance.

Content: The course uses London as an urban laboratory. A number of 'live' urban design projects will be selected in different areas across London, reflecting a range of urban design, land use, development and social issues. Each studio will involve design and client teams actively engaged in the 'live' project in association with LSE academic staff. Additionally, seminars are held regularly that focus on international urban design projects.

Teaching: On-site and studio project briefings. Minimum of 20 x 2-hour design tutorials in MT, LT and ST.

Reading list and related preparation dependent on the projects selected.

Assessment: Continuous assessment based on the ability to formulate a design proposition, the quality of design work and performance at regular design reviews. In September a portfolio review will be held. Each student must submit a compilation of their design work prepared during the year and a written report on issues explored in their studio design work.

SA533**1 Unit****City Design Studio (Housing)**

Teachers responsible: Ms K Firth, Y310 and Mr R Burdett, Y308

Availability: Compulsory for MSc Housing Policy and Design students.

Core syllabus: The studio is the key integrative element of the programme, providing the link between the theoretical issues raised in the taught core and optional courses and the practice of design. The design-based course offers students the opportunity to test social, political, economic and environmental issues against the design of real urban housing projects. The studio provides the context for the objective evaluation of alternate design decisions about mixing uses, density and social integration.

Content: Students will work both individually and as a member of a team to develop design briefs and proposals for a range of housing sites and conditions. There will be an emphasis on urban areas undergoing socio-economic change, initially focusing on London. Projects last between two and twelve weeks, involving professional with an understanding of the selected housing sites. Staff take part in the development of the project briefs and design reviews alongside invited architects, housing experts, borough officials and social scientists.

Teaching: On-site and studio project briefings. Minimum of 20 x 2-hour design tutorials in MT and LT **Reading list** and related preparation dependent on the projects selected.

Assessment: Continuous assessment based on the ability to formulate a design proposition, the quality of design work and performance at regular design reviews (60%). In ST students will produce a dissertation which brings together their work in the studio with the content of their other courses (40%).

Social Psychology, CUP, 1981; C Fraser & G Gaskell, *The Social Psychological Study of Widespread Beliefs*, Clarendon Press, 1990; R M Farr & S Moscovici (Eds), *Social Representations*, CUP, 1984; S Livingstone, *Making Sense of Television*, Pergamon, 1990; K Danziger, *Naming the Mind: How psychology found its language*, Sage, 1997; S Bem & H Looren de Jong, *Theoretical Issues in Psychology: An Introduction*, Sage, 1996; M Billig, *Arguing and Thinking: A rhetorical approach to social psychology*, CUP, 1987.

Assessment:

1. A formal three-hour examination in the ST: 3 questions from a choice of 10 [50%]
2. 1 written assignment of not more than 5,000 words [50%].

PS404**Organisational Social Psychology**

Teacher responsible: Professor Patrick Humphreys, S364

Availability: Students on degrees without a psychology or media component may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible. It comprises the core course for the MSc Degree in Organisational and Social Psychology.

Core syllabus: The course addresses both the social psychology of organisations and social psychological processes within organisations. It also provides multidisciplinary coverage of the organisational contexts in

which social psychologists may work in a variety of professional domains. A basic familiarity with social psychological methods is assumed but their application within organisational processes and contexts will be examined in detail within the course. Issues and techniques in organisational investigation, discourse, decision-making and change management are covered with emphasis on their social psychological aspects.

Content: Lectures/seminars in the MT: These will cover key social psychological concepts and theories and their application to the understanding of organisations and the implementation of change processes. The specific topics covered include: Introduction: critique of the tradition and logic underlying organisational psychology; history and frameworks in organisational analysis; "Scientific" management; Taylorism and Fordism; the Human Relations movement and the Socio-Technical approach; understanding and aiding the creative transformation of organisations on work: a social psychological perspective; organisational representations; social processes in organisations; the cultural image of organisations; cultural processes in organisations; evolutionary perspective on organisations; group dynamics and organisational change; job design, action, stress and motivation; frameworks for understanding organisational decision-making; discourses underpinning decision making and support; organisational transformation; management of change; resistance to change and organisational learning; management fads; implications in practice.

Seminars in the LT: These will centre on discussion of practical and research applications in domains where organisational social psychological investigation and analysis may play a leading role. Each topic will be presented by a member of LSE staff or invited external expert working in the domain.

Teaching: Lecture (PS404) (1.5 hours) x 20 MT; Seminar (PS404) (1.5 hour) x 10 LT. Class (PS404.A) (1 hour) x 5 fortnightly MT devoted to the further analysis of specific organisational issues.

Written work: 1 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: E H Schein, *Organisational Psychology* (3rd edn), Prentice Hall, 1988; G Morgan, *Images of Organisation* (2nd edn), Sage, 1997; E Jaques, *Requisite Organisation*, Casson Hall, 1989; A Bryman (Ed), *Doing Research in Organisations*, Routledge, 1988; D Hoskins & I Morley, *A social psychology of organising*, Simon and Schuster, 1992; K E Weick, *Sense making in organisation*, Addison Wesley, 1995; P Humphreys *et al* (Eds), *Decision Support in Organizational Transformation*, Chapman & Hall, 1997.

Assessment:

1. A formal three-hour examination in the ST: 3 questions from a choice of 10 [50%]
2. 1 written assignment of not more than 5,000 words [50%] communication technologies.

PS405**Theories and Concepts in Media and Communications (Power and Processes)**

Teacher responsible: Dr Margaret Scammell, S487 and others

Availability: Students on degrees other than the MSc Gender and the Media, MSc Global Media and Communications, MSc Media and Communications, MSc Media and Communications Regulation and MSc New Media Information and Society may only attend subject to numbers, their own degree regulations and with the permission of the teacher responsible.

Core syllabus: This course is the core theoretical and conceptual course for students studying media and communications and it takes a social science perspective on a range of issues in media and communications.

Content: An interdisciplinary, theoretical course, covering selected topics in contemporary media and communications research and addressing key concepts and debates at an advanced level. Topics will normally be chosen from among the following: traditions, concepts and debates in media and communications research, theories of media, society and power, media meanings and representations, media and cultural processes, media and identity, the influence of the media, media in developing countries, globalisation, news production, social aspects of emerging media and communication technologies.

Teaching: Lecture/seminar (PS405) (1.5 hours) x 20 MT and LT, class (PS405A) (1 hour) x 20 weekly over MT and LT.

Written work: 1 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* (2nd edn), Edward Arnold, 1996; R Collins, J Curran, N Garnham, P Scannell, P Schlesinger & C Sparks (Eds), *Media, culture and society: A critical reader*, Sage, 1986; J Fiske, *Television culture*, Methuen, 1987; M R Levy & M Gurevitch, *Defining media studies*, OUP, 1994; 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; R Silverstone, *Why study the media*, Sage, 1999; J Thompson, *The media and modernity*, Polity, 1995. A number of more specialist texts will also be recommended.

Assessment:

1. A formal three-hour examination in the ST: 3 questions from a choice of 10 [50%].
2. A written assignment of not more than 5,000 words [50%].

PS407**Citizenship and the Media**

Teacher responsible: Dr Stephen Coleman

Availability and restrictions: Available primarily for MSc students taking

Media and Communications programmes. Other students may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: The object of this course will be to examine the mass media social structures of communication from the perspective of their relationship to democratic citizenship. It will concentrate principally upon the UK, but will necessarily involve examples from several other countries and political systems.

Content: Topics to include: Communicating citizenship; public access to the media; channels for public deliberation; civic journalism and community media; the internet and digital TV as interactive civic fora; the relationship between democracy and the global media.

Teaching: Lecture/seminar (PS407) (2 hours) x 10 LT.

Written work: 3,000 word written assignment required.

Reading list: P Dahlgren & C Sparks (Eds), *Communication and Citizenship: Journalism and the public sphere*, Routledge, 1993; S Coleman, *Stilled Tongues: From soapbox to soundbite*, Porcupine Press, 1997; J Keane, *The Media and Democracy*, Polity Press, 1991; N Chomsky, *Necessary Illusions*, Verso, 1990.

Assessment:

1. A formal two-hour examination in the ST: 2 questions from a choice of 5 [50%].
2. A written assignment of not more than 3,000 words [50%].

PS410**Social Representations****H**

Teacher responsible: Dr Sandra Jovchelovitch, S307

Availability: Students on degrees without a psychology or media component may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible. An advanced knowledge of any of the following is considered relevant: psychology, sociology, anthropology, linguistics or philosophy.

Core syllabus: To acquaint students with the richness and diversity of modern research on social representations and to relate it to other forms of social psychology, especially other sociological forms of social psychology.

Content: Moscovici's study of psychoanalysis and his choice of Durkheim as the ancestor of this tradition of research. Social representations of health (including mental health), disability and illness. Social representations of childhood. Common sense, science, technology and the public's understanding of both science and technology. The relationship between theory and method in the study of social representations. The theory and some of its critics. The relationship between social representations and other theories in the social sciences. Individual representations and the collective representation of the individual. The collective nature of widespread beliefs eg scripts, plans, scenarios, narratives, etc and the social nature of social movements eg Greenpeace, Friends of the Earth etc. The role of the mass media of communication in the creation and dissemination of representations. A special theme, this session, concerns images and representations. This will include extensive coverage from NASA of the 1969 moon landing. This will comprise a case study in the social psychology of globalisation. The use of images in advertising will also be covered.

Teaching: Lecture (PS410) (1 hour) x 10 LT; Class (1 hour) x 10 LT.

Written work: A 3,000 word written assignment required.

Reading list: Set text: Two out of: D Jodelet, *Madness and Social Representations*, Harvester/Wheatsheaf, 1991; I Marková & R M Farr (Eds), *Representations of Health, Illness and Handicap*, Harwood, 1994; M Bradbury, *Social Representations of Death and Loss: An urban ethnography*, Routledge, 1999; H Joffe, *Risk and 'The Other'*, CUP, 1999.

Other texts: R M Farr & S Moscovici (Eds), *Social Representations*, Cambridge University Press, 1984; C Fraser & G Gaskell (Eds), *The Social Psychology of Widespread Beliefs*, Clarendon Press, 1990; R M Farr (Guest Editor), *Journal for the Theory of Social Behaviour*, Vol 17, No 4, Special Issue on 'Social Representations', 1987; S Moscovici, *The Age of the Crowd: A historical treatise on mass psychology*, Cambridge University Press, 1985; Special issue of *Culture and Psychology*, Vol 4, No 3, 1998 on Social Representations; R M Farr, 'Common sense, science and social representations', *Public Understanding of Science*, Vol 2, No 3, 1993.

Assessment:

1. A formal two-hour examination in the ST: 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****H**

Teacher responsible: Professor Patrick Humphreys, S364

Availability: Students on degrees without a psychology or media component may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: The course encourages a critical attitude to the media and considers their influence on individuals and society in general. Throughout the course, the following concerns are addressed: the nature of communication and problems in defining its effectiveness; the role of the media in providing information to its audience; the ideological functions of the media; media representations of minority groups or controversial issues and how these may influence people's attitudes.

Content: Conceptualisations of the media in terms of a system in context, and in terms of communication; interpretation of contents and effects. The power and social context of the media. Influence of the social context in imposing restrictions on the various forms of the media. Effects on television production and management practices. Conflicting views on

children and the media; children as an active audience. Drama and storytelling in the media. Cultural products. Case studies of television drama production. Propaganda through the media: war propaganda, election campaigns, encouragement of stereotypes. Presentation techniques: diffusion of messages, mediation of myths. Publicity and advertising: contexts, methods and mechanisms. The media as agents of planned social change. Creating social reality: the process of news selection and construction. The ideology of impartiality and balance.

Teaching: Lecture/seminar (PS411) (2 hours) x 10 LT; Classes (1 hour) x 5 fortnightly, devoted to in-depth analysis of specific material.

Written work: 3,000 word written assignment required.

Reading list: E Cashmore, *And then there was Television*, Routledge, 1994; J Fiske, *Television Culture*, Routledge, 1987; A Wernick, *Promotional Culture*, Sage, 1991; J Hartley, *Understanding News*, Methuen, 1982; A Briggs & P Cobley (Eds), *The Media: An Introduction*, Longman, 1998; R Nelson, *TV Drama in Transition: Forms, Values and Cultural Change*, Macmillan, 1997.

Additional reading lists will be given out at the beginning of the Session.

Assessment:

1. A formal two-hour examination in the ST: 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

Teacher responsible: Professor Sonia Livingstone, S303 and others

Availability: Students on degrees without a media or psychology component may only attend subject to numbers, their own degree regulations and with the permission of the teacher responsible.

Core syllabus: This course examines a variety of social, cultural and psychological issues as they relate to the television audience.

Content: The analysis of the television audience. The reception of television programmes. The active and critical audience. Comprehension and interpretation of texts by readers. Empirical research on audience reception, focussing on specific genres such as the audience discussion programme and the soap opera. Issues of gender, class and culture in audience interpretation. Methods of studying audiences. Developing models of communication and the future of audience research.

Teaching: Lecture (PS412) (1 hour) x 10 LT; Seminar (1 hour) x 10 LT.

Written work: A 3,000 word written assignment is required.

Reading list: S M Livingstone, *Making Sense of Television*, Routledge, 1998; J Fiske, *Television Culture*, Routledge, 1987; T Liebes & E Katz, *The Export of Meaning*, Polity, 1995; *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.

Assessment:

1. A formal two-hour examination in the ST: 2 questions from a choice of 5 [50%].
2. A written assignment of not more than 3,000 words [50%].

PS413

Psychology of Gender

Teacher responsible: Dr Jan Stockdale, S366

Availability: Students on degrees without a psychology or gender component may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: The course examines recent directions in research, methodological issues and theoretical developments relating to psychological aspects of gender.

Content: Using a social psychological perspective, the course examines the development of gender as an analytical category, its role in theoretical development and debate, and its impact on individual action, social interaction and the societal context. Specific issues include: the construction of gender and its implications for how people construe themselves and others; the production of gendered knowledge and identity; communicating gender through language; gendered aspects of emotion and health; power, the practice of gender and multiple masculinities; workplace relations, opportunity and achievement.

Teaching: Lecture/Seminar (PS413) (2 hours) x 10 LT; Class (PS413.B) (1 hour) x 10 LT.

Written work: A 3,000 word written assignment is required.

Reading list: D L Anselmi & A L Law, *Questions of Gender: Perspectives and Paradoxes*, McGraw Hill, 1998; K Clatterbaugh, *Contemporary Perspectives on Masculinity: Men, Women and Politics in Contemporary Society*, Westview Press, 1997; M M Gergen & S N Davis (Eds) *Toward a New Psychology of Gender: A Reader*, Routledge, 1997; M R Walsh (Ed) *Women, Men and Gender: Ongoing Debates*, Yale University Press, 1997. A full reading list will be available at the beginning of the course.

Assessment:

1. A formal two-hour examination in the ST: 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

Teacher responsible: Professor George Gaskell, B811

Availability: Students on degrees without a psychology or media component may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: The course reviews the contribution of social psychological theories and perspectives, broadly interpreted to include micro-sociology, to the understanding of people's representations, attitudes, choices and behaviours in the economic sphere.

Content: 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: Lecture (PS415) (1 hour) x 10 LT; Class x 10 LT.

Written work: A 3,000 word written assignment required.

Reading list: Reading lists will be provided for each topic, the following are of general use; S E G Lea, R M Tarpy & P Webley, *The Individual in the Economy*, Cambridge University Press, 1987; A Lewis, P Webley & A Furnham, *The New Economic Mind: The social psychology of economic behaviour*, Harvester, 1995.

Assessment:

1. A formal two-hour examination in the ST: 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

Teacher responsible: Dr Catherine Campbell, S387

Availability: Students on degrees without a psychology component may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: The application of social psychology to concepts, systems and problems of health and well-being in their social context.

Content: Health and well-being (physical, mental and social), viewing the individual (i) as a bio-psycho-social system, (ii) located within family/community/social networks/local cultures. Socially ascribed definitions of health and illness: myths, normality and deviance. Health and social identity. Theoretical debates regarding determinants of health-related behaviours, implications of these debates for health promotion campaigns and policies (information-based campaigns, peer education, community participatory approaches, public health policy) – in both developed and developing country contexts. Health and social capital (social networks; community cohesion). The social construction of sexuality and its implications for health. Epidemiological patterning of health: gender, socio-economic status, age, region, ethnicity. Doctor-patient relations. Dominant and alternative/complementary models of intervention and therapy.

Teaching: Lecture/Seminar (PS418) (2 hours) x 10 LT. Class (PS418.A) (1 hour) x 10, directed to in-depth analysis of specific material.

Written work: 3,000 word written assignment required.

Reading list: G Albrecht, R Fitzpatrick & S Scrimshaw, *The handbook of social studies in health and medicine*, Sage, 1999; J Ogden, *Health Psychology – A Textbook*, Open University Press, 2000; S Nettleton, *The sociology of health and illness*, Polity, 1995; M Foucault, *The history of sexuality*, Vol 1, Penguin, 1976/1990; D Lupton, *Medicine as culture: illness, disease and the body in western societies*, Sage, 1994; P Bennett & S Murphy, *Psychology and health promotion*, Open University Press, 1997; K Tones & S Tilford, *Health education: effectiveness, efficiency and equity*, Sage, 1997; P Friere, *The pedagogy of the oppressed*, Penguin, 1970/1993; J Kelley & M Davies, *Healthy cities: research and practice*, Routledge, 1993; R Wilkinson, *Unhealthy Societies – the afflictions of inequality*, Routledge, 1996; A Peterson & D Lupton, *The New Public Health – health and self in the age of risk*, Sage, 1996.

Assessment:

1. A formal two-hour examination in the ST: 2 questions from a choice of 5 [50%]
2. A written assignment of not more than 3,000 words [50%].

PS421

Issues in Social Psychology

Teacher responsible: To be announced

Availability: Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Content: TBA

Teaching: Lecture/seminar (PS421) (two hours) x 10 LT.

Written work: A 3,000 word written assignment is required.

Reading list: TBA

Assessment:

1. A formal two hour examination in the ST: 2 questions from a choice of 5 [50%]
2. A written assignment of not more than 3,000 words [50%].

PS422

Contemporary Issues in Media Policy

Teacher responsible: Dr Damian Tambini

Availability: Available primarily for MSc students taking Media and Communications programmes. Other students may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: An introduction to contemporary issues in media and communication policy and to concepts relevant to their understanding.

Content: Introduction: history of public service broadcasting and the public sphere; the market and competition; the information society; new communications technologies and convergence; the radio spectrum; globalisation and media imperialism.

Teaching: Lecture/seminar (PS422) (2 hours) x 10 MT.

Written work: A 3,000 word written assignment required.

Reading list: A reading list will be provided for each topic. General works relevant to the course include: R Collins & C Murrini, *New Media New Policies*, Polity, 1996; I de Sola Pool, *Technologies of Freedom*, Belknap, 1983; N Garnham, *Capitalism and Communications*, Sage, 1990; Department for Culture, Media and Sport/Department of Trade and Industry, White Paper, *A New Future for Communications*, 2000; H Tumber (Ed), *Media Power, Professionals and Policies*, Routledge, 2000.

Assessment:

1. A formal two-hour examination in the ST: 2 questions from a choice of 5 [50%].
2. A written assignment of not more than 3,000 words [50%].

PS423

Political Communication

Teachers responsible: Dr Margaret Scammell, S487 and others

Availability: Available primarily for MSc students taking Media and Communications programmes. Other students may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: The aim of the course is to examine the relationship between the mass media and political processes.

Content: Critical review of key aspects of contemporary theory and research in political communications. This course examines a range of interconnected issues concerning the politics/mass media relationship: media and political influence, theories of democracy and the media, civic communication and the public sphere, political marketing, news management and political reporting, the 'crisis' of current civic communications and prospects for the future in a world of increasing information abundance.

Teaching: Lecture/seminar (PS423) (2 hours) x 10 MT.

Written work: A 3,000 word written assignment required.

Reading list: M Schudson, *The Power of News*, Harvard University Press, 1995; J Eldridge, *Getting the Message: News, Truth and Power*, Routledge, 1993; D Graber, D McQuail & P Norris (Eds), *The Politics of News and the News of Politics*, Congressional Quarterly, 1998; M Scammell, *Designer Politics*, Macmillan, 1995; S Iyengar & R Reeves (Eds), *Do the Media Govern?*, 1997; J Curran & M Gurevitch (Eds), *Mass Media and Society*, Arnold, 1996; J Lichtenberg (Ed), *Mass Media and Democracy*, Cambridge University Press, 1991; D Swanson & P Mancini, *Politics, Media and Modern Democracy*, Praeger, 1996; M Scammell & H Semetko (Eds), *Media, Journalism and Democracy*, Ashgate, 2000.

Assessment:

1. A formal two-hour examination in the ST: 2 questions from a choice of 5 [50%].
2. A written assignment of not more than 3,000 words [50%].

PS430

Methods of Research in Social Psychology

Teachers responsible: Dr Jan Stockdale, S366, Dr Sandra Jovchelovitch, S307 and others

Availability: MSc Social Psychology students only.

Core syllabus: The aims of the course are to provide students with a broad training in research methods and techniques, including research design, the collection, analysis and interpretation of data, and to enable students to evaluate critically their own research and that of professional researchers.

Content: The course has two components:

(i) **Principles of Social Research.** The course comprises a core content plus sessions focusing on issues particularly relevant to research in social and organisational psychology including surveys, content analysis, interviewing and focus groups, a problem focus session, questionnaire design, administration and analysis, experimental design, narrative interviewing and analysis, content analysis, structural analysis of text, evaluation research and a session on research report topic selection.

(ii) **Statistics.** Students will take the following courses offered by the Methodology Institute: MI411 **Quantitative Analysis in Social Research I** and MI412 **Quantitative Analysis in Social Research II**. For details of the course content please consult the relevant course guide.

Assignments: (i) Principles of Social Research: Two formally assessed assignments. Workshops (LT) may have associated practical exercises. (ii) Statistics: Please see the relevant course guide.

Teaching: PS430: (i) Lectures & Workshops: MT 10 x 2 hours plus LT 5 x 2 hours. (ii) MI411 (3hours) x 9MT, and MI412 (3 hours) x 8 LT.

Reading list: R B Weber, *Basic Content Analysis*, Sage, 1985; C Robson, *Real World Research: A Resource for Social Scientists and Practitioner Researchers*, Blackwell, 1993; D Silverman (Ed), *Qualitative Research: Theory, Method, Practice*, Sage, 1997; J Habermas, *Knowledge and Human Interest*, Polity, 1997; M W Bauer & G Gaskell (Eds), *Qualitative researching with text, image and sound: A practical handbook*, Sage, 2000; D Burton, *Research Training for Social Scientists: A Handbook for Postgraduate Researchers*, Sage, 2000; N Hayes, *Doing Psychological Research: Gathering and analysing data*, Open University Press, 2000; F N Kerlinger & H B Lee, *Foundations of Behavioural Research* (4th edn), Harcourt Brace, Fortworth, 2000.

No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

Assessment:

1. Coursework [67%]. This is based on two coursework assignments.
2. Statistics coursework and examination (Methodology Institute course guide) [33%].

PS431

Methods of Research in Organisational & Social Psychology

Teachers responsible: Dr Jan Stockdale, S366, Professor Patrick Humphreys, S364, Dr Andy Wells, S384 and others

Availability: MSc Organisational & Social Psychology students only.

Core syllabus: The aims of the course are to provide students with a broad training in research methods and techniques, including research design, the collection, analysis and interpretation of data, and to enable students to evaluate critically their own research and that of professional researchers.

Content: The course has two components:

(i) **Principles of Social Research:** The course comprises a core content plus sessions focusing on issues particularly relevant to research in social and organisational psychology including surveys, content analysis, interviewing and focus groups, a problem focus session, questionnaire design, administration and analysis, experimental design; narrative interviewing and analysis, content analysis, structural analysis of text, evaluation research and a session on research report topic selection.

(ii) **Quantitative Analysis:** The quantitative analysis component of the methods course provides an introduction to the statistical ideas and techniques that are commonly encountered in the organisational and media literatures. Probability, descriptive and inferential statistics, and the design of experiments will be covered. Students will also be introduced to SPSS (the Statistical Package for the Social Sciences). The emphasis will be on understanding but students will also be encouraged to develop practical skills to use in their dissertations.

Assignments: (i) Principles of Social Research: Two formally assessed assignments. Workshops may have associated practical exercises. (ii) Quantitative Analysis: One formally assessed coursework exercise.

Teaching: (i) Principles of Social Research: Lectures & Workshops: MT 10 x 2 hours plus LT 5 x 2 hours. (ii) Quantitative Analysis: Lectures: 1 hour x 10 MT, 1 hour x 10 LT.

Reading list: A Bryman, *Research Methods and Organisation Studies*, Routledge, 1989; C Robson, *Real World Research: A Resource for Social Scientists and Practitioner Researchers*, Blackwell, 1993; A Bryman & R G Burgess (Eds), *Analysing Qualitative Data*, Routledge, 1994; G Symon & C Cassell (Eds), *Qualitative Methods and Analysis in Organisational Research: A Practical Guide*, Sage, 1998; C Kohler Riessman, *Narrative Analysis*, Sage, 1993; U Flick, *An introduction to qualitative research*, Sage, 1998; J Mingers & A Gill, *Multimethodology*, Wiley, 1997; M W Bauer & G Gaskell (Eds), *Qualitative researching with text, image and sound: A practical handbook*, Sage, 2000; D Burton, *Research Training for Social Scientists: A Handbook for Postgraduate Researchers*, Sage, 2000; N Hayes, *Doing Psychological Research: Gathering and analysing data*, Open University Press, 2000.

No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

Assessment:

1. Coursework [100%]. Comprises two assignments relating to Principles of Social Research (40% each) and one relating to Quantitative Analysis (20%).

PS432

Methods of Research in Media and Communications

Teachers responsible: Dr Jan Stockdale, S366, Professor Sonia Livingstone, S303, Dr Andy Wells, S384 and others

Availability: MSc Gender and the Media, MSc Global Media and Communications, MSc Media and Communications, MSc Media and Communications Regulation and MSc New Media Information and Society only.

Core syllabus: The aims of the course are to provide students with a broad training in research methods and techniques, including research design, the collection, analysis and interpretation of data and to enable students to evaluate critically their own research and that of professional researchers.

Content: The course has two components:

(i) **Principles of Social Research:** The course comprises a core content plus sessions focusing on issues particularly relevant to media research. Introduction to the philosophy of scientific method; the ethics of social research; experimental and field designs; distinction between qualitative and quantitative methods; questionnaire design; surveys; forms of interviewing; content analysis; discourse, semiotics and argument; social artefacts; the presentation of dissertations and dissertation topic selection meeting.

(ii) **Quantitative Analysis:** The quantitative analysis component of the methods course provides an introduction to the statistical ideas and techniques that are commonly encountered in the media and organisational literatures. Probability, descriptive and inferential statistics, and the design of experiments will be covered. Students will also be introduced to SPSS (the Statistical Package for the Social Sciences). The emphasis will be on understanding but students will also be encouraged to develop practical skills to use in their dissertations.

Assignments: (i) Principles of Social Research: Two formally assessed assignments. Workshops may have associated practical exercises. (ii) Quantitative Analysis: One formally assessed coursework exercise.

Teaching: (i) Principles of Social Research: Lectures & Workshops: MT 10 x 2 hours plus LT 5 x 2 hours. (ii) Quantitative Analysis: Lectures: 1 hour x 10 MT, 1 hour x 10 LT.

Reading list: U Flick, *An introduction to qualitative research*, Sage, 1998; A Hansen et al, *Mass Communications Research Methods*, Macmillan, 1998;

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 Jensen & N Jankowski (Eds), *A Handbook of Qualitative Methodologies for Mass Communications Research*, Routledge, 1991; P Alasuutari, *Researching Culture*, Sage, 1995; D Silverman (Ed), *Qualitative Research: Theory, Method, Practice*, Sage, 1997; J Habermas, *Knowledge and human interest*, Polity, 1997; M W Bauer & G Gaskell (Eds), *Qualitative researching with text, image and sound: A practical handbook*, Sage, 2000; D Burton, *Research Training for Social Scientists: A Handbook for Postgraduate Researchers*, Sage, 2000; C Robson, *Real World Research: A Resource for Social Scientists and Practitioner Researchers*, Blackwell, 1993.

No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

Assessment:

1. Coursework [100%]. Comprises two assignments relating to Principles of Social Research (40% each) and one relating to Quantitative Analysis (20%).

PS433

Research Report: MSc Social Psychology

Teacher responsible: All members of the Department may be involved in the supervision of the research project on which the Report is based.

Availability: MSc Social Psychology students only.

Core syllabus: An empirical investigation of a social psychological issue, carried out on the student's own initiative, under the supervision of a member of staff.

Content: The research project, an empirical investigation of a social psychological issue, is one quarter of the year's work. Students must obtain the approval of their supervisors before embarking on the empirical part of their investigation. Many projects are linked to the half-course unit option courses offered in the LT. It is desirable, but not necessary, that a student undertakes a research project in the area of one of his or her option courses. PS433 includes a short series of structured workshops (organised by Mr Steve Bennett, Director of the Technical Workshop) to introduce students to the specialised facilities for research available in the Department. These workshops will normally be in the MT.

Topic selection and supervision: Towards the end of the MT a 'Research Report Topic Selection' meeting is held at which members of staff outline the research areas in which they would be willing to supervise projects. In the first instance students should approach the member of staff whom they think is most appropriate to supervise the research they have in mind, although final decisions regarding supervision will be made by the Programme Directors. The supervisor will advise the student, help provide information and bibliography, and identify likely problems with the research proposed.

Assessment: Two copies of the Report must be handed into the Departmental Office by 12.00 noon, Monday 19 August 2002. The Report must be typewritten. It should not be less than 10,000 words and should not exceed 15,000 words in length.

PS434

Research Report: MSc Organisational and Social Psychology

Teacher responsible: All members of the Department may be involved in the supervision of the research project on which the Report is based.

Availability: MSc Social & Organisational Psychology students only.

Core syllabus: Theoretical analysis or empirical research relating to the programme content, carried out on the student's own initiative, under the supervision of a member of staff.

Content: The report is one quarter of the year's work. It is an opportunity for students to link aspects of social psychology to their professional interests. The report may take the form of a dissertation (extended essay) or an empirical research project. Students must obtain the approval of their supervisors before embarking on any research. PS434 includes a short series of structured workshops (organised by Mr Steve Bennett, Director of the Technical Workshop) to introduce students to the specialised facilities for research available in the Department. These workshops will normally be in the MT.

Topic selection and supervision: Towards the end of the MT a 'Research Report Topic Selection' meeting is held at which members of staff outline the research areas in which they would be willing to supervise projects. In the first instance students should approach the member of staff whom they think is most appropriate to supervise the research they have in mind, although final decisions regarding supervision will be made by the Programme Directors. The supervisor will advise the student, help provide information and bibliography, and identify likely problems with the research proposed.

Assessment: Two copies of the Report must be handed into the Departmental Office by 12.00 noon, Monday 19 August 2002. The Report must be typewritten. It should not be less than 10,000 words and should not exceed 15,000 words in length.

PS435

Dissertation

Teacher responsible: All teachers contributing to Media@lse teaching may be involved in the supervision of the dissertation.

Availability: MSc Media and Communications, MSc Media and Communications Regulation and MSc New Media Information and Society students only.

Core syllabus: The aim of this dissertation is for students to pursue an independent piece of research within the field of media and communications.

Content: The dissertation, one quarter of the year's work, is a quantitative or qualitative investigation of an issue in the field of media and communications. It may be either a theoretical or empirical piece of research. Students must obtain the approval of their supervisors before embarking on any research. PS435 includes a short series of structured workshops (organised by Mr Steve Bennett, Director of the Technical Workshop) to introduce students to the specialised facilities for research available. These workshops will normally be in the MT.

Arrangements for supervision: Towards the end of the MT a meeting is held at which members of staff outline the research areas in which they would be willing to supervise dissertations. 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.

Assessment: Two copies of the dissertation must be handed in to the Media@lse MSc Programme administrator by Monday 19 August 2002. The dissertation must be 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: New Media Research: Cases from the Field

Teacher responsible: Dr J Gerard Power

Availability: Available primarily for MSc students taking Media and Communications programmes. Other students may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Content: This class will focus on a range of research methods that are being used by research organisations throughout the world to study new media. The class has three objectives. First, to explore the research challenges posed by new technologies and their applications, including interactive television, Internet and wireless. Second, to explain how research methods can be applied and adapted to the requirements of these ever-changing technologies. Third, to illustrate the application of new research approaches to a range of media technologies throughout the world. There will be an emphasis in the course on the transference of academic research knowledge to the global marketplace.

Teaching: Lecture/seminar (PS436) (2 hours) x 10 LT.

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: M Ven der Heijden & M Taylor, *Understanding WAP: Wireless applications, devices and services*, Artech House, 2000; J Whitaker, *Interactive Television Demystified*, McGraw Hill, 2000; S Shepard & S Chapman, *Telecommunications Convergence*, McGraw Hill, 2000; H Etzkavitz, A Webster & P Healey, *Capitalizing Knowledge: New Intersections of Industry and Academia* (Sing Series, Frontiers in Education) State University of New York, 1998; C Passler Schuster & P Harris, *Newer Insights into Marketing: Cross National and Cross Cultural Perspectives*, Haworth Press, 1999; J Rubin, *Handbook of Usability Testing: How to Plan, Design and Conduct Effective Tests*, John Wiley, 1994; D Whitley, *E-Commerce*, McGraw Hill, 2000; J Ellis & S Korper, *The E-Commerce Book*, Academic Press, 1999.

Assessment:

1. A formal two-hour examination in the ST: 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

Teacher responsible: Dr Sandra Jovchelovitch, S307

Availability: Students on degrees without a psychology component may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: The objective of the course is to allow students to explore in depth the relationship between social representations and social contexts, with especial attention to the construction of everyday forms of knowledge, institutional functioning and community life.

Content: The social context of representational activity. (i) The genesis and development of representations, (ii) The public nature of representations, (iii) Time and place in the construction of representations: Memory and identity; Representing institutions and communities; (i) Institutions: The symbolic and the material in the life of communities, (ii) The instituting and the instituted in the life of communities, (iii) Institutions and communities as potential space; Representing/constructing Others; (i) The other institutionalised: strategies of classification, segregation and exclusion, (ii) The other in the community: strategies of habituation, denial and differentiation, (ii) The other in dialogue: solidarity and strategies of communicative action; The limitations and possibilities of social psychological intervention: (i) Research as a dialogical act: Interpretation, knowledge and empowerment.

Teaching: Lecture (1 hour) (PS437) x 10 LT, seminar/class (1 hour) x 10 LT.

Written work: A 3,000 word written assignment required.

Reading list: D Jodelet, *Madness and Social Representations* (1991); M Douglas, *How Institutions Think* (1987); C Castoriadis, *The Imaginary Institution of Society* (1987); M Foucault, *Madness and Civilization* (1971); J Habermas, *The Theory of Communicative Action*, Vol I and II (1987); S Freud, *Civilization and Its Discontents* (1930), *Group Psychology and the Analysis of the Ego* (1921); D W Winnicott, *Playing and Reality* (1971); I Martin-Baró, *Writings for a Liberation Psychology* (1994).

Assessment: 1. A formal two-hour examination in the ST: 2 questions from a choice of 5 (50%). 2. A written assignment of not more than 3,000 words (50%).

PS438

Corporate Communications

Teacher responsible: To be announced

Availability: Only for: MSc Social Psychology; MSc Organisational and Social Psychology; and MSc Media and Communications.

Core syllabus: The objectives of the course are to provide an introduction to organisational communication, in particular the practices of public relations and corporate communications, and to show how an understanding of communications management, based on knowledge of the social sciences, may contribute to the overall management of organisations.

Teaching: Seminar (PS438) (2 hours) x 10 LT and Classes (1 hour) x 5 LT.

Written work: A 3,000 word written assignment required.

Reading list: To be announced.

Assessment:

1. A formal two-hour examination in the ST: 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

Teacher responsible: Dr Martin Bauer, B804

Availability: Students on degrees without a social psychology or media component may attend subject to numbers and at the discretion of the teacher responsible.

Core syllabus: The objective of this course is to analyse the contribution of various social psychological concepts to the analysis of public opinion on new technologies, and to raise awareness for the functions of public opinion measures for the public opinion process as it influences technological trajectories.

Content: According to Krantzberg's First Law technology is neither good nor bad, nor is it neutral. At any time it is a negotiated outcome: a growing web of designers, regulators and users held together by an evolving configuration of ideas and matter, affiliation and dissent.

Representations of science and technology are the symbolic environment of technological trajectories. One of the functions of these representations is to enable 'resistance' to act as the 'reality check' on technical imagination. This is modelled with the 'pain analogy' of resistance (Bauer, 1997): What influences resistance, what forms does it take, and what are the likely consequences for the development of global technologies?

The course explores conceptions of 'resistance' drawing upon research in psychotherapy, attitude change, risk perception, media research, group dynamics, public understanding of science, minority influence. The technologies discussed will be: nuclear power, information technology and genetic engineering. Analyses of media coverage and of public opinion research provide a rich empirical basis of the course. Students are expected to appreciate theory driven empirical research.

Teaching: Combined lecture (1 hour) (PS439) x 10 LT, + seminar/class (1 hour) x 10 LT.

Written work: A 3,000 word written assignment required.

Reading list: M Bauer (Ed), *Resistance to new technology - nuclear power, information technology, biotechnology*, CUP, 1997; J Carloppio, 'A history of social psychological reactions to new technology', *Journal of Occupational Psychology*, 61, 1988; B Joerges, 'Technology in everyday life: conceptual queries', *Journal for the Theory of Social Behaviour*, 18, 1988; T Marteau & M P M Richards (Eds), *The Troubled Helix: Social and psychological implications of the new human genetics*, CUP, 1996; J Van der Plight, *Nuclear Energy and the Public*, Blackwell, 1992; S R Weart, *Nuclear Fear: A history of images*, Harvard University Press, 1988; J Durant, M Bauer & G Gaskell, *Biotechnology in the public sphere*, Science Museum, 1998. No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

Assessment: 1. A formal two-hour examination in the ST: 2 questions from a choice of 5 (50%). 2. A written assignment of not more than 3,000 words (50%).

PS443

Modern Social Psychology

Teacher responsible: Dr Marie-Claude Gervais, S311

Availability: A conversion course at a graduate level for all social science students at the School without a prior knowledge of social psychology in their first degrees. It is a compulsory half-course unit for the MSc in Organisational and Social Psychology. Students on this degree who do have a prior knowledge of social psychology may gain an exemption from the Programme Director for this MSc. This is a prerequisite for PS400 for those without a prior knowledge of social psychology.

Core syllabus: Basic theories in modern social psychology following both European and American traditions of research.

Content: The course provides an overview of some of the main contributions and schools of thought in social psychology, with particular emphasis on the historical forces which have shaped past and current thinking. Specifically, the lectures address: 1) the social psychology of inter-personal and inter-group relations (perception of self and others, obedience, conformity, the influence exerted by minority and majority groups, theories of prejudice, social identity theory, group performance, leadership, decision-making); 2) key theories and concepts in the field of social cognition (social perception and causal attribution, attitudes, social representations, rhetorical psychology); and 3) one specific area of research where exciting developments are taking place (eg the social psychology of the media, cross-cultural psychology, evolutionary psychology, etc).

Teaching: 10 x 2 hour lecture/seminar (PS443) MT.

Reading list: R Brown, *Social Psychology* (2nd edn), Collin-Macmillan, New York, 1986 (set text); E E Jones, *Interpersonal Perception*, Freeman, 1990; H Tajfel, *Human Groups and Social Categories: Studies in Social Psychology*, Cambridge University Press, 1981; M Hewstone, W Stroebe, J-P Codol, & G M Stephenson, *Introduction to Social Psychology: A European perspective* (2nd edn), Blackwell, 1996 (set text); H Himmelweit & G Gaskell (Eds), *Societal Psychology*, Sage, 1990; D M Buss & D T Kenrick, 'Evolutionary Social Psychology' in D T Gilbert, S T Fiske & G Lindzey (Eds), *The Handbook of Social Psychology*, Volume II, McGraw Hill, 982-1026, 1998; M A Hogg & G M Vaughan, *Social Psychology* (2nd edn), Prentice-Hall, 1998 (set text).

Assessment: 1. A formal two-hour examination in the ST: 2 questions from a choice of 5 (50%).
2. A written assignment of not more than 3,000 words (50%).

PS444

The Media Seminar

Teacher responsible: Dr Margaret Scammell, S487

Availability: Compulsory for students on the MSc Global Media and Communications and MSc Media and Communications programmes. Students on the MSc Gender and the Media, MSc Media and Communications Regulation and MSc New Media Information and Society are strongly encouraged to attend.

Core syllabus: A seminar series which addresses the interface between academic issues taught on the Media and Communications programmes and professional issues facing the media and communications industry.

Content: This is an invited speaker series. Speakers will normally include a mix of practitioners, regulators, journalists, and other media professionals working within the London area. The purpose of the seminar is to provide an opportunity for students to relate the topics and themes addressed within their academic studies to the debates and concerns currently facing those practitioners.

Teaching: 20 x 1.5 hour sessions weekly during MT and LT.

Assessment: The course is an additional, non-assessed lecture programme. It is therefore not one of the units taken as part of the degree programme, but is a compulsory seminar to accompany and complement the MSc Global Media and Communications and the MSc Media and Communications programmes.

PS445

Organisational and Social Decision Making

Teacher responsible: Professor Patrick Humphreys, S364

Availability: Students on degrees without a psychology component may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: This course starts with a short historical introduction (which helps in understanding where the technical terms currently used in the field actually come from), followed by a primarily problem and people centred, rather than formal, approach to the subject, with a number of case studies of organisational and social decision making, and of attempts to provide support for decision making in organisations.

The course will examine the discourses and processes involved in forming judgments, planning actions and evaluating their consequences, what happens in societal decision making when people have conflicting objectives; how risk is experienced and analyzed. Techniques for aiding decision making are explored, and ways in which decision support may be embedded in process supporting organisational management and change are investigated.

Content: The course will concentrate on contexts in which, at the outset, there is uncertainty about how to represent the structure of the decision problem and examine the kind of discourses employed in negotiating and constructing representations of "the decision problem", securing agreement on "the decision" and the associated commitments to action, and attempting to manage its implementation. In organisational decision making, the decision maker may be a "problem owner" but, on his or her own, may have insufficient information or power to formulate and implement a policy for action, and so usually relies on the support of proposers of solutions to parts of "the problem", on experts and perhaps on some computer based "decision support system" which may be introduced by external consultants. Hence in studying organisational decision making systems we shall need to examine the sometimes conflicting motivations of people occupying these various roles. We shall also investigate how decision problems representations are employed as artifacts by those people who participate in the making of decisions and attempt to get them implemented in organisational contexts. In social decision making we shall examine cases where different stakeholders or interest groups have different views and motivations concerning the effects (and side-effects) of decision making

which may have wide-ranging social impact. We shall examine how decision theory, originally developed as a theory informing individual, "rational" decision making, may be developed as a methodology shaping social decision making in a wide range of contexts, and look at the problems and hegemonic discourses which have been associated with attempts to do this.

Teaching: Lecture/Seminar (PS445) (2 hours) x 10 LT. Class (PS445.A) (1 hour) x 5 fortnightly LT, devoted to in-depth analysis of specific material.

Written work: 3,000 word written assignment required.

Reading list: L R Beach, *The Psychology of Decision Making: People in Organisations*, Sage, 1997; M H Bazerman, *Judgment in Managerial Decision Making* (2nd edn), Wiley, 1991; P C Humphreys et al, *Decision Support in Organisational Transformation*, Chapman and Hall, 1997; J Ansell & F Wharton, *Risk: Analysis, Assessment and Management*, Wiley, 1992; D Berkeley, G Widmeyer, P Brezillon & V Rajkovic, *Context Sensitive Decision Support Systems*, Chapman and Hall, 1998; D Von Winterfeldt & W Edwards, *Decision Analysis and Behavioural Research*, Cambridge University Press, 1986; R L Keeney, *Value Focused Thinking: a Path to Creative Decision Making*, Cambridge University Press, 1993; P R Kleindorfer, H C Kunreuther & P H Schoemaker, *Decision Sciences: An Integrative Perspective*, Cambridge University Press, 1993; L R Beach, *Image Theory: Decision Making in Personal and Organisational Contexts*, Wiley, 1990; J S Carrol & E J Johnson, *Decision Research: A Field Guide*, Sage, 1990.

Assessment: 1) A formal two hour examination in the ST: two questions from a choice of 5 (50%). 2) A written assignment of not more than 3,000 words (50%).

PS450

Audiences and Communities: Current Issues in Radio
Teachers responsible: Dr Margaret Scammell, S487 and Peter Lewis, S267

Availability: Available primarily for MSc students taking Media and Communications programmes. Other students may only attend subject to numbers, their own degree regulations and the discretion of the teacher responsible.

Core syllabus: The course aims to introduce the forms and structures characteristic of British radio through a range of theoretical approaches which illustrate current research work in this hitherto neglected sub-field of media and cultural studies.

Content: The first three sessions will introduce the main ways radio is structured and organised – public service, commercial and community radio, while a fourth session will take advantage of the close proximity of Bush House to hear from a guest lecturer how the BBC's World Service is addressing its post-colonial, post-communist audiences. Following sessions will examine the relationship between formats, genres and production styles and the identities of the individuals and communities who form the audience. A linking theme will illustrate how British radio has adapted, rejected or pioneered approaches which to some degree are found across the world. Lectures in this group will use a range of methodological approaches to illustrate contemporary academic studies. Radio's use in democratic development and armed struggle will be examined. A final session looks at the implications for regulation, funding and listening of digital and internet radio and will include a visit to the LSE Student Union's Pulse-FM.

Teaching: Lecture/seminar (PS450) (2 hours) x 10 MT.

Written work: A 3,000 word (formally assessed) written assignment is required.

Reading list: S Barnard, *Studying Radio*, Arnold, 2000; A Crisell, *Understanding Radio* (2nd edn), Routledge, 1994; A Crisell, *An Introductory History of British Broadcasting*, Routledge, 1977; T Crook, *Radio Drama: Theory and Practice*, Routledge, 1999; J Curran & J Seaton, *Power Without Responsibility*, Routledge, 1991; D Hendy, *Radio in the Digital Age*, Polity, 2000; *International Journal of Cultural Studies* Special Issue: Radiocracy, Vol 3, No 2, August 2000; *Journal of Radio Studies*, Vol 7, No 1 (British Symposium on Radio Studies), Spring 2000; P M Lewis & J Booth, *The Invisible Medium: Public, Commercial and Community Radio*, Macmillan, 1989; P Scannell, *Radio, Television and Modern Life*, Blackwell, 1996; M Shingler & C Wieringa, *On Air: Methods and Meanings of Radio*, Arnold, 1998; T van Leeuwen, *Speech, Music, Sound*, Macmillan, 1999.

Assessment:

1. A formal two-hour exam in the ST: 2 questions from a choice of 5 [50%].
2. A written assignment of not more than 3,000 words [50%].

PS451

Cognition and Culture

Teacher responsible: Dr Bradley Franks, S313.

Availability: Students on degrees without a psychology component may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: The course examines recent directions in research relating to the relationships between mind and culture.

Content: Theoretical issues including: relationships between social facts and psychological facts; naturalistic and non-naturalistic concepts of culture; symbolic culture; cultural relativity and universals; evolutionary and developmental constraints on the relations between mind and culture; communication, cultural transmission and change. These issues will be discussed with reference to specific domains of investigation, such as: emotions, representations of religion, race and natural kinds; pragmatics and communication; and social divisions of labour in meaning and representation, including deference and expertise.

Teaching: Lecture (1 hour) x 10 LT; class x 10 LT.

Written work: 3,000 word assignment required.

Reading list: Detailed references and a synopsis of lectures and class topics are distributed in the first lecture of the series, and are available in S315 and in Outlook/Public Folders/Departments/Social Psychology. The following are of general use: S Atran, *Cognitive Foundations of Natural History*, Cambridge University Press, 1990; P Boyer, *The Naturalness of Religious Ideas*, University of California Press, 1996; D E Brown, *Human Universals*, McGraw-Hill, 1991; D M Buss & D T Kenrick, *Evolutionary Social Psychology*, 1998, cited in D T Gilbert, S T Fiske & G Lindzey (Eds), *The Handbook of Social Psychology*, Vol 2, McGraw-Hill, pps. 982-1026; M Cole, *Cultural Psychology*, Harvard University Press, 1996; S T Fiske et al, *The Cultural Matrix of Social Psychology*, cited in D T Gilbert, S T Fiske and G Lindzey (Eds), *The Handbook of Social Psychology*, Vol 2, McGraw-Hill; L Hirschfeld, *Race in the Making: Cognition, Culture and the Child's Construction of Social Kinds*, MIT Press, 1996; R Nisbett & D Cohen, *The Culture of Honor: The Psychology of Violence in the South*, Westview Press, 1995; P B Smith & M H Bond, *Social Psychology Across Cultures* (2nd edn), Prentice Hall, 1998; D Sperber, *Explaining Culture*, Cambridge University Press, 1996.

Assessment:

1. A formal two-hour examination in ST.
2. Questions from a choice of 5 (50%); and 2) a written assignment of not more than 3,000 words (50%).

PS452

Moral Psychology

Teacher responsible: Professor Nicolas Emler, S309/310

Availability: Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: The course examines a range of perspectives in moral psychology and their respective treatments of the nature and consequence of moral commitments.

Content: The classical legacy in moral psychology; psychoanalysis, behaviourism and crowd psychology. The altruism question, evolutionary psychology and adaptations for co-operation. Cognitive constructivism: moral judgement, stage and domain theories. Cultural influences on morals. Post-conventional thinking. Moral thought, moral action and social control processes. Power, leadership and moral (in)competence. The justice motive in social behaviour. Morality and politics: moral-political attitudes, their structure and origins. Morality and health.

Teaching: Lectures/seminars (2 hours) x 10 LT.

Reading list: Detailed references and a synopsis of topics are distributed in the first seminar of the series and are available in S315 and in Outlook/Public Folders/Departments/Social Psychology.

D K Lapsley, *Moral Psychology*, Westview Press, 1996; J Kagan & S Lamb (Eds), *The Emergence of Morality in Young Children*, University of Chicago Press; N Emler & S Reicher, *Adolescence and Delinquency: The Collective Management of Reputation*, Blackwell, 1995; W Kurtines & J Gerwitz (Eds), *Handbook of Moral Development and Behaviour* 3 vols, Erlbaum, 1991; M Lerner & G Mikula (Eds), *Entitlement and the Affectional Bond: Justice in Close Relationships*, Plenum, 1987; R Brandt & P Rosen, *Morality and Health*, Routledge, 1998. M Ridley, *The Origins of Virtue*, Penguin, 1996.

Assessment:

1. A formal two-hour examination in ST: 2 questions from a choice of 5 (50%).
2. A writtend assignment of nor more than 3,000 words (50%).

PS453

Theories and Concepts in Media and Communications (Media and Power)

Teacher responsible: Professor Sonia Livingstone, S303

Availability: This is a core course for students taking the MSc in New Media, Information and Society, but is also open to other appropriately qualified students with the agreement of the course convenor.

Core syllabus: This course is primarily intended as a core course for New Media, Information and Society students. It addresses key theoretical and conceptual issues in the field of media and communications, taking an interdisciplinary social science perspective, with the focus centrally on issues of media power.

Content: Beginning with a broad introduction to theories and concepts in the field of media and communication, the course addresses a series of debates centred on the media and power, locating these in their historical and cultural perspective. The aim of the course is to enable students to develop their understanding, and formulate critical appraisals, of the relation between media and power at the level of institutions, culture and social processes. The course encompasses a selection of issues at an advanced level, relating media and communications to such topics as political economy, the culture industries, the public sphere, public opinion, regulation, impacts and influence.

Teaching: Lectures: 10 x 1.5 hours [MT]; Seminars: 10 x 1 hour [MT].

Written work: A 3,000 word (formally assessed) written assignment is required.

Reading list: N Abercrombie, *Television and Society*, Polity Press, 1996; O Boyd-Barrett & C Newbold (Eds), *Approaches to Media: A Reader*, Arnold, 1995; N Coudry, *The Place of Media Power: Pilgrims and Witnesses of the Media Age*, Routledge, 2000; D Crowley & D Mitchell (Eds), *Communication Theory Today*, Polity Press, 1994; J Curran & M Gurevitch, *Mass Media and Society* (3rd edn), Arnold, 2000; J Curran & J Seaton, *Power Without Responsibility*, Routledge, 1997; P Dahlgren, *Television and*

the Public Sphere: Citizenship, Democracy and the Media, Sage, 1995; N Garnham, *Emancipation, the Media, and Modernity*, Oxford University Press, 2000; S Herbst, *Reading Public Opinion: How Political Actors View the Democratic Process*, University of Chicago Press, 1998; S Livingstone, *Making Sense of Television* (2nd edn), Routledge, 1998; H Mackay & T O'Sullivan (Eds), *The Media Reader: Continuity and transformation*, Sage, 1999; R Mansell & W E Steinmueller, *Mobilizing the Information Society: Strategies for Growth and Opportunity*, Oxford University Press, 2000; M Scammell & H Semetko, *Media, Journalism and Democracy: A Reader*, Ashgate, Aldershot and Dartmouth, 2000; M Schudson, *The Power of News*, Harvard University Press, 1995; J Shanahan & M Morgan, *Television and its Viewers: Cultivation Theory and Research*, Cambridge University Press, 1999; R Silverstone, *Why Study the Media?*, Sage, 1999; J B Thompson, *The Media and Modernity: A social theory of the media*, Cambridge: Polity, 1995; F Webster, *Culture and Politics in the Information Age*, Routledge, 2001.

Assessment:

1. A formal two-hour exam in the ST: 2 questions from a choice of 5 [50%].
2. A written assignment of not more than 3,000 words [50%].

PS940

Psychology (Seminar)

Teacher responsible: Professor Nick Emler, S309/S310

Availability: Open to staff and graduate students in Social Psychology Department.

Teaching: Fortnightly seminars (PS940) Sessional. Papers will be presented by outside speakers.

Assessment: Non-examinable.

METHODOLOGY INSTITUTE (SOCIAL RESEARCH METHODS)

MI411

Quantitative Analysis in Social Research I

Teachers responsible: Dr Matthew Mulford, B802, Mr Colin Mills, S875 and others

Availability: Optional for MSc Social Research Methods; also available for research students and other Master's students where regulations permit.

Core syllabus: An intensive introduction to the principles and methods of statistical analysis in social research.

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 SPSS, which will be used during the computer sessions.

Teaching: Nine three-hour sessions starting in the second week of the MT. In each session there are two hours of lecture and one hour on the computer. Weekly assignments, both on and off the computer, are required.

Reading list: Students should buy J Healey, *Statistics: A Tool for Social Research*, 4th Edition. This is the core text for this course and will be a useful reference book thereafter. Some additional reading is suggested during the course.

Assessment: A two-hour unseen written examination in week 2 of the LT.

MI412

Quantitative Analysis in Social Research II

Teachers responsible: Mr Colin Mills, S875 and Dr Matthew Mulford, B802

Availability: Optional for MSc Social Research Methods; also available for research students and other Master's students where regulations permit.

Core syllabus: This course follows on from MI411, giving students further training with the statistical techniques used in social research.

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 are introduced to the statistical package SPSS.

Teaching: This course is given twice, in nine three-hour sessions starting in the second week of each of the MT and LT. In each session there are two hours of lecture and one hour on the computer. Weekly assignments, both on and off the computer, are required. MSc 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 Bohmstedt, *Statistics for Social Data Analysis*. A pack of course materials is handed out at the start of the course.

Assessment: One-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)

Teacher responsible: To be announced

PS950

Current Research in Social Psychology Seminar

Teachers responsible: Dr Bradley Franks, S313

Availability and restrictions: Academic staff and research students only.

Teaching: Weekly seminars (PS950) MT, LT and ST. Seminars for research students in Social Psychology and Organisational and Social Psychology throughout the academic session.

Assessment: Non-examinable.

PS960

Classical Texts in Social Psychology

Teachers responsible: Dr Martin Bauer, Dr Sandra Jovchelovitch, Professor George Gaskell and others

Availability and restrictions: None

Core syllabus: To maintain awareness of classical monographical studies of social psychology, its psychological as well as its sociological tradition. To provide a forum for entire textual reading and contextual discussions of contributions by J Vygotsky, K Piaget, Lewin, G H Mead, LeBon, McDougall, F Bartlett, S Freud, E Goffman, Ichheiser, Buehler and others.

Teaching: A series of discussion seminars centering on key texts and authors. LT and ST.

Reading list: R M Farr, *The Roots of Modern Social Psychology*, Blackwell, 1996. Further readings will be suggested at the start of the seminar.

Assessment: Non-examinable.

Availability: Optional for MSc Social Research Methods and for MSc Social Psychology; also available for research students. A basic knowledge of probability, statistical theory and survey methods up to first degree level is required.

Core syllabus: An introduction to the application of modern multivariate methods used in the social sciences.

Content: A selection from the following topics: cluster analysis, multi-dimensional scaling, principal components analysis, correspondence analysis, factor analysis, latent variable models and structural equations models.

Teaching:

Lectures: 10 x 1 hour in the LT.
Computer Workshops: 5 x 2 hours in the LT.

Reading list: The course does not closely follow any book but the following are recommended: C Chatfield & A J Collins, *Introduction to Multivariate Analysis* (1988); B S Everett & G Dunn, *Applied Multivariate Data Analysis* (1991); D J Bartholomew & M Knott, *Latent Variable Models and Factor Analysis*.

Assessment: A Two-hour written examination in the ST. Students are also assessed on work done during the course.

MI414

Marketing and Market Research: An Introduction for Post-Graduates

Teacher responsible: Dr Celia Phillips, B608

Availability: For MSc Social Research Methods, MSc Management and MSc Media and Communications students. Students from other MSc 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 the special agreement of Dr Celia Phillips. This course is not available for those who have already taken MN302 or ST327.

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.

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: Lectures (MI414); 20 hours in MT. Classes: 10 hours in LT.

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*; P Chisnall, *Marketing Research*; R W Worcester & J Downham (Eds), *Consumer Market Research Handbook*; Jordi Montana (Ed), *Understanding Marketing: A European Casebook*; C Phillips et al (Eds), *Marketing in Europe: Case Studies*, Wiley, 2000; Hanne Hartvig Larsen (Ed), *Cases in Marketing*.

Assessment: Students will be assessed by 2-hour unseen examination in the ST.

MI420

Concepts and Methods in Social Inquiry

Teachers responsible: Professor George Gaskell, B811 and others

Availability: For MSc programmes.

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: 10 sessions of 2 hours in LT.

Reading list: G King, R O Keohane & S Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research*, Chapter 1 (Princeton University Press, 1994); N K Denzin & Y S Lincoln, *Handbook of Qualitative Research* (Sage, 1994); R Krippendorff, *Content Analysis* (Sage, 1982); R Barthes, *Mythologies* (Paladin, 1973); G Hoinville et al, *Survey Research Practice* (Heinemann, 1978); G Sartori, 'Comparing and Miscomparing', *Journal of Theoretical Politics*, 3 (1991); R O'Kane, 'The Ladder of Abstraction', *Journal of Theoretical Politics*, 5 (1993); M Dogan & A Kazancigil, *Comparing Nations: Concepts, Strategies and Substance* (Blackwell, 1994); R Rose, 'Comparing Forms of Comparative Analysis', *Political Studies*, Vol 39, No 3 (1991); C Ragin, *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies* (University of California Press, 1987); C E Lindbloom & D K Cohen, *Social Science and Social Problem Solving* (Yale University Press, 1979).

Assessment: One written assignment of no more than 2,500 words.

MI421

Social Research Design

Teachers responsible: Professor George Gaskell, B811 and others

Availability: Compulsory for MSc Social Research Methods; also available for research students.

Content: Introduction: an overview of social research methodologies, the nature of explanation, correlation and causation. From constructs to indicators: hypothetical constructs and intervening variables, operationalisation. Designing qualitative inquiry. Experimental and quasi-experimental designs for research. Sampling, representativeness and generalisation. Case studies in social research. Questionnaire design. Ethical issues in social research.

Teaching: 10 two hour sessions during MT.

Reading list: T D Cook & D T Campbell, *Quasi-experimentation: Design and analysis issues for field settings* (Rand McNally, Chicago, 1975); R K Yin, *Case study research* (Sage, Beverly Hills, 1984); G King, R O Keohane & S Verba, *Designing social enquiry. Scientific Inference in qualitative research* (Princeton University Press, 1994); G Kalton, *Introduction to Survey Sampling* (Sage Publications, California, 1987).

Assessment: For students taking the course as a half unit, one written assignment of 2,500 words.

MI422

Text, Image and Sound in Social Research

Teachers responsible: Dr Martin Bauer, B804 and others

Availability: Compulsory for MSc Social Research Methods in conjunction with MI421 and MI425; also available for research students from other departments. MI426 may also be of interest.

Core syllabus: Social research comprises the collection, description and interpretation of data. Data comes in form of texts, still or moving images, or recorded sound. On the other hand images and written text are also research outputs. The course covers analytic methods for all three types of data and provide the student with technical competence in the collection of different types of data through practical experience in the 'data portfolio' exercise. Students are introduced to computer assisted qualitative research.

Content: Different forms of interviewing, observation, sampling of on-line sources for press or television, corpus construction from archival material, or from photographic and video material. Analytic approaches include semiotics, rhetoric, narrative analysis and classical content analysis; the development of coding systems; and an overview on qualitative computing using TEXTSMART, NUD*ist, ATLAS/ti, or ALCESTE; issues regarding the quality of research and the presentation of results.

Teaching: A series of lectures accompanied (for MSc Social Research Methods only) by seminars over the MT and LT.

Reading list: U Flick, *An introduction to qualitative research* (Sage, 1998); 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); M Bauer & G Gaskell, *Qualitative Researching with Text, Image and Sound* (Sage, 2000); D Knoke & Kuklinski, *Network Analysis* (1983); J Loftland, *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).

Assessment: 2 assignments of 2,500 words and 3 hour unseen written exam.

MI423

Unstructured Interviewing

Teachers responsible: Professor George Gaskell, B811 and others

Availability: For MSc 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.

Content: During this short course, students are introduced to the objectives and purposes of interviewing as a means of collecting qualitative data, and receive expert training in all aspects of interviewing skills and techniques. Students develop their own interview topic guides in groups and undertake 'role-play' interviews under the supervision.

Arrangements: Two days during the Easter vacation.

Assessment: Non-examinable.

MI424

Interviewing Skills Workshop

Teachers responsible: Professor George Gaskell, B811 and others

Availability: For research students and MSc students.

Core 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.

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.

Teaching: One-day course during the Christmas vacation (to be arranged).

Assessment: Non-examinable.

MI425

Computer Packages for Qualitative Analysis

Teachers responsible: Dr Martin Bauer, B804 and others

Availability: For MSc Social Research Methods and research students who intend to use qualitative computer packages in their research. Students also attend MI420 and/or MI422.

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: Half-day introductory training courses on computer packages such as NUD*ist, TEXTSMART, ATLAS/ti and ALCESTE during the MT and LT.

Reading list: B Pfaffenberger, *Microcomputer applications in qualitative research* (1988); R Tesch, *Qualitative Research: Analysis Types and Software Tools* (1990); N G Fielding & R M Lee, *Computer Analysis & Qualitative Research* (Sage, 1998); E A Weitzman & M B Miles, *Computer programs for qualitative data analysis* (Sage, 1995).

Assessment: This course is non-examinable.

MI440

Evolution & Explanation: An introduction to Darwinian Methodology in the Social Sciences

Teacher responsible: Dr C Badcock, S282

Availability: For research students and MSc students.

Content: The course aims to give graduates in social science an understanding of the evolutionary approach to explanation; to discuss the issues raised by evolutionary explanation and to suggest ways in which evolutionary explanation can be applied to social science. The course is built around four fundamental explanatory issues, each of which is related to both social science and evolutionary methodology, and each of which will be illustrated by a linked series of case studies.

1) Proximate & ultimate causation: evolution as the neglected ultimate cause in social science explanation. 2) Holism & individualism: limitations of the holistic approach of social science and solutions to the problem of altruism, co-operation and social behaviour in other species. 3) Reductionism & anti-reductionism: the role of genetics, psychology and neuroscience in social science explanation. 4) Free-will & determinism: mentalism and anti-mentalism in psychology, evolution and the social sciences.

Teaching: Ten one-hour lectures.

Reading list: R Axelrod, *The Evolution of Cooperation* (1984); C Badcock, *Evolutionary Psychology: A Critical Introduction* (2000); M Daly & M Wilson, *Homicide*; L Ellis, 'A Discipline in Peril: Sociology's Future Hinges on Curing Its Biophobia', *American Sociologist*, Vol 27, No 21 (1996); D Freeman, *The fateful hoaxing of Margaret Mead: a historical analysis of her Samoan researches* (1998); W D Hamilton, *Narrow Roads of Gene Land* (1996); Judith Rich Harris, *The Nurture Assumption*; J Lopreato & T Crippen, *Crisis in Sociology: The Need for Darwin*; R Plomin, J C DeFries et al, *Behavioral Genetics* (1997); J Tooby & L Cosmides, 'The Psychological Foundations of Culture' in J Barkow, L Cosmides & J Tooby, *The Adapted Mind: Evolutionary Psychology and the Generation of Culture* (1992); R Trivers, *Social Evolution* (1985); R Trivers, *Sociobiology and Politics* (1981); E White, *Sociobiology and Human Politics*.

Assessment: Non-examinable.

MI445

Ethical and Legal Aspects of Social Research

Teachers responsible: Professor George Gaskell, B811 and others

Availability: For MSc Social Research Methods students, research students, and staff of all departments.

Content: The ethical issues of social research is examined over several

seminars with experts from within and outside the LSE dealing with:

- general philosophical approaches to ethics;
- ethical issues in experimental research;
- ethical issues in survey research;
- ethical issues in ethnographic research;
- the legal protection of privacy and the conduct of social research; and as much of social research is conducted commercially;
- business ethics.

Arrangements: A two day seminar/workshop (to be arranged).

SOCIOLOGY

SO401

Methods of Sociological Study

Teacher responsible: Dr Ursula Henz, S218

Availability: Compulsory course for MSc degrees in Sociology. Part-time students taking the MSc over two years may take the course in either the first or second year. In addition, students are required to attend and be assessed MI411 **Quantitative Analysis in Social Research I**.

Core syllabus and content: Selected strategies for the collection, analysis and interpretation of quantitative and qualitative data. Research design; questionnaire design; question wording; attitude measurement and scaling; interview practice; sampling; collecting qualitative data; analysis of qualitative data.

Teaching: The first 10 seminars will be concerned with issues to do with survey and related types of research design (plus M1411 computer classes). Seminars in the LT consists of a series of discursive and practical workshops on issues in qualitative research. Emphasis is placed on the development of practical skills in design and analysis.

Written work: There are two compulsory (assessed) assignments in the first term and one compulsory (assessed) assignment in the second term. Two additional pieces of compulsory practical work which will not contribute towards the assessment are undertaken in the second term.

Reading list: There is no single textbook that covers the content of the whole course but students are encouraged to purchase C M Judd, E R Smith & L H Kidder, *Research Methods in Social Relations* (6th edn), Fort Worth, Holt, Rinehart and Winston, 1991, ISBN 0-03-031149-7. CC H62 J91. Other useful textbooks are: R Burgess, *In the Field*, HM28 B95 CC, 1984; N Denzin & Y Lincoln (Eds), *Handbook of Qualitative Research* H62 H23 CC, 1994.

Assessment: The course is assessed by two methods: (a) Course work. This counts for thirty-four per cent of the final mark and consists of 3 equally weighted components.

(b) A three-hour formal examination in the ST, worth 66% of the final course mark, based on the whole SO401.1 syllabus.

SO403

Social Analysis of Industrial Societies

Teacher responsible: Dr E A Weinberg, S266

Availability: For MSc Sociology and MSc Social Research Methods (Sociology); also available as an outside option within other Master's degrees where regulations permit. A first degree in sociology or some experience of undergraduate courses in sociology is required. (Students reading for the MA Area Studies (United States) are subject to different rules concerning pre-requisites.)

Core syllabus: The aim of the course is to increase students' knowledge of a number of industrial societies by concentrating on the application to them of certain major sociological theories.

Content: Political power, labour movements and industrial relations, gender relations, education and work, stratification and social mobility in industrial societies. Problems of comparative analysis. The course will focus on Britain, France, Germany, Russia and the CIS, USA and Japan.

Teaching: Course comprises 25 seminars (SO403) at which papers are presented by staff and students. During MT and part of LT the papers are chosen by the students, reading material being discussed individually.

Reading list: The following represents a minimal list: A Amsden (Ed), *The Economics of Women and Work*; M Archer, *Social Origins of Educational Systems*; D L Barker & S Allen (Eds), *Dependence and Exploitation in Work and Marriage*; A Giddens, *Class Structure of Advanced Societies*; R Scase (Ed), *The State in Western Europe*; K Thompson (Ed), *Work, Employment and Unemployment*; D Treiman, *Occupational Prestige in Comparative Perspective*; K Kumar, *Prophesy and Progress*.

Assessment: There is a conventional three-hour examination in the ST, in which three questions must be answered.

SO404

Sociology of Development

Teacher responsible: Dr L Sklair, S200

Availability: For MSc Sociology, MSc Economic History, MSc Social Research Methods (Sociology); MSc City Design and Social Science; MSc Development Studies; MSc Political Sociology and MSc Population and Development. A knowledge of basic sociological theory is required.

Core syllabus: Sociological analysis of major issues related to the economic, political and cultural transformation of 'third world' societies.

Content: Theories of development; the role of transnational corporations; 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.

Reading list: I Kant, *Grounding for the Metaphysics of Morals*; P Singer (Ed), *Applied Ethics*; R Homan, *The Ethics of Social Research*; J A Barnes, *Who Should Know What? Social Science, Privacy and Ethics*; R M Lee, *Doing Research on Sensitive Topics*; T L Beauchamp et al (Eds), *Ethical Issues in Social Science Research*; M Bulmer (Ed), *Social Research Ethics*; A M Rivlin & P M Timpane (Eds), *Ethical and Legal Issues of Social Experimentation*. A course pack with further suggestions for preparatory reading is made available prior to the course.

Assessment: Non-examinable.

Teaching: Seminars: SO404 24 MT, LT and ST.

Written work: Students are expected to write and present at least two seminar papers (one during the MT and one during the LT).

Reading list: L Brydon & S Chant, *Women in the Third World*, 1989; P Dicken, *Global Shift* (3rd edn), 1998; D Harrison, *The Sociology of Modernization and Development*, 1988; J T Roberts & A Hite (Eds), *From Modernization to Globalization*, 1999; L Sklair, *Sociology of the Global System* (2nd edn), 1995; L Sklair (Ed), *Capitalism and Development*, 1994; A Webster, *Introduction to the Sociology of Development*, 1990.

Supplementary reading list: Detailed reading lists on specific topics are available from Dr Sklair.

Assessment: A three-hour examination in June. Three questions to be answered.

SO406

Political Stability and Change

Teacher responsible: Dr A W G Stewart, S276

Availability: For MSc and other graduate students. A working knowledge of basic sociological theory (ie 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.

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: 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*.

Assessment: There is a three-hour formal examination in the ST 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

Teacher responsible: Dr A W G Stewart, S276

Availability: For MSc Political Sociology students for whom it is required, MSc Sociology and other interested MSc and graduate students.

Core syllabus: The course identifies key issues and debates concerning the distribution of power and consequent political processes in modern societies.

Content: Major theories of the distribution of power in modern societies; capitalism and class; state development and state formation; world-systems theories; feminist theories of power; political identities and processes of legitimation; political representation and political incorporation; parliamentarianism and corporatism; citizenship analysis; the displacement of states as sites of political action; new social movements.

Teaching: Seminars: Teaching by seminar. SO407 Sessional. Papers will be presented by the Course Convener, participants and, on occasion, by 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 SO203 **Political Sociology** when available.

Written work: Members of the seminar will be required to present a number of papers during the course of the session.

Reading list: A Stewart, *Theories of Power and Domination*; S Clegg, *Frameworks of Power*; J Scott (Ed), *Power: Critical Concepts*, Vol II; S Lukes, *Power: A Radical View*; S Lukes (Ed), *Power*; A Giddens, *Studies in Social and Political Theory*; M Mann, *The Sources of Social Power*, Vols I

and II; M Foucault, *Power/Knowledge*; J A Hall (Ed), *The State: Critical Concepts*; A Giddens, *The Nation-State and Violence*.
Assessment: There is a three-hour formal examination in the ST based on the full syllabus. Candidates will be required to answer three questions.

SO408

Sociology of Religion

Teacher responsible: Professor Eileen Barker, S217
Availability: Postgraduate students in Sociology and MSc Religion in Contemporary Society, but other students may take this course as permitted by the regulations for their degree. No background knowledge is required.

Core syllabus: The course is concerned with the relationship between religion and other areas of society; the ways in which and extent to which religion can affect and be affected by individuals, social groups, institutions and cultures.

Content: The course concentrates primarily, but not exclusively, on the role of religion in industrial societies during the past century. The approach of writers such as Weber, Durkheim and Marx is considered at the theoretical and empirical levels. Topics receiving special attention include secularisation; modern forms of religion; relations between church and state; religion in former Soviet societies; the rise of fundamentalism and methodological issues associated with the sociology of religion.

Teaching: SO408 27 weekly seminars for Graduates MLS. Students are also expected to attend 25 weekly lectures MSL (SO106).

Field trips: Visits will be arranged to religious services and/or to meet adherents of about 6 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 basic core of the subject, but the written examination is set in accordance with the interests of the students participating in the seminar which meets weekly throughout the session and invites several outside specialists to speak. All students are expected to present at least one paper.

Reading list: (More detailed reading lists are available for specific topics). M McGuire, *Religion: the Social Context*, 4th edn, Wadsworth, 1997; P Berger, *The Social Reality of Religion*, Faber, 1967; M Weber, *The Sociology of Religion*, Methuen, 1965; B Wilson, *Religion in Sociological Perspective*, OUP, 1982; D Martin, *A General Theory of Secularization*, Blackwell, 1978; G Davie, *Religion in Britain since 1945*; P Hammond (Ed), *The Sacred in a Secular Age*, University of California, 1985; M Douglas, *Purity and Danger*, Routledge, 1966.

Assessment: A three-hour formal paper in the ST (60% of the marks) and a 4,000 max word essay, to be handed in on Friday 3 May 2002 before 5pm to the Departmental Administrator, A451. This is to be a comparison of three (or more) religious services which the student visits during the year. Further details will be given in lectures.

SO409

Sociology of Crime, Deviance and Control

Teachers responsible: Professor S Cohen, S684, Professor D Downes, A246 and Dr Janet Foster, S268

Availability: For MSc Sociology, MSc Social Psychology, MSc Social Policy and Planning, MSc Social Research Methods (Sociology), MSc Criminal Justice Policy, MSc Crime Deviance and Control, MSc European Social Policy. Students taking this course will normally be expected to have a Social Science or Law degree or an appropriate professional qualification.

Core syllabus: The analysis of deviance, crime and social control.
Content: The course falls into five parts: an introduction to concepts and problems in the sociology of crime, deviance and control; a review of major theories of deviance and control; empirical examples of deviance; major forms of social control and criminal justice (law-making, police and prisons) and selected issues such as mass media and victims.

Teaching: Seminars: SO409 10 MT, 10 LT and 3 ST. There is a course of 20 lectures (SO210) offered in the MT and LT to which MSc students are invited.

Reading list: D Downes & P Rock, *Understanding Deviance*, 1998; J Tierney, *Criminology: Theory and Context*; J Muncie et al (Eds), *Criminological Perspectives*; S Cohen, *Visions of Social Control*; M Maguire et al (Eds), *The Oxford Handbook of Criminology*, 1997.

Supplementary reading list: A more detailed list is available from Professor Cohen or his secretary.

Assessment: Three-hour unseen examination (70%), 2-pieces of assessed course work, one to be completed in MT and one in LT (30%).

SO411

The Sociology of Gender

Teacher responsible: Dr Ginny Morrow, B507
Availability: For MSc Sociology, MSc Social Research Methods (Sociology), MSc Gender and Social Policy, MSc Political Sociology.

Core syllabus: Analysis of the nature and causes of gender divisions in society.

Content: Recent developments in the sociology of gender relations. Theoretical debates and contemporary issues. Employment; occupational segregation; household divisions of labour; new emergent household formations; femininities/masculinities; sexuality; reproductive technologies; gender, politics and the state; gender, class, race and stratification;

violence; research methodology; concepts of patriarchy, essentialism and difference.

Teaching: 23 Seminars (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; R W Connell, *Gender & Power*, 1987; M McNeil, I Varcoe & S Yearly, *The New Reproductive Technologies*, 1990; C Smart, *Regulating Womanhood*, 1992; S Walby, *Theorizing Patriarchy*, 1990; I Whelehan, *Modern Feminist Thought*, 1995; G A Dunne, *Lesbian Lifestyles: Women's Work and the Politics of Sexuality*, 1997; S Jackson, *Heterosexuality in Question*, 1999; S Lees, *Ruling Passions*, 1997; E Silva & C Smart, *The New Family?*, 1999; H Bradley, *Men's Work, Women's Work*, 1989. A more detailed reading list will be provided at the beginning of the course.

Assessment: A three hour unseen examination. Three questions to be answered.

SO412

Sociology of Employment

Teacher responsible: Dr Patrick McGovern, S275

Availability: For graduate students in the departments of Industrial Relations and Sociology and the Interdisciplinary Institute of Management. Students should preferably have a degree with a sizeable component of Sociology, but any social science is acceptable; other students will be admitted at the discretion of the teaching staff.

Core syllabus: Coverage of recent sociology of employment at an advanced level, with an emphasis on the employment relationship and economic restructuring and linking with contemporary debates in Sociology, Human Resource Management and Industrial Relations.

Content: The employment relationship; control and consent at work; scientific management and McDonaldization; informality, work groups and efficiency; labour market divisions; employers and labour markets; women in the labour market; discrimination at work; developments in contemporary management such as Total Quality Management, lean production and management gurus; globalization and labour; employment practices of multinational corporations; the future of work.

Teaching: The course is taught by Dr P McGovern with some guest speakers (Professor S Hill and Dr C Hakim). It consists of 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: K Grint, *The Sociology of Work* (2nd edn); C Lane, *Industry and Society in Europe*; C Tilly & C Tilly, *Work Under Capitalism*. A more comprehensive bibliography will be available to students taking this course.

Assessment: A three-hour unseen examination (75%) and an essay of 3,000 words (25%). The essay should be submitted no later than the first Friday of the ST.

SO413

Society and Culture

Teacher responsible: Professor Richard Sennett, Y314

Availability: For MSc Sociology, MSc Political Sociology and MSc Social Research Methods (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 in relation to current issues and debates on modernity and mass culture, post-modern culture and media.

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: A two-hour seminar (SO413) during the LT.

Written work: One essay.

Reading list: P Brantlinger, *Cultural Studies in Britain and America*; S Daring (Ed), *Cultural Studies Reader*; D Crane (Ed), *Sociology of Culture*; P Bourdieu, *The Field of Cultural Production*; R Sennett, *The Fall of Public Man*.

Assessment: 100% coursework.

SO414

Professions, Society and Policy: Lawyers, Engineers and Accountants

Teacher responsible: Mr M Burrage, S265

Availability: For MSc 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.

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: Seminars SO414 20 MT, LT and ST, 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.

Assessment: A three-hour examination in June. Three questions to be answered.

SO415

Methods of Criminological Inquiry

Teachers responsible: Mr Derek Cornish, A262 and Dr Janet Foster, S268

Availability: For MSc Crime, Deviance and Control. This course is also open to students taking the MSc in Criminal Justice Policy and other MSc programmes.

Core syllabus: This course offers the opportunity to examine elements of qualitative and quantitative research methods which are particularly helpful for criminological enquiry.

Content: Qualitative and quantitative aspects of criminological methodology, including interviewing techniques, problems of gaining access, ethnographic methods, crime surveys, longitudinal analysis, crime trend analyses, evaluation techniques, integrating theory and practice.

Teaching: SO415: Ten seminars in the LT.

Reading list: K Punch, *Introduction to Social Research: Quantitative and Qualitative Approaches*, 1999; M Hammersley & P Atkinson, *Ethnography: Principles in Practice*, 1995; Miles & A Huberman, *Qualitative Data Analysis*, 1994; A Oppenheim, *Questionnaire Design and Attitude Measurement*; R Black, *Evaluating Social Science Research*; K Bordens & B Abbott, *Research Design and Methods*; V Jupp, *Methods of Criminological Research*, 1989; P Rossi & H Freeman, *Evaluation: A Systematic Approach*.

Assessment: A qualitative fieldwork exercise submitted in the LT (10%), a methodological critique of a quantitative study submitted at the beginning of the summer term (10%), 10,000 dissertation on an approved topic submitted by the beginning of September (80%).

SO416

Cults, Sects and New Religions

Teacher responsible: Professor Eileen Barker, A454a

Availability: Postgraduate students in Sociology and MSc Religion in Contemporary Society, but other students may take this course as permitted by the regulations for their degree. No background knowledge is required.

Core syllabus: The course is concerned with a sociological understanding of the wave of new religious movements that have become visible since the Second World War, concentrating mainly on North America, Western and Eastern Europe, the FSU and Japan.

Content: Definitions and statistics; historical and comparative perspectives; the rise, spread and distribution of new religious movements (NRMs) in the West and Japan; the range of beliefs, practices, organisations, leadership (charismatic authority), life-styles, attitudes to violence, sex, women, children; membership profiles; case studies of a variety of types of NRMs (eg Christian, Eastern, New Age, 'Self-religions' Satanism, UFO-cults and millenarian movements). Conversion and the brainwashing thesis; apostasy. Changes with emergence of second and subsequent generations; the spread to former Soviet societies. Social responses to NRMs from government agencies, the media and the general public; and the rise of the anti-cult movement. Social issues (human rights; education, medical and legal rights, etc). Methodological and ethical issues involved in the sociological study of NRMs.

Videos: Arrangements will be made for students to watch videos about NRMs.

Field Trips: Visits will be arranged to visit about 6 different NRMs as a group. Students will also be expected to make their own arrangements to visit 3 different NRMs for their Examination Essay.

Teaching: SO416 27 weekly seminars for Graduates MLS. Outside speakers with specialist knowledge will speak and all students will be expected to present a paper. Students will also be expected to attend the 25 weekly lectures MSL (SO216).

Written work: Students will be expected to produce 4 pieces of written work during the year as well as their Examination Essay (see below).

Reading list: (More detailed reading list is given out in lectures). E Barker,

The Making of a Moonie: Brainwashing or Choice?, Gregg Revivals, 1993; *New Religious Movements: A Practical Introduction*, HMSO 1989; J Beckford, *Cult Controversies*, Tavistock, 1985; D Bromley & J Hadden (Eds), *The Handbook on Cults and Sects in America*, JAI Press, 1993; J G Melton, *Encyclopedic Handbook of Cults in America*, Garland, 1992; A Shupe & D Bromley, *The New Vigilantes: Deprogrammers, Anti-Cultists, and the New Religions*, Sage, 1980; R Wallis, *The Elementary Forms of the New Religious Life*, Routledge, 1984; B Wilson, *The Social Dimensions of Sectarianism*, Clarendon, 1990.

Assessment: A three-hour formal paper (60% of marks) and a 4,000 max word essay, to be handed in on Friday 3 May 2002 before 5pm to the Departmental Administrator, A451. This is to be a comparison of three (or more) NRMs which the student will have visited during the year. Further details will be given during lectures.

SO417

Contemporary Russian Society: Key Issues and Developmental Trends

Teacher responsible: Dr E A Weinberg, S266

Availability: Primarily for MSc Sociology, MSc Russia and Post-Soviet Studies, and MSc Political Sociology. Other students may take this course as permitted by the regulations for their degrees.

Core syllabus: Significant social issues will be examined in relation to problems of industrialisation and social change. While the course draws on a wide range of contemporary materials, these will be placed within an historical perspective.

Content: Particular attention will be focused on the analysis of: women, the family, population policy, urban and rural structure, the distribution of power, the planned economy, the industrial base, social stratification and mobility, the education system, social problems including crime and juvenile delinquency, religion and nationalities.

Teaching: The first part of the course comprises seminars at which specified topics are presented. Individual students' interests will be catered for in the latter part of the seminar when papers are chosen by the students themselves, reading material being discussed individually. There is a sessional undergraduate lecture course (SO202 **The Social Analysis of Russia and the CIS**) which MSc students may attend.

Written work: Students will normally be expected to write seminar papers during each semester.

Reading list: C Black (Ed), *The Transformation of Russian Society*; J Pankhurst & M P Sacks, *Contemporary Soviet Society*; D Lane, *Soviet Economy and Society* and *Soviet Society under Perestroika*; M McCauley (Ed), *Gorbachev and Perestroika*, A Jones et al (Eds), *Soviet Social Problems*; S White et al, *Developments in Soviet and post-Soviet Politics*; A Saikal & W Maley (Eds), *Russia in Search of Its Future*; M Buckley, *Redefining Russian Society and Polity*.

Assessment: There is a conventional three-hour examination in the ST 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, S282

Availability: This course is an option for the MSc in Sociology.

Core syllabus: The history of genetics and its social impact. Basic principles of molecular and developmental genetics. The role genetics in modern evolutionary social science. The issues raised by modern genetics for society and the social sciences.

Content: Preformationism, Lamarckism, Pangenesis and epigenesis. Spencer and Social Darwinism. Mendel, Weismann, Morgan and the American geneticists. Single gene disorders. The eugenics movement. Lysenkoism in the USSR. Boas, cultural determinism, Margaret Mead and Samoa. The nature/nurture controversy. Twin studies and socialization theory. Sociological holism and genetic reductionism. The modern synthesis of Mendelian genetics and Darwinism. DNA and the genetic code. Hamilton's inequality and the genetics of social behaviour. The selfish gene model. The sociobiology controversy. Sex determination, violence and homicide. Parent-offspring conflict before and after birth. Genomic imprinting and intragenomic conflict. Genes, memes and gene-culture co-evolution. Evolutionary psychology and psychodarwinism. DNA, race and language. Biotechnology and the human genome project.

Teaching: Ten lectures in the first term, plus twenty-two seminars in both terms. Students are encouraged to attend the lectures for SO215, **Evolution and Social Behaviour**.

Reading list: C Badcock, *PsychoDarwinism*, 1994; M Berg & M Singer, *Dealing with Genes: The Language of Heredity*, 1992; H Caton, *The Samoa Reader*; R Cook-Degan, *The Gene Wars: Science, Politics & 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*.

Assessment: A three-hour unseen examination at the end of the ST.

SO420

Approaches to Globalisation

Teacher responsible: Dr Leslie Sklair, S200

Availability: Available primarily for MSc students taking Media and Communications programmes. Other students may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: The course will introduce students to the main approaches to globalisation in sociology and related disciplines and to criticisms of these approaches.

Content: Debating and explaining globalisation; experiencing globalisation; globalisation in the economic, political and culture-ideology spheres; social movements for and against globalisation.

Teaching: Lecture/seminar (SO420) (2 hours) x 10 MT.

Written work: A 3,000 word (formally assessed) written assignment is required.

Reading list: The textbook for the course is F Lechner & J Boli (Eds), *The Globalisation Reader*, Blackwell, 2000. A detailed reading list will be distributed at the beginning of the course.

Assessment:

1. A formal two-hour examination in the ST: 2 questions from a choice of 5 [50%].
2. A written assignment of not more than 3,000 words [50%].

SO421

Media, Technology and Everyday Life

Teacher responsible: Professor Roger Silverstone, S102

Availability: Available primarily for MSc students taking Media and Communications programmes. Other students may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Content: Through historical and contemporary examples, the course aims to explore how the information and communication technologies encountered in everyday life are socially shaped, re-shaped, experienced and consumed. Major theoretical approaches to the study of these information and communication technologies are considered, as are the many and varied debates about their consequences and significance. Key concerns are the role of information and communication technologies in shaping orientations in time and space, and in experiences of home and community.

Teaching: Lecture/seminar (SO421) (2 hours) x 10 LT.

Written work: A 3,000 word (formally assessed) written assignment is required.

Reading list: L Spigel, *Make Room for TV: Television and the Family Ideal in Postwar America*, University of Chicago Press, 1992; R Silverstone, *Television and Everyday Life*, Routledge, 1994; R Silverstone & E Hirsch, (Eds), *Consuming Technologies*, Sage, 1992; W Dutton (Ed), *Information and Communication Technologies: Visions and Realities*, OUP, 1996; S Jones (Ed), *Virtual Culture: Identity and Communication in Cyberspace*, Sage, 1997; W Dutton (Ed), *Society on the Line: Information Politics in the Digital Age*, OUP, 1999; K Robins & F Webster, *Times of the Technoculture*, Routledge, 1999.

Assessment:

1. A formal two-hour examination in the ST: 2 questions from a choice of 5 [50%].
2. A written assignment of not more than 3,000 words [50%].

SO422

Globalisation, Regulation and Public Policy

Teachers responsible: Professor Roger Silverstone, S102 and Mr Stefaan Verhulst

Availability: Available primarily for MSc students taking Media and Communications programmes. Other students may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: The aim of the course is to provide students with an advanced understanding of comparative law and policy approaches, including constitutional, regulatory and statutory schemes, to the changing media. The comparative approach to communications law and policy will draw lines between different episodes and different contexts to identify emerging tendencies.

Content: Courses are organised into thematic sections, and will address the intersections between globalisation, technology, regulation and public policy. Introduction; Internet Governance; Public Policy and Regulatory Concerns of the Internet; Internet and E-Commerce; Institutional and Regulatory Adjustment to Digital; Regulation of Satellite Content; Redefinition of International Broadcasting; Regulatory and Policy Approaches to Diasporic Communications; International Communications Regulation Challenged; Information Intervention in Conflict Zones and the International Community.

Teaching: Lecture/seminar (SO422) (2 hours) x 10 LT.

Written work: A 3,000 word (formally assessed) written assignment is required.

Reading list: K W Grewlich, *Governance in "Cyberspace"*, *Access and Public Interest in Global Communications*, Kluwer Law International, 1999;

L Hitchens (Ed), 'Communications Regulation – New Patterns and Problems' (Special Feature), *The Journal of Information, Law and Technology*, Issue Three, 1997; David R Johnson & David G Post, *Law and Borders – The Rise of Law in Cyberspace*, Stanford Law Review, 1996; L Lessig, *Code and other Laws of Cyberspace*, Basic Books, 1999; D A Levy, *Europe's digital revolution: broadcasting regulation, the EU and the nation state*, Routledge, 1999; C Marsden & S Verhulst, *Convergence in European Digital TV Regulation*, Blackstone Publishers, 1999; Jamie F Metz, *Information Intervention: When Switching Channels Isn't Enough*, Foreign Affairs, 1997; E Olechowska & H Aster, (Eds), *Challenges for International Broadcasting: New Tools, New Skills, New Horizons*, Mosaic Press, 1999; M Price & S Verhulst, 'The Concept of Self Regulation and the Internet' in J Wattermann & M Machill (Eds), *Protecting our Children on the Internet: Towards a New Culture of Responsibility*, Bertelsmann Foundation Publishers, 1999; S Verhulst, *Diasporic Communications, Technologies and Regulations*, Special Issue, *Javnost-The Public*, 1999.

Assessment:

1. A formal two-hour examination in the ST: 2 questions from a choice of 5 [50%].
2. A written assignment of not more than 3,000 words [50%].

SO423

Media and Globalisation

Teacher responsible: Dr Terhi Rantanen, S214

Availability: Available primarily for MSc students taking Media and Communications programmes. Other students may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: The aim of this course is to explore and demonstrate the role of the media in the process of globalisation by introducing the relevant literature, by examining various theories of globalisation and by identifying their relevance in understanding the media.

Content: Theorising globalisation and media; Time, place and space; Globalisation, media, identity; Hybridisation, localisation, globalisation; Global media actors; Media imperialism; Global, national and local audiences; Resistance to globalisation; From global village to global city?

Teaching: Lecture/seminar (SO423) (2 hours) x 10 LT.

Written work: A 3,000 (formally assessed) written assignment is required.

Reading list: A reading list will be provided for each topic. General works relevant to the course include: A Giddens, *The Consequences of Modernity*, Polity Press, 1990; U Beck, *What is Globalization?*, Polity Press, 2000; M Featherstone, S Lash & R Robertson (Eds), *Global Modernities*, Sage, 1995; M Castells, *The Power of Identity*, Blackwell, 1997; E Herman & R W McChesney, *The Global Media*, Cassell, 1997; J Tomlinson, *Cultural Imperialism*, Pinter Publishers, 1991; D K Thussu (Ed), *Electronic Empires*, Arnold, 1998; O Boyd-Barrett & T Rantanen (Eds), *The Globalization of News*, Sage, 1998; J Sinclair, E Jacka & S Cunningham (Eds), *New Patterns in Global Television*, Oxford University Press, 1996; A Sreberny-Mohammadi et al (Eds), *Media in Global Context*, Arnold, 1997.

Assessment:

1. A formal two-hour examination in the ST: 2 questions from a choice of 5 [50%].
2. A written assignment of not more than 3,000 words [50%].

SO424

Key Issues in Human Rights

Teachers responsible: Professor S Cohen, S277 and Professor C Chinkin, A154

Availability: Course intended primarily for MSc Human Rights students. Available also to MSc Crime Deviance and Control, MSc Sociology, MSc Criminal Justice Policy, MSc Political Sociology students and as an outside option for LL.M, MA/MSc International Relations, and other MSc degrees where regulations and numbers permit.

Core syllabus: This is an inter-disciplinary course. It aims to provide MSc students with a general overview of (a) legal and social scientific thinking about the concepts and ideals of "human rights"; (b) the study of the prevention and control of selected human rights violations and (c) a selection of major current issues and public debates in the area.

Content: The introductory section of the course covers the following topics: Key concepts; Political and Philosophical Theories of Rights; Anthropology and "Universal Rights"; Historical Origins of international Human Right Norms, Standard and Laws; Legal and Institutional Mechanisms (domestic, regional and international) for Implementation and Enforcement; Sociological Concepts about "Crimes of the State". The second section deals with the prevention and control of selected human rights problems, such as: Genocide; Torture; Censorship; Asylum and Refugee Rights; Minority Rights; Women's Rights; Rights of Children; Social and Economic Rights. The final part of the course selects some issues and debates, such as Democratisation and Justice in Transition, (Truth Commissions, Justice and Reconciliation); Universality versus Cultural Specificity; International Jurisdiction and the model of the International Criminal Court; Globalisation and Corporate Legal Responsibility.

Teaching: Twenty five two-hour seminars in the MT, LT and ST.

Written work: Students will be required to write a 4000 word paper by the end of the Easter vacation.

Reading list: Main Course textbook: Henry J Steiner & Philip Alston, *International human rights law in context: law, politics, morals: text and materials*, 2nd edn, Oxford University Press, 2000.

Additional readings: George Andreopoulos (Ed), *Genocide: Conceptual and Historical Dimensions*, University of Pennsylvania Press, 1994; Elazar

Barkman, *The Guilt of Nations: Restitution and Historical Injustices*, Norton 2000; Gary Bass, *Stay the Hand of Vengeance: The Politics of War Crimes Tribunals*, Princeton University Press, 2000; J Berting et al (Eds), *Human Rights in a Pluralist World: Individuals and Collectivities*, Meckler, 1990; Antonio Cassese, *Human Rights in a Changing World*, Polity, 1994; Frank Chalk & Kurt Jonassohn, *The History and Sociology of Genocide*, Yale University Press, 1990; Stanley Cohen, 'State Crimes of Previous Regimes: Knowledge, Accountability and the Policing of the Past' in *Law and Social Inquiry*, Vol 20, March 1996; Stanley Cohen, *States of Denial: Knowing about Atrocities and Suffering*, Polity Press, 2001; J Cowie, *Capital Moves: RCA's 70-Year Quest for Cheap Labor*, Cornell University Press, 1999; J Elkington, *Cannibals With Forks: The Triple Bottom Line of 21st Century Business*, Capstone, 1997; Helen Fein, 'Genocide: a Sociological Perspective', *Current Sociology*, Spring 1990; Patricia Hayner, *Unspeakable Truths: Confronting State, Terror and Atrocity*, Routledge 2001; L Henkin, *The Age of Rights*, Columbia University Press, 1990; R E Howard, *Human Rights and the Search for Community*, Westview Press, 1995; Neil J Kriz (Ed), *Transitional Justice: How Emerging Democracies Deal with Former Regimes*, 1997; A James McAdams (Ed), *Transitional Justice and the Rule of Law in New Democracies*, University of Notre Dame Press, 1997; A Na'aim & F Deng (Eds), *Human Rights in Cross-cultural Perspective: a Quest for Consensus*, University of Philadelphia Press, 1992; Aryeh Neier, *War Crimes: Brutality, Genocide, Terror and the Struggle for Justice*, Time Books, 1998; Mark Osiel, *Mass Atrocity, Collective Memory and the Law*, Transaction, 1997; Mark Osiel, *Obedying orders: Atrocity, Military, Discipline and the Law of War*, Transaction, 1999; Edward Peters, *Torture*, Blackwell, 1995; Geoffrey Robertson, *Crimes Against Humanity: the Struggle for Global Justice*, Penguin, 1999; Henry Steiner (Ed), *Truth Commissions: A Comparative Assessment*, World/US Peace Foundation, 1997; Lawrence Weschler, *A Miracle, A Universe: Settling Accounts with Torturers*, Pantheon, 1990; Richard A Wilson, 'The Sizwe Will Not Go Away: the Truth and Reconciliation Commission, Human Rights and Nation-Building in South Africa', *African Studies*, Vol 55, No 2, pp1-20, 1999.

Assessment: (1) Assessed essay (30%). (2) Written examination paper (70%).

SO425

Regulation, Risk and Economic Life

Teachers responsible: Professor B Hutter, H604 and Dr N Dodd, S283

Availability: This is an optional paper for MSc Sociology, MSc Crime Deviance and Control, MSc Management and Regulation of Risk students and other MSc/MPhil students by arrangement.

Core syllabus: This course introduces students to socio-legal, especially sociological, perspectives on regulation in advanced industrial societies. The course will pay particular attention to state and non-state regulation, to risk and uncertainty and to local-global connections. It will draw upon a broad international literature on social and economic regulation.

Content: Topics include regulatory development, regulatory enforcement, corporate responses to regulation, regulation as risk management, risk taking and compliance, risk and information, globalization and the market, globalization, regulation and the nation state, national and international styles of regulation, trends in regulation, regulation and competition.

Teaching: Twenty-two weekly two-hour seminars, which will combine lecture-led and student-led discussions with debates.

Written work: All students are expected to submit one piece of non-assessed written work and prepare seminar presentations.

Reading list: I Ayres & J Braithwaite, *Responsive Regulation*, 1992; R Baldwin, C Hood & C Scott, *Socio-Legal Reader in Regulation*, 1998; B M Hutter, *Socio-Legal Reader in Environmental Law*, 1999; A Ogus, *Regulation*, 1994; N Fligstein, *The Transformation of Corporate Control*, 1990; R Swedberg (Ed), *Economic Sociology*, 1996; N Smesler & R Swedberg (Eds), *The Handbook of Economic Sociology*, 1994.

Assessments: One 3-hour examination (70%) and an assessed essay (30%) to be submitted by the end of the first week of the ST.

SO426

Sociological Theory Part I

Teacher responsible: Dr Nigel Dodd, S283

Availability: For MSc students.

Core syllabus: A review of classical and modern social theory.

Content: The origins and development of modern society; neo-Marxism and critical theory; systems theory; historical sociology. The concept of postmodernity; key theories of postmodern society (eg Lyotard, Baudrillard, Bauman, Rorty, Jameson); the concept of high or late modernity (Giddens, Beck); relativism and pluralism. It is not assumed that students have a basic grounding in classical social theory.

Teaching: Ten two-hour seminars (SO426) weekly during MT.

Reading list: Relevant books that provide an overview include: B Barnes, *Elements of Social Theory*; Z Bauman, *Postmodernity and Its Discontents*; A Callinicos, *Social Theory*; N Dodd, *Social Theory and Modernity*; A Giddens, *Capitalism and Modern Social Theory*; A Giddens, *The Constitution of Society*; G Ritzer, *Sociological Theory*.

Assessment: One two-hour formal examination in the ST, comprising topics agreed with the students and covered in the seminars. Students must answer two from about ten questions.

SO427

Sociological Theory Part II

Teacher responsible: Professor Nicos Mouzelis, S280

Availability: For MSc students who have taken **Sociological Theory Part I**, or can demonstrate that they have a sufficient grounding in the theories covered in that course.

Core syllabus: A review of postmodern social theory.

Content: A discussion of key analytical problems in advanced sociological theory; the problem of structure and action; the analysis of language and culture; theories of structuralism and post-structuralism.

Teaching: Ten two-hour seminars (SO427) weekly during LT.

Reading list: N Mouzelis, *Sociological Theory: What went wrong?*; G Ritzer, *Sociological Theory*; J H Turner, *The Structure of Sociological Theory*.

Assessment: One two-hour formal examination in the ST, comprising topics agreed with the students and covered in the seminars. Students must answer two from about ten questions.

SO428

Dissertation

Teacher responsible: All teachers contributing to Media@lse teaching may be involved in the supervision of the dissertation.

Availability: MSc Global Media and Communications students only.

Core syllabus: The aim of this dissertation is for students to pursue an independent piece of research within the field of global media and communications.

Content: The dissertation is a quantitative or qualitative investigation of an issue in the field of global media and communications. It may be either a theoretical or empirical piece of research. Students must obtain the approval of their supervisors before embarking on any research.

Arrangements for Supervision: Students will have initial discussions with prospective supervisors at the LSE towards the end of their first year, normally during the summer term. The supervisor will advise the student, help provide information and bibliography, and identify likely problems with the research proposed. While at Annenberg students will be expected to take the Communication Research Practicum course to prepare them for individual research and will continue discussions on their topic both with tutors at USC and with the nominated supervisor at LSE (via e-mail). Preparation of the dissertation will commence, normally, once examinations are complete at USC. Students then have the choice of conducting their research and preparing their dissertation while remaining at USC, or returning to LSE. In either case their principal supervisor will be at LSE.

Assessment: Two copies of the dissertation must be handed in to the Media@lse MSc Programme Administrator by the nominated date towards the end of August. The dissertation must be typewritten. It should not be less than 15,000 words and should not exceed 20,000 words in length. The dissertation counts as 2 full units in the overall assessment of the programme.

SO429

Culture and Economy

Teacher responsible: Dr Don Slater, S218a

Pre-requisites and excluded combinations: For MSc Sociology, also available to other graduate students where regulations permit.

Core syllabus: The course explores the relation between culture and economy by looking at 'consumer culture' and 'marker society' as characterizations of modern social life, investigating how these terms have structured social thought and critical traditions. It also looks substantively at institutions and processes of consumption and commerce through key themes and case studies.

Content: Traditions of theorizing the relation between culture and economy; theories of consumption and consumer culture; commercial institutions and processes in contemporary economic life; consumer culture and market society in modern thought and critique; postmodernization, 'new economy' and other concepts of the 'enculturation' of economy in contemporary society; globalization and localization; case studies.

Teaching: Weekly lecture/seminar.

Reading list: P Bourdieu, *Distinction* (1984); M Callon (Ed), *The Laws of the Market* (1998); J G Carrier (Ed), *Meanings of the Market: The Free Market in Western Culture* (1997); P du Gay (Ed), *Production of Culture, Cultures of Production* (1997); J K Gibson-Graham, *The End of Capitalism (as we knew it?): A Feminist Critique of Political Economy* (1996); M Granovetter & R Swedberg (Eds), *The Sociology of Economic Life* (1992); R J Holton, *Economy and Society* (1992); S Lash & J Urry, *Economies of Signs and Space* (1994); N Klein, *NoLogo* (2001); M Lees (Ed), *The Consumer Society Reader* (2000); D Miller, *Material Culture and Mass Consumption* (1987); D Miller (Ed), *Acknowledging Consumption: A Review of New Studies* (1995); L Ray & A Sayer (Eds), *Culture and Economy: After the Cultural Turn* (1999); D R Slater, *Consumer Culture and Modernity* (1997); D Slater & F Tonkiss, *Market Society: Markets and Modern Social Thought* (2001); V A Zelig, *The Social Meaning of Money* (1997).

Assessment: A three-hour unseen examination in the ST.

SO431

Media, Ritual and Public Life

Teacher responsible: Dr Nick Couldry, S216

Availability: Available primarily for MSc students taking Media and Communications programmes. Other students may only attend subject to numbers, their own degree regulations and the discretion of the teacher responsible.

Core syllabus: The aim of this course is to explore how the media operate as a focus of ritual action, symbolic hierarchies, and symbolic conflict, introducing a range of relevant theoretical perspectives and applying them to specific themes from public life.

Content: The course begins with a general introduction to debates on the

media's social impacts (integrative or otherwise). Key theoretical concepts are then outlined: sacred and profane, symbolic power, ritual, boundary, and liminality (2 lectures). Specific themes relating to the media's contribution to public life and public space are then explored: celebrity and ordinariness; fandom and media pilgrimages; media events and public ritual; mediated self-disclosure (from talk shows to the Webcam); 'reality' television and everyday surveillance; and the media and symbolic protest (total six lectures). The course concludes with a review of ethical questions arising from the media's role in public life and public space.

Teaching: Lecture/seminar (SO431) (2 hours) x 10 LT.

Written work: A 3,000 (formally assessed) written assignment is required.

Reading list: A detailed reading list will be provided for each topic. General works relevant to the course include: J Carey, *Communication as Culture*, Unwin Hyman, 1989; N Couldry, *The Place of Media Power*, Routledge, 2000; D Dayan & E Katz, *Media Events*, Harvard UP, 1992; E Durkheim, *The Elementary Forms of Religious Life*, Free Press, 1995; J Dovey, *Freakshow*, Pluto, 2000; N Gabler, *Life: The Movie*, Vintage Books, 2000; T Liebes & J Curran (Eds), *Media Ritual and Identity*, Routledge, 1998; A Melucci, *Challenging Codes*, Cambridge UP, 1996; P Scannell, *Radio, Television and Modern Life*, Blackwell, 1996; R Silverstone, *Why Study the Media?* Sage, 1999; V Turner, *Dramas, Fields and Metaphors*, Cornell UP, 1973.

Assessment:

1. A formal two hour examination in the ST: 2 questions from a choice of 5 [50%].
2. A written assignment of not more than 3,000 words [50%].

SO432

New Media, Information and Knowledge Systems

Teachers responsible: Professor Robin Mansell, S210 and Dr Margaret Scammell, S487

Availability: This is a core course for students on the MSc New Media, Information and Society. It is also available as an option for students on the MSc Global Media and Communications, MSc Media and Communications and MSc Media and Communications Regulation. Other students may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

STATISTICS

ST402

Principles and Methods of Statistical Practice

Teacher responsible: Professor H Tong, B711

Availability: Primarily for MSc Statistics, also available as an option to MSc students. Pre-requisite: Mathematics to the level of MA200/MA201 **Further Mathematical Methods**.

Core syllabus: The course is intended partly as a refresher – quickly covering some fundamental aspects of practical probability and statistics – and partly as an introduction to advanced methods currently used in social science and finance.

Content: Revision of probability theory. Random variables, instance of random variable, discrete and continuous distributions, conditional distributions, mass and density functions, expectation, variance, covariance, correlation and dependence, generating functions, transformations of random variables. Sampling distributions, estimation and hypothesis testing, properties of statistics (sufficiency, bias, efficiency). Introduction to more advanced topics, regression, ANOVA, multivariate distributions, sampling theory.

Teaching: Lectures: 20 MT.

Classes: 5 MT.

Computer Workshops: 5 MT.

Reading list: G S Casella & R L Berger, *Statistical Inference*; R V Hogg & A T Craig, *Introduction to Mathematical Statistics*; P L Meyer, *Introduction to Probability with Applications*.

Assessment: 2-hour written examination in the ST.

ST404

Sampling Theory and Practice

Teacher responsible: Dr I Moustaki, B606

Availability: Primarily for MSc Statistics. Pre-requisite: mathematics to the level of MA200/MA201 **Further Mathematical Methods**.

Core syllabus: The course deals with the theory and practice of sample design. Particular emphasis is given to sampling problems which arise in the social sciences.

Content: Simple random sampling, estimation of means, proportions, totals and standard errors, ratio and regression estimation. Stratified random sampling, proportional allocation, optimal allocation. Cluster sampling, multi-stage sampling. Double and multi-phase sampling, post-stratification, equal probability of selection designs. Estimation for complex designs. Non-response errors, weighting and other practical constraints with examples from surveys.

Teaching: Lectures: 20 MT.

Classes: 5 MT.

Reading list: W G Cochran, *Sampling Techniques*; L Kish, *Survey Sampling*; G Kalton, *Introduction to Survey Sampling*; E S Lee, *Analyzing Complex Survey Data*.

Assessment: 2-hour written examination in the ST.

Core syllabus: The aim of this course is to provide insight into analytical perspectives on the social, organisational, and economic processes contributing to innovation within new media, information and knowledge systems.

Content: The course is designed to enable students to understand the interrelationships between innovations in information and communication technologies and in information systems and the implications for transformations in society. The course begins from the premise that both new and old media and information and communication technologies are developed and used within an increasingly complex innovation system which has local and global dimensions. The aim of the course is to enable students to formulate critical appraisals of how the socio-technical innovation systems associated with new media and information and communication technologies are creating new opportunities for individual and collective interaction. Normally, topics will encompass perspectives on innovation systems, services for citizens, business services, Internet governance, intellectual property rights, policy and regulation, the Internet and the economy, and new media and social equity.

Teaching: Lecture: (1.0 hours) x 5 MT; (1.0 hours) x 5 LT; Seminar: (1.5 hours) x 4 MT; (1.5 hours) x 3 LT.

Written work: A 3,000 word (formally assessed) written assignment is required.

Reading list: W H Dutton *Society of the Line: Information Politics in the Digital Age*, OUP, 1999; N Garnham, *Emancipation, the Media and Modernity: Arguments about the Media and Social Theory*, OUP, 2000; B-Å Lundvall (Ed), *National Systems of Innovation: Towards a Theory of Innovation and Interactive Learning*, Pinter, 1992; L Lessig, *Code and Other Laws of Cyberspace*, Basic Books, 1999; R Mansell & W E Steinmueller, *Mobilizing the Information Society: Strategies for Growth and Opportunity*, Oxford University Press, 2000; R Mansell & U Wehn (Eds), *Knowledge Societies: Information Technology for Sustainable Development*, OUP, 1998; B P Bloomfield et al (Eds), *Information Technology and Organizations: Strategies, Networks, and Integration*, Oxford University Press, 1997.

Assessment:

1. A formal two-hour examination in the ST: 2 questions from a choice of 5 [50%].
2. A written assignment of not more than 3,000 words [50%].

ST405

Multivariate Methods

Teachers responsible: Dr M Knott, B607 and Mrs J I Galbraith, B615

Availability: Primarily for MSc Statistics. Pre-requisite: mathematics to the level of MA200/MA201 **Further Mathematical Methods**.

Core syllabus: An introduction to the theory and application of modern multivariate methods used in the Social Sciences.

Content: A selection from the following topics: cluster analysis, multi-dimensional scaling, principal components analysis, correspondence analysis, factor analysis, latent variable models and structural equations models.

Teaching: Lectures: 15 LT. Computer workshops: 5 x 2 hour LT.

Written work: Two small reports to be used for assessment.

Reading list: D J Bartholomew & M Knott, *Latent Variable Models and Factor Analysis*; C Chatfield & A J Collins, *Introduction to Multivariate Analysis*; B S Everitt & G Dunn, *Applied Multivariate Data Analysis*; W J Krzanowski, *Principles of Multivariate Analysis*.

Assessment: Course assessment [30%]; 2-hour written examination in the ST [70%].

ST409

Stochastic Processes

Teacher responsible: Dr R Kiesel, B709

Availability: Primarily for MSc Statistics, MSc Management and Regulation of Risk and MSc Econometrics & Mathematical Economics. Pre-requisites: mathematics to the level of MA200/MA201 **Further Mathematical Methods** and a good undergraduate knowledge of distribution theory.

Core syllabus: A broad introduction to stochastic processes for postgraduates with an emphasis on financial and actuarial applications. **Content:** Poisson processes, renewal processes, Markov chains. Martingales, Brownian motion, stochastic differential equations and diffusion processes. Applications in Finance. Actuarial applications.

Teaching: Lectures: 20MT. Classes: 5 MT. Computer Workshops: 5 MT.

Reading list: N H Bingham & R Kiesel, *Risk Neutral Valuation*; R Durrett, *Essentials of Stochastic Processes*; P Embrechts, *Modelling Extremal Events*; T Mikosch, *Elementary Stochastic Calculus*; S I Resnick, *Adventures in Stochastic Processes*; S M Ross, *Introduction to Probability Models*.

Assessment: 2-hour written examination in the ST.

ST410

Basic Time Series

Teacher responsible: Dr J Penzer, B610

Availability: Primarily for MSc Statistics, MSc Operational Research, MSc Econometrics & Mathematical Economics. Pre-requisites: mathematics to the level of MA200/MA201 **Further Mathematical Methods** and a good undergraduate knowledge of distribution theory and regression.

Core syllabus: A broad introduction to statistical time series for postgraduates.

Content: Autocorrelation, stationarity and causality. ARIMA models, identification, estimation, diagnostic checking and linear prediction. Non-stationarity and differencing. Structural time series models, state space

models, Kalman filtering and smoothing. Seasonality, cycles, explanatory variables, structural breaks and intervention analysis.

Teaching: Lectures: 20 MT. Classes: 5 MT. Computer workshops: 5 MT.

Reading list: P J Brockwell, *Introduction to Time Series and Forecasting*; A C Harvey, *Time Series Models*; G E P Box, *Time Series Analysis, Forecasting and Control*; J D Hamilton, *Time Series Analysis*; W A Fuller, *Introduction to Statistical Time Series*; C W J Granger, *Forecasting Economic Time Series*.

Assessment: 2-hour written examination in the ST.

ST411

Regression, Diagnostics and Generalized Linear Modelling

Teacher responsible: Professor A C Atkinson, B605

Availability: Primarily for MSc Statistics and MSc Econometrics and Mathematical Economics. Pre-requisites: mathematics to the level of MA100 **Mathematical Methods**, probability to the level of ST202 **Probability, Distribution Theory and Inference**.

Core syllabus: Regression analysis and generalized linear modelling with an emphasis on diagnostics.

Content: Revision of one variable and multiple regression; the use of MINITAB. Variable selection and model building. Deletion diagnostics, plots with envelopes, diagnostic plots for explanatory variables. Transformation of the response, constructed variables. The use of S-Plus for data analysis. Generalized linear models, loglinear models, contingency tables and testing the link function.

Teaching: Lectures: 20 LT. Computer Workshops: 10 LT.

Reading list: A C Atkinson & M Riani, *Robust Diagnostic Regression Analysis*; A C Atkinson, *Plots, Transformations, and Regression*; W N Venables & B D Ripley, *Modern Applied Statistics, with S-Plus*; A Dobson, *An Introduction to Generalised Linear Modelling*; P McCullagh & J A Nelder, *Generalized Linear Models*.

Assessment: 2-hour written examination in the ST.

ST413

Further Time Series

Teacher responsible: Dr Q Yao, B609

Availability: Primarily for MSc Statistics; MSc Econometrics & Mathematical Economics. Pre-requisites: mathematics to the level of MA200/MA201 **Further Mathematical Methods**, a good undergraduate level of regression theory and distribution theory, ST401 **Basic Time Series**.

Core syllabus: The course introduces time series analysis in the frequency domain and extends ideas from ST410 **Basic Time Series** to multivariate models. Current areas of research interest and financial applications are discussed.

Content: Time series in the frequency domain, the periodogram and spectral analysis, statistical inference on parametric models in the frequency domain. Multivariate time series, long-memory time series. Financial time series, ARCH and GARCH.

Teaching: Lectures: 20 LT. Classes: 5 LT. Computer Workshops: 5 LT.

Reading list: P J Brockwell & R A Davis, *Time Series: Theory and Methods*; G E P Box & G M Jenkins, *Time Series Analysis, Forecasting, and Control*; P J Brockwell & R A Davis, *Introduction to Time Series and Forecasting*; M B Priestley, *Spectral Analysis and Time Series, Volumes 1 and 2*.

Assessment: 2-hour written examination paper in the ST.

ST415

Surveys and Experiments in Social Research

Availability: Primarily for MSc Statistics, MSc Social Research Methods (Statistics) and MSc Operational Research. Pre-requisite: a basic knowledge of statistics and probability up to first degree level.

Core syllabus: The course deals with practicalities of the design and execution of sample surveys and social investigations.

Content: ST415.1 **Survey Design, Execution and Analysis:** Strategies and methods of data collection, problems of measurement and scaling, attitude measurement, questionnaire design, response errors, structure of interviewer effect, problems of and procedures for compensation for non-response.

ST415.2 **Experiments in Social Research:** The nature and limitation of some common experimental and quasi-experimental designs, used by researchers.

Teaching: Lectures ST415.1: 20 in MT and LT.

Lectures ST415.2: 10 LT. In the last three hours students prepare papers for presentation to the group.

Reading list: ST415.1 (prerequisite): C A Moser & G Kalton, *Survey Methods in Social Investigation*.

ST415.2 students are advised to purchase: T D Cook & D T Campbell, *Quasi-Experimental: Design and Analysis Issues for Field Settings*.

Assessment: 2-hour written examination in the ST (70%); course assessment (30%).

ST416

Multilevel Models

Teacher responsible: To be announced

Availability: Primarily for MSc Statistics and MSc Social Research Methods (Statistics). Pre-requisites: a knowledge of probability and statistical theory, including linear regression and logistic regression.

Core syllabus: A practical introduction to multilevel modelling with applications in social research.

Content: This course deals with the analysis of data from hierarchically structured populations (eg individuals nested within households, within geographical areas). Multilevel extensions of standard statistical

techniques, including multiple linear regression and logistic regression, will be considered. The course will have an applied emphasis with computer sessions using *MLwiN*.

Teaching: Lectures: 10 LT.

Computer Classes: 5 two-hour sessions LT.

Written work: One piece of assessed coursework.

Reading list: An introductory text is I Kreft & J de Leeuw, *Introducing Multilevel Modelling*, Sage. Also recommended are H Goldstein, *Multilevel Statistical Models*; Arnold; A S Bryk & S W Raudenbush, *Hierarchical Linear Models: Applications and Data Analysis Methods*, Sage.

Assessment: Course assessment [50%]; 2-hour written examination in the ST [50%].

ST417

Statistical Sources and Packages

Teacher responsible: Dr M Knott, B607

Availability: Primarily for MSc Statistics, MSc Social Research Methods (Statistics) and MSc Operational Research. Pre-requisite: statistics to the level of ST203 **Statistics for Management Sciences**.

Core syllabus: An introduction to the more important sources of statistical data and to several popular statistical computing packages. The course provides students with the technical skills they will need in doctoral research or future employment.

Content: ST417.1: **Statistical Sources** (Dr C Phillips) The sources and methodology used in major UK sample survey and census. An introduction to statistical literature and electronic data sources. Students study international with a view to researching particular social or economic problems.

ST417.2: **Packages and Data Analysis** (Dr M Knott) Analysis of data using standard statistical packages such as MINITAB, S-PLUS, STATA and SPSS. Students will work on a series of mini-projects presenting their results to the group.

Teaching: Lectures ST417.1: 10 MT.

Student Presentations ST417.1: 1 day during LT.

Computer Workshops ST417.2: 15 MT.

Student Presentations ST417.2: 20 LT.

Written work: ST417.1 one assessed project. ST417.2 two mini-projects using analysis of data sets and one presentation of a statistical package.

Reading list: Appropriate material will be made available during the course. A general source referred to throughout will be the current issue of *Social Trends*, HMSO.

Assessment: Course assessed: ST417.1 [40%], ST417.2 [60%].

ST418

Nonlinear Dynamics and the Analysis of Real Time Series

Teacher responsible: Dr L Smith, B705

Availability: Primarily for MSc Statistics and MSc Mathematical Economics and Econometrics. Pre-requisite: ST410 **Basic Time Series**.

Core syllabus: An introduction to the dynamics of nonlinear deterministic systems with a practical focus, including case studies, of use of time series data in industry.

Content: Dynamics of nonlinear systems. Discussion of the strengths and weaknesses of analysis and forecasting of both chaotic and nonlinear stochastic systems. Defining fractal dimensions and Lyapunov exponents. Concrete applications in forecasting electricity demand and pricing weather derivatives.

Teaching: Lectures: 20 LT. Computer Workshops: 5 LT. Classes: 5 LT.

Reading list: H Kantz & T Schreiber, *Nonlinear Time Series Analysis*; E Ott, T Sauer & J A Yorke (Eds), *Coping with Chaos: Analysis of Chaotic Data and The Exploitation of Chaotic Systems*; E Ott, *Chaos in Dynamical Systems*.

Assessment: 2-hour written examination in ST.

ST430

Computer Modelling for Operational Research

Teacher responsible: Mr D W Balmer, B604

Availability: Primarily for MSc Statistics. Pre-requisites: some prior contact with computing, use of packages and programming would be useful. Not to be taken in conjunction with OR403.

Core syllabus: The aim of the course is to introduce students to the concepts, techniques and practical aspects of the development and analysis of simulation models.

Content: Model formulation, diagramming techniques including activity cycle diagrams, computer systems for simulation modelling, random number generation, design of simulation experiments, variance reduction, analysis of output.

Teaching: Lectures: OR403.2 10 MT. Classes: 10 MT. Project Workshops: 10 LT.

Written work: two assessed projects involving the development, implementation and analysis of simulation models.

Reading list: A M Law & W D Kelton, *Simulation Modelling and Analysis*; M Pidd, *Computer Simulation in Management Science*.

Assessment: Course assessment [100%].

ST450

Advanced Lectures on Special Topics in Statistics

Teacher responsible: Dr J Penzer, B610

Seminar series.

RESEARCH PROGRAMMES (MPhil and PhD)

MPhil/PhD programmes are governed by the University of London Regulations for the degrees of MPhil and PhD and by the Code of Practice for Research Students and their Supervisors further on in this section.

All students are registered initially for the MPhil degree. If your progress is satisfactory you will be upgraded to PhD registration with full retrospective effect. The Code of Practice gives more information on this point.

Each department has its own arrangements and requirements in the form of attendance at seminars and classes for research students. These arrangements are set out in the departmental entries at the end of this section.

METHODOLOGICAL TRAINING AND STUDY SKILLS

MPhil/PhD students are welcome to attend the following courses run by the Methodology Institute. In addition you may wish to consider other courses run by the Methodology Institute primarily for students on MSc Social Research Methods programme, details of which are in the relevant part of the section on Master's degrees above.

MI500

Introduction to Study for the MPhil and PhD

Teachers responsible: Professor George Gaskell, B811 and others
Availability: All first year research students preparing for the MPhil and PhD degrees.

Content: Introduction to the methods and materials of study for the MPhil and PhD. The purpose is to provide a preliminary introduction (a) to look at practical problems likely to be encountered in working for a higher degree by thesis; and (b) to review the resources available to assist students at the School. Issues covered include:

- Organising One's Time
- Bibliographical Tools
- Computing at the School
- Statistical Advice at the School
- Psychological Aspects of PhD Study
- "Professional" Activities
- Theory and Empiricism
- Ethics, Rigour, Relevance

Teaching: Two meetings in the second and third week of the MT.

Reading: E M Phillips & D M Pugh, *How to Get a PhD*; 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*; National Audit Office, *Presenting Data*; 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 PhD 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

Information Skills for Research

Teachers responsible: Mr Rupert Wood and others, LSE Library
Availability: First and second year research students and MSc Social Research Methods students.

Core syllabus: The aim of the course is to introduce students to essential sources available for research, and the skills required to use them.

Content: Five classes will be held:

1. *Doing a Literature Search.* This 'hands-on' session will enable participants to select and access the appropriate electronic sources for their research from the range available on the School network and to develop appropriate search strategies when searching for references.
2. *Using the Internet.* This session will introduce participants to finding and accessing the wide range of research sources available via the Internet.
3. *Citing references and creating a bibliography.* This seminar will enable participants to cite bibliographic information in their research using the Harvard system and to create a bibliography according to the accepted standards of academic research.
4. *Using EndNote.* This 'hands-on' session will enable participants to use the bibliographic management software available on the School network for storing and organising references to books and journals and to export them into documents as citations, footnotes and bibliographies. 5. *Datasets and sources of statistics.* This session will explore the statistical sources (printed and electronic) available in the Library and will also enable participants to access and explore datasets available elsewhere (such as at the Data Archive and at Manchester University).

Teaching: All classes will be held in the Training Suite in the LSE Library. No booking is required and class times will be announced in the Institute's brochure *Courses for Research Students* and are available from the Library.

Assessment: This course is non-examinable.

INTRODUCTION

See YOUR PROGRAMME OF STUDY

MI502

Drafting, Writing and Publishing a PhD Thesis

Teachers responsible: Professor George Gaskell, B811

Availability: Students registered for the PhD who are starting to think about organising material with a view to drafting the thesis, or who have already begun writing their dissertation. Suitable for people in their first or subsequent year of their PhD across the School.

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. The topics covered will be:

- The Macro-Structure of the Thesis
- The Macro-Structure of the Chapter
- Defining Good Style
- The Thesis End-Game
- Publishing Journal Articles and Books
- Presenting Data, Graphics and Statistics

Teaching: Six two-hour seminars (MI502) at the start of the LT.

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*; National Audit Office, *Presenting Data*.

Assessment: This course is non-examinable.

MI515

Spatial Query and Analysis using Geographical Information Systems

Teacher responsible: Mr Peter Wright, S417a

Availability: Research Students, Research Officers and members of staff.

Course syllabus: This course aims to provide an introduction to the rapidly growing field of Geographical Information Systems (GIS), for students and staff interested in applying it within their research. GIS are computer systems that can handle spatially referenced information in a far greater variety of ways than was ever possible with paper maps. By capturing, checking, manipulating, integrating and displaying spatial data quickly and accurately a wide range of different analyses can be carried out and questions addressed. Everything from social research – from the relationship between health, disease and the standard of living, to the environmental analysis of road building in Area of Outstanding Natural Beauty – can be included.

Content: During the course the students will be made aware of the potential 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 future applications) will be covered in the theoretical lectures. In combination with the lectures, a series of practical workshop sessions will introduce students to one of the many GIS software packages available at the LSE such as IDRIS, MapInfo or ArcView. This will provide an understanding of the software, how to input data as well as the functionality of GIS towards a specific field of research – developing the skills necessary for individual application.

Teaching: This three day intensive course will take place during the Easter holiday and will be organised into two parts:

Part 1 – Introduction to GIS principles and applications – 10 hours of lectures (over three days).

Part 2 – Introduction to ArcView software and applications – four two-hour practical sessions (over three days).

Reading list: A comprehensive reading list will be given by the course teacher but the following are important texts that are referred to during the course: P Longley, D Maguire, M Goodchild & D Rhind (Eds), *GIS: Principles and Applications*, 1999; P Burrough & R McDonnell, *Principles of GIS*, 1998; M Goodchild & S Gopal (Eds), *Accuracy of Spatial Data Bases*, 1989; D Martin, *GIS: Socio-Economic Applications*, (2nd edn), 1996.

Assessment: This course is non-examinable but the students will be given support and feedback on the practical work done during the course.

MI526

Advanced Qualitative Analysis Workshop

Teacher responsible: Dr Martin Bauer, B804

Availability: Research Students undertaking projects using qualitative methods.

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.

Teaching: Ten sessions to be held during MT, LT and ST.

Reading list: B Pfaffenberger, *Microcomputer applications in qualitative research* (1988); R Tesch, *Qualitative Research: Analysis Types and Software Tools* (1990); N G Fielding & R M Lee, *Using Computers in Qualitative Research* (1993); N K Denzin & Y S Lincoln, *Handbook of Qualitative Research* (1994); U Kelle, *Computer-Aided Qualitative Data Analysis* (1995); E A Weitzmann & M B Miller, *Computer programs for qualitative data analysis* (Sage, 1995); M Bauer & G Gaskell, *Qualitative Researching with Text, Image and Sound* (Sage, 2000).

Assessment: This course is non-examinable.

MI541

Seminar in Survey Methodology

Teacher responsible: Dr Patten Smith, c/o B811

Availability: Research students, research fee students in all departments of the School.

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

DURATION OF STUDY

The *minimum period* of registration is two academic years (six terms) for full-time students, and for part-time students two years (six terms) for the MPhil or three years (nine terms) for the PhD. The University may under certain conditions reduce the minimum period to one year for those coming to the School to continue research previously being done for a research degree elsewhere in the UK.

Minimum period of registration

The *maximum period* is six years (18 terms) for full-time students and eight years (24 terms) for part-time students or students who have studied a mixture of full- and part-time. Extension to the maximum period will be allowed only in exceptional cases by permission of your department, the Dean of the Graduate School and Chair of the Graduate School Committee.

Maximum period of registration

You are required

- to remain in registration, to consult your supervisor regularly about your progress and to be subject to the School's regular progress-reporting system, whether in attendance at the School or not, for as long as you wish to retain the right to submit a thesis for examination;
- to pay full fees at the appropriate rate up to the end of the minimum period of registration;
- to pay for the first year (ie three terms) thereafter fees at 75% of the appropriate full rate;
- to pay the Completion Fee annually thereafter until either a thesis is submitted for examination, the maximum period of registration has been met or the research is abandoned.

Continuous registration rule

Subject to the approval of your supervisor, the Doctoral Programme Director and the Dean, you may continue registration outside the London area and/or outside the UK for employment purposes, if the minimum period of registration has been completed and if your department is satisfied that you will maintain regular communication and make satisfactory progress. Any re-registration will be part-time.

Residence outside London

Please complete the *interruption of registration* form available in Graduate School Reception. A maximum of two years interruption may be allowed. Exceptionally and subject to the approval of the Doctoral Programme Director, the Dean of the Graduate School may allow a longer period. Periods of interruption *do not* count towards the minimum period of registration required by the University of London. No fees are charged for periods of interruption of registration.

Interrupting your Studies

Research students: you may spend time away, to consult original sources or to undertake fieldwork or for other reasons, only on leave of absence with the written permission of the supervisor and the Dean of the Graduate School. While on leave of absence you pay to the School the 'leave of absence' fee to maintain your registration. You are not issued with a Library card and you are not expected to make heavy demands on your supervisor's time; up to three 'supervisions' by correspondence per session may be expected. You will not be allowed leave of absence for more than a total of eighteen months unless exceptional permission has been given by the Dean of the Graduate School and the supervisor following an examination of the academic case for leave.

The Leave of Absence Fee is at the same level as the Completion Fee.

Any period of leave of absence for which full fees are paid will count towards the minimum period of registration; otherwise it will not count. Students with awards from the ESRC will normally be counted as full-time students during periods of leave of absence, for which full fees will be charged.

Part-time registration is intended only for those who need to spread their studies over a longer period because of outside commitments. Documentary evidence will be required before we can allow you to register as a part-time student. You will be eligible to register if you are in one or more of the following categories:

- employed or self-employed in London for at least 15 hours a week in normal office hours
- registered as unemployed and are over 25 years old
- retired from regular employment
- with children under school age or if you are the main carer for an elderly or disabled person
- a full-time member of staff of the School.

If you wish to move from full-time to part-time registration you should not be refused on academic grounds if you meet the School's published requirements for being registered as a part-time student and if you have completed at least one year of study on a full-time basis.

The Graduate School Office will send you a progress report form in April to complete and pass to your supervisor. This form will usually be part of a formal departmental review of your progress that will include comments from teachers other than your own supervisor. After this review decisions are taken about whether you may re-register and/or registration upgraded to PhD.

If your studies are being financed by an outside body we may be required by that body to give a report on your progress.

You must ensure that your data collection confirms to the requirements set out below

The Data Protection Act requires public registration of all records of personal data on identifiable individuals. Where the material is held for research purposes, the individuals concerned are unlikely to have a right of access to such information; but control and use of the information is subject to legally-enforceable restrictions. If you hold, or think you are likely to hold, computerised information on individuals you should seek information and advice on registration, control and use of such records from Dr Ian Stephenson, Deputy Academic Registrar, (extension 7120 or email I.L.Stephenson@lse.ac.uk.)

There is provision for access to a successful MPhil or PhD thesis to be restricted for a maximum of five years; but the University has made it clear that it sees dangers in basing a thesis 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. To satisfy the criteria for the award of a research degree, theses should be available for teaching and study purposes and be based on evidence that can be checked. The University will therefore not accept applications to restrict access to a successful thesis based on the grounds that confidential material is included; nor will the University allow such applications for the protection of third-party holders of copyright. No thesis should be submitted in a form which will give rise to such a problem. The only possible exceptions are that work on the thesis began before January 1981, when this policy was clarified, or that confidential material was not originally expected to form part of the thesis, but subsequently became indispensable.

From time to time, students collecting research material outside the School unwittingly cause offence, perhaps by issuing too elaborate a questionnaire or by approaching people who have already spent a great deal of time helping other researchers. If you wish to issue a questionnaire or ask for unpublished information outside the School you must first secure your supervisor's approval. If you wish to use the School's address for this purpose, the text of any communication must be approved by your supervisor before it is sent.

You will be assigned at least one supervisor who is a member of the School's teaching staff. Your supervisor is your academic guide at the School. The Code of Practice for Research Students and their Supervisors sets out what you can reasonably expect from your supervisor.

As a research student of the School it is expected that you will receive all your teaching and supervision at the School. In rare cases a student is admitted to the School on the basis of joint registration with another college or School of the University. The School does not normally allow research students to have supervision from outside the School. Exceptionally outside supervision can be approved when (a) your thesis takes you beyond the expertise of a member of the department such that additional, outside supervision is felt appropriate, or (b) your original supervisor has left the School and additional supervision is appropriate. Where an outside supervisor is appointed, it is expected that he or she will offer up to six supervisions a year and that the cost will be borne by the department.

You may choose to pay full fees while on leave of absence.

Part time registration

Evening or weekend work will not be considered sufficient to allow part-time registration.

A department may, if it wishes, refuse to admit part-time students.

Progress reports

Reports on progress to outside bodies

COLLECTING RESEARCH DATA

Data protection law and the research student

Use of confidential material in theses

Collection of material outside the school

SUPERVISION AND RESEARCH TRAINING SUPPORT

Outside supervision

Every department and institute appoints a member of staff to act as Doctoral Programme Director. The Doctoral Programme Director can be expected to carry out the following functions in consultation, and in co-operation, with his or her colleagues:

- induction of new research students
- allocation, change and training of supervisors
- ensure that the progress monitoring procedures for all research students are properly carried out
- monitor submission rates in the department/institute
- development of appropriate research training
- act as an advocate for research students

Most departments have some special facilities available for the sole, or priority, use of research students. These include word-processing facilities, departmental libraries and common room facilities. Check with your own department what facilities are available and when. See also section on the LIBRARY.

Each year the ESRC and EPSRC allocate the School a small sum of money for each student holding an ESRC or EPSRC research studentship to help support costs of their research training (eg purchase of equipment and materials, survey costs, remuneration of interpreters, etc). If you are funded by ESRC or EPSRC you should apply to your department for funds from the Research Training Support Grant.

The degrees of MPhil and PhD are examined by thesis. Before you can submit your thesis for examination you must get official approval for your thesis title from the Graduate School Committee. To do this you should complete the Thesis Title Approval Form available from the Graduate School Office.

You will then need to complete an official examination entry form available from the Graduate School Office. Your supervisor will have to countersign your form. Your supervisor will also need to indicate on the form who will be organising the examination and to which Subject Area Board the entry should be forwarded. Your supervisor will be asked to nominate an internal (to the University) and external examiner. The internal examiner should, if possible, come from another School or College of the University. Your supervisor cannot be appointed as the internal examiner.

The University's procedures for appointing examiners can be slow-moving. Your supervisor might wish to make informal contact with the proposed examiners before you submit your thesis, especially if it hoped to arrange the oral examination soon after the thesis is submitted.

The signed entry form (and the requisite supporting forms) should be sent to the Graduate School Office so that it may be authorised and forwarded to the Research Degree Officer at the University (tel 020 7636 8000, ext 7018/7019). The Graduate School will contact your supervisor for the names of the proposed external examiners. These names are then forwarded to relevant committees for approval. When the examiners have formally been approved the Research Degrees Office writes to the examiners, inviting them to act. When the Research Degrees Office receives your thesis it will pass it on to the examiners.

Once an entry form has been submitted, enquiries about the practicalities of thesis submission and oral examination should be directed to the Research Degrees Office at Senate House. The practical arrangements for examinations are entirely a matter of convenience between the examiners and the student and neither the Graduate School Office nor the Research Degrees Office at Senate House is involved.

You have 18 months from the date of your examination entry within which to submit your thesis. If you do not submit within 18 months your entry will lapse and a new entry will have to be made.

Your thesis must be submitted in the approved format. Details about the format are available from the Graduate School Office. You are responsible for the costs involved in the production of your thesis to the correct format.

Names of typists willing to type theses are sometimes advertised in *LSE News and Views*. Departmental Administrators may also be able to make recommendations.

If your MPhil or PhD examination is not successful and you are required to re-submit the thesis after further work, there is an additional fee payable. For details on up to date charges please contact the Research Degrees Office at Senate House (020 7636 8000, ext 7018/7019).

Doctoral Programme Director

Departmental facilities

Research Training Support Grant and Fieldwork Grants

RESEARCH DEGREE EXAMINATION

Official entry form

Practical arrangements for your examination

Format and binding of thesis

Typing and photocopying of thesis

Re-submission of thesis

UNIVERSITY OF LONDON REGULATIONS FOR THE DEGREES OF MPhil AND PhD

1. Qualifications for Admission

- 1.1. The normal minimum entrance requirement for registration for the MPhil degree or the PhD degree is:
- a second class honours degree of a UK university 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
 - 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 awarded by a university outside the UK; or
 - a Postgraduate Taught degree of the University of London in a subject appropriate to the course to be followed; or
 - a professional or other qualification obtained by written examinations and approved by the College as an appropriate entrance qualification for the MPhil or PhD degree in question.
- 1.2. Applicants possessing alternative qualifications may also be considered by a College.
- 1.3. An applicant for registration may be required to pass a qualifying examination (see Section 2) and may also be required to meet, in respect of certain fields and subjects, additional qualifications for admission as determined by the College or the University² in the case of an applicant from an Associate Institution.
- 1.4. English language and other tests may be prescribed by the College or Associate Institution at which the course is to be pursued.
- 1.5. An applicant for registration must produce satisfactory evidence of the standard he/she has already attained and of his/her ability to profit by the course. An applicant who is not a graduate of the University of London must produce satisfactory evidence of having attained a standard equivalent to that demanded of graduates of the University.

2. Qualifying Examinations

- 2.1. A student who is required to satisfy qualifying conditions before being eligible to proceed to the MPhil degree may, at the discretion of the College, or the University in the case of an Associate Institution, be permitted to register before these conditions are satisfied.
- 2.2. A student who is required to satisfy qualifying conditions may not be registered initially for the PhD degree, but must be registered for an MPhil degree in the first instance.
- 2.3. Except with the special permission of his/her College a candidate who fails to pass a qualifying examination prescribed for him/her will not be permitted to re-enter for the qualifying examination; if re-entry to the qualifying examination is permitted, a candidate will be limited to one re-entry. A candidate from an Associate Institution will not be permitted to proceed with his/her course nor to enter again for the qualifying examination without the permission of the University; if such permission is granted a candidate will be limited to one re-entry.

3. Registration

- 3.1. Application for admission to a course of study for the degree of MPhil or PhD should be made to the relevant College or Associate Institution.
- 3.2. A candidate for a research degree will be registered initially for the MPhil degree except where the College has given permission for initial registration for the PhD degree in accordance with any circumstances identified in the College's admission and registration procedures.
- 3.3. A College may register for the MPhil or PhD degree with exemption from part of the course of study a person who has commenced a course of study for the MPhil or PhD degree (or equivalent degree) of another university in the United Kingdom. (See also paragraphs 5.6 and 6.3.1).
- 3.4. Every applicant must make application to a College or Associate Institution in accordance with the procedure prescribed by that College.
- 3.5. Applications for registration from students at Associate Institutions must be forwarded to the University for consideration and decision in accordance with a procedure specified by the University for each Associate Institution.
- 3.6. An applicant for registration is required to produce for inspection by the relevant College or Associate Institution the original documentary evidence of his/her qualifications – ie the original diploma or certificate of the awarding body.
- 3.7. A student will be registered by the College or the University in the names as they appear on the documentary evidence of his/her qualifications. However, if the names shown on the documentary evidence of qualifications are in an abbreviated or incomplete form or if the names have subsequently been changed, in order to establish his/her identity, the applicant must produce for inspection one of the following documents: passport, birth certificate, marriage certificate, certificate from the awarding body, statutory declaration or a deed poll and, provided that the document produced establishes beyond doubt that the names refer to the person named on the documentary evidence of qualifications and that the person is the applicant, the applicant will be registered in the names shown on the document produced in order to establish identity. Subsequent to registration a change of name on the College or University records will only be made after inspection by the College or by the University in the case of a student registered at an Associate Institution, of a marriage certificate, statutory declaration or deed poll.

4. Transfer of Registration

- 4.1. A College may permit a student to transfer from a Postgraduate Taught degree to the MPhil degree, from the MPhil degree to the PhD degree or the PhD degree to the MPhil degree in accordance with the conditions specified by the College, provided that no transfer of registration is permitted after entry to the examination for any one of these degrees. Registration for the degree to which transfer has been made may date from initial registration for the degree from which transfer has been made.
- 4.2. The University may permit transfer as detailed in paragraph 4.1 above for a student at an Associate Institution on application from that Institution.
- 4.3. On transfer of registration, the registration for the original degree will lapse.

5. Attendance and Course of Study

- 5.1. Every student is required to pursue a regular course of study at a College or at an Associate Institution under the supervision of a Teacher or Teachers of the University.
- 5.2. The course of study for the degree of MPhil or PhD may require attendance at lectures and coursework as prescribed by the College or Associate Institution at which the student is registered.

² 'University' in this context refers to the Medical Studies Committee or the relevant Subject Area Board.

- 5.3. A College shall have a code of practice for supervisors and research students and appoint a supervisor for each of its students registered for the MPhil or PhD degree in accordance therewith. The University shall appoint a supervisor, who shall be a Teacher of the University, for each student seeking registration at an Associate Institution.
- 5.4. The length of the course shall be determined for each student individually by the authorities of the College at which he/she is registered, or by the University for students seeking registration at Associate Institutions, but in no case shall it be less than laid down in paragraphs 5.5 and 5.6 below.
- 5.5. Save as otherwise prescribed in paragraph 5.6 below the *minimum* length of course for the degrees of MPhil and PhD shall be two calendar years of full-time study or the equivalent in part-time study.
- 5.6. A student accepted under paragraph 3.3 may be exempted by the College or University as appropriate from part of a course of study for the MPhil or PhD degree of this University, provided that the course of study followed at this University is not less than one calendar year or its equivalent in part-time study.
- 5.7. A course must be pursued continuously except by special permission of the College or, in the case of a student at an Associate Institution, the University.
- 5.8. A student is expected to centre his/her academic activities on the College or Associate Institution at which he/she is registered and to attend personally for his/her studies at such time(s) as his/her supervisor may require.
- 5.9. A College may permit a student to spend part of his/her course in 'off-campus' study and prescribe the conditions which shall apply and which shall include regular contact with his/her supervisor.
- 5.10. After completing an approved course of study a student will normally be required to present him/herself for examination within one calendar year. A student must apply to his/her College for permission to enter at a date later than one calendar year after completion of his/her course of study. A student who was registered at an Associate Institution must apply to the University for permission to enter at a date later than one year after completion of his/her course of study.
- 5.11. Before a candidate is admitted to the examination for the degree, the College or Associate Institution shall report that he/she has completed the course in accordance with the regulations.

6. Requirements of a Thesis

6.1. Thesis for the PhD degree

- 6.1.1. The scope of the thesis shall be what might reasonably be expected after three or at most four years of full-time study.³
- 6.1.2. The thesis shall:
- consist of the candidate's own account of his/her investigations and must indicate how they appear to him/her to advance the study of the subject;
 - form a distinct contribution to the knowledge of the subject and afford evidence of originality by the discovery of new facts and/or by the exercise of independent critical power;
 - be an integrated whole and present a coherent argument; [A series of papers, whether published or otherwise, is not acceptable as a thesis; work already published, either by the candidate or jointly with others, 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 and is in the same format as the rest of the thesis; the part played by the candidate in any work done jointly with the supervisor(s) and/or fellow research workers must be clearly stated and certified by the supervisor; publications derived from the work in the thesis may be bound as supplementary material at the back of the thesis (see also paragraph 6.3.3 below).]
 - give a critical assessment of the relevant literature, describe the method of research and its findings, and include a discussion on those findings, and indicate in what respects they appear to the candidate to advance the study of the subject;
 - be written in English and the literary presentation shall be satisfactory, although the College at which the candidate is or will be registered may make application for a thesis in the field of modern foreign languages and literatures only to be written in the language of study, to be considered on an exceptional basis by Subject Area Board E (Humanities); in such cases the thesis shall include additionally a submission of between 10,000 and 20,000 words which shall be written in English and shall summarize the main arguments of the thesis;
 - include a full bibliography and references;
 - not exceed 100,000 words; a College may prescribe a lower number in certain subject areas, which shall be detailed in the relevant College regulations;
 - be of a standard to merit publication in whole or in part or in a revised form (for example, as a monograph or as a number of articles in learned journals).
- 6.1.3. In the field of Music a candidate may register to undertake research leading to a thesis submitted in accordance with the normal provisions. Alternatively, a candidate may *either* (i) submit, as part of a thesis, a portfolio of substantial musical compositions or (ii) register to undertake original research in performance practice. Under (i) the portfolio of substantial musical compositions should show coherence and originality in invention and in the treatment of existing musical techniques; each work shall form the basis for a commentary on its structure and an exposition of the methods employed; and the portfolio should be accompanied by recordings of as many of the works as possible. Under (ii) the thesis may be supplemented by additional evidence in the form of practical performance which exemplifies and illustrates the ideas contained in the written part of the thesis. However presented, this work must be accompanied by an adequate and approved form of retainable documentation.
- 6.1.4. In the fields of Fine Art, Design and Media a candidate may *either* register to undertake research leading to a thesis submitted in accordance with the normal provisions, or register for studio-based research/other audio-visual research. In this latter case the thesis may include a portfolio, exhibition or other audio-visual display. This must be original work which exemplifies and locates the ideas which are developed in conjunction with the written part of the thesis. However presented, this work must be accompanied by an adequate and approved form of retainable documentation.
- 6.1.5. In the field of Drama and Theatre Studies, a candidate may *either* register to undertake research leading to a thesis submitted in accordance with the normal provisions, or register to undertake original research in performance practice on the understanding that the material is submitted concurrently and is examined as an integrated whole. In this case the thesis should include evidence in the form of practical performance which exemplifies and illustrates the ideas contained in the written part of the thesis. However presented, this work must be accompanied by an adequate and approved form of retainable documentation.

6.2. Thesis for the MPhil degree

- 6.2.1. The scope of the thesis shall be what might reasonably be expected after two or at most three years of full-time study.⁴
- 6.2.2. The thesis shall:
- consist of the candidate's own account of his/her investigations;

³ In certain fields of study a longer period of study may be necessary to prepare a thesis of equivalent scope.

⁴ In certain fields a longer period of study may be necessary to prepare a thesis of equivalent scope.

- (b) be either a record of original work or of an ordered and critical exposition of existing knowledge and shall provide evidence that the field has been surveyed thoroughly;
- (c) be an integrated whole and present a coherent argument;
[A series of papers, whether published or otherwise, is not acceptable as a thesis; work already published, either by the candidate or jointly with others, 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 and is in the same format as the rest of the thesis; the part played by the candidate in any work done jointly with the supervisor(s) and/or fellow research workers must be clearly stated and certified by the supervisor; publications derived from the work in the thesis may be bound as supplementary material at the back of the thesis (see also paragraph 6.3.3 below).]
- (d) give a critical assessment of the relevant literature, describe the method of research and its findings and include a discussion on those findings;
- (e) be written in English and the literary presentation shall be satisfactory, although the College at which the candidate is or will be registered may make application for a thesis in the field of modern foreign languages and literatures only to be written in the language of study, to be considered on an exceptional basis by Subject Area Board E (Humanities); in such cases the thesis shall include additionally a submission of between 10,000 and 20,000 words which shall be written in English and shall summarize the main arguments of the thesis;
- (f) include a full bibliography and references;
- (g) shall not exceed 60,000 words; a College may prescribe a lower number in certain subject areas, which shall be detailed in the relevant College regulations.
- 6.2.3. In the field of Music a candidate may register to undertake research leading to a thesis submitted in accordance with the normal provisions. Alternatively, a candidate may *either* (i) submit, as part of a thesis, a portfolio of compositions *or* (ii) register to undertake original research in performance practice. Under (i) the portfolio of compositions should show coherence and invention in a variety of extended structures and a good command of existing musical technique; each work shall form the basis for a commentary on its structure and an exposition of the methods employed; and the portfolio should be accompanied by recordings of as many of the works as possible. Under (ii) the thesis may be supplemented by additional evidence in the form of practical performance which exemplifies and illustrates the ideas contained in the written part of the thesis. However presented, this work must be accompanied by an adequate and approved form of retainable documentation.
- 6.2.4. In the fields of Fine Art, Design and Media a candidate may *either* register to undertake research leading to a thesis submitted in accordance with the normal provisions, *or* register for studio-based research/other audio-visual research. In this latter case the thesis may include a portfolio, exhibition or other audio-visual display. This must be original work which exemplifies and locates the ideas which are developed in conjunction with the written part of the thesis. However presented, this work must be accompanied by an adequate and approved form of retainable documentation.
- 6.2.5. In the field of Drama and Theatre Studies, a candidate may *either* register to undertake research leading to a thesis submitted in accordance with the normal provisions, *or* register to undertake original research in performance practice on the understanding that the material is submitted concurrently and is examined as an integrated whole. In this case the thesis should include evidence in the form of practical performance which exemplifies and illustrates the ideas contained in the written part of the thesis. However presented, this work must be accompanied by an adequate and approved form of retainable documentation.
- 6.3. Requirements applicable to Theses submitted for the Degrees of MPhil and PhD**
- 6.3.1. The greater proportion of the work submitted in a thesis must have been done after the initial registration for a research degree, except that in the case of a student accepted under paragraph 3.3 there shall be allowance for the fact that the student commenced his/her registration at another institution.
- 6.3.2. A candidate will not be permitted to submit as his/her thesis one which has been submitted for a degree or comparable award of this or any other university or institution, but a candidate shall not be precluded from incorporating in a thesis covering a wider field work which he/she has already submitted for a degree or comparable award of this or any other university or institution provided that he/she shall indicate on his/her entry form and also on his/her thesis any work which has been so incorporated.
- 6.3.3. A candidate may submit the results of work done in conjunction with his/her supervisor and/or with fellow research workers provided that the candidate states clearly his/her own personal share in the investigation and that the statement is certified by the supervisor (see also paragraph 6.3.7).
- 6.3.4. A candidate registered at a College must have the title of his/her thesis approved by his/her supervisor.
- 6.3.5. A candidate registered at an Associate Institution must submit the title of his/her thesis for approval by the University not later than seven months before he/she submits the entry form for examination.
- 6.3.6. The decision to submit a thesis in any particular form rests with the candidate alone and the outcome of the examination is determined by two or more examiners acting jointly.
- 6.3.7. A candidate must include in each copy of his/her thesis a signed declaration that the work presented in the thesis is his/her own (see also paragraph 6.3.3).
- 6.3.8. A thesis must be presented for examination in a final form in typescript or print and be bound in accordance with the instructions issued by the Academic Registrar of the University.
- 6.3.9. After the examination has been completed and before the degree is awarded, successful candidates are required to submit to the Academic Registrar of the University, for lodging in the College and University libraries, two copies of their theses, one hard-bound and one soft-bound, in accordance with the said instructions, if the copies of the theses submitted for examination did not conform with this specification.
- 6.3.10 Every candidate is required to present a short abstract of his/her thesis of not more than 300 words and bound with each copy of the thesis submitted to the University. One additional loose copy of the abstract must also be provided (see paragraph 7.5 below).
- 7. Entry to Examination and Submission of Thesis**
- 7.1. A College or Associate Institution shall submit a completed entry form for each of its candidates to the Academic Registrar of the University (see also paragraph 7.4 below).
- 7.2. The entry form for a candidate at an Associate Institution shall be accompanied by the fee indicated below:
- 7.2.1. *PhD Degree*
- | | |
|-------------|------|
| First entry | £425 |
| Re-entry | £250 |
- MPhil Degree*
- | | |
|-------------|------|
| First entry | £360 |
| Re-entry | £230 |
- [Cheques should be made payable to the 'University of London' and crossed 'NatWest Bank A/C Payee'.]
- 7.3. A candidate shall be examined in accordance with the regulations in force at the time of his/her entry or re-entry.

- 7.4. The entry form may not be submitted to the University earlier than six months before the completion of the prescribed course and must be submitted at least four months before the submission of the thesis.
- 7.5. A candidate is required to submit with his/her entry form a short description of the content of the thesis in about 300 words to assist in the appointment of suitable examiners (see also paragraph 6.3.9 above).
- 7.6. The thesis may be submitted on or after the first day of the month following that in which the prescribed course is completed. A candidate required to pursue a course extending over a specified number of academic years may not submit his/her thesis before 1 June of the final year of the course of study.
- 7.7. If the candidate has not submitted his/her thesis for examination within 18 months (or such shorter period as shall be stipulated by the College) from the submission of the entry form for the examination, the entry will be cancelled unless for special reasons the candidate's College requests otherwise.
- 7.8. A candidate will be required to submit three copies of his/her thesis either typewritten or printed in accordance with instructions obtainable from the Academic Registrar (see paragraph 6.3.7 above).
- 7.9. A candidate for the MPhil or PhD degree is required to bring to the oral examination a copy of his/her thesis paginated in the same way as the copies submitted to the University.
- 8. Availability of Theses**
- 8.1. It is a requirement for the award of the degree that one copy of a successful thesis is placed in the library of the candidate's College and one copy in the University of London Library or the appropriate library of the School of Advanced Study⁵. The College copy shall be the archival copy and shall be in hard-bound form.
- 8.2. Subject to paragraph 8.3 below, candidates for the MPhil and PhD degrees will at the time of entry to the examination be required to sign a declaration in the following terms:
- (a) I authorise that the thesis presented by me in [year] for examination for the MPhil/PhD degree of the University of London shall, if a degree is awarded, be deposited in the library of the appropriate College and in the University of London Library and that, subject to the conditions set out in paragraph 8.2(d) below, my thesis be made available for public reference, inter-library loan and copying.
- (b) I authorise the College or University authorities as appropriate to supply a copy of the abstract of my thesis for inclusion in any published list of theses offered for higher degrees in British universities or in any supplement thereto, or for consultation in any central file of abstracts of such theses.
- (c) I authorise the College and the University of London Libraries or their designated agents to make a microform or digital copy of my thesis for the purposes of inter-library loan and the supply of copies.
- (d) I understand that before my thesis is made available for public reference, inter-library loan and copying, the following statement will have been included at the beginning of my thesis:
The copyright of this thesis rests with the author and no quotation from it or information derived from it may be published without the prior written consent of the author.
- (e) I authorise the College and/or the University of London to make a microform or digital copy of my thesis in due course as the archival copy for permanent retention in substitution for the original copy.
- (f) I warrant that this authorisation does not, to the best of my belief, infringe the rights of any third party.
- (g) I understand that in the event of my thesis not being approved by the examiners, this declaration would become void.
- 8.3. A candidate may apply to his/her College or to the University in the case of an Associate Institution for restriction of access, for a period not exceeding two years, to his/her thesis and/or the abstract of the thesis on the grounds of commercial exploitation or patenting or in very exceptional circumstances and in accordance with the procedure adopted by the College/University for consideration of such applications.
- 9. Conduct of Examinations**
- 9.1. General**
- 9.1.1. Examiners will be appointed for each candidate in accordance with the Instructions for the Appointment of Examiners for the Degrees of MPhil and PhD for Internal and External Students, which are available from the Academic Registrar of the College or of the University (attached as an Annex to these Regulations).
- 9.1.2. All matters relating to the examination must be treated as confidential. Examiners are not permitted to divulge the content of previously unpublished material contained in a candidate's thesis until such time as any restrictions on access to the thesis, which have been granted by a College or the University, are removed.
- 9.1.3. The examiners shall prepare independent preliminary written reports on the thesis to assist in conducting the oral examination (or the preparation of the joint report in those cases where no oral examination is held - see paragraphs 9.3.3(c)/(d) and 9.5.3(c)/(d) below). Copies of the preliminary reports should be submitted to the Academic Registrar of the University together with the joint report. The preliminary reports will not normally be released to candidates but will be made available to the members of an appellate committee in the case of an appeal against the result of the examination for consideration at an appellate committee hearing. In such an event the preliminary reports will also be provided to the candidate. After any oral examination, a joint final report shall be prepared for submission to the University. The joint final report will be released routinely to candidates for their personal information. It will also be sent to the Head of the College or Associate Institution at which the student was registered.
- 9.1.4. Each joint final report of the examiners shall indicate whether the thesis meets the requirements specified in paragraph 6.1 or 6.2 as appropriate and shall include a reasoned statement of the examiners' judgement of the candidate's performance.
- 9.1.5. Examiners have the right to make comments in confidence to the University in a separate report. Such comments should not normally be concerned with the performance of the candidate but may cover, for example, matters which they wish to draw to the attention of the candidate's College or of the University.
- 9.1.6. The supervisor shall be invited, unless the candidate indicates otherwise on his/her entry form, to attend the oral examination of his/her MPhil or PhD candidate as an observer. The supervisor does not have the right to participate in the examination of the candidate but may contribute if invited to do so by the examiners. Otherwise the oral examination shall be held in private.
- 9.1.7. The oral examination must normally be conducted in London. The University may, however, exceptionally agree that the examination be conducted elsewhere if there are circumstances which make this expedient.
- 9.1.8. The examiners may, at their discretion, consult the supervisor before completing their report, particularly if they have doubts relating to the appropriate decision to be made.

⁵ Provided that where, in the opinion of the College of registration, the thesis includes material that is of significance for national security, arrangements may be made, with the agreement of the graduate concerned, so that the copies of the thesis placed in the public domain may have certain parts excised from them; in such cases the copies of the thesis placed in the public domain shall include an accompanying statement indicating by whom and at what location the full thesis on which the award was made may be consulted.

9.2. Method of Examination for the PhD degree

9.2.1. Candidates for the PhD degree must submit a thesis and be examined orally, save as prescribed otherwise in Section 9.3 below.

9.3. Conduct of PhD Examination

9.3.1. Except as provided in paragraphs 9.3.3.(c) and 9.3.3.(d) the examiners, after reading the thesis, shall examine the candidate orally and at their discretion by written papers or practical examination or by both methods on the subject of the thesis and, if they see fit, on subjects relevant thereto.

9.3.2. Candidates are required to present themselves for oral, practical or written examinations at such place and times as the University may direct and to bring with them to the oral examination an additional copy of their thesis, as stated in paragraph 7.9 above.

9.3.3. There are seven options open to examiners in determining the result of the examination as follows:

- (a) If the thesis fulfils the criteria (set out in 6.1.2 above) and the candidate satisfies the examiners in all other parts of the examination, the examiners will report that the candidate has satisfied them in the examination for the PhD degree.
- (b) If the thesis otherwise fulfils the criteria but requires minor amendments and if the candidate satisfies the examiners in all other parts of the examination, the examiners may require the candidate to make within three months amendments specified by them. The amended thesis shall be submitted to the examiners or one of their number nominated by them for confirmation that the amendments are satisfactory.
- (c) If the thesis, though inadequate, shall seem of sufficient merit to justify such action, the examiners may determine that the candidate be permitted to re-present his/her thesis in a revised form within 18 months. Examiners shall not, however, make such a decision without submitting the candidate to an oral examination. The examiners may at their discretion exempt from a further oral examination, on re-presentation of his/her thesis, a candidate who under this regulation has been permitted to re-present it in a revised form.
- (d) If the thesis satisfies the criteria but the candidate fails to satisfy the examiners at the practical or written examination prescribed under paragraph 9.3.1, the examiners may determine that the candidate be exempted on re-entry from presentation of the thesis and be permitted to submit to a further practical or written examination within a period specified by them and not exceeding 18 months. The examiners may at their discretion exempt the candidate from taking a further oral examination.
- (e) If the thesis satisfies the criteria for the degree, but the candidate fails to satisfy the examiners at the oral examination, the examiners may determine that the candidate be permitted to re-present the same thesis, and submit to a further oral examination within a period specified by them and not exceeding 18 months.
- (f) If, after completion of the examination including the oral examination or re-examination for the PhD degree, the examiners determine that a candidate has not reached the standard required for the award of the degree nor for the re-presentation of the thesis in a revised form for that degree, they shall consider whether the thesis does or might be able to satisfy the criteria for the award of the MPhil degree. If they so decide, the examiners shall submit a report which demonstrates either (a) how the criteria for the MPhil degree are satisfied, or (b) what action would need to be taken in order for these criteria to be satisfied⁶. Thereafter the following conditions and procedures will apply:

Either

- (i) the candidate will be informed that he/she has been unsuccessful at the examination for the PhD degree, but that his/her examiners have indicated that he/she has reached the standard required for the award of the MPhil degree or with minor amendments to his/her thesis he/she will satisfy the criteria for the degree, and that he/she may be considered for the award of the MPhil degree if he/she indicates within two months that he/she wishes to be so considered. Any minor amendments required shall be made within three months and the amended thesis shall be submitted to the examiners or one of their number nominated by them for confirmation that the amendments are satisfactory.
 - (ii) a candidate who indicates that he/she wishes to be considered for the award of the MPhil degree under this Regulation will not be required to submit the thesis, as may be required under the Regulations for the MPhil degree or to undergo an oral examination thereon, but will be required to fulfil the requirements for the MPhil examination in all other respects including (if applicable) the passing, at the next following occasion on which they are held, of any required written papers for the MPhil degree in Philosophy. In the latter case, the candidate will be informed that he/she must satisfy the examiners in the prescribed written papers and that if he/she fails re-entry will be governed by the Regulations for the MPhil degree in Philosophy insofar as they are applicable.
 - (iii) a candidate who has reached the standard for the award of the MPhil degree who does not indicate that he/she wishes to be considered for the award of that degree within the period given in paragraph (i) above will be informed that he/she has failed to satisfy the examiners for the PhD degree and that he/she may no longer be considered for the award of the MPhil degree.
- or*
- (iv) if the thesis, though inadequate, shall seem of sufficient merit to justify such action, the examiners may determine that the candidate be permitted to enter the examination for the MPhil degree and re-present his/her thesis in a revised form within 12 months. The examiners may at their discretion exempt from a further oral examination, on re-presentation of his/her thesis, a candidate who under these regulations has been permitted to re-present it in a revised form.
 - (g) The examiners may determine that the candidate has not satisfied them in the examination. The examiners shall not, however, save in very exceptional circumstances, make such a decision without submitting the candidate to an oral examination.

9.3.4. If the examiners are unable to reach agreement, their reports shall be referred to the Chairman of the Academic Committee, who shall determine the action to be taken.

9.3.5. A candidate who fails to satisfy the examiners will not be permitted to re-enter for the examination, but he/she may apply to register *de novo* for a further period of study leading to the submission of a thesis on a different topic, the title of which has been approved in accordance with paragraphs 6.3.4 or 6.3.5 above.

9.4. Method of Examination for the MPhil degree

9.4.1. Candidates for the MPhil degree must submit a thesis and be examined orally, save as prescribed otherwise in Section 9.5 below.

9.4.2. The MPhil degree in Philosophy has additional requirements. (See *Regulations for the MPhil Degree in Philosophy*, which are published separately.)

⁶ In reporting they shall have regard to the different normal maximum lengths of the thesis for the PhD and MPhil degrees but shall have discretion to waive the thesis length for the MPhil degree if appropriate.

9.5. Conduct of MPhil Examination

9.5.1. Candidates are required to present themselves for oral, written and/or practical examinations at such place and times as the University may direct and to bring with them to the oral examination an additional copy of their thesis, as stated in paragraph 7.9 above.

9.5.2. Except as provided in paragraphs 9.5.3(c) and 9.5.3(d) the examiners, after reading the thesis, shall examine the candidate orally and at their discretion by written papers or practical examination or by both methods on the subject of the thesis and, if they see fit, on subjects relevant thereto.

9.5.3. There are six options open to examiners in determining the result of the examination as follows:

- (a) if the thesis fulfils the criteria (see paragraph 6.2.2 above) and the candidate satisfies the examiners in all other parts of the examination, the examiners will report that the candidate has satisfied them in the examination for the degree of MPhil.
- (b) if the thesis otherwise fulfils the criteria but requires minor amendments and if the candidate satisfies the examiners in all other parts of the examination, the examiners may require the candidate to make within three months amendments specified by them. The amended thesis shall be submitted to the examiners or one of their number nominated by them for confirmation that the amendments are satisfactory.
- (c) if the thesis, though inadequate, shall seem of sufficient merit to justify such action, the examiners may determine that the candidate be permitted to re-present his/her thesis in a revised form within 12 months. Examiners shall not, however, make such a decision without submitting the candidate to an oral examination. The examiners may at their discretion exempt from a further oral examination, on re-presentation of his/her thesis, a candidate who under this regulation has been permitted to re-present it in a revised form.
- (d) if the thesis fulfils the criteria but the candidate fails to satisfy the examiners at the practical or written examination prescribed under paragraph 9.5.2, the examiners may determine that the candidate be exempted on re-entry from presentation of the thesis and be permitted to submit to a further practical or written examination within a period specified by them and not exceeding 12 months. The examiners may at their discretion exempt the candidate from taking a further oral examination.
- (e) if the thesis fulfils the criteria but the candidate fails to satisfy the examiners at the oral examination, the examiners may determine that the candidate be permitted to re-present the same thesis, and submit to a further oral examination within a period specified by them and not exceeding 12 months.
- (f) the examiners may determine that the candidate has not satisfied them in the examination. The examiners shall not, however, save in very exceptional circumstances, make such a decision without submitting the candidate to an oral examination.

9.5.4. If the examiners are unable to reach agreement, their reports shall be referred to the Chairman of the Academic Committee, who shall determine the action to be taken.

9.5.5. A candidate who fails to satisfy the examiners will not be permitted to re-enter for the examination, but he/she may apply to register *de novo* for a further period of study leading to the submission of a thesis on a different topic.

10. Notification of Results of MPhil and PhD Examinations

10.1. After the examiners have reached a decision, every candidate shall be notified by the Academic Registrar of the University of the result of his/her examination. The degree shall not be awarded until two copies of the successful thesis, bound in the appropriate formats, have been lodged with the Academic Registrar of the University.

10.2. A diploma under the seal of the University shall be subsequently delivered to each candidate who has been awarded a degree.

10.3. The diploma for the degree will bear the names of the candidate in the form in which they appear in the records of the College at the date of issue.

11. General

11.1. Communications sent from the University to an individual student must be regarded as applying to that student only.

11.2. Except insofar as paragraph 6.3.3. applies, the work in the thesis submitted by the candidate must be his/her own and submission of a thesis for examination for the MPhil or PhD degree will be regarded as a declaration of this fact.

11.3. All work submitted as part of the requirements for any examination of the University of London must be expressed in the candidate's own words and incorporate his/her own ideas and judgments. Plagiarism is the presentation of another person's thoughts or words as though they were the candidate's own and is an examination offence. Direct quotations from the published or unpublished work of another must always be clearly identified as such by being placed inside quotation marks, and a full reference to their source must be provided in the proper form. A series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism as much as does a single unacknowledged long quotation from a single source. Equally, if another person's ideas or judgements are summarised, the candidate must refer to that person in his/her text, and include the work to which reference is made in the bibliography.

11.4. Allegations of plagiarism will fall to be considered under the Regulations for Proceedings in respect of Examination Offences by Candidates for University Awards, as will any other allegations of examination misconduct, including, but not limited to:

- 11.4.1. deliberate attempts to represent falsely or unfairly the ideas or work of others;
- 11.4.2. the invention or fabrication of data;
- 11.4.3. the submission of work commissioned from another person.

The Regulations for Proceedings in respect of Examination Offences by Candidates for University Awards are available from the Academic Registrar of the University.

11.5. If a candidate has entered the examination for the MPhil or PhD degree, but the authorities of a College, or of a Central Activity, or of the University Library, or the University Accountant notify the Academic Registrar of the University that he/she has not settled with them or made acceptable arrangements to settle any account outstanding, no report will be made on the result of the examination until the same authority certifies that payment has been made in full.

11.6. The University has approved a Procedure for Consideration of Appeals by Candidates for Research Degrees, which is available from the Academic Registrar of the University. An application under the Procedure must be made within two months of notification of the result of the examination to the candidate and be accompanied by the prescribed fee.

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CODE OF PRACTICE FOR RESEARCH STUDENTS AND THEIR SUPERVISORS

Please note, for the purpose of this document, reference to 'Departments' includes Institutes and to 'Conveners' includes Directors of Institutes.

Introduction

1. This code of practice sets out the minimum required of MPhil/PhD students (hereafter referred to as 'students'), their supervisors and departments. It may be supplemented by separate departmental or institute codes and guidelines covering specific departmental practice.
2. Regulations governing the registration, attendance and examination of students are published annually in the *School Calendar*. Students and their supervisors should acquaint themselves with these regulations. Different regulations are in force for students who

commenced their registration before October 1989 and before October 1993. Information on these is supplied to the students affected on request.

3. The University of London regulations for the degrees of MPhil and PhD define the requirements of the MPhil and PhD thesis and these are published annually in the *Graduate School Handbook*.
4. The School's requirements on attendance and registration are published annually in the *Graduate School Handbook*.

Preamble

The establishment of a harmonious relationship between a research student and his or her supervisor is of utmost importance to both people. Such harmony can only be established and maintained if both participants understand each other's concerns, treat each other with courtesy and are agreed on what constitutes the code and conventions on which such courtesy should be based.

The job of supervision is not a chore. It is a way in which supervisors improve their own understanding of the field in which they are working and widen their knowledge of it far beyond the limits they could hope to attain by their own research.

For a research student, the supervisor's advice is essential both to guide the student past the traps, morasses and pitfalls which lie in wait everywhere for the inexperienced researcher, and to provide advice and moral support in those periods of self doubt and frustration which affect all but the most brilliant or the most insensitive of researchers in their first venture into the uncertain lands of original research.

The work a student does for a research degree is an exercise in intellectual exploration and development within which training in research techniques takes place. These techniques are designed to tackle new material, develop new ideas or test out new research methods. The training can only be effective if the student is tackling some issue or question no-one has successfully tackled before. There can be no exercise in learning research techniques if the student is simply to traverse ground already explored, simply following in already well-trodden paths. If the answers are already known, the process by which the student learns to frame his or her new questions is just make-believe.

A student's first venture into original research is for the student a learning experience of the utmost importance. To the supervisor it may represent only the filling in of a small but missing part of a large jigsaw. The student knows of nothing in his or her academic career which is of comparable importance – to the student.

What has to be understood is that when a supervisor accepts a student, whatever the formal rules may be, both have entered into an implied moral contract which lasts until one of the three, supervisor, student or research undertaking, expires.

There is some watch kept by the School and the departmental Convener or institute director on the relationship between student and supervisor. If this relationship breaks down there are procedures by which it can be repaired, if repair is possible, or a substitute found, if that is possible. To prevent such breakdown happening, there should be understanding, from the inception of the relationship, of the conventions by which it is to operate. What follows is an attempt to spell out these conventions for the benefit both of the supervisor and the research student.

Obligations and responsibilities of research students

5. By the end of the first year (the first eighteen months in the case of part-time students) (subject to specific, published departmental practices which may, because of the nature of the subject, vary from this model) the student should have defined the area of research, become acquainted with the background knowledge required, including research skills, completed a literature review and have a framework for the future progress of the research with a timetable for the next two or three years (three or four years in the case of part-time students). The student should have produced a substantial amount of written work, even if only in draft form. 'Substantial' should be defined by the supervisor or department at the outset.
6. Students should submit written work regularly to their supervisors.
7. Students should take note of the guidance and feedback from their supervisors.
8. Students should produce all material in typed or word-processed form.
9. Students should, as a matter of courtesy, inform their supervisor of other people with whom their work is being discussed.
10. Students wishing to issue questionnaires must first secure their supervisor's approval, and, if they wish to use the School's address for this purpose, the text of any communication must be approved by the supervisor before it is sent.
11. Students should not base their research on confidential material which would thereby make the thesis inaccessible. Under University Regulations, theses should be available for teaching and study purposes and be based on evidence that can be checked. Exceptionally an application may be made for restriction of access for a maximum of two years.
12. It is the student's responsibility to seek out the supervisor; any serious problems a student has with the supervisor, including those of access, should, in the first instance, be taken up by the student with the supervisor at the time.
13. If a student cannot resolve these problems with his or her supervisor an approach might then be made by the student to the department's Doctoral Programme Director, the Convener of the Department or the Director of the Institute.
14. If a student cannot resolve serious problems within the Department or Institute he/she should approach the Dean of the Graduate School who will attempt to resolve the problem.
15. Students are obliged to complete and return the Dean's Questionnaire for Research Students by the stipulated deadline.
16. Students are obliged to complete and forward to their supervisor the Progress Monitoring Form, which is sent to them by the Graduate School Office on an annual basis.

Obligations and responsibilities of supervisors

17. The supervisor should have knowledge of a student's subject area and/or theoretical approach to be applied.
18. There should be regular meetings between student and supervisor. Full-time students have the right to see their supervisor at least three times a term in the first year and twice a term thereafter. Part-time students have the right to see their supervisor at least twice a term in the first year and once a term thereafter. It is usually advisable to arrange the time of the next meeting at the end of each supervision session.
19. Supervision sessions will naturally vary in length but on average they should last for at least one hour. It is desirable that they should be largely uninterrupted by telephone calls, personal callers or departmental business.
20. A student should be given some response on written work, either orally or in writing, within one month of it being given to the supervisor. If, because the written work is very long or because of other pressing demands on time, it is unlikely that the supervisor will be able to respond to the student's work within the month, the supervisor should indicate this to the student and give a time when a response will be made.
21. If the student has an urgent problem the supervisor should deal with the matter over the telephone or arrange a meeting at short notice.
22. The supervisor should assist new students to plan their time and draw up a framework within which the research is to progress. The plan should mark out the stages which a student will be expected to have completed at various points in the research period. This framework is equally important for second and subsequent year students, but the responsibility is on students to have their own programme of topics that they would like to discuss with the supervisor. The supervisor should be aware of the requirement of some funding bodies that continuation of funding past the first year can be contingent upon a successful upgrade from MPhil to PhD and should help students with such awards to plan their work accordingly.
23. For continuing students the supervisor should advise whether the research can feasibly be completed in the recommended period and whether a more realistic project should be attempted.

24. Research students are normally eligible to attend any course of lectures run by the School or the University (there are some exceptions in the case of self-financing institutes or other colleges of the University for which additional fees may be payable) – supervisors should advise which courses may complement their field of research.
25. The supervisor and the department should be responsible for introducing the student to the wider research community within LSE and outside the School. The supervisor should take an active part in introducing the student to meetings of learned societies, seminars and workshops and to other research workers in the field. The supervisor should give advice on publication and put the student in touch with publishers where appropriate.
26. The supervisor is responsible for nominating the external and internal examiner for a student's viva and, subject to the decision of the relevant Subject Area Board of the University of London, for arranging a mutually convenient date between the two examiners and the student for the viva. There should be no unreasonable delay in examining a thesis once it has been submitted to the University. Three months is a reasonable maximum in most circumstances (see paragraph 54).

Responsibilities of the Convener and Doctoral Programme Director

27. The Convener is responsible for ensuring that a member of staff is appointed as Doctoral Programme Director for the department.
28. The Doctoral Programme Director has the following specific responsibilities:
 - (a) ensuring the induction of new research students
 - (b) allocation, change and training of supervisors
 - (c) ensuring that progress monitoring procedures for all research students are properly carried out
 - (d) monitoring submission rates in the department
 - (e) developing appropriate research training
 - (f) acting as an advocate for research students in the department
29. The Doctoral Programme Director should ensure the following:
 - (a) that no student is allocated to a supervisor who has an insufficient knowledge of the student's area of research and/or theoretical approach to be applied.
 - (b) that all research students have supervisors who are current members of academic staff of the School. Members of staff on sabbatical or other leave and retired members of staff may not act as the lead supervisor for a research student; every research student should be entitled to supervision from a full-time member of the academic staff. If staff who are on leave or who retire wish to retain their supervisory responsibilities the Doctoral Programme Director must ensure that the student has, in addition, a supervisor from the full-time academic staff of the School.
 - (c) that teachers should not have sole supervisory responsibility for research students until they have passed their departmental review.
 - (d) that no supervisor is overloaded with supervisory responsibilities. The recommended maximum number of registered research students per supervisor is eight.
 - (e) that supervisors have the training and support they require to undertake effective supervision. This support might include recommending a supervisor to attend various training courses, conferences and seminars; teaching relief; and adjustment of other departmental responsibilities to take account of the supervisory load. The appraisal system might be used to identify training needs but the Doctoral Programme Director should also consider reviewing supervisors' responsibilities on an annual basis.
30. In cases where a supervisor is criticised for poor supervision the Convener should discuss the complaint with the supervisor and, where appropriate, either recommend training or, if necessary, give other duties instead of supervision.
31. In cases where the supervisor being criticised is also the Convener, the Chairman of the Graduate School Committee will have the responsibilities set out in paragraph 30.

Research training and support

32. All students are recommended to acquire keyboard and, where necessary, computer skills. If a student does not have these skills before registration Information Technology Services should be asked to advise on suitable training.
33. All students should have training in appropriate research methods.
34. Each department should establish, where appropriate, a collective research training programme for its students.
35. Each department should, where appropriate, arrange regular seminars for students which all students will normally be expected to attend and participate in on a regular basis. In the first year of a student's study these might concentrate on research methods. In subsequent years of study seminars should allow the opportunity for students to present and discuss their own work.

Departmental procedures

Allocation and change of supervisor

36. Supervisors are normally assigned to students at the time an offer of admission is made. Every student should be entitled to supervision from a full-time member of the academic staff of the School (see also paragraph 29b).
37. The School cannot guarantee that students will be able to work with any particular teacher they want, or that they will have the same supervisor throughout their period of study at the School. Nor can the School guarantee to provide supervision for a student whose thesis topic has gone beyond the subject area on which the student was admitted to the School.
38. If the initial allocation of supervisor turns out to be inappropriate, a change of supervisor may be effected through the Doctoral Programme Director or Convener on the initiative of the student or supervisor, preferably, but not exclusively, in the first year.

Progress reviews

39. Each department should communicate in writing to all its students what expectations it has for students' progress; the specific departmental review procedure; and the timetable for upgrading to PhD where appropriate.
40. A student's progress should be the subject of a major review by the department or institute sometime in the first fifteen months of registration for full-time students and by the end of the second year for part-time students.
41. This review must involve at least one member of the academic staff other than the supervisor. Progress will be reviewed on the basis of the literature review or another substantial area of the research. The reviewers must have the opportunity of reading this work in good time before the review meeting.
42. Each department or institute should inform the Graduate School Office, on the basis of a pre-circulated form, no later than the end of July each year, the names of those students who may not re-register.

Procedure for upgrading to PhD

43. It is the normal expectation that the decision to upgrade a student to PhD will be made either at the first major review (see paragraph 40) or by the end of the second year of registration.
44. If a student is not upgraded the case should be reviewed at the end of a further six months for a final decision.

Appeal

45. If, as part of the progress review or upgrading review, a decision is made not to allow re-registration or upgrade to PhD, the department or institute must inform the student in writing of its decision and the reasons for that decision.

46. Within three months of the decision not to allow registration or three months of the final decision not to upgrade to PhD (see paragraph 44) a student may appeal against the decision to the Academic Registrar. The student should prepare a written statement of the grounds for the appeal which may be procedural or substantive. In the first instance, this statement should be submitted to the Academic Registrar who will ask the Dean of the Graduate School to determine whether there is a *prima facie* case. If the Dean determines that there is no *prima facie* case, the student will be notified by the Academic Registrar in writing.
47. Where the Dean determines that there is a *prima facie* case, the Academic Registrar will convene an Appeal Panel comprising the Chair of the Graduate School Committee and two members of the Committee chosen by lot. If the student belongs to the Chair's Department, the Chair will nominate another member of the Committee as a substitute.
48. Where the Dean has determined that there is no *prima facie* case, the student must inform the Academic Registrar in writing within fourteen days if he or she wishes to pursue the appeal. If the student wishes to pursue the appeal, a Panel will be convened as above.
49. The student's original statement and the Dean's determination will be available to the Panel. The student will be free at this stage to introduce grounds additional to those contained in the original statement. The Panel will take evidence from all relevant parties in the presence of all the parties. The Dean may give evidence to the Panel, but will not take part in its deliberations.
50. The decision of the Panel will be final, and will be communicated in writing to the student and to the Department within seven days from the hearing of the appeal.
51. If an appeal against re-registration is unsuccessful the student will not be allowed to re-register at any time for the same MPhil/PhD project. Registration for a new topic will be subject to the normal admissions procedures.
52. If an appeal against upgrade is unsuccessful the student may only submit his or her thesis for the MPhil.

Procedures for completion (defined as submission of thesis)

53. After the formal review of a student's progress by the end of the third year (by the end of the fourth year for part-time students) the review panel should consider when the student might be ready to submit the thesis. It is advisable to begin planning for completion at least a year before the proposed date of submission. The supervisor should agree a timetable for completion which should include ensuring the thesis title is approved and the examination entry made. A series of meetings between supervisor and student to the point of submission should also be established at this stage.
54. The procedures for examination entry are published annually in the *Graduate School Handbook*.
55. A student is eligible to submit a thesis for examination after the minimum registration period has been met. It is advisable to secure the supervisor's advice on the timing of submission but the supervisor's approval does not form part of the examination entry procedure. The supervisor's approval does not constitute any guarantee that the submission of a thesis will result in the award of a degree.

Referral

56. In cases where a thesis is referred for re-presentation in revised form the Doctoral Programme Director should be apprised of the situation and the student invited to discuss his or her position with the Doctoral Programme Director and supervisor. Provided the student has registered, or is willing to re-register, the supervisor should continue supervision until the thesis is re-presented unless there are difficulties between supervisor and student, in which case the Doctoral Programme Director should arrange alternative supervision.

Formal channels of communication between research students and staff

57. Each department or institute should make provision for a Staff-Research Student Committee (unless the department/sub-department is small enough to enable informal and formal meetings between staff and students to take place with ease) and facilitate the establishment of a forum in which research students might meet each other informally.
58. The staff-student committee should meet at least once a term to discuss issues of relevance and interest to research students and their supervisors.
59. Each department should appoint a Doctoral Programme Director (see paragraph 28).

Revised May 2000

PROGRAMME OF STUDY, SEMINARS AND WORKSHOPS

ACCOUNTING AND FINANCE

The department has a formally structured PhD programme which has been awarded Mode A Research Recognition by the ESRC. The aim of the programme is to produce students whose research is of the highest international quality. The programme normally consists of three courses in the first year, including a common course to be taken by all students. Students are required to do a seminar presentation in their first year. In addition, students are required to attend either the **Seminar on Current Developments in Accounting Research** or the **Capital Markets Workshop**. One further course or part-course may be taken in the second year.

Students are strongly encouraged to participate at an early stage in their research training in appropriate international workshops and colloquia. Students are also offered the opportunity to gain teaching experience, with appropriate training, without detracting from their research time.

The structure of the programme is designed to provide a broad based training in theoretical and empirical research methods in accounting and finance. It permits specialist paths, particularly between the sub-disciplines of accounting and finance. The department has close links with the Financial Markets Group and the Centre for the Analysis of Risk and Regulation. Progress is regularly monitored by the departmental Postgraduate Assessment Review Panel, as well as through normal supervisory mechanisms.

Entry to the programme is normally conditional on a candidate having obtained a first or upper second class honours degree in Accounting and Finance from a British university, or other degree accepted as equivalent for this purpose. Satisfactory performance in the MSc Accounting and Finance, the MSc Finance and Economics or the MSc Management and Regulation of Risk offered by the department may also meet the entrance requirements.

The department has a very strong research culture which includes an active seminar programme and a programme of distinguished visitors.

Doctoral Programme Director: Professor D Webb, R413

AC500

Seminar on Current Developments in Accounting Research

Teachers responsible: Professor P B Miller, E311 and Professor M Power, H606

Availability: Research students in the Department of Accounting and Finance, and other students with the permission of Professor Miller.

Teaching: 30 meetings arranged by the Department (AC500).

Availability: Research students in the Department of Accounting and Finance, Economics Department and other students with the permission of Dr Connor.

Teaching: 40 lecture hours and 20 class hours in MT and LT.

Content: Recent journal literature on the theory and econometrics of asset pricing.

Assessment: Two hour examination in ST (weight 50%) and essay due in July (weight 50%)

AC501

Seminar in Accounting Research Methods

Teachers responsible: Professor P B Miller, E311 and Professor M Power, H606

Availability: Research students in the Department of Accounting and Finance, and other students with the permission of Professor Miller should attend.

Teaching: 30 meetings arranged by the Department (AC501).

AC503

Advanced Topics in Corporate Finance and Intermediation

Teacher responsible: Professor S Bhattacharya, E308

Availability: Research students in the Departments of Accounting and Finance, and Economics, others by permission of Professor Bhattacharya.

Teaching: Forty lecture hours Sessional.

Content: Recent journal literature on the theories of corporate finance and financial intermediation.

Assessment: Two hour examination in ST (weight 50%) and essay due in July (weight 50%).

AC502

Topics in Financial Markets

Teacher responsible: Dr G Connor, A353

ANTHROPOLOGY

Students registered for the MPhil/PhD 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 15th 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 MSc 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 MSc 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.

AN500

Seminar on Anthropological Theory

Teachers responsible: Professor J Parry, Professor S Feuchtwang and Dr R Astuti

Reading list: Appropriate readings will be given during the course.

Assessment: This is a non-examinable course.

AN501

Field Research Seminar

Teachers responsible: Dr D James and members of the Department

AN507

Precepts and Practices

Teachers responsible: Dr L Bear and Dr B Placido

Availability: This seminar is for 3rd and 4th year MPhil/PhD post-fieldwork students.

Core syllabus: Recent theoretical developments in anthropology and the social sciences.

Content: The course examines key theoretical concepts and approaches in anthropology.

It focuses on a number of areas, including post-structuralist and 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: Four seminars in each of the MT and LT and two in the ST.

Reading list: Detailed reading list will be provided at the beginning of the course.

Assessment: This is a non-examinable course.

AN503

Thesis Writing Seminar

Teachers responsible: Professor H Moore, Dr C Stafford and Dr P Gow

AN506

Research Design Seminar

Teacher responsible: Professor P Loizos

Availability: This seminar is for 1st Year MPhil/PhD students prior to fieldwork.

Content: Different members of the department present theoretical issues in anthropology linked to their research and to the interests of the research students. The course not only covers a wide range of theoretical issues but it also serves to introduce to the students the research done in the department.

Teaching: Four seminars in each of the MT and LT and two in the ST.

Written work: Students are expected to prepare discussion material for presentation in the classes.

AN900

A Programme of Ethnographic Films

Teachers responsible: Professor P Loizos, A612 and Dr B Placido, A610

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, econometrics and quantitative methodologies, democratic transition and democratisation, gender and development, environment and development, the analysis of poverty, human development, public policy, trade and economic growth and regional expertise primarily on Southeast, South and East Asia and Africa.

Admissions

We encourage MPhil/PhD applications from outstanding students who wish to undertake interdisciplinary research on a development topic that falls within the expertise of at least one of our faculty members. Applications should be submitted early in the calendar year for entry in October.

Students are expected to have a strong academic record and post-graduate training or work experience demonstrating a standard of achievement equivalent to good performance in our own MSc in Development Studies. In general, applicants should already have the basic foundational training necessary to begin specific work on their research topic (including a good grounding in one of the social science disciplines, languages necessary for the proposed research, etc). Of course, some students will need to acquire further methodological training, language skills, or background knowledge of a specific topic related to their research by following some post-graduate courses during their first year at the LSE (all students will be required to attend some seminars during their programme – see below).

Students should submit a short research proposal (no more than 2,000 words) with their application that will allow us to assess the potential of their proposed project and especially the availability of appropriate supervision within the Institute. The Institute may subsequently request applicants to submit a sample of written work or to appear for an interview.

Required Courses

Aside from students who are admitted with conditions of course work, the particular course work a student will require is decided with the supervisor upon arrival. Aside from regular attendance at the **Seminar in Development Studies Research DV500**, first year MPhil students (who have not read our MSc) are required to take the course **Social Research Methods for Developing Countries** (also taken by our MSc students). Research students taking this course must achieve 60% or better on a methodology essay before being upgraded to PhD status.

MPhil/PhD students will find it advantageous to attend our weekly **Visiting Lecture Series in Development Studies** (also attended by MSc students) where they are introduced to the work of leading UK-based academic researchers who speak about their current work in the development field. The series also includes "development practitioners" who introduce students to issues drawn from the experience of development projects.

Additionally research students are encouraged to participate in courses offered by the **Methodology Institute** and other departments while they prepare their proposals.

Evaluation and Progress as a Research Student at DESTIN

We believe that most students who plan to write a PhD dissertation should be able to complete the process within three years, or four years maximum. Part-time students should take no more than six years. While we follow the general Code of Practice for Research Students at the LSE, DESTIN has elaborated its own procedures for research students (see programme guide available at the Institute). Generally speaking, during your first year, you will prepare and present a detailed research proposal and finish all preparatory and background work for your dissertation. By the end of your second year, you should have finished all field work (where applicable). By the end of your third year, you should be able to complete your dissertation.

Students are accepted to the LSE as MPhil candidates. Some research students will work towards submission of an MPhil dissertation generally after 2 years in the programme while others will be upgraded to PhD status after satisfying the Research Committee that their project has doctoral potential.

DV500**Research Seminar in Development Studies**

Teachers responsible: Dr David Keen, T501c and Dr Tim Allen, T501b
Availability: For MPhil and DPhil students in Development Studies, but other members of the research community are welcome to attend.
Core syllabus: This seminar is designed to provide a regular occasion to discuss theoretical and methodological issues in Development Studies research. **Research students are expected to attend the seminar while in residence in London and to make at least one presentation during**

the academic year. Students should inform their supervisor(s) of the date when they are scheduled to make a presentation. **First year students will be expected to present a draft of their research proposal to the seminar sometime during the LT.** Continuing students may make a presentation based on a report of their research abroad, draft chapters or even their final draft of the dissertation.

Teaching: The seminar meets through the MT and LT and ST. Some seminars may be arranged in ST.

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 Research Centre, the Suntory-Toyota International Centres for Economics and Related Disciplines and the Centre for Economic Performance. Most students do some undergraduate class teaching, either as teaching assistants or as part-time teachers.

At the end of the second year there is a review of completion prospects. 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.

Paper Number	Paper Title	Course Guide Number
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

EC500**Seminar in Research Strategy**

Teachers responsible: Professor M Piccione, S477 and Professor N Kiyotaki, S678

Availability: This course is for MPhil students in Economics.

Core syllabus: The seminar aids students in finding manageable research problems and in developing solutions to them. Students make short presentations of tentative ideas. Relevant literature and data sources are suggested as well as people with whom to discuss the ideas. This may help in the process of finding a suitable supervisor. The approach is informal. Elaborate presentations are discouraged. The goals are to facilitate the launching of research efforts, to inform others of one's intended work and to provide an opportunity to make and receive helpful criticisms.

Teaching:

Seminars EC500: 25 Sessional.

EC501**Seminar for Research Students in Economics**

Teachers responsible: Professor A Manning, R451 and Professor M Piccione, S477

Availability: This course is for MPhil or PhD students in Economics in the second and later years.

Political Economy 'Taught' Doctorate (NA 01/02)
Taught Jointly by Economics and Government Departments

The MPhil/PhD Programme in Political Economy taught jointly in the Economics and Government Departments aims at the highest international standard of research achievement and professional competence in the growing field of political economy. The programme intends to train a new breed of political economists in an important sub-field of both economics and political science. The aim is to ensure that economists understand the nature of, and developments in political science, and political scientists have the formal equipment to survive in an increasingly technical field. Admission is on the basis of an MSc in Economics of a high enough standard to satisfy the admissions tutors and a demonstration of sufficient interest in the elements of political economy rather than on a thesis proposal. Applicants from outside the UK must submit GRE results.

Degree Structure: The first year consists of course work and a required research paper. Passing to year 2 would require satisfying all year one requirements. Years two and three consist of writing papers which constitute the doctoral thesis.

Year 1

- Core Course 'Topics in Political Economy' (GV507).** This is a twenty week course examined by a three hour examination in June.
- Economics course.** Students take one full unit course from the MSc in economics as approved by the conveners of the programme. Examination in June. Candidates must pass the MSc course at 60% or above.
- Government course.** Students take two half-unit courses offered on any of the MSc courses in the government department as approved by the conveners of the programme. Examinations in June (some courses also have an assessed course work component.) Students must pass at 60% or above.
- Research Paper.** Students complete a research paper that shows sufficient promise to make a thesis chapter. They must also produce a digest of their thesis or a programme of study for the papers they intend to write to fulfill the requirements of the programme. This is required in order to move from MPhil to PhD status. This paper will be examined by a committee chosen by the conveners and submitted by December 1st of the student's second year.
- PhD seminar in Government.** Students will be invited to attend the first year PhD seminar in the Government Department. This is not examined.
- Other Seminars.** There are other seminar series the students may be advised to attend, but these will not be examined.

Years 2-3

In order progress to their second year students must achieve marks of at least 60% in their Economics and Government courses, and to have passed their core course. In order to progress to the PhD from MPhil status they must complete the research paper by the end of the Michaelmas Term of their second year. Each student will be assigned a supervisor by the end of their first year. The supervisor should act in accordance with the School practice as laid out in the Code of Practice.

During years two and three students write their thesis. This can be a traditional thesis of not more than 80,000 words, or four papers of publishable quality in leading political science or economics journals.

In June of their second year, students must satisfy a committee approved by the conveners, that they have made sufficient progress on their PhD.

Candidates are expected to have submitted the papers for the thesis by the end of three or four years. Students who have not completed by the end of their third year will face an intensive review of their completion prospects. Rules governing extension of the completion period for standard PhDs apply. Students may do so only if they satisfy a committee approved by the conveners.

PhD seminar in Government. Students will be expected to attend the relevant PhD Seminar in the Government Department during their second and third years.

PhD seminar in Economics. Students are encouraged to participate in the seminar series for Research Students in Economics.

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 MSc courses.

Targets for Progress: Year 1 – In the ST of the first year, students are required to present their work to the **Thesis Workshop in Economic History**. At the beginning of the ninth week of the ST students are required to submit at least one draft thesis chapter and a 3-5 page thesis outline to the department's Graduate Review Committee. The Committee will interview all students before the end of the first week of July, and re-registration for a second year will be conditional on the work presented being of a satisfactory standard. **Year 2** – In the ST of the second year the Graduate Review Committee will normally expect to see about half the thesis in draft. The Committee will interview all students, and if the work is of an acceptable standard, students will be upgraded from MPhil to PhD. Students who are away on fieldwork throughout their second year may defer the upgrade decision until the end of their third year.

Targets for Completion: The department takes the view that students who have already taken a relevant Masters degree should be able to complete a PhD thesis within three years of full-time study, and that no thesis should extend beyond four years of full-time study.

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 upgrading from MPhil to PhD.

EH510**Seminar on Modern Economic History**

Teacher responsible: Professor N F R Crafts, C420

Availability: For research students.

Core syllabus: The course deals with the period from the Industrial Revolution to the present.

Teaching: Fortnightly seminars (EH510), in the MT, LT and ST.

EH512**Seminar in Modern Social History**

Teachers responsible: Professor Paul Johnson, C415 and others

Availability: For research students.

Core syllabus: The seminar provides a forum for the discussion of recent research in nineteenth and twentieth-century social history.

Teaching: 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, C319 and others

Availability: For research students.

Core syllabus: The seminar provides a forum for discussing recent research in this field.

Teaching: Meets weekly (EH518) in the LT and ST.

EH520**Approaches to Economic and Social History**

Teachers responsible: Professor Paul Johnson, C415 and other members of the Department

Availability: This course is restricted to 1st year MPhil students in the Department of Economic History, for whom attendance is compulsory.

Teaching: Weekly two-hour seminars (EH520) during the MT. The term programme will be issued at the beginning of the MT.

Assessment: Assessment is by a 3,000 word essay on a topic to be nominated during the course.

EH590**Thesis Workshop in Economic History**

Teachers responsible: Members of the Economic History Department

Availability: For MPhil, PhD and Research Fee students. There is a formal attendance requirement for MPhil/PhD students in the Department of Economic History.

Core syllabus: The course is intended to provide a comparative study of research techniques in current economic history, as exemplified by research currently being conducted by staff and students in the Department. Its primary purpose is research training.

Teaching: 2-hours Weekly. (Additional classes will be provided in the MT for first year students.)

Assessment: This course is not examined but all first year MPhil and PhD candidates must present papers for discussion and reports are made to Research Councils etc on the basis of their work. It is intended to provide a forum for those writing theses to discuss their research.

EUROPEAN INSTITUTE**MPhil/PhD Programme in the European Institute****Aims of the Programme**

The Programme is designed to provide research training and an interdisciplinary social science framework for doctoral research on specialist European topics. Two specialisations are available:

- i. nationalism and ethnicity
- ii. political economy – transition and integration.

Entrance Requirements

We encourage MPhil/PhD applications from outstanding students who wish to undertake interdisciplinary research that falls within the expertise of at least one of our permanent faculty members. Candidates should have a good MSc degree from a UK university or its equivalent. Students who have not taken an MSc level course equivalent to the appropriate LSE option relevant for their specialisation will normally be required to take that course in the first year of study. Students should submit a short research proposal (not more than 2,000 words) outlining their main research question(s), methodology, and sources with their application. This proposal will allow us to assess the potential of the proposed project and especially the availability of appropriate supervision within the Institute. The Institute may subsequently request applicants to submit a sample of written work or to appear for an interview.

Recommended Application Date

31 March 2002

Syllabus

All students are initially registered for the MPhil degree and every student must follow:

- a. the Research Design and Methods seminar of the Institute (MT)

b. either: EU552 **Ethnicity and Nationalism Research Workshop**

or: EU553 **European Political Economy Seminar**

c. on the advice of the Supervisor, relevant course(s) in the Methodology Institute.

Every student is affiliated to a research group within the European Institute.

Every student must conduct research under the guidance of a Supervisor, regularly submit written work to the Supervisor and provide the materials required for annual reviews.

The degree is awarded on the basis of a thesis of not more than 100,000 words on an approved topic and an oral examination.

Supervisors and Assessors

The Research Tutor allocates to each student a Supervisor, from amongst the tenured staff of the Institute. Each year the Research Tutor appoints one Assessor for each student; the Assessor and Supervisor together form the Review Panel for that student.

The Research Tutor is responsible for admissions and for the general welfare of students.

Progress Reviews and Upgrading to PhD

At the end of the first year each student must submit a Thesis Proposal, a Literature Review and an outline for examination by a Review Panel; re-registration is subject to the decision of the Research Tutor, following a satisfactory report from the Review Panel to the Institute Meeting.

At the end of the second year of study each student must submit all completed written work (minimum two chapters) and a full research plan for Review, with a view to upgrading to PhD status; up-grading is subject to the decision of the Research Tutor, following a satisfactory report from the Review Panel to the Institute Meeting.

At the end of each subsequent year before submission of the thesis all work must be presented for a Review: re-registration is subject to the decision of the Research Tutor, following a satisfactory report from the Review Panel to the Institute Meeting.

Minimum Period of Registration

Full-time: Three calendar years; Part-time: Four calendar years.

Date of Examination

Each oral examination is fixed at the mutual convenience of the internal and external examiners and the candidate.

EU550**European Political Economy Research Workshop**

Teachers responsible: To be announced

Availability: Recommended for all students taking research degrees on "European" topics; core course for second and third year PhD students in Government/European Institute.

Content: Presentation and detailed discussion of thesis outlines, chapters and related work. Discussion of research design and methodology.

Core syllabus: A detailed syllabus is fixed at the start of each term.

Teaching: 20 seminars, EU550, (weekly M.L.).

Assessment: There is no examination for this course.

EU551**Communist and Post-Communist Politics Workshop**

Teachers responsible: Professor D Lieven, K208, Professor M Light, D411 and Dr G Sasse, J207

Availability: All research students taking degrees on Russian, "Soviet" and East European topics.

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: 15 seminars, EU551, (M,L,S).

Assessment: There is no examination for this course.

EU552**Ethnicity and Nationalism Research Workshop**

Teacher responsible: Dr John Hutchinson, European Institute.

Availability: For MPhil/PhD students specialising in Ethnicity and Nationalism, who have attended an LSE Undergraduate or Master's course in this or a related field, or equivalent at another University.

Content: Critical analysis of recent theories and research in the fields of Ethnicity and Nationalism.

Teaching: Students should also attend the Undergraduate lectures EU201 **Theories and Problems of Nationalism** plus seminar programme EU405.

Assessment: There is no examination for this course.

EU553**European Political Economy Seminar**

Teacher responsible: Dr W Shelkle

Availability: Core course for the European Institute Doctoral Programme – Political Economy stream in the first year. Other first year PhD students may attend with the permission of the course teacher.

Core syllabus: A detailed syllabus is fixed at the start of each term.

Content: Theoretical approaches to political economy research on Europe.

Teaching: 22 seminars, EU553, (M,L,S).

Assessment: There is no examination for this course.

GEOGRAPHY AND ENVIRONMENT**MPhil/PhD Geography**

Research at the MPhil/PhD level cannot be reduced to a simple formula; a particular candidate's requirements will need to be individually tailored in consultation with, and under guidance from, the supervisor. Students should meet their supervisor on a regular basis. Research training is a basic foundation for all students, even so it is a balance between general skills, discipline specific and topic specific knowledge. Hence, students are required to attend (upon the advice of the supervisor) selected Methodology Institute courses, subject specific lectures and seminars as appropriate, as well as the disciplinary specific courses as detailed below.

All students will be subject to an annual review of progress in every year of registration; at this stage all of the work carried out in the year, plus performance in specified courses (see below) will be taken into consideration.

Students must agree a programme of study with their supervisor and this must be approved by the Director of Graduate Studies in Geography. Students must achieve a pass in all examined elements. The normal requirement is as follows:

In their first year students must normally attend **Research Methods II** (GY503). They must also take a half-unit course in either quantitative or qualitative methods (eg M1411, or M1412, or M1422). All students must take courses to the value of 1.5 course units from a specialist subject related to their Thesis. In addition, students should attend **Staff-Graduate Student Seminar** (GY502), **Departmental Keynote Seminars** (GY401) as well as any relevant cluster seminars, and they must present their work in the **Doctoral Student Research Presentations** (GY500).

Students will be monitored and reviewed annually throughout their period of registration. Students may be required to complete additional courses, as deemed relevant by their supervisor, in later years of registration.

Students are required to be in attendance throughout their period of registration. Absences for illness or fieldwork must be approved by the Director of Graduate Studies in Geography and the Dean of Graduate Studies, LSE.

GY401**Departmental Keynote Seminars**

See entry in the MSc Geography and Environment section

GY403**Contemporary Debates in Human Geography**

See entry in the MSc Geography and Environment section

GY500**Doctoral Student Research Presentations****Teacher responsible:** Dr A C Pratt, S410**Availability:** For Geography and Regional & Urban Planning Studies Research Students (MPhil and PhD) throughout their period of registration.
Core syllabus: Presentations by research students of aspects of their own research, stressing problems of theory, methodology and techniques.**Written work:** All students attending this course will be required to present their own research twice in the period of registration.**Teaching:** 2 half-day-long workshops, one each in the MT and LT.**Assessment:** This course is not intended as preparation for any particular examination.**GY502****Staff-Graduate Student Seminar****Teacher responsible:** Dr Y Rydin, S413. Other teacher involved: Dr G Duranton, S513a**Availability:** For all MPhil/PhD students registered in the Department of Geography and Environment and staff.**Core syllabus:** Presentations by speakers from both inside and outside of the Department on aspects of their own research.**Teaching:** 20 1.5-hour seminars in the MT and LT.**Assessment:** This course is not intended as preparation for any particular examination. But, students will find it useful in increasing their awareness of current research and the application of research methods across the discipline. Attendance is strongly recommended.**GY503****Research Methods II****Teacher responsible:** Professor I Gordon, S513**Availability:** Geography and Planning Studies MPhil/PhD students in the first year of study; MSc Human Geography Research students.**Core syllabus:** An introduction to an exploration of alternative approaches to research in human geography and planning. The course comprises three strands – philosophy of social science; research design and practice; information management – with particular applications to human geography and planning.**Content:** The nature of social scientific research; different approaches in human geography and planning research; choosing a topic, planning research and time management; comparing quantitative and qualitative approaches; discourse analysis; problems and strategies in interviewing; ethics and values in geographical and planning research; economic modelling and applied/quantitative approaches; spatial data analysis; policy analysis.**Teaching:** 10 two-hour sessions comprising of lectures, seminars and workshops in MT and LT. Students are expected to carry out directed reading in preparation for the seminars.**GOVERNMENT****Government Departmental Doctoral Programme***Admission requirements including prerequisites.*

The department normally requires an MSc at well above pass level.

Compulsory and optional methodological and other courses/seminars in first and subsequent years.

The **Doctoral Programme Seminar**, which is organised and chaired by the Doctoral Programme Director, Dr Rodney Barker, is compulsory for all first year students. Intended to deepen and broaden students' engagement with political science, it spends the first term on basic advice on research design and methodology, provided by a significant proportion of the Department's staff. In the Lent and Summer Terms the seminar focuses on work-in-progress reports presented by student members of the seminar. Students' attendance and participation is directly taken into account in the review at the end of the first year.A large number of seminars and courses are offered by the School's *Methodology Institute*. All students are strongly advised to attend at least: M1500 **Introduction to Study for the MPhil and PhD** and M1502 **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, *inter alia*, on the successful completion of appropriate courses.A full range of training in research methods and design is available from the School's *Methodology Institute*. There is also an annual ECPR Summer School in Data Analysis at Essex University, to which the Department can nominate two students.

At the start of their second year all research students are required to enrol in at least one workshop, to attend on a regular basis and to present their research for discussion, usually in the presence of their supervisor in addition to the regular workshop members. The content of the workshops varies in detail from year to year, but a typical profile includes workshops in political theory, institutional analysis and political economy, European politics and policy, and comparative politics. Initially, students are allocated to workshops on the basis of their current thesis title and their own preferences at the end of the first year. Subsequent changes of enrolment are undertaken if recommended and supported by students' supervisor(s). Account is taken of attendance and performance at the workshops in the regular end-of-year reviews. First year research students are welcome to attend any of these workshops, and regularly do so.

Research students often find some of the seminars and lecture series organised in connection with the large number of MSc programmes offered by the School useful. Programmes in the Government Department are: Political Theory, European Politics and Policy, Public Policy and Comparative Government. In addition members of the Department teach on MSc programmes in The Political Economy of Transition and European Studies (in the European Institute), Management (in the Management Institute), The Politics of Empire and Post-Imperialism and Russian and Post-Soviet Studies (with the International Relations Department) and Regulation (with Geography, Law and other departments).

Departmental requirements about progression

Each research student in the Department is under the care and supervision of a supervisor in accordance with School practice as laid out in the Code of Practice.

In addition to the provision of supervision the Department's own arrangements ensure that each student who is not already co-supervised within the Department will be assigned an advisor. The role of advisor is a flexible one, but in general includes:

Reading list: T May, *Social Research: Issues, methods and process*, OUP, 1993; A Wilson & R Bennet, *Mathematical methods in human geography and planning*, Wiley, 1985; D Layder, *New strategies in social research*, Polity, 1993; G Gardner, *Social surveys for social planners*, OUP, 1978; G McCracken, *The long interview*, Sage, 1988; R Yin, *Case study research: design and methods*, Sage, 1994; A Ackroyd & J Hughes, *Data collection in context* (2nd edn), Hutchinson, 1992; S Campbell & S Fainstein (Eds), *Readings in Planning Theory*, Basil Blackwell, 1996.**Assessment:** An unseen examination of 2 hours (2 questions from 5) (75%) and one essay of 3,000 words (25%). Examinations take place in June.**GY505****The Cities Seminar****Teacher responsible:** Max Steuer. Contributing teachers: Professor Richard Sennett, Dr Andy C Pratt and Ricky Burdett**Availability:** **Part A:** those registered on Masters programmes concerned with Cities (MSc Cities, Space and Society, MSc Cities, Architecture and Social Science, MSc Regional and Urban Planning and MSc International Housing).**Part B:** PhD students registered in the school (years 1-4) studying urban topics. Prospective PhD students need to apply, and to be accepted, onto Part B of this course.**Core syllabus:** A cross-disciplinary, integrative, graduate and staff seminar focused upon contemporary debates about cities. The objective of this course is to bring postgraduates, staff and researchers together from across the school to critically examine urban research 'in progress'. The aim is threefold: to engage in academic peer group debate; to explore the theory, policy, practice relationship; and, to expose the methodological and theoretical aspects of the research and reporting process.**Content:** **Part A (MSc level)** will adapt to integrate contemporary issues and debates about the City; external speakers from the policy and academic community will be invited.**Part B (PhD level)** will have a seminar structure with particular emphasis placed upon discussion and debate. The seminar will be chaired by Richard Sennett and Andy Pratt, and be reinforced by the regular attendance of other staff. The seminar will have two strands which will alternate by session. Strand 1 will consist of LSE and related staff presenting their research. Strand 2 will consist of PhD students (usually, year 2) presenting their work.**Teaching:** **Part A:** The seminars take place every two weeks 10 x 2 hour sessions in the MT and LT.**Part B:** 14 x 2 hour sessions, the seminars take place on alternate weeks to Part A in MT, LT and ST.

The seminars are held on Wednesday 4-6pm.

Assessment: The course is non-examined.**NA 01/02**

- 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 Summer Term, with particular importance being attached to the assessment made at the end of the first year, when both re-registration and transfer from MPhil to PhD are considered.

In addition to the School-wide arrangements governing the review process the Government Department's own arrangements provide:

- that the review entail assessment by the supervisor and one other teacher (normally the advisor or co-supervisor); and
- that reports on attendance and performance (in particular in the form of presentations) at the Doctoral Programme Seminar (first year) or relevant Workshop (subsequent years) form an important element in the review.

Details of the requirements for review are laid out in the Department's Research Student Handbook, which is provided to all Research Students at the start of every session and is available on the Department's web site.

Departmental expectations about completion

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.

Political Economy 'Taught' Doctorate**NA 01/02****Taught Jointly by Economics and Government Departments**

The MPhil/PhD Programme in Political Economy taught jointly in the Economics and Government Departments aims at the highest international standard of research achievement and professional competence in the growing field of political economy. The programme intends to train a new breed of political economists in an important sub-field of both economics and political science. The aim is to ensure that economists understand the nature of, and developments in political science, and political scientists have the formal equipment to survive in an increasingly technical field. Admission is on the basis of an MSc in Economics of a high enough standard to satisfy the admissions tutors and a demonstration of sufficient interest in the elements of political economy rather than on a thesis proposal. Applicants from outside the UK must submit GRE results.

Degree Structure: The first year consists of course work and a required research paper. Passing to year 2 would require satisfying all year one requirements. Years two and three consist of writing papers which constitute the doctoral thesis.*Year 1.*

- Core Course 'Topics in Political Economy' (GV507).** This is a twenty week course examined by a three hour examination in June.
- Economics course.** Students take one full unit course from the MSc in economics as approved by the conveners of the programme. Examination in June. Candidates must pass the MSc course at 60% or above.
- Government course.** Students take two half-unit courses offered on any of the MSc courses in the government department as approved by the conveners of the programme. Examinations in June (some courses also have an assessed course work component). Students must pass at 60% or above.
- Research Paper.** Students complete a research paper that shows sufficient promise to make a thesis chapter. They must also produce a digest of their thesis or a programme of study for the papers they intend to write to fulfill the requirements of the programme. This is required in order to move from MPhil to PhD status. This paper will be examined by a committee chosen by the conveners and submitted by December 1 of the student's second year.
- PhD seminar in Government.** Students will be invited to attend the first year PhD seminar in the Government Department. This is not examined.
- Other Seminars.** There are other seminar series the students may be advised to attend, but these will not be examined.

Years 2-3

In order to progress to their second year students must achieve marks of at least 60% in their Economics and Government courses, and to have passed their core course. In order to progress to the PhD from MPhil status they must complete the research paper by the end of the Michaelmas Term of their second year. Each student will be assigned a supervisor by the end of their first year. The supervisor should act in accordance with the School practice as laid out in the Code of Practice.

During years two and three students write their thesis. This can be a traditional thesis of not more than 80,000 words, or four papers of publishable quality in leading political science or economics journals.

In June of their second year, students must satisfy a committee approved by the conveners, that they have made sufficient progress on their PhD.

Candidates are expected to have submitted the papers for the thesis by the end of three or four years. Students who have not completed by the end of their third year will face an intensive review of their completion prospects. Rules governing extension of the completion period for standard PhDs apply. Students may do so only if they satisfy a committee approved by the conveners.

PhD seminar in Government. Students will be expected to attend the relevant PhD Seminar in the Government Department during their second and third years.**PhD seminar in Economics.** Students are encouraged to participate in the seminar series for Research Students in Economics.**GV500****Doctoral Programme Seminar****Teacher responsible:** Dr R Barker, K100**Availability:** For 1st year MPhil/PhD students in Government.**Content:** This course of seminars is designed to give research students in all branches of Government an opportunity to discuss with a large number of staff participants their ways of working, common problems of thesis work in politics, research methods, methodological and practical difficulties of research, and major intellectual currents in contemporary political science.**Students will be encouraged to discuss the distinctive problems of their own topics and available solution. All first year research students are required to attend, but more advanced students may also be welcome by agreement with the teacher responsible.****Teaching:** 30 two hour weekly seminars in the MT, LT and ST. Students are advised to attend M1502, **Drafting and Writing a PhD Thesis** in the LT and M1500 **Introduction to Study for the MPhil and PhD** in the second and third weeks of the MT.**Assessment:** Attendance at this course is a pre-requisite for first year research students to progress to their second year. All students are required to give a presentation outlining their research to the seminar.**GV501****Doctoral Workshop: Political Theory****Teachers responsible:** Dr P J Kelly, L100 and Dr C Fabre, K301**Availability:** Primarily for second and subsequent year research students in Government specialising in political theory. First year students may attend if numbers permit.**Content:** An opportunity for students to present chapters or papers related to their current research for critical discussion.**Teaching:** 15 two hour seminars held fortnightly in the MT, LT and ST.**GV502****Doctoral Workshop: European Politics and Policy****Teacher responsible:** Dr S Balfour, J316**Availability:** Primarily for second and subsequent year research students in Government/European Institute specialising in European politics and policy. First year students may attend if numbers permit.**Content:** An opportunity for students to present chapters or papers related to their current research.**Teaching:** One-and-a-half hour seminars held weekly in MT and LT.

GV503**Political Philosophy Research Seminar**

Teachers responsible: Dr C Fabre, K301 and Dr P J Kelly, L100

Availability: Research students in Political Theory. Also MSc Political Theory students. Other interested students are welcome to attend, if numbers permit.

Content: Guest speakers present papers and initiate discussion at seminars.

Teaching: 15 two hour seminars held fortnightly in the MT, LT and ST.

GV504**Doctoral Workshop: Political Economy and Institutional Analysis**

Teacher responsible: Dr L Talani, L309

Availability: 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.

Content: An opportunity for second and subsequent year research students to present chapters or papers related to their current research.

Teaching: 13 two hour seminars held fortnightly in MT, LT and ST.

GV505**NA 01/02****Foundations in Political Inquiry**

Availability: For students on the MPhil/PhD in Political Science students only.

Content: The purpose of this course is to introduce PhD students to the basic methodological issues and practices in contemporary political science research. The course will cover the following themes, including: (1) how scientific knowledge is accumulated (i.e. some basic philosophy of science issues); (2) the concept of the 'hypothesis' and the relationship between 'causal inference' and explanation; (3) the difference between the inductive and deductive research strategy and their relationship to hypothesis generation and testing; (4) small-*n* case-studies and hypothesis testing/generation; (5) the 'comparative method' (most-different/most-similar system design and their problems); (6) individual and aggregate data and the problem of 'ecological fallacy'; and (7) common pitfalls in research design. On each topic, the course will look at theoretical issues as well as how these are applied in a particular example of research – for example, looking at a particular recent book (such as Putnam (1993) *Making Democracy Work*), an article in the *British Journal of Political Science* or *American Political Science Review*, or a series of cumulative pieces in a particular area of study (such as Dahl and Olson on interest groups).

Teaching: Twelve two-hour seminars in the MT and ST, with brief introductory lectures/comments by the course teachers, followed by student presentations and group discussions.

Reading list: G King, R O Keohane & S Verba, *Designing Social Inquiry*.

INDUSTRIAL RELATIONS**ID497****Research Methods for Industrial Relations**

See the department's entry in the section on Master's degrees course guides.

INFORMATION SYSTEMS

MPhil/PhD students will normally follow a structured programme. The goal of the programme is to facilitate the transition from MSc work to active research by incorporating an element of directed course work in the first year. In addition to course work, participation in research training is required in the first year of work towards the MPhil/PhD.

The course work in the first year has four elements, two courses and two seminars. The courses normally are **Interpretations of Information IS473** and one other course suited to the student's research interests to be agreed individually with the Department. The seminars are one in Research and Study Methods in Information Systems and one in which research material is presented and discussed. In order to proceed to research in subsequent years students must pass 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.	Interpretations of Information	IS473
2.	Normally a paper from MSc 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

Scientific Inference in Qualitative Research, Princeton University Press, 1994 and D Little, *Variations of Social Explanation*, Westview, 1991.

Assessment: Two-hour unseen exam (with a combination of short answers and essays, to test breadth as well as depth of knowledge).

GV506**Doctoral Workshop: Comparative Politics**

Teacher responsible: Dr W Kissane, L101 and Dr C Lin, L202

Availability: Primarily for second and subsequent year research students in Government specialising in comparative politics.

Content: An opportunity for students to present chapters or papers related to their current research.

Teaching: 15 two hour seminars held fortnightly in MT, LT and ST.

GV507**NA 01/02****Topics in Political Economy**

Teachers responsible: Professor K Dowding (Government) K206, Dr G Levy (Economics) and Dr A Pratt (Economics)

Availability: A compulsory core course for students following the PhD 'Taught' Doctoral Programme in Political Economy. Students following the doctoral programme in Economics or Government may attend with permission if numbers permit (but may not take the examination).

Core syllabus: The major topics in political economy will be covered in a weekly two-hour lecture/seminar led by members of the Economics and Government Departments and including some internationally recognized visiting academics. The topics covered will include stochastic models of the political process, models of voting, lobbying, legislative bargaining, bureaucracy, fiscal federalism, social choice and the political economy of trade. The final two weeks will allow student presentations.

Teaching: The course will be met for two hours each week in the MT and LT. There will be a three hour examination in the summer, where students answer 3 from 12 questions.

GV509**Rational Choice Approaches and Political Analysis**

Teacher responsible: Professor K Dowding, K206

Availability: Primarily for any PhD or MPhil student in Government (or any of the other politics departments in the School) with an interest in modern forms of political analysis and rational choice theory. Students from the Taught Doctoral Programme in Political Economy are welcome, and first year PhD students may also attend.

Content: Each session considers one or two papers which are circulated in advance, one from a member of staff or guest speaker, and one from a PhD student in their second or subsequent year. The emphasis is on informal presentation and vigorous debate.

Teaching: 10 weeks on the even numbered weeks of the MT and LT.

ID500**Industrial Relations Research Forum (Seminar)**

Teacher responsible: Professor Richard Hyman, H715

Availability: For research students in Industrial Relations.

Teaching: Seminars; (ID500), Sessional.

Assessment: None.

INTERNATIONAL HISTORY

Students registered for the MPhil in International History are required in their first year to attend the department's research training programme which has four components: (1) seminars organised by members of the department on writing a thesis, historiography, and research methods; (2) the appropriate seminars and lectures offered by the Methodology Institute; (3) a course in historical methods and sources run by the Institute of Historical Research; (4) a short course on sources at the Public Record Office given by an archivist.

Students are also advised to attend all relevant seminars organised within the School or the University.

The department requires students to report formally on their progress at least twice a year. If their progress is deemed unsatisfactory by the Research Student Tutor or supervisor their position will be assessed by the Research Student Progress Committee, who will determine the conditions under which they will be allowed to continue in the programme. On being admitted, all students are formally registered for an MPhil By 1 June of their first year (1 March of their second year for part-time students) they are required to submit a brief justification of their thesis (explaining the nature, organisation and value of their research), a bibliographical survey of the secondary literature and a draft thesis chapter or chapters of at least 10,000 words based on primary sources. The submission will be read by two members of the department other than the supervisor, who will report on it in writing to the Research Student Progress Committee, which consists of give members of staff. If the work is deemed entirely satisfactory, the department will recommend the student for transfer of registration from MPhil to PhD status. If it is less than satisfactory it will be examined by the committee who will determine whether the student will be allowed to a final resubmission of the upgrade materials.

The review process is designed to determine whether the student will be able to meet the requirements of a PhD, and whether the chosen topic will be suitable for a doctoral dissertation. The department uses the School's Code of Practice as a determinant of the general responsibilities of research students and their supervisors. All students should make an effort to familiarise themselves with its contents.

The department expects that research students will submit their theses within four years and the reviews of student progress are geared to achieving that goal.

Seminars

The Department of International History has set up an Occasional Staff Research Seminar, to be held as advertised by the Department, Thursdays 11-1 in room E509. This is open to MPhil/PhD students to attend. The majority of staff are also involved in Research Seminars, both inside and outside the School. Below is a sample of some the Research Seminars available.

HY501**Research Student Workshop**

(Primarily for 1st and 2nd year research students)

Dr O A Westad

HY505**International History Departmental Seminar**

at LSE

Dr N Ashton

HY507**History of Contemporary Spain (Seminar)**

at LSE

Professor P Preston and others.

HY508**British History, 1815-1945**

(held at the Institute of Historical Research)

Dr A C Howe and others.

History of Political Thought Seminar

(held at the Institute of Historical Research)

Dr T Hochstrasser and others.

Modern Italian History

(held at the Institute of Historical Research)

Professor MacGregor Knox and others.

INTERNATIONAL RELATIONS

Students registered for the MPhil in International Relations are required to attend the **Research Methods Training Seminar (IR501)** and the following four Methodology Institute courses in their first year of registration: **Introduction to Study for the MPhil and PhD (MI500)**, **Sources and Methods (MI501)**, **Drafting, Writing and Publishing a PhD 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 MPhil and PhD) regardless of year are expected to attend at least one of the subject workshops offered by the Department. These include international political economy, foreign policy analysis, security policy, international organisation and concepts and methods. Research students are also expected to attend the **International Relations Seminar for Staff and Research Students (IR500)**.

The Department also encourages all research students to attend the weekly Editorial Board meetings of *Millennium: Journal of International Studies*, the International Relations Department student-run journal. 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.

Students are normally upgraded from MPhil status to the PhD degree by the Research Panel at the end of their second year. This requires submission of an introduction and two draft chapters of a thesis for the approval of the student's supervisor and the Panel. Students registered from 2000/1 who have not made sufficient progress to be converted from MPhil to PhD registration by the end of their second year will normally be prohibited from re-registering. Where a student is allowed to re-register for a third year but is found to be under-performing by the time of their Research Panel in the Summer Term, they will be required to produce a piece of work as stipulated by the Research Panel for submission by, say, the September of the same year, in order to register for a fourth year.

Professor William Wallace serves as Director of Doctoral Programmes, a post with overall responsibility for research students.

Research students may also be interested in attending some non-examinable IR courses (prefix IR900 courses), details of which are given at the end of the International Relations Master's degree course guides.

IR500**International Relations Seminar for Staff and Research Students**

Staff member responsible: Professor W Wallace, D508

Availability: Course intended primarily for staff and research students.

Teaching: 10 sessions each of one and a half hour's duration, 4 in the MT and 6 in the LT (IR500).

IR501**International Relations Research Methods Training Seminar**

Teacher responsible: Professor C J Hill, D409

Availability: Course intended primarily for first-year research students. **Content:** This course provides a basic research training to familiarise students with the academic skills relevant to undertaking a research degree in International Relations. The history and evolution of International Relations as an academic discipline will be examined together with attendant theories and research methods. The principal concerns of contemporary research in the main branches of International Relations will be addressed. The principles of good research design and the problems in drafting and writing a PhD will also be carefully considered. In addition, students will be introduced to the main research resources relevant to International Relations in London. All students not already familiar with IBM PCs should register on the Computer Service induction courses early in the MT and complete the sessions on 'Introduction to PCs', Word 2000, and

EndNote. Students are advised to attend 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: The course will consist of 18 seminars in MT and LT (IR501). In addition, all students must participate in the Research Design Workshop (IR509) and at least one of the department's several workshops where staff and research students present preliminary papers and discuss common problems of current research. Details of individual meetings and suggested readings will be provided at the beginning of the course.

IR502**International Relations Theory Workshop**

Teacher responsible: Professor C J Brown, D410

Availability: IR502 is part of the research training programme for all new research students working in the area of international relations theory, broadly defined to include critical and post-modern, and in addition is open to all interested staff and research students.

Content: The workshop is based around papers in international political theory, circulated in advance, and presented by LSE staff, research students and invited external speakers.

Teaching: Twenty weekly seminars, each of one and a half hour's duration, commencing in week six of MT.

IR504**Foreign Policy Workshop**

Teachers responsible: Professor C J Hill, D409 and Professor W Wallace, D508

Availability: Course intended primarily for research students. All those working in the general area of foreign policy studies in the International Relations Department should attend. Others who may wish to attend should contact the course organisers in person.

Teaching: On average 4 meetings per term, each of one and a half hour's duration, MT, LT and ST (IR504).

IR505**European International Politics Workshop**

Teachers responsible: Dr K E Smith, D415 and Professor W Wallace, D508

Availability: Course intended for research students. All those working on international topics within the European region should attend. Others who wish to attend should contact the course organizers in person.

Teaching: 9 meetings each of 90 minutes' duration, 3 in each term.

IR506**North-South Relations (formerly Africa) Research Workshop**

Teacher responsible: Professor J Mayall, c/o D611

Availability: All interested research students.

Teaching: Nine meetings, 3 per term, each of one and a half hour's duration, dates and venue to be arranged.

IR507**International Institutions IV Research Seminar**

Teacher responsible: Professor P Taylor, J218

Availability: Course intended primarily for academic staff and research students.

Core syllabus: The purpose of this Research Seminar is to enable research students and staff with interests in International Institutions, whether global or regional, to share their ideas and findings and gain mutual encouragement through regular meetings.

Teaching: Up to fifteen meetings, LT and ST (IR507), each of one and a half hour's duration.

MANAGEMENT

The Interdisciplinary Institute of Management (IIM) was established by the School to bring together staff in a range of disciplines with the objective of developing and applying the best social science methods and theories to problems of management.

The Institute is keen to attract research students in aspects of management studies close to the staff's research interests, preference being given to research with an interdisciplinary aspect.

Evaluation of Progress of Research Students in the Interdisciplinary Institute of Management. Students register initially for the MPhil Management. During their first year students take AT LEAST two examined postgraduate course units at the School. The choice of courses will depend on the background and intended research area of the student, and should be formally approved by the supervisor. Typically one of the courses will cover some aspect of research methodology. Students must achieve a mark of at least 60% in each of the courses taken.

All research students registered in the IIM are required to attend a "Seminar for Research Students in Management" series and give at least one presentation of their work during the course of the series.

In addition, formal presentations are given once a year by all research students in the Summer Term. First year MPhil students will be expected to give a presentation on their research proposal. All research students are required to attend these presentations.

A formal Review Committee assesses the progress of all MPhil/PhD students on an annual basis. All students are required to provide samples of written work to the committee. Assessment is based on this written work, examination results, a report by the supervisor on research progress, and the quality of both the formal student presentation and that given during the seminar series.

For each student at the end of the first year, the Review Committee is asked to make one of three recommendations: (i) that the student cannot be readmitted to the second year; (ii) that the student is permitted to re-register as a candidate for the MPhil Management; or (iii) that the student is upgraded to PhD status.

Written work: None.

Reading list: None.

IR509**International Relations Research Design Workshop**

Teacher responsible: Mr M Hoffman, D512

Availability: This workshop is compulsory for all first-year research students and open to other interested research students.

Content: This workshop will address issues concerning the formulation and design of the PhD research project. Its principal objective is to assist first year research students in designing a well-thought out and manageable thesis. It seeks to do so by providing a forum in which first year students discuss their research topic, the particular set of questions they intend to address and the methods they wish to use with other members of the workshop. Its aim is to provide students with constructively critical observations about their research project and the problems they may confront. It also seeks to promote an *esprit d'corps* amongst the first-year research students by familiarising them with the work of their peers.

Teaching: The workshop will meet for 15 consecutive sessions starting in week 6 of the MT. All first-year students are required to give a presentation outlining their research to the seminar. They will also need to provide a copy of their research proposal (no more than 5,000 words) for prior circulation to the workshop participants. There will be two presentations per session. Students must also attend **IR501 Research Methods Training Seminar** and participate in at least one of the Department's other research workshops.

IR512**Security, Conflict and Peace Studies Workshop**

Teacher responsible: Mr M H Banks, c/o D611

Availability: Course is open only to MPhil, PhD and research fee students who are writing theses on relevant topics.

Content: The workshop will provide a forum in which research students can present reports on their work and discuss the theoretical and methodological problems involved. The scope of the workshop is: international security including the threat and use of force and its avoidance or amelioration; conflict analysis and conflict resolution; peacemaking, peacebuilding and reconciliation.

Teaching: 15 seminars of one and a half hours, meeting fortnightly throughout the session, commencing in week 2 of MT. [Note: week 2 of ST is a public holiday so this meeting will be held in week 1 with remaining meetings held in weeks 4, 6, 8 and 10.]

IR514**Middle East Research Workshop**

Teachers responsible: Professor F Halliday, D510 and Dr K Dalacoura, D412

Availability: All interested LSE research students.

Teaching: There will be two three-hour workshops per term, held in weeks five and eight, ie six meetings in total.

IR515**Political Economy of International Finance Workshop**

Teachers responsible: Dr A Walter, D507 and Dr D Josselin, D515

Availability: A non-examinable course intended only for research students working in the general area of the political economy of international monetary and financial issues in the Department of International Relations. Research students from other Departments wishing to attend should contact the course organisers.

Teaching: Research students and sometimes staff present their work, followed by group discussion. On average, there will be six meetings each of 90 minutes' duration, two in each term.

The cases of students who were not upgraded to PhD status at the end of the first year are considered by the Review Committee again at the end of the student's second year, following the submission of further written work by the student and provision of a second report by the supervisor. Performance in the student's second year presentation is also taken into account. Two decisions are possible at this stage: (i) that the student is upgraded to PhD status; or (ii) that the student cannot be readmitted to the third year and should leave, possibly with an MPhil degree.

MN500**Seminar for Research Students in Management**

Teacher responsible: Mr Colin Mills, B809

Availability: This course is compulsory for MPhil and PhD students in the Interdisciplinary Institute of Management.

Core syllabus: This seminar series provides a forum for research students in management to present work in progress. Outside speakers may be invited from time to time.

Teaching: 25 1-hour seminars in the MT, LT and ST.

Assessment: The seminar presentation will be an ingredient in the decision to transfer a student from MPhil to PhD status.

MATHEMATICS

In discrete mathematics, supervision for MPhil and PhD research is available in graph theory, combinatorics, combinatorial optimisation, computational learning theory and game theory.

You will be registered for the MPhil initially and will be able to upgrade to PhD registration during the second year dependent on satisfactory progress.

Our typical entry requirement is at least an upper second-class first degree in mathematics, or the equivalent.

Many people attend our weekly Centre for Discrete and Applicable Mathematics Research Seminar, from both inside and outside the LSE.

MA500**CDAM Research Seminar**

Teacher responsible: Dr Bernhard von Stengel, B408

Availability: For MPhil and PhD Students in Mathematics, but other members of the research community are welcome to attend.

Content: The seminar ranges over many areas of pure and applied mathematics. However the emphasis is on topics in discrete mathematics and game theory. See <http://www.cdam.lse.ac.uk/Seminar/>

Teaching: 30 meetings throughout the MT, LT and ST. Also 30 sessional meetings of CDAM Informal Workshop.

MEDIA AND COMMUNICATIONS

The MPhil/PhD Programme in Media and Communications admits students of outstanding quality who wish to undertake interdisciplinary work in media and communications.

On admission students are allocated a supervisor and a Thesis Committee, whose Chair will not normally be the supervisor. The Thesis Committee has the principal responsibility for evaluating student progress and recommending up-grading of registration from MPhil to PhD.

The programme involves course-work, which will be formally assessed. This includes a broad training in research methods as well as advanced courses in theory and concepts. In addition students will follow specialised option courses appropriate to their research topic, subject to agreement with their supervisor.

Required courses

Students are normally required to attend and pass SO508 **Research Seminar for Media, Communications and Culture** and PS432 **Methods of Research in Media and Communications** in their first year. They will also normally be required to attend and pass at least one further methodology half-unit course provided by the Methodology Institute (M411 **Quantitative Analysis in Social Research I**, M412 **Quantitative Analysis in Social Research II**, or one other half-unit course in methodology chosen after consultation with their supervisor). Students without the requisite background in media and communications theory may be required, in addition, to attend and pass (by course work only) PS405 **Theories and Concepts in Media and Communications (Power and Processes)**. Students are encouraged to attend other graduate seminars and courses relevant to the subject of their research in their first and subsequent years.

Evaluation and progress

Students will be required to submit a full Thesis Proposal of between 8000 and 10,000 words to their Thesis Committee by 1 July in their first year (Part-time students can submit their Proposal by 1 March in their second year). This paper will include a substantive statement of the aims and methods proposed for the thesis, a proposed structure, an indicative bibliography and a timetable for its completion. This paper will form part of the evaluation process, and, together with a short oral examination, will determine whether students are permitted to continue into their second year.

Decisions to upgrade students from MPhil to PhD are normally taken within 18 months of registration for full-time students, and within 24 months of registration for part-time students. The decision, taken by the student's Thesis Committee, involves the submission and assessment of a thesis proposal and a chapter outline; three substantive draft chapters, normally to include one based on empirical research, one on theory, and one on methodology; a timetable for the completion of the thesis, and satisfactory performance in an oral examination.

All students will be expected to complete their PhD within 3 years or the equivalent for part-time students.

Details on the following courses are in the relevant Calendar entry: M411, M412, PS405, PS432, SO508.

PHILOSOPHY, LOGIC AND SCIENTIFIC METHOD**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 MPhil/PhD in the first instance. The course work and conditions for continuation of registration are set out below.

Students elect to join either Stream 1 or Stream 2 (roughly philosophy of science – including social science and economics, or general analytic philosophy respectively).

All students, unless they already have the MPhil by thesis and examination, are encouraged to attend the **Introduction to Study for the MPhil and PhD** and, at an appropriate stage of their research, the course on **Drafting and Writing a PhD Thesis**. Students whose work involves any empirical research are also advised to attend the course on **Research Design and Data Collection**.

Stream 1 Students normally take:

Year 1

1. *Either*

- (a) PH417 Logic: Formal and Philosophical
(for those who have not already taken an appropriate logic course)
or (b) for those who have already taken an appropriate logic course
One of:
- PH402 Philosophical Logic and Metaphysics
 - PH408 Mathematical Logic
 - PH407 Foundations of Probability

These will have associated back-up arrangements including a requirement that students do one paper per term for the first two terms as well as the final three-hour examination.

2. One of:
- PH400 Philosophy of Science and Scientific Method
 - PH405 Philosophy of the Social Sciences
 - PH413 Philosophy of Economics

Again, with appropriate back-up arrangements requiring one paper per term for the first two terms and one three-hour examination.

3. PH501 Philosophical Problems

4. *Either*

One further seminar for three terms

(eg PH551 Research Seminar in the Philosophy of Natural Sciences or PH555 Research Seminar in the Philosophy of Economics and Social Sciences for students in those programmes, or the PH500 Research Methods in Philosophy I) with attendant course requirements or (b) One further MSc examination course, with course essays and examination.

5. A piece of written work of 6,000 words on some topic related to the student's research interests. This is to be handed in for assessment by 16 September.

Year 2

1. *Either*

- (a) One further choice from year 1 requirement No.1

or (b) A further MSc course

NB: You are not expected to sit the formal examination, but instead to write two essays during the course of the year *unless* you choose PH408 Mathematical Logic, in which case you must sit the formal examination.

2. Six term units of seminars of choice (eg PH551 Research Seminar in the Philosophy of Natural Sciences or PH555 Research Seminar in the Philosophy of Economics and Social Sciences or PH500 Research Methods in Philosophy I) with associated essays.

NB: PH501 Philosophical Problems may be included in this option *only* if the course content for year 2 is substantially different from that studied in year 1. Please consult your supervisor about this option.

3. Literature review of 40 pages or so in the area of the dissertation, to be handed in by September 16th.

4. Dissertation outline, showing relation to the literature review, to be handed in by 16 September.

Years 3 and 4

Dissertation, with provision for joint supervision (the sometimes multidisciplinary PhDs like ours make it, in practice, neither possible nor desirable for one person to attempt to carry out full supervisory duties in certain cases).

Stream 2 Students normally take:

Year 1

1. *Either*

- (a) *Symbolic Logic* for those who have not already taken an appropriate course

or (b) one of (i) *Philosophical Logic and Metaphysics*, (ii) *Epistemology and Methodology*, (iii) *Ethics*; (iv) *Political Philosophy*, (v)

Philosophy of Mind, (vi) *Another MPhil paper*, with departmental approval. This course will be examined as well as requiring written work during the year.

2. Another option from 1b.

3. PH501 Philosophical Problems.

4. One further seminar in any topic in philosophy within the university across the academic year (3 terms). If the seminar does not have course requirements, special arrangements must be made for the submission of written work with attendant course requirements or one further MSc examination course, with course essays and examination.

PLUS

A piece of written work of 6,000 words on some topic related to the student's research interests. This must be submitted by 16 September.

Year 2

1. One further MPhil paper.

2. Six term-units of philosophy seminars of choice anywhere in the university, meeting the written requirements, if any, of those seminars.

3. Literature review of 40 pages or so in the area of the dissertation, to be submitted by 16 September.

4. Dissertation outline, showing relation to the literature review.

Year 3 (and 4)

Completion of dissertation.

Part-time students generally take the qualifying steps in Years 1 and 2 over four years.

PH500

Research Methods in Philosophy I

Teacher responsible: Professor Colin Howson, T301C

Availability: The course is primarily intended for MPhil/PhD students. MSc students are also welcome to attend.

Content: Some frontier topics in contemporary philosophy, philosophy of science and philosophy of social science.

Teaching: Seminars PH500 30 x 2 hr (MLS). Different members of the department will lead the seminar in each of the three terms.

PH501

Philosophical Problems

Teacher responsible: Professor John Worrall, T501B

Availability: The course is a compulsory component of the first year of MPhil/PhD graduate programme in Philosophy. First year research students are obliged to attend. Second year research students may take this option

as part of their seminar requirements (option 2) *only* if the course content is substantially different between the two years.

Core syllabus: Central Topics in Contemporary Analytic Philosophy.

Content: The idea of the course is to read and carefully discuss together a range of 'classic' papers in modern analytic philosophy which might not otherwise be covered in LSE Philosophy Department courses. Authors covered may include Quine, Putnam, Nozick, Lewis, Davidson, and Dummett.

Teaching: Seminars PH501 20 x 1½ hr (ML). Each week we will consider one paper - one member of the seminar will be responsible for leading the discussion, but everyone must of course have read the article in advance. Any students who have relatively little philosophy background (or philosophy background from a different tradition) are strongly advised to attend the introductory lecture course, PH103 **Reason, Knowledge and Values: An Introduction to Philosophy**.

Reading list: to be specified (suggestions for 'classic' papers to be considered will be welcome).

Assessment: Six 3,000-word essays over the course of the two terms.

PH551

Research Seminar in the Philosophy of Natural Sciences

Teacher responsible: Dr Carl Hoefer, T11

Availability: The course is primarily intended for MPhil/PhD students. MSc students are also welcome to attend.

Content: Topics in the philosophy and history of modern science, with special emphasis on quantum mechanics, statistical mechanics and space-time theories. Topics to be chosen by seminar participants.

Teaching: Seminars PH551 15 x 2hr (MLS). Students are advised to attend PH409.2 if they have not covered the material before.

PH555

Research Seminar in the Philosophy of Economics and Social Sciences

Teacher responsible: Dr Richard Bradley, T301A

Availability: The course is intended for MPhil/PhD students.

Core syllabus: Philosophical issues in the foundation of economics and the social sciences

Content: Topics to be chosen by seminar participants.

Teaching: Seminars PH555 15 x 2hr (MLS).

Written work: Students will be expected to write one essay per term and to give seminar presentations.

REGIONAL AND URBAN PLANNING STUDIES

The MPhil/PhD programme in Regional and Urban Planning Studies, organised by the Director of Planning Studies Dr Andy Thornley, is oriented towards an interdisciplinary social science approach to the study of regional and urban planning processes. We encourage applications from students who wish to pursue such an approach and who normally have already achieved MSc level. Applicants should submit a short research proposal with their application to allow us to assess the suitability of the proposed research and the availability of appropriate supervision. Research students benefit from the strong interest at the LSE in urban and regional issues and supervisors and students of the Regional and Urban Planning Studies programme are involved in the urban research centre *LSE London*.

On registration, which takes place in October each year, students are allocated a supervisor and an appropriate research programme is agreed. Some aspects of this programme are compulsory for all students and others will depend upon past academic experience and the intended research project. Students are expected to fulfil the research training aspects of the programme in their first year (or equivalent for part-time students). At the end of this year a meeting will take place to check the satisfactory completion of this training programme, adequate progress on the research project and consider the upgrade to PhD. Full time students would be expected to complete their PhD in three or four years.

The MPhil/PhD programme contains four dimensions: research methods and skills, development of substantive knowledge, awareness of current research in the field and the development of the individual student's research.

Students are expected to acquire a basic knowledge in both quantitative and qualitative skills and attend the appropriate Methodology Institute courses such as MI411 **Quantitative Analysis in Social Research I** and MI421 **Social Research Design**. They are also expected to develop their research methods in relation to Planning Studies through attending GY503 **Research Methods II** and OR411.2 **Planning Theory**.

In discussion with their supervisors students will identify certain subject-specific courses to attend in their first year. These may be chosen to develop an interdisciplinary knowledge or to explore an area that relates to their research proposal. Such courses are likely to be found within the MSc Regional and Urban Planning Studies or other Masters programmes.

All students are required to attend GY504 **Doctoral Seminar in Regional and Urban Planning Studies** throughout their period of registration. This seminar forms the core of the PhD programme bringing together all PhD students and supervisors in informal research workshops to discuss their work, current debates and contemporary research in the field. There are a number of other courses that students are encouraged to attend in which visiting speakers report on their research such as GY450 **Seminar in Regional and Urban Planning Problems** and EC450 **Seminar in Urban and Transport Economics**.

The final part of the programme relates to the development of the student's own research project. The main focus for this is the regular tutorial with a supervisor. However this is supplemented by other courses. At the start of their programme all students should attend the Methodology Institute courses MI500 **Introduction to Study for MPhil/PhD**, MI501 **Information Skills for Research** and MI502 **Drafting & Writing a PhD Thesis**. During each year students are required to make presentations of their progress to the GY504 **Doctoral Seminar in Regional and Urban Planning Studies**.

GY503

Research Methods II

Teacher responsible: Professor I Gordon, S513

Availability: Geography and Planning Studies MPhil/PhD students in the first year of study; MSc Human Geography Research students.

Core syllabus: An introduction to an exploration of alternative approaches to research in human geography and planning. The course comprises three strands - philosophy of social science; research design and practice; information management - with particular applications to human geography and planning.

Content: The nature of social scientific research; different approaches in human geography and planning research; choosing a topic, planning research and time management; comparing quantitative and qualitative approaches; discourse analysis; problems and strategies in interviewing; ethics and values in geographical and planning research; economic modelling and applied/quantitative approaches; spatial data analysis; policy analysis.

Teaching: 10 two hour sessions comprising of lectures, seminars and workshops in the MT and LT. Students are expected to carry out directed reading in preparation for the seminars.

Reading list: T May, *Social Research: Issues, methods and process*, OUP 1993; A Wilson & R Bennet, *Mathematical methods in human geography and planning*, Wiley 1985; D Layder, *New strategies in social research*, Polity 1993; G Gardner, *Social surveys for social planners*, OUP 1978; G McCracken, *The long interview*, Sage 1988; R Yin, *Case study research: design and methods*, Sage 1994; A Ackroyd & J Hughes, *Data collection in context* (2nd edn), Hutchinson 1992; S Campbell & S Fainstein (Eds), *Readings in Planning Theory*, Basil Blackwell 1996.

Assessment: An unseen examination of 2 hours (2 from 5) (75%), and one essay of 3,000 words (25%). Examinations take place in June.

H

GY504

Doctoral Seminar in Regional and Urban Planning Studies

Teacher responsible: Dr A Thornley, Room S420

Availability: For MPhil and PhD students in Regional and Urban Planning Studies. Other research students interested in the subject area would be welcome.

Core syllabus: A detailed syllabus is fixed at the start of each term.

Content: This course of seminars provides students with an opportunity to discuss their own research in the context of contemporary debates and research in the subject area. The discussions will take a number of forms. Students will present their own work for discussion in the seminar during the first year of their programme and again at a later date. Staff involved in supervising Regional and Urban Planning research students will attend these sessions. A second form of discussion will be based upon presentations by invited speakers who will present their research work. The emphasis will be on research method and will explore any difficulties faced in the work and the manner in which these were overcome. The third form of discussion will be oriented around critical evaluations of key contemporary debates, texts or research reports in the field.

Teaching: Two half-day workshops, one in the MT and one in the LT, when students present aspects of their research work; plus five two-hour seminars in the MT and LT.

Assessment: Students in their first year are required to submit two short papers on contemporary issues in the field which will form part of their review at the end of the first year. Students will also be required to make two presentations on their own research during their period of registration.

SOCIAL POLICY

Students registered for the MPhil in the Department of Social Policy are normally required to attend seminars provided by the Methodology Institute and the Department on research methods. The courses available will be listed in the introductory booklet. In addition, first year students will attend SA550. Students are encouraged to attend other graduate seminars relevant to the subject of their research. An informal discussion group on writing theses is organised by the Doctoral Programme Director.

The progress of each student is reviewed during the Summer Term of the first year for full-time students, of the second year for part-time students. Students present a detailed thesis proposal, a literature review, an outline of their proposed methodology and a timetable for completion. These must each be of a standard acceptable to the department.

SA550**Current Issues in Social Policy (Seminar)**

Teacher responsible: Dr G Wilson, A270

Availability: For MPhil/PhD students, particularly those in their first year.
Content: This course is intended to address issues arising in the study of social policy at an advanced level and to familiarize students with new literature and current debates in the field, using illustrations dictated by the substantive interests of incoming students. In the LT and ST students will be asked to present their research plans to the seminar.

Teaching: Fortnightly meetings, sessional.

Reading list: A full reading list will be provided as the course proceeds.

SA590**Seminar on Demographic Research Methods**

Teacher responsible: Professor J Hobcraft, A251

Availability: For MPhil/PhD students in Demography.

Teaching: 15 x 1½ hour seminars over the MT, LT and ST, given by research students and staff in Population Studies on their research (SA590).

SOCIAL PSYCHOLOGY

Applicants, normally, should possess a high level of pass in an appropriate Master's Degree, together with at least an Upper Second Class Honours Degree in an appropriate subject from a UK university or its equivalent elsewhere. The Department runs Doctoral Programmes in:-

Social Psychology

Organisational and Social Psychology

Media and Communications; this is an interdepartmental doctoral programme, administered through Media@lse and jointly run between the Departments of Social Psychology and Sociology. For details of the Media and Communications Doctoral Programme see Media and Communications entry.

Graduates from the Department's own Master's Degrees in these areas must have achieved an average mark of 65% or better (pass mark, 50%) to be eligible for admission to the corresponding doctoral programme.

The social psychology programme involves coursework which will be formally assessed. This includes a broad training in research methods together with the core course from the corresponding Master's programme (**Contemporary Social Psychology (PS400)**); **Organisational Social Psychology (PS404)**. In addition students will follow a specialised option course in the Lent Term of their initial year appropriate to the topic of their doctoral research. This latter course will be assessed by coursework alone. Candidates may be exempt from some or all of these course requirements, depending on their prior qualifications. All students are required to attend the **Current Research in Social Psychology Seminar (PS950)** during their first two years of full-time registration, or until the candidate has upgraded from MPhil to PhD.

Initial registration is for the Degree of MPhil. The power to up-grade a student's registration from MPhil to PhD is vested in a thesis committee which will meet, normally, not later than 15 months after initial registration for MPhil. A decision to upgrade registration from MPhil to PhD will apply retrospectively to incorporate the initial period of registration for MPhil. Candidates on the programme will be expected to submit their thesis by the end of their third year of registration full-time or its equivalent part-time.

PS940**Social Psychology (Seminar)**

Teacher responsible: Professor Nick Emler, S309/S310

Availability: Staff and graduate students in the Department of Social Psychology.

Teaching: Fortnightly seminars (PS940), Sessional. Papers will be presented by outside speakers.

Assessment: Non-examinable.

PS950**Current Research in Social Psychology Seminar**

Teacher responsible: Dr Bradley Franks, S313

Availability: Academic staff and research students only.

Teaching: Weekly seminars (PS950) MT, LT and ST. Seminars for research students in Social Psychology and Organisational and Social Psychology throughout the academic session.

Assessment: Non-examinable.

PS960**Classical Texts in Social Psychology**

Teachers responsible: Dr Martin Bauer, Dr Sandra Jovchelovitch, Professor George Gaskell and others

Availability: No restrictions.

Core syllabus: To maintain awareness of classic monographical studies of social psychology, in both its psychological as well as its sociological tradition. To provide a forum for entire textual reading and contextual discussions of contributions by J Vygotsky, K Piaget, Lewin, G H Mead, LeBon, McDougall, F Bartlett, S Freud, E Goffman, Ichheiser, Buehler and others.

Teaching: A series of discussion seminars centering on key texts and authors in the LT and ST.

Reading list: R M Farr, *The Roots of Modern Social Psychology*, Blackwell, 1996. Further readings will be suggested at the start of the seminar.

Assessment: Non-examinable.

SOCIOLOGY

First year MPhil students will normally be expected to spend about 60% of their programmed study time in courses related to methods of social research. Students are required to attend and pass the assessment for SO500 **Research Class for 1st Year MPhil Students**. They are also normally expected to attend and pass the assessment for at least one further course unit (or two half units) from the following courses offered by the Methodology Institute (details of these course are available under the entry for the Methodology Institute in this Calendar): MI411 **Quantitative Analysis in Social Research I** (1/2 unit), MI412 **Quantitative Analysis in Social Research II** (1/2 unit), MI421 **Social Research Design** (1/2 unit), MI422 **Text, Image and Sound in Social Research** (1/2 unit), MI431 **Topics in Philosophy of the Social Sciences** (1/2 unit). Other specialist research courses (eg, SO502 **Research Seminar on the Sociology of Crime and Deviance**, SO505 **Research Workshop on Globalization**, SO506 **Studying Religion: A Research Workshop**, SO507 **Theory and Methods in Qualitative Research: Narrative** and SO401 **Methods of Sociological Study**) may be substituted for one or more of these courses after discussion and with the agreement of the student's supervisor.

Those students who have satisfactorily passed the first year requirements may, at the discretion of their supervisor, be required to complete further courses in their second and/or subsequent years.

In the Summer term of each year the progress of each student registered in the Department will be discussed at a general meeting of all research student supervisors, the MPhil/PhD Board. This Board will decide whether to permit students to proceed. Various courses of action to assist students to reach performance standards deemed appropriate by supervisors may be required.

All full-time research students are expected to have made the transition from the MPhil to PhD within two years of first registration and to have completed their PhD theses within four years. Part-time students will normally be expected to be upgraded to PhD by the end of their third year, and to complete their theses within six years. The decision to upgrade from MPhil to PhD is taken by a panel consisting of the supervisor(s) and at least one other, all having read and commented on the student's work.

Part-time students will be expected to have completed the equivalent of full-time students' courses over a two-year period.

A detailed listing of the departmental regulations for MPhil/PhD students can be found in the introductory booklet available from the departmental office.

SO500**Research Class for 1st Year MPhil Students**

Teachers responsible: Dr D Slater S218A and Dr J Foster S268

Availability: For first-year research students in Sociology.

Content: The research seminar aims to provide students with a conceptual and practical framework within which to think through planning their research. This includes addressing links between theory and practices; considering the diversity of methodological approaches to advanced research, ethics and writing. Teaching will alternate between workshops and student presentations. By the end of the course students should be able to formulate clear aims and methods for their own research. All first year MPhil student must attend MI500, **Introduction to Study for the MPhil and PhD**.

Teaching: 20 seminars in the MT and LT, each of two hours duration.

Assessment: 5,000 word paper on the 'Aims and Methods' of the thesis. For full-time students three copies of this typed and paginated essay must be submitted to the Sociology Administration Office by Monday 29 April 2002. Part-time students should submit their essay to the Sociology Administration Office by May 31, 2002, but may submit anytime up to 28th February 2003. Satisfactory completion of the 'Aims and Methods' paper, and additional written work submitted to your supervisor, are both necessary in order to proceed to the next stage of the course. The work of all full-time students is evaluated by a Review Panel in the ST of their first year. Part-time students may elect to be evaluated at the end of the first year or during their second year.

SO501**Research Students' Seminar**

Teacher responsible: Dr L Sklair, S200

Availability: For continuing (second and subsequent years) research students in Sociology.

Content: The course will consist of papers given by continuing research students and specialists in areas relating to social research. The focus of the seminar is on the research process and practical and ethical as well as cognitive problems of sociological research.

Teaching: 25 seminars in the MT, LT and ST each of two-hours duration.

SO502**Research Seminar on the Sociology of Crime and Deviance**

Teachers responsible: Professor D Downes, A237, Professor S Cohen, S277 and Dr Janet Foster, S268

Availability: For students preparing dissertations on the Sociology of Deviance, Crime, Social Control and allied areas for the MPhil and PhD degrees.

Core syllabus: Designed to encourage public discussion of evolving work, the seminar will enable participants to review their own, others', and general problems encountered in the process of exploring crime, deviance, social control and allied subjects.

Teaching: Twenty-five seminars of 90 minutes duration in the MT, LT and ST.
Assessment: Students are expected to deliver an oral report each year on the design, methods and development of their research before an audience of fellow students and academic teachers specializing in the discipline.

SO504**Research Seminar on The Implications of Moral Diversity**

Teacher responsible: Professor Steven Lukes, S206

Availability: MPhil/PhD students in Sociology; graduate students in Government, Philosophy and Anthropology may apply, if space is available.

Teaching: Two hours per week during the LT.

Content: The course will explore the question: what connection, if any, holds between the evidence of moral diversity across cultures and the thesis that moral disagreements are incapable of rational resolution? This leads to several others, such as: what exactly does that evidence show? Do cultural differences in morality entail moral relativism? What are the implications for tolerance? For liberal political philosophy? For the idea and the practice of human rights?

Reading: This will include classics, such as Montaigne and Hume; and present-day philosophers, anthropologists and political theorists.

SO506**Studying Religion: A Research Workshop**

Teacher responsible: Professor Eileen Barker, S217

Availability: For MPhil/PhD students preparing dissertations in the general area of the Sociology of Religion. MSc Religion and Contemporary Society and students taking courses SO408 and/or SO416 or whose

STATISTICS

All students are normally first registered for the MPhil degree. Transfer to the PhD takes place at the end of the second year in suitable cases.

During the first year of registration, students often attend MSc and Research Training courses to improve their background knowledge. They are required in all years of registration to attend Departmental Seminars. Students must make presentations of their work, and their progress is regularly assessed by a Departmental Committee.

ST504**Workshop in Applied Statistics**

Teacher responsible: Dr I Moustaki, B606

Availability: This course is intended primarily for Research students, PhD, MPhil and research fee and MSc students in all departments of the School whose research or project work involves the use of or appreciation of statistical techniques and methodology, and the use of computer packages for statistical analyses. Prerequisites: None except the need for such support.
Core syllabus: The workshop will deal with the practicalities of statistical

10,000-word essay is on a religious topic may also attend.
Content: Problems encountered in the sociological study of religion, with a special emphasis on qualitative approaches such as participant observation and in-depth interviews. 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 including rules of logical analysis. Discussion will draw both from the literature and from participants' own experiences during (a) group field trips and (b) their individual studies.
Teaching: Fifteen meetings fortnightly each of 90 minutes duration during MT, LT and ST. All students will be expected to lead and to participate actively in the workshops and take part in exercises such as role playing.
Assessment: Students will be expected to present papers on their own research, and a variety of exercises will be given throughout the course.

SO507**NA 01/02****Theory and Methods in Qualitative Research: Narrative**

Teacher responsible: Professor Richard Sennett, Y310

Availability: This course is aimed at students preparing dissertations involving sustained interviews or students considering such dissertation work. All prospective students should be in touch with Professor Sennett as soon as possible. Numbers for this course are limited. This course will be given in the LT.

Core syllabus: The core syllabus will consist of both literary and sociological writings on narrative.

Content: This course will be an exploration of the uses of narrative constructing social experience. The course has two dimensions. Theories of narrative will be explored for their sociological value; each student will also conduct a series of interviews as fieldwork and the group will analyse the narratives gathered in the field.

Assessment: Each student will be asked to write an analytic paper on the interviews he or she has conducted.

SO508**Research Seminar for Media, Communication and Culture**

Teachers responsible: Professor Roger Silverstone, S102 and Professor Sonia Livingstone, S303

Availability: For Research Students. The course is compulsory for students in the first year of the Media@lse Doctoral programme. Others may join with the agreement of the teachers responsible.

Core syllabus: The aim of the course is to help raise awareness of theoretical, conceptual and methodological issues in media, communication and cultural studies.

Content: Analytical and interpretative strategies in media research with special reference to consumption, globalisation and the changing media environment. Conceptual issues in media, communication and cultural theory.
Teaching: 10 x 1½-hour weekly seminars in MT and LT, plus 6 x 1½-hour seminars in ST.

Reading list: Roger Silverstone, *Why Study the Media?*, Sage, 1999; Klaus Bruhn Jensen & Nicholas Jankowski (Eds), *Handbook of Qualitative Methodologies for Mass Communication Research*, Routledge, 1991. Other reading will be given as appropriate during the course.

Assessment: This course is based predominantly on student presentations on their work in progress. First year students will be required to produce a 5,000 word essay based on their presentation by the end of the LT.

SO509**Research Seminar on Modern Theory**

Teacher responsible: Professor Ulrich Beck

Availability: For MSc and MPhil students, although numbers will be limited. If space is available, other graduate students may apply.

Teaching: Alternative weeks in the LT.

SO511**Research Seminar in Political Sociology**

Teacher responsible: Dr Angus Stewart, S276

Availability: MPhil/PhD whose research is in the field of political sociology.
Content: Methodological and theoretical problems in the sociological study of politics. The seminar provides a forum for the development of individual research projects and for the discussion of general issues in the field.

Teaching: Fortnightly in MT and LT; three meetings in the ST.

Reading list: Will be given at the beginning of the course.

Assessment: Students are required to present two papers in the course of the session, one on methodological issues and one on substantive aspects of their research project.

data analysis in research within the social sciences.

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: One two-hour meeting per week in the MT, LT and ST, starting in week three of the MT. The course schedule can be obtained from the Statistical Advisory, B713, or from the Statistics noticeboard, opposite B601.

Reading list: Reading will be recommended according to need.

Assessment: There will be no formal assessment associate

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THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE ■

Calendar 2001-2002

Undergraduate Handbook

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KEY ADDRESSES AND DATES

KEY ADDRESSES

Dean of Undergraduate Studies Mr Mark Hoffman, A203	Secretary Ms Nicky Dallen, A202, ext 7849
Adviser to Women Students Dr Sarah Worthington, A159, ext 6389	Adviser to Students with Disabilities Ms Jill Ramsay, H417, ext 6624
Academic Registrar Mr George Kiloh, H209, ext 7121	Secretary Miss Linda Newman, H210, ext 7121
Deputy Academic Registrar Dr Ian Stephenson, H211, ext 7122	Assistant Registrar (Students) Mr David Ashton, H310, ext 7457
Administrative Officer (Undergraduate Office) Ms Katie Porrer, H310, ext 7139	Registry Section of the Undergraduate Office H310, ext 7130, 7146, 7752, 7753, 7143, 7142, 7966, 7131
Accommodation Office E294, tel 020 7955 7531/7532	Careers Service E388, tel 020 7955 7134
Students' Union Reception E65, tel 020 7955 7158	Welfare and Accommodation Office E297, tel 020 7955 7145
Health Service St Philip's Building; tel 020 7955 7016	Dentist St Philip's Building; tel 020 7955 7444
Chaplaincy K51; tel 020 7955 7985	

DEPARTMENTAL TUTORS AND ADMINISTRATORS – 2001/2002

Department	Tutor (T)/Names Admn (A)	Ext	Room	Study Room
Accounting and Finance	T: Dr J Horton A: Osmana Raie	6210 7324	Y208 A383	A306
Anthropology	T: Professor H Moore A: Barbara Wesley	7409 7202	A611 A603	A607
Economic History	T: Dr W P Kennedy A: Linda Sampson	7074 7084	C314 C419	C220
Economics	T: Mr J J Thomas (MT) T: Dr C Scott (L&ST) A: Jan Henning	7523 tbc 7680	S74 tbc S86	S600
Geography	T: Dr D Perrons A: Abby Lee (Acting)	7899 6089	S506b S411	S514
Government	T: Mr E Thorp A: Nicole Boyce	7199 7204	K101 K102	K60
Industrial Relations	T: Dr S Ashwin (first years and GC) T: Ms S Fernie (second years) T: Dr J Logan – proposed (third years) A: Gertrud Suo (Acting)	7036 7037 7029 7026	H709 H804 H712 H807	H717
Information Systems	T: To be announced A: Sophia Avgerinou	7628	U306	
International History	T: Dr J-P Rubies A: Carol Toms	7325 7548	E500 E403	E509
International Relations	T: Dr J Kent A: Hilary Parker	7167 7404	D407 D607	7th Floor Clement House
Law	T: Dr D Chalmers A: Nerys Evans	7623 7278	A361 A301	A306
Management	T: Dr M Barzelay A: Julie Bennett	7396 7920	G507 G506	G400a
Mathematics	T: Dr J Van Den Heuvel A: David Scott	7625 6373	B410 B405a	B402
Operational Research	T: Dr S Powell A: Brenda Mowlam	7643 7653	G308 G407	G200/202
Philosophy	T: Dr R Bradley A: Angela Waplington	7333 7340	T301a T305	T4067
Russian Joint Studies	T: To be announced A: Marian Clark	6780	J217	
Social Policy	T: Dr G Bridge A: Julia Shaw	7364 7371	A256 A269	A286/287
Social Psychology	T: Dr A Wells A: Daniel Linehan	7709 7712	S384 S304	S315
Sociology	T: Dr C Badcock A: Joyce Allen	7288 7305	S282 S204	S202
Statistics	T: Dr C Phillips (BMS students) T: Dr A Dassios (Actuarial Science students) A: Lynda Watkin	7644 7749 7731	B608 B603 B614	B402

Dates of Terms

Session 2001-2002

Michaelmas Term: Thursday, 4 October 2001 to Friday, 14 December 2001 (Teaching begins Monday, 8 October 2001)

Lent Term: Monday, 14 January 2002 to Friday, 22 March 2002

Summer Term: Monday, 29 April 2002 to Friday, 5 July 2002

Session 2002-2003

Michaelmas Term: Thursday, 3 October 2002 to Friday, 13 December 2002 (Teaching begins Monday, 7 October 2002)

Lent Term: Monday, 13 January 2003 to Friday, 21 March 2003

Summer Term: Monday, 28 April 2003 to Friday, 4 July 2003

ABOUT LSE

THE BUILDINGS

In term

Mondays to Fridays: 0800 to 2130 (after 1830 by main entrances only with some restrictions on outlying buildings; after 2130 identification required).

Saturdays: 0900 to 1700: A, D and S by main entrances only; after 1700 identification required. Access to other buildings over bridges by Main Reception in A: identification required.

Sundays: Access via Main Reception: identification required.

Normal opening times

see below for building codes

In vacation

Mondays to Fridays: 0800 to 1830 (from 1830 to 2130, A and S by main entrances only; after 2130 identification required).

Saturdays & Sundays: Access via Main Reception; identification required.

Access to H, J, K, L, M, T, U, V, W, X, Y, PS and N is restricted after 1830 and at weekends. G and Z access is restricted after 1930 and 1945 respectively. Access to B is restricted after 1730 and at weekends. C and E opens Monday to Friday between 0800 and 1830 in term-time only; at other times access to those buildings is via Main Reception; identification required.

Other restrictions

Room numbering is by floors. For instance, a room numbered 301 is on the third floor; a room with a two-digit number (eg S87) is on the ground floor, and a room whose number begins with 0 (eg S087) is in the basement. All room numbers are preceded by the building code:

Room numbering

A Old Building	K King's Chambers	U Tower One
B Columbia House	L Lincoln Chambers	V Tower Two
C Clare Market	M 50 Lincoln's Inn Fields	W Tower Three
D Clement House	N The Anchorage	
E East Building	PH Parish Hall	<i>St Philip's Building</i>
F 9 Kingsway	PS Portsmouth Street	X Health Centre
G 20 Kingsway	R Lionel Robbins Building	Y South Block
H Connaught House	S St Clement's Building	Z North Block
J Cowdray House	T Tymes Court	

Means of escape are provided in accordance with legal requirements. Emergency exits are clearly marked and you should familiarise yourselves with them. Fire extinguishers or hoses are placed in strategic positions. In the event of fire, sound the nearest alarm and shut doors and windows, but do not try to extinguish the fire by means of hose reels or extinguishers if this involves any personal risk. You must leave the premises in accordance with instructions displayed at every alarm position. You must obey all instructions from fire wardens, who are clearly identified.

Fire precautions

Names of students with urgent messages are shown on a notice board facing the entrance to the Old Theatre in the Old Building.

COMMUNICATIONS

You **must** let the Undergraduate Office know any change of address as soon as possible because we need to send you important information throughout the year. Even if you tell your department or supervisor about a change of address you must also remember to tell us – changes are not otherwise valid. Correspondence is usually sent to the London address you gave us at registration. You should look regularly for correspondence addressed to you. You are not normally allowed to use the School's address for private correspondence.

Your address

The School accepts no responsibility for personal mail addressed to you at the School.

DATA PROTECTION

The School complies with all requirements of the law on protection of data held on computer or in manual records. The same requirements apply to any records held by individual students about identifiable living individuals.

The law

If you are keeping data on computer or in manual records on identifiable living individuals as part of your academic work, you must maintain proper records of what you are keeping, and you must keep it secure and confidential. If you are in any doubt, you should discuss the matter with your tutor or supervisor, and consult the School's Data Protection Officer.

The Data Protection Officer is Dr I L Stephenson.

The kind of information we keep on computer, the purposes for which it is kept, where we obtain it from and who we might disclose it to, are recorded on the National Data Register, which should be available in most public libraries. The School's current entries in the Register are:

Staff and Student Records	(G0623079)
Public Activities Administration	(G0623082)
Ancillary Services Administration	(G0623096)
Academic Activities Data	(G0623108)
Library Records	(D0194024)

The National Data Register will be replaced on 24 October 2001 by a new system of notification, which will result in a register of data controllers. It will be possible to consult the School's data protection notification by visiting the website of the Office of the Information Controller, at www.dataprotection.gov.uk

The Data Protection Act gives you the right to see the information the School has about you. If you wish to see your computer record, you must complete the relevant application form, available from the Data Protection Officer. The School charges a fee of £10 per request to cover administrative costs, for a search of any one of the School's register entries. If it is clear that the entry contains enough information on which to make a search, the School must reply to your request within 40 days, and must disclose all the data contained at the time of approval of the application, without alteration.

We have a strict policy on the control and use of information in student files, including manual/paper files:

1. There is only one academic file for each student.
2. Access to student files is restricted to those who have a direct interest in them, namely
 - 2.1 The Director, Pro-Directors, Deans, the Secretary and Academic Registrar's staff.
 - 2.2 Tutors, Conveners, departmental tutors, class teachers, teachers named as referees by students, or teachers who have other bona fide reasons for examining a file.
 - 2.3 The School's medical staff.
3. Files contain application forms, references supporting application, academic records showing progress at the School, and accumulated correspondence.
4. The School does not place any reference to specific political or religious beliefs or activities in personal files except where the subject has been raised at the initiative of the student. Reference to extra-curricular activity may be included on a file where relevant to a student's academic progress.
5. After a student leaves the School the personal file is retained indefinitely. Access to the file continues to be tightly restricted to the categories of staff set out in paragraph 2 above.
6. The medical records of students are kept entirely separate from their academic files and medical staff alone have access to them.
7. The School's practice in dealing with outside requests for information about current students (other than those of a routine and public nature, eg confirmation that a named student is registered at the School) is to refer the request to the student, leaving it to him or her to decide whether to respond.

The DPA register

Your rights

Policy on manual files

YOUR PROGRAMME OF STUDY

REGISTRATION

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

Normally, you will already have registered by the time you receive this handbook. If you have been unable to register for unavoidable reasons, you should go to the Undergraduate Office and register there as soon as possible after 4 October. Records for all students who have not registered or re-registered by the deadline date of 29 October 2001 will be cancelled. Students are not normally allowed to register after this date because they will have missed a significant part of their programme of study.

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

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

The final date by which new and returning students may register for the session is 29 October 2001. If you have not completed registration by the deadline of 29 October your record will be cancelled.

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

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

You will have a tutor, who will advise you on course selection and will monitor your academic achievement throughout the year. Your tutor is the first point of contact for advice on any matter – academic or personal – affecting your undergraduate experience. You are expected to see your tutor regularly. The Code of Practice on Teaching and Learning for Undergraduates on page 43 provides further information on the roles and responsibilities of your tutor.

There is a Departmental Tutor in each department, who in addition to your tutor can give you advice on more complex academic and personal issues. *A list of Departmental Tutors and their room numbers can be found on page 2.* The Departmental Tutor plays a central role in co-ordinating undergraduate teaching and tutorial arrangements within the department. Although precise duties may vary between departments, the role will normally include the following:

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

New students

Continuing students

LSE card

Your programme

Your department

Your tutor

The Departmental Tutor

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

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

Each department also has a Departmental Administrator, who can help you with matters relating to your degree programme and the courses offered. They are always willing to give whatever advice and information they can. A list of Departmental Administrators and their room numbers can be found on page 2.

Most departments have a room for use by their students for study and discussion, but because of the requirements for teaching, these rooms are often used for teaching during the normal teaching week. Details of these can be found on page 2.

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

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

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

Please note that on all matters connected with the School and University regulations you should consult the Undergraduate Office (020 7955 7130) or the Graduate School Office (020 7955 7152), as appropriate. If you are in any doubt about any information provided orally, you should ask for it to be confirmed in writing. You should always ask for written confirmation of any information relating to your tuition fees.

Tutors/supervisors should not be expected to be familiar with all regulations, nor should they be expected to pass on to the Undergraduate Office or the Graduate School Office information about your plans. It remains your sole responsibility to do so.

The Departmental Administrator

Study room

CONDITIONS OF STUDY

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

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

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

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

You are not normally advised to interrupt your studies. However, if you think you need to do so you should write formally to the Undergraduate Office, Room H310, explaining why you wish to break your studies and seeking permission. If your request is approved you will be allowed to interrupt your registration for a year and resume your studies at the point you left off. The maximum period of interruption normally allowed is one year. If you are given permission to interrupt your registration, your fees will be adjusted and you will be charged fees when you resume your registration at the new rate in operation at the time.

Before you make a final decision to terminate your studies, discuss your position with your tutor or one of the School's Advisers or the Dean of Undergraduate Studies. If, for whatever reason, you decide you are unable to continue with your programme and wish to leave in mid-session, you should write to the Undergraduate Office, Room H310. Any refund due will be calculated on the basis of a 30-week year. **You will be liable for fees up to and including the week the Undergraduate Office receives written notification of your withdrawal.**

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

Teaching starts on Monday, 8 October. In general, lectures begin at five past the hour and finish five minutes to the hour. A daily timetable (listing lectures in departmental and time order for the whole week) is displayed on the School's web site. This information can be accessed from any PC connected to the School network or from any internet connected PC. In addition there are 12 timetable only web access points in main entrances to buildings around the School where information and changes can be checked. Follow the timetabling information link from the School's home page <http://www.lse.ac.uk/>

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

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

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

Attendance at lectures is optional but *strongly recommended*. Attendance at classes is compulsory. For most courses there will be a lecture series and accompanying classes. Details of the teaching arrangements are set out in the Course Guide Section starting on page 82.

If you wish to change your degree programme you must obtain a *Change of Degree Course Application Form* from the Undergraduate Office, Room H310, or from most Departmental Offices. You must then seek written approval from the Departmental Tutor of the department responsible for the degree you wish to follow and from the Departmental Tutor of the department responsible for the degree you wish to leave.

DURATION OF STUDY

Attendance requirements

Interruption of studies

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

Withdrawal from the School

Duration of contract and discipline

LECTURES, CLASSES AND TIMETABLES

Copyright

Classes

SUPERVISION AND ASSESSMENT OF PROGRESS

Class reports

Attendance

CHANGING YOUR PROGRAMME

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

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

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

Your degree programme is made up of a number of courses. You should have selected your courses before registration. Before finalising course choices, you should consult the degree regulations for your degree programme. First year students should have completed a *Provisional Course Choice Form*, having consulted the booklet, *Choosing Your First Year Courses*. Continuing students should select the course choices for the following session at the end of the Lent term. Course choices for the current session are confirmed by your tutor at your first meeting with him/her in the Michaelmas term. You should note that it is your responsibility to ensure that your choices are consistent with the degree regulations. The deadline for final course choice is the end of week 4 of the Michaelmas term, except for half units that commence in the Lent term, when the deadline is the end of week 2 of the Lent term.

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

If, in exceptional circumstances, you wish to take a course outside the regulations for your degree programme, you should seek permission by completing a *Suspension of Regulations Application Form*, available from the Undergraduate Office and from most Departmental Offices. This form must be completed and returned to the Undergraduate Office. The application will then be considered by the Academic Studies Committee. *You must not assume that you will be allowed suspension of regulations.* You should therefore continue to follow courses specified within the regulations until a decision has been taken. We will inform you in writing if approval has been given. Applications must be submitted by week 4 of the Michaelmas term.

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

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

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

See *STUDENT SERVICES*
See *ILLNESS AND EXAMINATIONS*

If you are unwell during your programme of study you should inform your tutor as soon as possible. If you are ill for more than two weeks you should inform the Undergraduate Office, Room H310, of your non-attendance because of ill-health and of when you expect to return. If you think your illness may affect your examination performance you should obtain a medical certificate from your doctor and pass a copy with a letter of explanation to the Undergraduate Office. The Undergraduate Office will keep the letter on file and advise the relevant Board of Examiners for your degree.

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

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

This permission should be sought from the Academic Studies Committee via the Undergraduate Office.

CHOOSING YOUR COURSES

Initial course choice

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

Changing course within degree regulations

Changing courses outside degree regulations

Courses at other University of London colleges

Repeating teaching in courses

Changing classes

ILLNESS DURING YOUR STUDIES

STUDYING ABROAD

LEARNING SUPPORT AND CAREER DEVELOPMENT SKILLS

LSE offers a wide range of stimulating and intellectually challenging courses. For many of you, the School's approach to teaching will be quite different from anything you have experienced before. To enable you to make the most of your time at the School, we provide a range of opportunities to develop your **study skills** and **information seeking** abilities. If English is not your first language there is support for **language development**. There are also opportunities to develop modern foreign languages. Finally, as you prepare to move on from LSE to your future career there are seminars, workshops and individual support for **career planning** and **job seeking**.

A summary of the skills development programme is given below. For further details, see the contacts given in each section, or visit the LSE Learning World website: <http://learning.lse.ac.uk/>

Study Skills

Contact: Jill Ramsay, Teaching and Learning Development Administrator; email j.ramsay@lse.ac.uk or ext 6624, room H417 Connaught House

Who should attend?

Anyone who feels these sessions would be useful. Particularly relevant for students with no previous experience of UK higher education.

Lectures and workshops

Sessions scheduled for Wednesday afternoons – mainly in the Old Theatre. Visit the website for access to further support materials and look out for posters and adverts in *News & Views*, and around the School.

Topics

The series of lectures and practical workshops addresses basic study concerns in the Social Sciences. There are three lectures at the start of the Michaelmas term:

- *Introduction to study at LSE, reading and note-taking*
- *Analysing concepts, critical reasoning, and creative thinking*
- *Essay writing*

These are followed by a series of practical workshops for anyone who would like more detailed support/advice:

- *Making the most of lectures, and developing effective reading techniques*
- *Reviewing essay writing technique*
- *Presenting seminar papers*
- *Dyslexia in HE*

In the Lent term, there is a series of three sessions to help you prepare effectively for your exams. These sessions will include ideas on:

- *Advanced planning and preparation for revision*
- *Preparing to answer different types of exam questions*
- *Last minute preparations*

One-to-one advice sessions

Individual study skills and exams advice sessions with Dr Peter Levin are available on Monday afternoons throughout term-time.

Suggested reading: P J Dunleavy, *Studying for a degree in the humanities and social science*; D Rowntree, *Learning how to study*; P Levin, *Peter Levin's Guide to LSE Examinations* (available from the Learning World website)

Dyslexia Support

Contact: Jean Jameson, Dyslexia Support Tutor; email: j.m.jameson@lse.ac.uk or ext 6034, room H417b Connaught House

Support for dyslexic students includes:

- individual tutorials
- small group sessions on specific topics
- advice on applying for special exam arrangements
- free photocopying facilities
- extended library loans
- use of specialist IT software

Students who think they might be dyslexic are offered:

- "drop-in" initial interviews
- screening and advice
- help in arranging a full assessment
- advice from the Students' Union regarding funding

Library and information skills

Contact: Rupert Wood, Information Services, LSE Library; email: r.wood@lse.ac.uk

Who should attend?

To make the most of the resources available from the Library, all students are recommended to use the selection of training sessions on offer.

- Teaching** There is a regular training programme held in the Library's Training Suite, which runs throughout the year. Full details are available on the Library web site or from within the Library. No booking is needed.
- Contents** *Start of Autumn term:* We offer introductions to the Library throughout each day during the first few weeks of term. These will introduce you to the services, resources and facilities and how to find your way around.
- In addition, there are regular sessions on using information sources and applications such as:
- *The Internet:* use search engines, subject gateways and other search services to find information more effectively on the Internet.
 - *Tracing journal articles:* how to use journal index databases such as *IBSS: The International Bibliography of the Social Sciences* (via BIDS) and *The Social Sciences Citation Index* to enable you to search for articles using networked computers in the School or from home, and email or download the results. Sessions on electronic journals show you how to find full text articles available on the Internet and how to save the results.
 - *EndNote:* learn how to organise your references to books and journals electronically using a bibliographic software package.
 - *Business Information:* introduction to the Business Information resources available in the Library, including company data, journal literature and internet sources.
- A range of other regular classes are available including finding Government Publications and using electronic data sources. Full details available at: www.library.lse.ac.uk.

IT Skills

Contact: Amber Miro, IT Training and Development Specialist, IT Services; email: a.miro@lse.ac.uk

- Who should attend?** It is recommended that all new students make use of the training or independent learning options for the course "Introduction to Using IT at LSE" and choose from the other relevant IT courses available.

- Teaching** Classes run throughout the Michaelmas and Lent terms. The weekly schedule of classes is published on the IT Training website (<http://ittraining.lse.ac.uk>) and on notice boards in public computer rooms. Online booking is necessary, and help with this is available from the IT Helpdesks in S198 and the Library.

Each class consists of a supervised hands-on practical session in a computer classroom.

For further information, go to the IT Training Website: (<http://ittraining.lse.ac.uk>).

- Contents** *Induction: Introduction to Using IT at LSE*
The principal aim of this course is to provide you with the information and skills you will need in order to use the IT facilities at LSE. It is aimed at all students new to the School, even those with experience of computers, as it introduces you to the IT environment at LSE.

You can also choose from a series of training courses based on Windows 2000, Microsoft Office 2000 (Outlook, Word, Excel, PowerPoint, Access and FrontPage), Internet Explorer (web browser) and SPSS (statistics software).

- Independent Learning** For students who prefer to work on their own rather than in a classroom situation, all of our student training courses can be used independently. Course notes can be collected from the IT Helpdesks (S198 and the Library) or printed from the IT Training website. Course files can be accessed from the public computer rooms and computer classrooms.

SPSS (statistics software) training materials are also available for independent learning.

Computer-based training (TutorPro) is available in the computer classrooms and public areas. TutorPro includes Windows, Microsoft Office (Outlook, Word, Excel, PowerPoint and Access) and Internet Explorer.

There is a typing tutor on the network, called "Mavis Beacon teaches Typing", to help you learn to touch-type or improve your typing speed and accuracy.

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

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

English for Academic Purposes**LN990****English for Academic Purposes**

- If you are a student whose first language is not English, the LSE Language Centre can provide a flexible programme of support relating to your needs.

- Each department will invite a member of our team to speak to you during your Departmental Induction meeting at the start of term. At this time we will give you more information on how to register for any support you need.
- Please feel free to contact the LSE Language Centre on arrival if you have any concerns.

We offer two types of support:

Subject-specific for those students who may need intensive focused support.

Language Workshops for those students who may need a general support programme.

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

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

Modern Foreign Languages

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

INTRODUCTION**Certificate courses are**

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

The following levels are offered for all eight languages:

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

The teachers responsible, with their room numbers, are Astrid Küllmann-Lee, C514 (**A, C, G, J**), Hervé Didiot-Cook, C520 (**F**), Mercedes Coca, C515 (**I, P, S**) and Olga Sobolev, C513 (**R**).

Special modules are offered at Level 5 (e.g. Cinema, Culture and Society, European Studies) (**F, G, S**).

All of our Standard programmes are priced at £120.00 and further details of the programmes and full details on registration are available from the Modern Foreign Languages link on our WebPages www.lse.ac.uk/depts/language

THE CERTIFICATE COURSES**Languages for Social Sciences: Standard Programme***Level One (Absolute Beginners)*

Arabic	LN001	<i>Availability:</i> No previous knowledge of the target language required. <i>Core syllabus:</i> An introductory course to the language incorporating key areas of speaking, listening, reading and writing, transferable skills, grammar, study and residence abroad, topical issues.
Chinese	LN011	
French	LN021	
German	LN031	
Italian	LN041	
Japanese	LN051	
Russian	LN061	
Spanish	LN071	
Portuguese	LN081	

Level Two (Re-start/Elementary)

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

Level Three (Lower Intermediate)

Arabic	LN003	<i>Availability:</i> You should have GCSE at grade C or above or equivalent in the target language; or you should demonstrate the necessary linguistic competence, probably from 4-5 years of continuous study.
Chinese	LN013	
French	LN023	<i>Core syllabus:</i> An introductory course to the language incorporating key areas of speaking, listening, reading and writing, transferable skills, grammar, study and residence abroad, topical issues.
German	LN033	
Italian	LN043	
Japanese	LN053	
Russian	LN063	
Spanish	LN073	
Portuguese	LN083	

Level Four (Higher Intermediate)

Arabic	LN004	<i>Availability:</i> You should have A/S level or Scottish Higher or equivalent in the target language; or you should demonstrate the necessary linguistic competence, probably relating to 5-6 years of continuous study.
Chinese	LN014	
French	LN024	<i>Core syllabus:</i> An integrated programme aimed to increase your fluency in the key areas of speaking, listening, reading and writing, transferable skills, grammar, study and residence abroad, topical issues.
German	LN034	
Italian	LN044	
Japanese	LN054	
Russian	LN064	
Spanish	LN074	
Portuguese	LN084	

Level Five (Advanced)

Arabic	LN005	<i>Availability:</i> You should have A-level or equivalent in the target language; or you should demonstrate the necessary linguistic competence, probably relating to 6-7 years of continuous study.
Chinese	LN015	
French	LN025	<i>Core syllabus:</i> An integrated programme aimed to enhance your overall competence and performance in the key areas of speaking, listening, reading and writing, transferable skills, grammar, study and residence abroad, topical issues.
German	LN035	
Italian	LN045	
Japanese	LN055	
Russian	LN065	
Spanish	LN075	
Portuguese	LN085	

Languages for Social Sciences: Fast-track, Specialist and Guest Lecture Programmes

Some of the Standard Programmes will be supplemented by Fast-track, Intensive, Specialist and Guest Lecture Programmes. Further details available on our WebPages or from the Language Showroom. Guest speaker programmes are mostly timetabled on Wednesday afternoon and Monday to Thursday 1800-2000.

Career Development Programme

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

Who should attend?	All students from the first year onward should be thinking about career development and developing their skills for the future.
Sessions	Dates and venues are available from the Careers Service E388 or the website www.lse.ac.uk/depts/careers/events.htm
Contents	Workshops and seminars will be arranged through the year. Topics may include: <ul style="list-style-type: none"> • Interview skills * • Presentation skills * • Negotiation skills • Listening skills • Writing CVs and applications * • Aptitude tests and personality questionnaires • Assessment centre techniques * • Preparing case studies • Seminars to introduce a range of employers

* Also available as topics for viewing on AGCAS videos in E388.

In addition, watch out for special events, such as **BP Team Training** and **BP Peer Tutoring** schemes, and note that certain student societies such as **AIIESEC** (l'Association Internationale des Etudiants en Sciences Economiques et Commerciales) and **SIS** (Student Industrial Society) also organise career development events and activities for students. Many departments also run their own careers information days.

You may also be interested in participating in one of a number of courses on specific areas of work eg The City, Media, run by the University of London Careers Service www.lse.ac.uk/depts/careers/ulcs_events.htm

FINANCIAL MATTERS

Your status as Home/EU or Overseas is determined by the Undergraduate Office. All other enquiries should be made to the Finance Office, Room H403.

FEES

The fees were correct at the time of going to press but the School reserves the right to add to or alter them. Fees cover registration, teaching, first entry to examinations, the use of the Library and membership of the Students' Union. For students taking approved courses at other colleges of the University of London they also cover the use of common rooms at those colleges.

Fees for the 2001/02 session

You must complete a *Financial Undertaking Form* before registration, and pay fees either in full before the beginning of the session concerned, or by agreement of the School in three equal instalments, according to the instructions given on the form. You are liable for payment if your sponsor (if any) fails to cover any amount due.

Undertaking

Your status as home or overseas student for fee purposes cannot normally be changed after you have registered.

Status

If you owe money to the School or University (including charges for accommodation) the School may apply one or more of the following sanctions at its discretion: withdrawal of library use, cancellation of examination entry, withholding of examination results and/or the award of a degree or diploma, or temporary or permanent termination of registration.

Debts

You do not have a right to a refund of any fees paid. Nevertheless, the School will consider requests for refunds in respect of periods paid for after the termination of registration.

Refunds

You should note that you can be a part-time student only if you have been given permission to repeat a year of your degree programme.

Part-time Students

FINANCIAL ASSISTANCE

If you are facing financial difficulties during your programme due to changes in circumstances which you could not have expected when you registered, you may apply for assistance from the Student Support Fund. Application forms are available on display in Graduate School Reception. The maximum award is normally £3,000.

Student Support Fund

UK undergraduate students are eligible to apply for an award from the Access Fund. Applications will be available from the Graduate School Reception as soon as the Government has confirmed funding for 2000/01, probably in late October.

Access Funds

The School makes loans of up to £250 to fully registered students. Forms are available from Graduate School Reception.

Student loans

For information on sources of financial assistance see the notice boards in Graduate School Reception and second floor corridor of Connaught House. A useful source of general information on financial aid schemes is the Grants Register, published by Macmillan and available in the Library and the Student Advice Centre.

Other sources of financial assistance

All of the following funds have a maximum of £500 except the Women's Right to Choose fund which covers the cost of a private clinic abortion (approx. £300).

Students' Union Financial Support

This fund can assist students who wish to terminate or continue with a pregnancy and who are undergoing particular financial hardship. Male students may apply on behalf of their partner. Applications are treated in the strictest confidence. Apply through the Student Advice Centre.

Students' Union Women's Right to Choose Fund

Students in financial hardship who have not yet been granted refugee status or given indefinite leave to remain, whose immigration status disadvantages them for funding or benefit purposes.

Asylum Seekers

Students with a disability who incur additional unmet costs as a consequence of disability. A free photocopying service may be available to some students. Apply through the Student Advice Centre.

Disabled Students

Students in financial hardship who incur childcare costs during their course of study.

Childcare

Students incurring additional costs related to resitting exams (either full year or part session).

Re-sits

Any student whose high medical costs cause financial hardship.

Medical costs

Students in financial hardship who incur Council Tax liability because they live with their partner.

Council tax

Students wishing to take County Court Small Claims action where the administrative costs of action are beyond their means.

Small claims

Every local authority (local government) has a duty to impose a Council Tax on each dwelling for the purpose of raising revenue for local services.

It is for the local authority to determine whether you are required to pay the tax and if so at what rate. You may not have to pay it: if you live in a hall of residence you will not be liable but you may be liable if you live elsewhere. You may be asked to provide the local authority with a certificate of student status. The School has no role to play in the establishment of your liability for Council Tax but it provides certification as described below.

For Council Tax purposes you qualify as a student if you are in a full-time degree programme (of at least an academic year, at least 24 weeks a year and involving at least 21 hours of study per week during term-time). Overseas students are under the same rules as all other students. A programme lasts from the day on which you begin it to the date on which you complete it, abandon it or are dismissed from it. It includes any vacation between terms and before the end of the programme.

All full-time undergraduate students receive certification on completing registration. Further copies can be obtained by completing the *Certificate Request Form* from the Undergraduate Office. The School must supply on request a certificate to anyone who is following, or has followed, a degree or diploma programme at the School, but it can refuse to comply with a request made more than one year after the person making it has ceased to follow a programme, or if the person is in debt to the School.

If you are a full-time student, your first priority should be your studies. Taking paid employment while studying can seriously affect your progress and is not encouraged.

Students with EU citizenship have the same rights as UK citizens. Other students are no longer required to obtain permission to take spare time and vacation work. This change took effect on 21 June 1999. It applies to all non-EEA national students whether you are currently working or due to start work after this date. Under the new arrangements you will not need to obtain permission before you can work. The conditions, covering the hours and type of work you may do, are

- you should not work for more than 20 hours per week during term time (but see the School's own restrictions below)
 - you should not engage in business, self employment or the provision of services as a professional sportsman or entertainer
- you should not pursue a career by filling a permanent full time vacancy.

You are allowed to take paid employment up to a maximum of 15 hours per week *subject to:*

- any restrictions on work placed on you by your funding body
- your paid work not interfering with your studies at the School
- your not changing classes or courses to fit your paid work schedule.

COUNCIL TAX

Liability

Definition of your status

Certification

EMPLOYMENT

Non EEA students:

For full details see www.dfee.gov.uk/ols/html/nboard/student_working.htm

LSE rules

Undergraduate Prizes

Akzo-Nobel Prize	One of £150; One of £100	Best and second-best performance in Financial Accounting Paper
Bassett Memorial Prize	£30 each; two prizes	Best performance in BSc Government
Bernard Cullen Prize	£100	Best performance in finals of BSc Economics
Janet Beveridge Awards	£50 each; two prizes	Conspicuous merit in 1st/2nd year of a degree in the Department of Social Policy & Administration. Best performance in an Undergraduate Degree in Social Policy & Administration
Christie Memorial Prize	£125	Awarded to students pursuing a course in Department of Social Policy & Administration
Citibank Prize	One of £150; One of £100	1st & 2nd best performance in AC320, Corporate Finance & Financial Markets
Farr Prize	£80	Best performance in the BSc degree in Economics
Financial Times Prize	£100	Best performance in AC340, Auditing & Accounting paper for students in the final year of the BSc degrees in Actuarial Science or Accounting and Finance
George & Hilda Ormsby Prize	£100 each; two prizes	Best examination performance in an undergraduate degree and best dissertation in the Department of Geography and Environment
The GAAPS Actuarial Science Prize	£300 (may be divided between a number of students)	Continuing Undergraduate on BSc degree in Actuarial Science
Goodwin Prize	£50	Best performance during 2nd year for an Undergraduate student in the Department of International Relations
Hughes Parry Prize	£50	Best performance in the subject of LL104, Law of Obligations I
KPMG Peat Marwick Prize	£500	Outstanding performance in AC100, Elements of Accounting & Finance
Harold Laski Scholarship	£100	Third year students showing the most promise in the first 2 years of BSc Government examinations
Maxwell Law Prize	£150	Best performance in the LLB examinations
Andrea Mannu	£100 each; two prizes	Best overall performance in undergraduate examinations for students in the Department of Philosophy, Logic & Scientific Method
Morris Finer Memorial Prize	£100	Best performance in Part I, LLB examinations
Raynes Undergraduate Prize	£100	Best performance in the final year examinations for students on the BSc degree in Actuarial Science
Rishi Madlani Award	£101	Awarded to an undergraduate student obtaining the top mark in Macroeconomic Principles (EC210)
Slaughter & May	£150 each; two prizes	Best performance in Part I & II of the LLB degrees
Michael Sallnow Undergraduate Prize	£120	Best dissertation for BSc/BA Social Anthropology
Lillian Knowles Scholarship	£250 each; two prizes	Best set of marks for a finalist and best set of marks for a 1st year in the BSc degree in Economic History

SCHOOL SERVICES

Introduction

1. Students deserve service of the highest possible standard and quality. To achieve it, students and staff are expected to meet their obligations to each other and to maintain an effective working relationship, resolving difficulties through normal internal channels. This section sets out the agreed obligations; see also the appropriate codes of practice for teaching and learning. The obligations represent statements of intent which are not part of the formal relationship between student and School, and do not create any new legal relationship; nor do they affect students' legal rights. Any failure to comply with them or with any of the delivery targets set will not itself give rise to any legal liability on the part of the School. The obligations do not apply during School closure periods.

2. Services are being progressively made available on the website and/or conducted through email. It is therefore *essential* that you regularly visit the **LSE for You** section of the website and open your LSE email account. These messages and information are regarded by the School as having the same value as paper communications.

Obligations of students

3. You have the duty to meet these responsibilities to the School:

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

Special circumstances

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

Complaints and suggestions

5. If you have a complaint about any aspect of a service you should first speak to the member of staff concerned. If no remedy is found, you should write to the office supervisor or manager; their names appear below. Complaints or concerns may also be pursued through the Students' Union. If no adequate explanation and/or apology is obtained you can take the matter further by writing to the appropriate senior officer: names are published in the *Calendar*.

6. Students have elected representatives on School committees. A full list of these committees and the names of elected representatives can be obtained from the Students' Union offices.

All information is correct at the time of going to press in June 2001. All telephone numbers are internal. Each can be dialled from outside by using the (UK) code 020 7955 followed by the appropriate four-digit number.

Accommodation Office

East Building

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

Opening hours

Term-time and vacation	Monday, Tuesday	1030 to 1630
	Wednesday	1030 to 1330
	Thursday, Friday	1030 to 1630

Useful telephone number

7531

LSE aims to provide

see also *Student Advice and Counselling Centre* in this section

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

Careers Advice

East Building

The Careers Advisory Service gives comprehensive guidance to students seeking information on all areas of graduate employment in the UK. The Service is part of the University of London Careers Service, the largest graduate careers service in Europe.

Opening hours

<i>Term-time and vacation</i>	Monday - Thursday	1000 to 1700
	Friday	1200 to 1700

Useful telephone numbers

Senior Careers Adviser: Mike Tiley	7133	Office Manager	7135
Careers Advisers: Terry Jones, Lesley Martin	7132	Information Officer	7135

The careers library includes videos and inter-active career and employer choice computer programs such as PROSPECTS PLANNER, PROSPECT QUICK MATCH and ADULT DIRECTIONS. You can have booked discussions with Careers Advisers, individually or in small groups of students with similar queries; or unbooked 'Quick Queries' at 1430-1630 Mondays - Thursdays during term-time. See the Careers Service notice boards for information about careers and employer seminars. You are strongly advised to visit the Careers Service soon after arrival at LSE, especially if you are on a one-year programme.

LSE aims to provide

- access to the Information Library during opening hours.
- access to Computer Assisted Vocational Systems within one week of a request.
- a full careers interview with a careers adviser within four weeks of a request.
- advisory 'quick query' access to a careers adviser within one week of a request.

Students undertake to help the Careers Service by

- using the information rooms and reference services responsibly, mindful of the needs of fellow-students.
- helping the School by responding to enquiries about what they are doing after graduation.

Catering

Catering Services provide a range of good-quality food and beverages for all members of the School, at affordable prices and in comfortable surroundings. The levels of service will be determined, within practical constraints, by user demand.

Opening hours

Brunch Bowl	<i>Term-time</i>	Monday - Friday	0900 to 1930	<i>Saturday</i>	1100 to 1600
	<i>Vacation</i>	Monday - Friday	0900 to 1700	<i>Saturday</i>	closed
Robinson Room	<i>Term-time</i>	Monday - Friday	1200 to 1430		
Beaver's Retreat	<i>Term-time</i>	Monday - Friday	1200 to 1430, 1700 to 2100		
	<i>Vacation</i>	Monday - Friday	1200 to 1400, 1700 to 1900		
Café Pepe	<i>Term-time</i>	Monday - Friday	0930 to 1700		

Contact

Catering Services Manager 7220

LSE aims to provide

- a clean, hygienic and pleasant environment in which to eat.
- high standards of care in food production.
- fair and competitive prices.
- a high standard of service and good quality food.

Students undertake to help Catering Services by

- always observing the specific rules and regulations governing each outlet.
- having money available for all purchases, at the point of sale.
- treating materials and facilities with care and respect.
- respecting the environment by clearing litter and taking cutlery, plates and trays to designated areas.

Comments and complaints

- in addition to normal channels, students may complain to the Catering Services Advisory Committee through elected representatives.

Chaplaincy

The Chaplaincy offers a welcome and hospitality to all, as well as the opportunity to talk to a Chaplain at any time. It provides a focus for information and support for students interested in spiritual issues as well as those already committed to a particular faith. It works with an ecumenical Christian team and representatives of various religious societies of the Students' Union, such as the Islamic, Jewish, Buddhist and Baha'i Societies, as well as societies for different Christian denominations. There are rooms set aside for Islamic prayer.

Useful telephone number

7965

<i>Church of England</i>	Rev David Peebles (full time), Flat 3, 80a Southampton Row, London WC1	
<i>Orthodox</i>	Fr Alexander Fostiropoulos, 99 Kenilworth Avenue, London SW19 7LP	020 8879 1461
<i>Roman Catholic</i>	Fr Jeremy Fairhead, Newman House, 111 Gower Street, London WC1	020 7387 6370
<i>Free Churches</i>	Rev Nadim Nasser, 333 Essex Road, London N1 3PT	020 7288 1416
Associate Chaplains	Rabbi Jonathan Dove	020 7387 0207
	Rev Chong Kah Geh	020 8570 2573
	Rev E K Frimpong (Ghanaian Chaplain)	020 7353 6261

Cloakrooms and lockers**Access hours**

<i>Term-time and Easter Vacation</i>	Monday - Friday	0900 to 2120
	Saturday	1000 to 1700

Access hours

<i>Christmas vacation</i>	Monday - Friday	0900 to 1700
<i>Summer vacation</i>	Monday, Wednesday - Friday	0900 to 1700
	Tuesday	0900 to 1900

LSE aims to provide

General lockers are allocated on a first come, first served basis.

- a coin-operated locker service for bag storage in the library cloakroom.
- about 2,000 lockers around the main School buildings for general use, in addition to the Library.
- access to the cloakroom at the published times.

Students undertake to help by

- cleaning out lockers at the end of the session.
- providing a padlock for lockers that require them.
- carefully keeping their locker key/coat lock key.
- removing bags and coats before closing time each day.
- having 20p coins for general lockers and £1 coins for Library cloakroom lockers.
- placing items in the lockers/coat racks and nowhere else.
- awareness that the cloakroom is under CCTV surveillance.

The Environment**LSE aims to provide**

- a well-maintained and clean environment, improved as funds allow.
- daily cleaning of all public areas and teaching rooms.
- cleaning toilets, restocking soap, towels, toilet rolls etc throughout each weekday.
- window cleaning every three months.
- a response within 15 minutes to cleaning-related calls.

Students undertake to help the School environment by

- putting litter in litter bins.
- reporting faults.
- abstaining from vandalism, graffiti etc.
- placing posters and notices only on designated noticeboards.

Fees Office

Fourth floor, Connaught House

The Fees Office collects and processes student fee payments, distributes grant cheques and pays School loans, grants and scholarships. The office communicates with all students via their student email account and the LSE for You website. Please ensure you access your School email account on a regular basis and/or redirect you emails. Before raising any queries concerning your fees, payment methods or payments you have made ensure you have looked at your fee account on the LSE for You website.

Opening hours

<i>Term-time and vacation</i>	Monday, Tuesday	1030 to 1630
	Wednesday	1030 to 1330
	Thursday, Friday	1030 to 1630

Contacting the Fees Office

email Feequeries@lse.ac.uk

To allow us to deal with your query efficiently please remember to quote your student number in all emails

LSE aims to provide

- receipt for the payment of fees at the counter during opening hours.
- receipts by post for all cheques and credit card payments made at the drop box on the fourth floor of Connaught House.
- loan, grant or scholarship cheques within two days of receiving written notice from the Financial Support Office.
- enquiries to be dealt with promptly and efficiently at the counter.
- in the event of a major problem, a point by which the matter should be resolved, normally one or two working days.

Students undertake to help the Fees Office by

- paying fees on time or at the start of the year to take advantage of the discount.
- collecting grant cheques when they are available.
- using the drop box on the fourth floor of Connaught house and the LSE for You website.
- showing proof of identity (registration card) when asked to do so.
- paying all fees due on time.
- providing evidence of sponsorship when requested.

Financial Support Office**Second floor, Connaught House**

The Office aims to give a high-quality service to students and staff on all matters to do with student financial support. It welcomes feedback and constructive criticism and conducts periodic reviews of its procedures.

Opening hours*During registration these times may be reduced.*

Financial Support Drop-in	Term-time and vacation	Monday - Friday	1300 to 1400
Graduate School Reception	Term-time and vacation	Monday, Tuesday	1030 to 1630
		Wednesday	1030 to 1330
		Thursday, Friday	1030 to 1630

Useful numbers

email	scholarships@lse.ac.uk	Fax	020 7955 7216
Web	http://www.lse.ac.uk/admin/financial-support	Other enquiries	7751

The Financial Support Office offers

- during normal School hours, self-service information in Graduate School Reception. You can pick up leaflets and check the notice boards for information. Standard request forms are on open shelves and, depending on the time of year, application forms for various scholarships and financial assistance. You can leave completed forms and other correspondence to the Office in the post box there.
- during opening hours, personal attention by a member of staff available to help you if required. If you need to speak in private please let the member of staff know and he or she will arrange that for you. At busy times of the day we might ask you to wait or call back at a later time.
- Financial Support Drop In Sessions*, every day on a 'first come first served' basis, for those needing financial advice. *Drop In* times are listed in the opening hours above. Come to H207, Connaught House.

Reception can be crowded when staff are available: if you just want to browse, come at other times.

LSE aims to provide*Please note that turnaround times may be exceeded at peak periods.***General**

- prompt answers to counter enquiries during opening hours.
- replies to letters/emails within ten working days of receipt.

Student Support Fund

- a decision within four weeks of receiving a completed application with all the necessary documentation.
- loan applications submitted by 1400 on any working day; a decision within two working days.

Other loans and awards

- Access Fund: a decision within four weeks of receiving a completed application with all the necessary documentation.
- processing times and dates vary according to selection procedures. You will be given appropriate details and receive every practical assistance from the Financial Support Office.

Students undertake to help the Financial Support Office by

- enclosing all necessary documentation when applying for financial support.
- submitting loan applications early in the day.
- notifying the office at once of any changes in financial circumstances after receiving an award from the School.
- repaying all loans on time according to set payment schedules.

Information Technology Services**St Clement's Building**

IT Services is responsible for managing and maintaining School IT equipment and facilities and also provides training and user support.

Opening hours*Security cover only is provided at weekends and when the School is closed.*

<i>Open access rooms</i>	Term-time	Monday - Sunday	24 hour (Webb Room)
	Vacation	Monday - Friday	0900 to 2400 (closing times vary in each building)
<i>Student Helpdesk</i>	Term-time	Saturday - Sunday	1000 to 2200
	Vacation	Monday - Friday	0930 to 1900
<i>New Library Student Helpdesk*</i> <i>* all times provisional</i>	Term-time	Monday - Friday	0930 to 1700
	Term-time	Monday - Friday	0930 to 2300
	Vacation	Saturday - Sunday	1100 to 2100
	Vacation	Monday - Friday	0930 to 2000

Contacts

Student Helpdesk (S198)	6728		
Student Helpdesk (Library)	6947	email	IT_Help_Desk@lse.ac.uk
User Services Manager: Sue Wing	7722	Technical Infrastructure Manager	7552

LSE aims to provide*A minimum of one week's notice will be given before any user facility is temporarily removed from use for a scheduled maintenance activity***Student Helpdesks**

- LSE network registration effective within one working day of an application being accepted.
- a list of all user documentation in print for inspection.
- at least one copy of each document in print for reference.
- opening hours and scheduled weekly rota of advisory staff, clearly displayed.
- all enquiries heard on a first-come, first-served basis; students with unheard enquiries may be asked to return.

Computer classrooms

- available for individual student use when not required for teaching. A weekly timetable of scheduled group teaching displayed for each room on Friday of the previous week; late bookings may be added to the displayed timetable.
- all equipment to be checked on a daily basis during normal office hours for operational functionality.
- in term, no more than one workstation a room out of use due to hardware error, at the start of any day.

IT public areas

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

Training

- training sessions in the use of selected IT facilities and software packages; list of available courses with enrolment details on IT Services webpages and displayed on St Clements Building IT noticeboard.

Customer liaison

- attendance by the User Services Manager or a suitable representative at staff/student or other appropriate committees, when invited, to discuss IT Services and related matters.
- other channels of communication to enable users to influence present and future services and how they are managed, such as an annual user survey and an online suggestions box.

Students undertake to help IT Services by

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

The Library**Lionel Robbins Building**

The School's Library (the British Library of Political and Economic Science) purchases books and subscribes to a large number of journals and electronic information services that students need for courses and research. It maintains extensive collections for research students and academic staff.

Opening hours

Term-time and Easter vacation	Monday - Friday	0900 to 2300*
	Saturday - Sunday	1100 to 2100*
Christmas and Summer vacations	Monday - Friday	0900 to 2000*

* *Services close 10 minutes earlier***Useful numbers**

Web	http://www.library.lse.ac.uk	Enquiries and renewals	7229
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LSE aims to provide**Access**

- access to the Library during opening hours and a seat and table.
- entitlement with a valid student card to enter the Library during all opening hours.

Customer service

- access to senior staff during core hours when a request cannot be met by counter staff.
- a box for suggestions and complaints in a prominent position.
- a complaint or suggestion which contains its author's name to receive a written reply within ten working days, and normally the reply displayed on the feedback board.
- regular surveys so that you can influence services and how they are managed.
- attendance by the Librarian or representative at a staff/student or other appropriate committee, when invited, to discuss Library and related matters.

Materials

- at least one copy of each item notified to the Library as on a current LSE reading list, subject to availability.
- priority at all stages of the ordering and cataloguing process to books on current notified LSE reading lists.
- books awaiting cataloguing, and so identified through the Library system, catalogued on request and given priority processing.
- materials available from closed access and held locally fetched for the user within one hour of request.
- renewal of borrowed items if not reserved by another user and if no fines are owed; renewals in person or during opening hours or by telephone between 1000 and 1700.
- facility to reserve an item that may be borrowed for a week or more if all copies are on loan.
- daily analysis of reservations and loans, to assess demand and to take appropriate action to change the loan period.
- reshelving of all general open access materials within a 48-hour cycle in opening hours.
- availability of online catalogue and system loan facilities for over 95% of opening hours over a session.

Information

- professionally qualified staff to deal with enquiries.
- a referral enquiry service if the query cannot be answered in sufficient detail immediately.
- information on subjects within the scope of the Library, as well as advice on other sources.
- guidance on how to use sources.
- a full range of printed and on-line leaflets and guides to the Library services and collections, free to all.
- up-to-date information on Library services available on the World Wide Web.

Special help

- a variety of special services to support students with special needs, for example a study room, a book-fetching service, free photocopying.

Students undertake to help the Library by

- in all parts, keeping mobile phones switched off, limiting eating and drinking to water only, and not smoking.
- showing consideration for other users by eg returning books to the reshelving stacks after consulting them, returning books on loan by the due date, fully vacating study places when taking a break, not hiding items thereby preventing others from access, not vandalising materials, maintaining a quiet study environment.

Medical Centre**St Philip's Building**

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

Opening hours Monday - Friday 0900 to 1700
For urgent medical problems when the Centre is closed ring 7016

Useful telephone numbers All medical enquiries 7016 Dentist 7444

LSE aims to provide

- General**
- a high standard of medical, nursing and dental care.
 - strict medical confidentiality. No information provided to anyone without patient's written permission.
 - a copy of your medical record on request. There is a charge for this facility.
- Doctor**
- urgent cases to receive attention on the same day.
 - routine appointment in three to four working days of a request.
- Nurse**
- access on the same day.
- Psychotherapist**
- urgent counselling problems to receive attention within one working day.
 - routine appointments as soon as possible, usually within two weeks.
- Dentist**
- registered patients in pain usually seen within 24 hours.
 - routine appointment in five to six weeks.
 - non-registered patients will be given advice on where to obtain emergency treatment.
- Additional services for those registered with the NHS**
- referral to NHS hospitals for specialist advice if indicated.
 - NHS prescriptions and home visits where medically indicated.
 - repeat prescriptions within one working day.
- Additional services**
- immediate emergency cover for all students and staff on site during opening hours.
 - liaison with School staff in individual cases where required and with patient's permission.
 - involvement of medical staff in School issues that touch on the physical or mental well-being of students and staff such as accommodation, welfare and hardship, disability, the design of courses and student progress.

Students undertake to help the Medical Centre by

- notifying it of changes of name or address as soon as possible.
- being patient and understanding in circumstances where they cannot be seen by the specified time; this might be because of an emergency or the needs of other patients.

Nursery**Parish Hall**

25 places are available for children of students and staff from the age of six months to five years, 14 for the children of students. There are waiting lists both for the over-2s and under-2s: places are offered on a "first-come, first-served" basis, but priority is given to parents who already have a child at the Nursery. Subject to age limits a child can attend indefinitely.

Opening hours Term-time Monday - Friday 0930 to 1730
Vacation Monday - Friday 0930 to 1700

Useful telephone number 7772

LSE aims to provide

- a high standard of professional care and service for the children.
- on request an application form, details of hours, charges and other information.
- notification in good time of any changes in opening hours and charges.

Students undertake to help by

- paying the correct Nursery fees/charges by the specified dates.

Security**LSE aims to provide**

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

Students undertake to help School security by

- calling 666 only when necessary.
- reporting anything suspicious on extension 666.
- never leaving personal property, especially laptop computers, in unattended, unlocked, offices.
- leaving personal belongings, bags or bicycles unattended only in designated places.
- not leaving cash or valuables in lockers.

Timetables and teaching rooms

All enquiries should be made to the Undergraduate Office.

LSE aims to provide *Subject to course choice procedures*

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

Undergraduate Office**Third floor, Connaught House**

The Office aims to give a high-quality service to students and staff on all matters to do with registration, certification and examination. It welcomes feedback and constructive criticism and conducts periodic reviews of its procedures.

Opening hours Term-time and vacation Monday, Tuesday 1030 to 1630
During registration there may be fewer staff at the office itself and therefore an increased risk of having to queue. Wednesday 1030 to 1330
Thursday, Friday 1030 to 1630

Useful numbers 7130, 7146, 7752, 7753, 7143, 7142, 7966, 7131
email undergraduate@lse.ac.uk Fax 020 7955 6368

The Undergraduate Office offers

- during normal School hours, self-service information in Undergraduate Reception. Here you can pick up forms and leaflets or check the notice boards for information on undergraduate matters and leave completed forms for certain matters in the drop box.
- during opening hours, personal attention by staff available to help you if required. If you need to speak in private please let the member of staff know and he or she will arrange that for you. At busy times of the day we might ask you to wait or call back at a later time.

LSE aims to provide *Please note that turnaround times may be exceeded at peak periods.*

- General**
- prompt answers to counter enquiries during opening hours.
 - replies to letters/emails within ten working days of receipt.
- Registration and student records**
- full information on procedures and deadlines; clear and concise instructions communicated in good time and prominently displayed.
 - certificates of registration within five working days of a request.
 - completion of other forms within five working days of receipt.
 - a replacement student registration card within one working day of request.
- Examinations**
- the examinations timetable by subject by the end of the Lent term.
 - permission for special examination arrangements at least one week before examination (if submitted in time).
 - individual seat numbers posted outside each room on the day of the examination.
 - results by post between the end of July and the middle of August.

Students undertake to help by

- informing the office immediately of changes such as address or name.
- observing all applicable examination arrangements.
- informing the office of any problems about examination arrangements as soon as possible so that alternative arrangements may be made in good time.

The Students' Union**GENERAL**

E296

The Students' Union exists to promote welfare, the interests and corporate life of the students of the School and their common interests with the general student community as such. The Union has two roles:

- To represent students to the School and to outside institutions on student-related and wider issues.
- A social function: the Union runs three bars, a shop and a coffee bar and puts on regular entertainments. In addition there are over 120 societies catering for numerous nationalities, interests and political persuasions. The Union also runs a copy shop, a state of the art fitness centre, a weekly newspaper, a campus radio station and a student volunteering project.

General

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

Membership

Students have a statutory right not to be members of the Union. Students exercising this right will not be unfairly disadvantaged in the provision of services or otherwise, by reason of their doing so. The Union Shop, the café and the Student Travel service are open to all students of the School. The Three Tuns Bar has a club licence and non-members are guests: they must be signed in.

Opting out of SU membership

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

No rebate will be made to students who opt out.

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

STUDENTS' UNION ADVICE AND COUNSELLING CENTRE

E297

The Students' Union Advice and Counselling Centre is open in term-time Monday, Tuesday, Thursday and Friday at 1030-1600 and in vacations at 1030 to 1400. Enquire at Reception or by telephone; an appointment can be made for you to see a member of staff. We use an ansaphone outside these hours – you will be called back as soon as possible.

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

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

020 7955 7145

Legal and Welfare Advisers

Sue Garret
Schimpf Carruthers
Louise Allison
Shanna Hyder
Toby Gravest

Counsellor

Sheila Gill

NIGHTLINE

020 7631 0101

A telephone information and counselling service for students nightly in term, 1800-0800.

STUDENT ADVISERS

Dean of Undergraduate Studies

Mark Hoffman, A203,
ext 7574

The Dean of Undergraduate Studies has a wide range of responsibilities covering all aspects of the undergraduate experience at the School. He may be consulted by any undergraduate student at the School who wishes to discuss any problem, whether academic or personal. *The Dean will see students during his office hours in the Deans' Office (A203) or by appointment.*

Adviser to Women Students

Dr Sarah Worthington, A159,
ext 6389

The Adviser is available to discuss issues of concern to women students in the School and to offer advice and support to women students with personal problems.

Adviser to Students with Disabilities

Ms Jill Ramsay, H417,
ext 6624

The Adviser provides a first point of contact for students and can give advice and information about disability issues.

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

For full details of School facilities please see the "Information for students with disabilities" booklet or website, <http://www.lse.ac.uk/disability/>

Dyslexia Support Tutor

Mrs Jean Jameson, H417b,
ext. 6034

Support for dyslexic students includes:

- individual tutorials
- small group sessions on specific topics
- advice on applying for special exam arrangements
- free photocopying facilities
- extended library loans
- use of specialist IT software

Students who think they might be dyslexic are offered:

- "drop-in" initial interviews
- screening and advice
- help in arranging a full assessment
- advice from the Students' Union regarding funding

ALUMNI RELATIONS

LSE – through its Alumni Relations programme – is committed to helping alumni and the School stay connected with each other in ways that are mutually beneficial and lasting.

Alumni Relations
Tel (020) 7955
7052/7451/7377
Fax (020) 7955 7378/7657
email alumni@lse.ac.uk
<http://www.lsealumni.org>

The aims of the programme are:

- To communicate with alumni for the purpose of initiating, developing and nurturing a *lifelong* relationship with them;
- To involve alumni in *meaningful* service to the School, and so contribute to its strategic direction.

The alumni website is located at <http://www.lsealumni.org>. The website contains an up-to-the-minute calendar featuring alumni events around the world; news items; contact details for alumni who run our international and London-based alumni groups; as well as online services such as a free LSE-branded email address, searchable email directory, mentoring scheme and business-to-business exchange.

Online services

All LSE alumni automatically receive the following benefits and services:

Benefits and services

- Free access to the BLPES, including borrowing rights.
- Lifelong subscription to the award winning biannual *LSE Magazine*.
- Dedicated alumni website, including LSE-branded email, searchable email directory and other online services.
- Notices of forthcoming LSE and alumni events: termly receipt of events leaflet (on request); mailed invitations.
- Discounts on London-based accommodation, including LSE halls of residence (vacation time only).
- Alumni discounts on use of Students' Union gym facilities.
- Discounts on some LSE short courses and executive education.
- Free access to LSE Language Centre facilities; discounts on language courses (subject to availability).
- Help in finding fellow alumni; message forwarding service.
- Guidance in making contact with appropriate School departments and staff.

The School is in touch with 60,000+ alumni, more than half reside outside the UK. There are LSE alumni contacts or groups in nearly 140 different countries who organise events and activities for local alumni and give information and advice to enquiring alumni and prospective students.

International alumni activities

Details on how to contact the international groups are available on the LSE alumni website.

Alumni can also join in events and activities hosted by the School's London based groups.

These groups cater primarily for particular professional or personal interests: LSE Alumni Lawyers' Group, LSE Media Group, LSE Environmental Network (LSEEN), the Economicals football club and the London Activities Committee (LAC).

UK alumni activities

The termly *LSE Events* leaflet, detailing lectures, seminars and exhibitions open to the public can be received by LSE alumni on request. In addition, there are alumni events, such as themed debates, networking receptions and alumni reunions.

Events

LSE students are encouraged to attend alumni events and to stay active in the life of the School on leaving.

The examinations timetable will be published by the end of the Lent term. Examinations will take place in the Summer term.

The course choices you make at the start of the session will constitute your examination entry. You will be sent confirmation of your entry in the first weeks of the Lent term.

Deferral is not a right. You will need a good reason why you should not sit all the examinations for your programme in the year in which you were taught.

School regulations normally require you to sit all examinations in the academic session in which you first studied the courses. If you wish to defer an examination, you will need to obtain the permission of the Chair of the Sub Board of Examiners for your degree. You should ideally obtain this before the end of the first week of the Summer term, but the regulations allow you to do this as late as seven days before your first examination. You should note that permission to defer is only given in exceptional circumstances. LLB students cannot normally ask for deferral.

You will need a good reason why you should not sit examinations for your programme in the year in which you were taught.

If you wish to withdraw from taking all your examinations this session, you should first discuss your position with your tutor. You are also advised to discuss this with the Dean of Undergraduate Studies. You will need to obtain permission from the Chair of the Sub Board. The Undergraduate Office must be informed at least seven days before your first examination.

The overseas examination fee is £100, payable by all candidates allowed to take examinations overseas in addition to any re-sit fee. See EXAMINATION RE-SITS below.

If you are a registered student, you must sit your examinations at the School, unless they are intercollegiate examinations, in which case students would normally sit at the institution that delivered the teaching for the course being examined. Private unregistered students may apply to sit examinations overseas at an approved overseas centre by writing to the Undergraduate Office.

If you are ill *before* your examinations and you think your illness may affect your examination performance, you can ask that the Board of Examiners take your illness into consideration. You must get a medical certificate confirming your illness and write formally to the board via the Undergraduate Office, quoting your candidate number and your programme of study.

If you are taken ill *during* your examination, or have an accident just before it, you must contact the Undergraduate Office immediately to discuss your position. You must submit medical information and details of extenuating circumstances within seven days of your last examination. Any information submitted after the meeting of the Board of Examiners *cannot* be taken into consideration.

At least seven weeks' notice to the Undergraduate Office is required. Only if you experience sudden injury or illness will we consider a later application.

If, because of a physical, medical or psychological condition, you have special needs for your examinations you should inform the Undergraduate Office as soon as possible and no later than seven weeks before your first examination. Special arrangements agreed in the past have included the use of aids, extra time, rest periods, special examination accommodation, etc. You will need medical certification and/or other supporting documentation to support your case. In order to apply for special examination arrangements, you should complete and submit a Request for Special Examination Arrangements form, available from the Undergraduate Office. Students with long-term physical or medical conditions should register these on their Registration Form at the beginning of session.

Examination (including assessed course work) offences are defined by the School's Regulations on Assessment Offences in Taught Degree and Diploma Courses.

Cheating is an attempt to deceive the examiners and is an offence. It includes but is not limited to:

EXAMINATIONS

EXAMINATION TIMETABLE

EXAMINATION ENTRY

DEFERRING EXAMINATIONS

Deferral is only given in exceptional circumstances.

WITHDRAWING FROM EXAMINATIONS

EXAMINATIONS OVERSEAS

If we cannot make satisfactory arrangements overseas you will have to take examinations at the School.

ILLNESS AND EXAMINATIONS

Before examinations

During examinations

SPECIAL FACILITIES

Please discuss your needs as early as possible with the Adviser to Students with Disabilities and/or the Health Centre.

ASSESSMENT OFFENCES

Cheating

- the use of books, notes, instruments, computer files or other materials or aids in the examination room that are not expressly permitted;
- assistance or the communication of information by one candidate to another in an examination room or where not permitted by the examiners; copying or reading from the work of another candidate or from another candidate's books, notes, instruments, computer files or other materials or aids, unless expressly permitted by the examiners.

Work submitted by you for assessment must be your own. If you try to pass off the work of others as your own you will be guilty of plagiarism. *Plagiarism 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 clearly identified as such by being placed inside quotation marks and a full reference to their source must be provided in proper form. A series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as much as does a single unacknowledged long quotation from a single source.

After the board of examiners for your programme has met the pass list will be published on the noticeboards on the Ground Floor of the Old Building. Your results will be sent to your permanent home address. The Undergraduate Office will **not** give examination results over the telephone.

You are allowed three entries only for each examination paper.

If you have passed an examination, you are not allowed to resit it (the exceptions to this rule only apply in some circumstances on the LLB degrees).

If you have failed an examination and have not been classified for an Honours or a Pass degree, you are normally expected to resit the failed paper at the first possible opportunity. You should confirm resit examinations as part of the normal confirmation of examinations. If you wish to apply for a failed examination to be condoned, you should obtain permission from the Chair of the Sub Board of Examiners for your degree at least seven days before your first examination. Such permission will only be given in exceptional circumstances. It may also require the permission of the Committee on Student Progress. If you have been classified, you are not permitted to resit any paper.

If you are not in registration and are therefore considered to be a private unregistered candidate, you should confirm with the Undergraduate Office your intention to resit your examinations by the end of November of the session in which the examinations take place.

All private unregistered students are required to pay a fee of £60 per full unit paper and £35 per half unit paper. There is also an additional £100 for those allowed to sit overseas.

The Committee on Student Progress considers applications from students who wish to proceed to the next year of study despite not meeting the requirements specified in the progression rules for their degree, or who wish to apply for repeat registration as a full- or part-time student.

Degree programmes have rules about progression, details of which are laid out within the degree regulations. Students who fail to meet these progression rules will not automatically be allowed to proceed to the next year of study for their degree programme. They may resit examinations as a private unregistered student.

If you have failed to meet the requirements specified in the progression rules for your degree, the Undergraduate Office will write to you and invite you to make applications to the Committee on Student Progress. You are normally asked to complete a form stating which form of registration you wish to apply for in the next session, and write a formal letter of application, giving the reasons for poor performance (including details of health, domestic or personal difficulties encountered during the session which might justify additional registration or progression).

Additional registration is not automatic. It will not be granted unless a strong case has been made and unless it is also likely that any problems will have been resolved. The Committee takes into account the views of your personal tutor, medical reports, if relevant, and class reports.

Ceremonies are held at which those to be awarded a degree are presented to the Director by their departments. Official photographs and videos of the ceremony are available for sale, and receptions are held for students and their guests in departmental groups.

Plagiarism

RESULTS

EXAMINATION RE-SITS

Re-sits in registration

Re-sits out of registration

Re-sit fees

COMMITTEE ON STUDENT PROGRESS

Progression rules

Procedure

Applications should be sent to the Undergraduate Office as soon as possible in the summer vacation and not later than the start of the next session.

PRESENTATION CEREMONIES

Late in the Lent term, we send booking forms to all students expected to be eligible. Please make sure the Undergraduate Office has an up-to-date address for you. We normally allow for each student to have two guest tickets. We charge for these (£15 in 2001) and you should also allow up to £30 for the hire of academic robes if you wish to take part. Extra guest tickets may be made available if there is room. For this reason, we must ask for booking forms to be returned by mid-May. We cannot guarantee to fit in students or guests who do not book by the advertised date (we will refund payments for guest tickets where we receive notice of withdrawal, or if for any reason a student becomes unable to take part in a ceremony).

If you wish to appeal against a decision of the board of examiners where the School is responsible for administering the examination in question, see the regulations set out later in this section. *There is no appeal against the academic judgement of the examiners.*

EXAMINATION APPEALS

REGULATIONS ON ASSESSMENT OFFENCES IN TAUGHT DEGREE AND DIPLOMA COURSES

Introduction

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

Assessment offences

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

Making the allegation

- 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.
- 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 work thought to be affected, but he/she should continue to mark the work in the usual way.
- All allegations must be made confidentially in writing to the Academic Registrar.
- The making of an allegation renders the matter effectively *sub judice*, and only under these regulations should candidates be questioned about any allegation made against them.

The allegation

- 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:
 - Where it is agreed that no offence has been committed no further reference will be made to the allegation except that the Academic Registrar will so inform the person making the allegation. Information about it will not be added to the student's file.
 - 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 15 to 31.

- Where it is agreed that the evidence supports a *prima facie* case of a material assessment offence the allegation will be heard under regulations 15 to 31. The Academic Registrar will inform the person(s).
- Where no agreement is reached the course of action more favourable to the candidate shall be adopted.

Hearing the evidence

- 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:
 - send to the candidate a copy of the allegation and the procedures for hearing it
 - invite the candidate to state whether the allegation is true or false and provide a statement and/or any evidence relevant to the case
 - advise the candidate that he/she might wish to seek advice (if an undergraduate) from the Tutor, Departmental Tutor or Dean of Undergraduate Studies, or (if a graduate student) from the Supervisor, Programme Director or Dean of the Graduate School.
 However, communication with the candidate and any action under these Regulations may be delayed pending the sitting of any examinations being imminently taken by the candidate.
- 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.
- 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 (except that the chair of the Misconduct Sub-Committee of the LLB Examination Board shall be drawn from the membership of the School Board for BA and BSc degrees), two examiners and a sabbatical officer of the Students' Union or a student drawn by lot from the panel of student members of Boards of Discipline. No person directly involved in the assessment in question or connected in any way with the allegation will serve when the Sub-Committee considers the case. All relevant documentation shall be placed before the Sub-Committee which shall be required
 - to determine the truth of any allegation as to assessment offences, and
 - to make a recommendation drawn from the penalties set out in these procedures, where the allegation is found proved.
- The Sub-Committee is quorate when there are three of its members present, one of whom must be the Chair.
- 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.
- If the candidate does not reply to the invitation set out in Regulation 15.2 or if the candidate denies the charge, the Academic Registrar shall inform him/her of the date on which the hearing of the allegation is to take place. The candidate shall be invited to comment on the allegation and the evidence. He/she may elect to be accompanied by an officer of the Students' Union or by a friend or representative, who shall have the same rights as the candidate.
- The candidate and/or his/her friend or representative shall have the rights to see or to listen to, as appropriate, all evidence given; to question the witnesses appearing before the Sub-Committee; and to submit documents to the Sub-Committee.
- With the approval of the Director the Sub-Committee may obtain independent forensic evidence to assist it reaching a conclusion on a matter of fact.
- 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.
- The candidate will be adjudged innocent unless a majority of the Sub-Committee is satisfied on the basis of the evidence presented to it that the commission of the offence is proved.

Subsequent action

- If the Sub-Committee decides that the candidate is innocent, the Academic Registrar shall so inform the candidate in writing. No further action shall be taken, and no record of the allegation or the proceedings shall be included on the student's record.
- 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 16, the Sub-Committee shall have the power to recommend to the examination board either
 - 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
 - that the results in all papers taken in the year be cancelled and a mark of zero returned, or
 - 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, that the candidate be denied the right to re-register for the examinations or equivalent, or
 - that the results in the paper or papers concerned be cancelled and a mark of zero returned, or
 - 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.
- The decision of the Sub-Committee under Regulation 26 may be given to the candidate orally by the chair of the Sub-Committee and shall be conveyed to him/her in writing by the Academic Registrar.
- 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.
- The decision of the examination board under Regulation 28 shall be conveyed to the candidate in writing by the Academic Registrar.
- Where a Sub-Committee has decided that an offence against these regulations has been committed by the candidate, the candidate shall have the right to appeal against that decision on the grounds that the Sub-Committee was constituted in such a way as to cast doubt on its impartiality and/or that relevant fresh evidence has been received that might have caused a different decision to have been made provided that it can be shown that it was neither reasonable nor practical for such evidence to have been presented to the Sub-Committee before its decision. Any such appeal must be received by the Academic Registrar within five working days of the date of the letter sent under Regulation 29. The Director or a Deputy Director shall have the sole right of determining whether sufficient evidence is presented to warrant the reopening of the hearing. If he or she so determines, he or she shall direct a rehearing either by the original Sub-Committee or by a different one, which shall consider the matter afresh.
- 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 14.2.

Appeal

- Any appeal against a decision of the examination board may be made under the *Regulations for the consideration of appeals against decisions of Boards of Examiners for taught courses*.

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

General

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

Grounds for making an appeal

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

Decisions in respect of which an appeal may be made

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

Procedures for making an appeal

9. An appeal under these Regulations shall be considered if the student concerned lodges it in writing with the Academic Registrar of the School as soon as possible and in any case on or before one calendar month after the date on which the decision against which the appeal is made was posted to the student, and if the letter of appeal states
 - 9.1 the name of the student,
 - 9.2 an address or addresses at which the student may be contacted during the period of the hearing of the appeal,
 - 9.3 the examination in respect of which the appeal is made,
 - 9.4 the grounds for claiming procedural defect, and if it has been signed and dated by the student.
10. The Academic Registrar shall acknowledge receipt of the appeal.

First stage of appeal

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

Second stage of appeal

15. Subject to these Regulations a student may appeal against a decision under Regulation 12 not to refer the matter to the board for re-consideration.
16. For such an appeal to be heard the student shall in writing, by a letter received within fourteen days of the date of the letter of the Academic Registrar sent pursuant to regulation 12, request the Academic Registrar to invoke the formal procedures for the second stage of appeal.
17. Exceptionally, where it appears that the facts of the case have been established beyond doubt and that reference back to the examination board would properly result in no new decision, a Deputy Director may certify the notice of appeal as invalid.
18. On receipt of a valid request under regulation 16 and 17 the Academic Registrar shall
 - 18.1 acknowledge receipt to the appellant
 - 18.2 call a meeting of the Appeals Committee as constituted under Regulations 25 to 28.
19. The Appeals Committee shall meet as soon as is practicable. The meeting will normally take place within four term-time weeks of the receipt of the valid request. It will invite the appellant or a representative to appear before it and/or to give written evidence if desired.
20. The Appeals Committee may ask any other person, including the chair of the board, to appear before it and/or to give written evidence if desired.
21. The Academic Registrar shall cause a record to be made of the proceedings of the Committee.
22. The Committee may at its discretion and on behalf of the School make one of the following decisions:
 - 22.1 that the appeal be allowed and the matter be referred back to the board, or
 - 22.2 that the appeal be dismissed.
23. The Academic Registrar shall by letter convey the decision under regulation 22 to the appellant and, if the appellant is known to the Academic Registrar to be a student registered at another college of the University of London, also to that college. If it is a decision under regulation 22.1 he/she shall inform the chair of the board and give him/her a brief record of the reasons why the appeal had succeeded. The chair shall then as soon as is practicable cause a fresh decision to be made in the light of all the evidence available to the board. Such a decision, properly made within the appropriate regulations and procedures, shall be the final and authoritative decision of the School.

Further action

24. The consideration of an appeal under these Regulations will exhaust the opportunities open to the student within the School. It will remain open to a student registered on a programme leading to a degree, who remains dissatisfied with the outcome of the appeal process, to petition the Visitor of the University of London by request to the Academic Registrar of the University.
25. A student not registered on a programme leading to a degree may submit a request for review, which must be in writing and be lodged with the Director normally within eight weeks of the date on the Academic Registrar's letter in 23 above. A request for a review will be considered only if the appellant provides evidence of one or more of the following:
 - 25.1 Significant procedural defect or material irregularity;
 - 25.2 Significant new evidence that was not presented previously for a good reason;
 - 25.3 A significant extenuating factor which was not raised previously for a good reason.
26. The Review will be conducted by a lay governor, selected by lot from the panel of lay governors established for this purpose. The lay governor must not be a member of any the School's committees that deal with student matters. If it becomes apparent during the course of proceedings that the lay governor has an interest in the matter, it must be disclosed immediately to the Director who will decide in consultation with the lay governor whether it is appropriate for the lay governor to deal with the review.
27. The appellant will be informed of the appointment of the lay governor and can exercise the right of pre-emptory challenge up to three times.
28. The lay governor will have access to independent legal advice if required in conducting the Review.
29. The student and the School may each submit documentation in advance of the review to support their respective cases. No oral submissions may be given. The lay governor may seek additional information from both the School and the student to assist in conducting the review.
30. The lay governor will make such report or recommendation, as he/she feels appropriate in the case, giving reasons for his/her findings, to the appellant and to the School.
31. If the lay governor shall decide that the appeal should succeed, then the Council or its Chairman's Group shall receive a report on the matter and may advise the Academic Board that the decision of the board of examiners should be reversed. The decision of the Academic Board shall be final.

Constitution of the Appeals Committee

32. There shall be an Appeals Committee constituted for each case which shall be competent to act on behalf of the School according to these Regulations.
33. The Committee shall consist of
 - 33.1 an experienced chair of examiners, in the chair
 - 33.2 two members of the academic staff
 - 33.3 a student or sabbatical officer of the Students' Union appointed by the appellant.
34. No person shall serve as a member if s/he has during the past year been an examiner for the course in question (or, where classification is in question, for the programme concerned) or a member of the appellant's department.
35. Membership for each case shall be determined by the Director or Pro-Director who shall make appointments from a panel annually established by the Academic Board.

Schedule 1

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

Programme	Relevant board
BA and BSc degrees	The School Board of Examiners for BA and BSc Degrees
LLB degrees	The School Board of Examiners for LLB Degrees

LIBRARY AND IT SERVICES

RULES OF THE LIBRARY

Conduct within the Library

1. Noise, disturbance or unseemly behaviour is prohibited in any part of the Library.
2. Food and drink (other than water) must not be consumed in the public areas of the Library.
3. Smoking is not permitted in any area of the Library.
4. The use of mobile phones is prohibited in the Library and users are asked to switch them off when entering the building and keep them switched off.
5. Library users are asked to treat other users with consideration, in particular those users with a disability.
6. Furniture, fittings or equipment in the Library must not be misused or their arrangement altered.
7. No broadsheets, handbills, newspapers or any material other than official notices from the Library or the School may be distributed within the Library, without the permission of the Librarian.
8. Library users should not attempt to reserve study places by leaving personal belongings at desks when they have left the building. Such items, if left for a long period, may be removed by library staff.
9. On leaving the Library, users may be asked to present their bag for inspection by Library staff as well as any books or folders they are carrying.
10. Any damage or defacement of Library materials, by marking, erasure or mutilation is strictly prohibited. Library users are asked to report to a member of Library staff any instances of such defacement noted.

Admission to the Library

11. The Library is open for the purpose of study and research to:
 - (a) Governors and Honorary Fellows of the School
 - (b) Current members of the staff of the School and retired members of the academic and academic related staff
 - (c) Registered students and alumni of the School
 - (d) Members of the academic staff and research students of the University of London and of members of the M25 Consortium
 - (e) Members of the academic staff of other higher education institutions
 - (f) Members of the public needing access to the Library's heritage collections
 - (g) Students of other higher education institutions (in School vacations only)
 - (h) Members of profit-making organisations engaged in research, on payment of a fee
 Full details of the Library's current Admissions Policy are available on the Web at www.library.lse.ac.uk and from the Library Reception Desk.
12. All users must possess a current Library card or permit and show it on request. Library users are responsible for the use of their Library card and should not allow others to use it.
13. Applicants for a Library card or permit may be required to provide evidence of status.

Loan facilities and terms of borrowing

14. The following persons may borrow from the Library:
 - (a) Those stipulated in categories (a) to (d) of Rule 11
 - (b) Other persons covered by an agreement with another institution or consortium or at the discretion of the Librarian.
15. Books listed in the Library's catalogues are normally available for borrowing with the following exceptions:
 - (a) those in the reference collections
 - (b) those in the special collections
 - (c) those designated as 'Not for loan'.
16. Books may be borrowed from the Course Collection subject to the terms below.
17. Loans may normally be renewed if the book is not required for another user, although the number of renewals of items in high-use categories may be limited.
18. Journals and other serials may normally be borrowed only by members of the academic and academic-related staff of the School; such borrowing may be restricted in the case of very high-use journals.
19. Journals housed in the Current Periodicals area may not be borrowed.
20. Nonbook materials – eg microforms, CD-ROMs, computer discs and tapes – are not normally available for loan. Videos may be borrowed, as may computer discs which accompany printed works.
21. Borrowing from the Course Collection is normally restricted to registered students of the School and to members of its staff.
22. Course Collection books may not be removed from the Collection unless issued on loan by a member of Library staff at the Service Counter or through one of the Course Collection self-issue machines.
23. External users may have Course Collection items made available to them for reference use, at the discretion of Library staff.
24. Items should be taken to the Service Counter for borrowing; users should present a current Library card on each occasion of borrowing.
25. 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.
26. Library materials 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 items loaned.
27. Items on loan may be recalled at any time if required for the use of another reader and should be returned within the required period.
28. All library materials borrowed must be returned within the stipulated loan (or recall) period. Failure to do so may result in the imposition of a fine.
29. Fines shall be charged at rates determined from time to time by the Librarian, in consultation with the Library Committee. The late return of any library materials borrowed or failure to pay a fine imposed for late return may result in the suspension of borrowing privileges.
30. 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 in this way remains the property of the Library. Details of current borrowing regulations are available on the Web at www.library.lse.ac.uk and in printed Library guides.

Use of material within the Library

31. After use, library materials on open access shelves should be left on the re-shelving stacks.
32. Library materials on closed access may be requested from the Service Counter and should be returned there after use.
33. Special rules apply to the use of rare books, manuscripts and other materials in the Archives Reading Room or administered by its staff. These rules are on display in the Archives Reading Room.
34. No book or other property of the Library may be taken from the building at any time without authority.

35. Readers allocated a book locker may keep in it Library materials on loan to them and recorded as such at the Service Counter. Checks of the lockers will be carried out by library staff and any non-issued Library materials found will be removed. In such circumstances, the individual concerned will automatically lose the right to use the locker.

Copyright

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

Use of Information Technology Services within the Library

37. 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.

Enforcement

38. Failure to observe any of the above rules may in the first instance be dealt with by the Librarian or an authorised representative, who may take such action or apply such penalties as is reasonable in the circumstances. Penalties may include suspension of Library privileges.
39. 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.

POLICY STATEMENT ON THE USE OF INFORMATION TECHNOLOGY

Introduction

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

Scope

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

Authorised Users

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

Obligations of users

5. Users of the School's IT facilities are required to comply in every respect with the *Conditions of Use of IT facilities at LSE*. In doing so they must:
 - respect others' intellectual property
 - avoid activities which may lead to criminal liability, including use of pornographic material
 - avoid keeping of others' personal data unless registered
 - not produce or pass on any material which could be considered defamatory
 - understand that the School will impose severe penalties – up to expulsion or dismissal or even referral to the police – in order to protect the interests of IT users and to safeguard the reputation of the LSE.

Detailed Regulations and Conditions

6. Authorised users are also expected to be familiar with and comply with the following documents:
 1. the School's Regulations for Students (published in the *School Calendar*) or the *Terms and Conditions of Employment for Staff* (published in the *Staff Manual*)
 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

Disclaimer of Liability

1. Any facility or service, including software, provided by IT Services is used entirely at the risk of the user. IT Services will not be liable for any loss, damage or inconvenience arising directly or indirectly from the use of any IT facility at the LSE.
2. Whilst IT Services takes appropriate security measures against unauthorised access to data and the deliberate or accidental alteration, disclosure or destruction of personal or other data, it does not operate high security systems and cannot, and does not, give any warranties or undertakings to users about the security or confidentiality of personal or other data. Users must make appropriate data security arrangements.
3. 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.
4. Although IT Services takes reasonable care, it will not be responsible for any loss, damage or inconvenience arising from any operation on or with equipment owned by the School or any other body, including personally-owned equipment.

General

5. Users will observe the *Code of Conduct for the Use of Computer Software at Higher Education and Research Council Establishments 1992*. In particular, users must comply with the licence agreements of all software, not to copy or distribute copies of software and to use the software only for the purposes defined in the agreement.
6. It is the user's responsibility to comply with all statutory and other provisions and regulations currently in force in the field of data protection and information policy.
7. No work of a commercial nature, or for reward, may be performed using the facilities provided by IT Services.
8. Users must not load on to the School's IT facilities any software contrary to licence agreements nor any software that interferes with the normal working of the equipment.
9. 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.
10. 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.
11. Users must not create, display, produce or circulate offensive material in any form or medium.
12. Users must not use electronic mail for the mass distribution of unsolicited messages.

Legal, disciplinary and good conduct rules

13. Users of the School's IT facilities must abide by the Conditions of Use. This is for the benefit of other users and the reputation of LSE. Users must comply with three levels of requirement: the relevant laws; LSE disciplinary regulations; and consideration for other IT users.
14. Where an allegation has been made against a student under the Regulations on Assessment Offences in taught degrees and diploma courses, the School shall have the right to inspect and take copies of any material held in the name of that student on any of its computers that might provide evidence for or against the allegation.
15. Inspection and copying shall be authorised by the Director or a Pro-Director. All reasonable efforts shall be made to avoid inspection of files not connected with the allegations of misuse, and such files will be copied only if the Director or a Pro-Director is satisfied that such a step is unavoidable.

The law

16. Conduct forbidden because it will break the law or result in civil actions includes:
- copying software without the licence holder's permission
 - breaching copyright: it is never safe to assume that an author has given permission for reproduction of their work. This includes use of logos
 - possessing or distributing obscene, pornographic material: this is strictly forbidden; may be illegal depending on the circumstances; and in some instances referral to the police will be automatic
 - unauthorised access to accounts and all forms of hacking
 - stealing of a password
 - statements through email which may be defamatory or discriminatory: it is best to assume emails may become known to other users. Particular care is needed in newsgroups
 - holding of data on living persons unless specifically registered under the Data Protection Act.

LSE Disciplinary regulations

17. Among types of conduct which may result in disciplinary action are:
- all illegal acts using IT facilities are likely to result in internal discipline as well as external
 - visiting of pornographic websites is forbidden
 - sending of unauthorised, unsolicited mass emails
 - sending of emails offensive to any member of the School
 - deliberate interference with the normal working of IT equipment, facilities or services
18. If a complaint is received a person's account may be immediately suspended for investigation. Penalties may include temporary or long term suspension of a person's IT account, and there may be other disciplinary penalties up to and including expulsion in the case of a student or dismissal in the case of staff.

Consideration for other IT users

19. Users of IT facilities are asked to show consideration for other users, for example by restricting use of an LSE machine for social email if in a computer room with other students waiting to use the facilities.

Computer Misuse

20. 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

21. 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

22. 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

23. 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.
24. 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.

DISCIPLINARY AND OTHER REGULATIONS AND PROCEDURES

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

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

Friendly settlement [conciliation] procedure

10. This procedure is designed to settle less serious complaints at an early stage:
 - (a) any student disciplinary case which cannot be determined at departmental level shall be referred to the Secretary or her nominee for investigation and then one of the Pro Directors may decide to try to resolve it on the basis of consent;
 - (b) a Pro Director or the Director may order immediate suspension from the School or any area of the School pending settlement of the complaint;
 - (c) a Pro Director may take any action which seems appropriate to settle a dispute quickly. In the event that she or he decides to call an informal meeting of the parties, she or he must give notice of 5 working days both to the student complained of and to any complainant. Students shall be reminded that, in addition to advice from Departmental Tutors, under Annex C of the Regulations for Students, advice may be sought from the Deans. A friend, who shall not be a qualified lawyer unless she or he is the Tutor of one of the parties, or the relevant Departmental Tutor, may accompany the student and any student complainant to give support or present his or her side of the case;
 - (d) the Pro Director may, if she or he finds a complaint to be justified, impose the penalty of: oral reprimand; written reprimand; a compensation order representing the value of any property damaged;
 - (e) decisions taken under the friendly settlement procedure shall be recorded by a signed exchange of letters between the Pro Director, representing the School, and the student concerned. Where a student complainant is also concerned, his or her consent to the settlement shall be recorded in the same way;
 - (f) if the student believes the penalty to be too severe, she or he may write to the Director, asking for it to be reconsidered.
11. The friendly settlement procedure will not normally apply in the following circumstances:
 - (a) any case involving a serious criminal offence;
 - (b) any case in which a fine might be imposed;
 - (c) any case for which suspension or expulsion from the School might be the appropriate penalty;
 - (d) where it seems to the Pro Director during or after the preliminary investigation that, although a fine, suspension or expulsion could in principle be imposed, it would be too severe a penalty, she or he may seek a friendly settlement. In these circumstances, the decision to use the friendly settlement procedure requires the prior consent in writing of the student complained against and of any student complainant. An opportunity must be afforded to such a person to seek independent advice from any of the persons mentioned in 10(c) above.

The Press

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

Public Statements

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

Copyright in Lectures

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

Data Protection

15. (a) The statutory rights of individuals concerning access to personal data about themselves on computer are contained in the Data Protection Act 1998. A student shall otherwise have access to personal data held on computer only where it is essential for the work he or she is doing. Such access shall be exercised only with the permission and under the supervision of the member of staff of the School responsible for the work being done (called in this regulation 'the supervisor').
- (b) A student using personal data held on computer must observe the requirements of the Data Protection Act 1998. 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

16. If suspension from any or all of the School's facilities has been imposed under these Regulations, and the student upon whom it has been imposed fails during the period of suspension to comply with its terms, this failure shall itself be misconduct.
17. The fact that a student is the subject of criminal proceedings in the courts, or is convicted in relation to an act committed within the School, or immediately affecting the School, or committed in such circumstances that the continued presence of the offender within the School may be detrimental to the well-being of the School, shall not preclude the institution of disciplinary action by the School under these Regulations.
18. Any breach by a student of any of Regulations 9, 12, 13, 14, 15 or 16 above constitutes misconduct and renders the student guilty of such a breach liable to penalties as laid down in these Regulations. Misconduct shall not be excused by the fact that the offender may have acted on behalf of, or on the instructions of, any other person or organisation.

Penalties for Breaches of Regulations

19. The following penalties may be imposed for misconduct:
 - (a) oral reprimand
 - (b) 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
 - (c) a compensation order representing the value of any property damage
 - (d) 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
 - (e) suspension from any or all of the facilities of the School for a specified period
 - (f) expulsion from the School
 In any case where a penalty is imposed (other than a reprimand) the Director or the authority imposing the penalty may suspend its coming into force conditionally upon the good behaviour of the offender during the remainder of his or her membership of the School.

Miscellaneous

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

Regulations for Students – Annex A

Disciplinary Procedures

1. Where any member of the staff or any student of the School believes that a breach of Regulations for Students has been committed by a student of the School he or she may file a complaint against the student for misconduct.
2. Any such complaint shall be filed in writing with the Secretary, who shall cause the complaint to be investigated. If as a result of the investigation the Secretary is satisfied that there is a case to answer, the complaint will be referred to a Pro-Director or other person authorised by the Director. The Pro-Director or other person shall decide either that the complaint shall not be proceeded with, or that the complaint shall be proceeded with before a Board of Discipline; or that the matter should be reported to the police. Where the decision is made to proceed with a Board of Discipline:
 - (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 Council for alterations and additions to the Regulations for Students. The Committee may also make recommendations to the Director on Rules for the Conduct of School Affairs, and the Director or any other person authorised by the Director may make and issue Rules that are not inconsistent with the Regulations for Students after consultation with the Committee. The Director or any other person authorised by the Director may also, in circumstances which in the opinion of the Director or other such person constitute an emergency, issue Instructions for the duration of the emergency.
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 Council, provided that no Governor who is a member of the Council shall be a member of the Panel. The appointment of Lay Governors to the Panel shall take place in the year preceding the year of office. Additional appointments may be made during the year of office to fill casual 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.

RULES RELATING TO STUDENT ACTIVITIES

1. Preamble

These Rules deal with the use by students for extra curricular purposes of all School premises and facilities including those made available for use by the Students' Union but excluding student residential accommodation and the School's sports grounds for which separate regulations are in force. They are intended to enable students whether individually or in groups and societies, to have the fullest

use of the School's facilities, while reserving to the School authorities such rights as are necessary to ensure that public and private safety are not endangered, that normal functions can be carried out, that the relevant laws are observed and that the buildings can be managed in an orderly and efficient way. The Students' Union is responsible for good order in those rooms in the East Building and the Clare Market Building which have been placed at the disposal of the Students' Union and for the exercise of reasonable care in the use of these premises and their furniture and equipment, although ultimate responsibility for security of all premises remains with the School.

2. Meetings and Functions

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

3. Conduct in Houghton Street

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

- (a) not at any time to affix posters or banners to the buildings;
- (b) if operating stalls in Houghton Street not to use any audio equipment (eg radios, audiotape decks and CD players);
- (c) to return to source any furniture comprising the stall as soon as the stall is closed.

The Students' Union will monitor activity in Houghton Street and operate a system of fines to ensure compliance.

4. Times of Opening and Closing the School

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

5. Responsibility for Visitors

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

6. Admission of the Press

- (a) Representatives of the press, radio or television are admitted to and may remain on the premises of the School only with the consent of the School.
- (b) Specific permission must be sought from the Secretary and Director of Administration and obtained where such persons seek admission to meetings or events of any kind taking place in the School. Consent shall be deemed to be given in all other cases without prior application.
- (c) Consent to the presence of any representative of the press, radio or television anywhere on the School's premises may be revoked by the School at any time. The School shall provide, on request, reasons for its decision.

7. Sale of Alcohol on School Premises

- (a) Alcohol may only be sold in licensed areas, namely:
 - (i) The restaurants and bars operated by the School's Central Catering Services;
 - (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 House Manager; permission from the relevant licensing authority is also necessary.

8. Notice Boards

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

9. The Law of the Land

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

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

CODE OF PRACTICE ON FREE SPEECH

This Code is being reviewed during 2001.

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:
- For respect of the rights or reputations of others;
 - For the protection of national security or of public order or of public health or morals.
- 1.3.2 *European Convention on Human Rights, Article 10:*
- Everyone has the right to freedom of expression. This right shall include freedom to hold opinions and to receive and impart information and ideas without interference by public authority and regardless of frontiers. This Article shall not prevent States from requiring the licensing of broadcasting, television or cinema enterprises.
 - The exercise of these freedoms, since it carries with it duties and responsibilities, may be subject to such formalities, conditions, restrictions or penalties as are prescribed by law and are necessary in a democratic society, in the interests of national security, territorial integrity or public safety, for the prevention of disorder or crime, for the protection of health or morals, for the protection of the reputation or rights of others, for preventing the disclosure of information received in confidence, or for maintaining the authority and impartiality of the judiciary.
2. **Range and application**
This Code applies to all meetings and events (including lectures, seminars, committee meetings and musical and theatrical performances) on any premises wherever situated, of which the School has title or possession, by freehold, leasehold, licence or otherwise, including halls of residence. Notwithstanding that the Secretary of the School may from time to time prescribe procedures for operation of the Code, which require formal arrangements with the School authorities for certain types of meeting or other event, the Code also applies to any lawful activities in which students, staff and other members of the School, and visitors duly invited to the School, may engage, anywhere on the School's premises as defined above.
3. **Responsibilities of the School authorities**
- The School authorities are responsible for upholding and maintaining the principles set out in Section 1 of this Code.
 - 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.
 - 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:
 - The School's premises are at all times used only for lawful purposes.
 - 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.
 - Visiting speakers come on the School's premises only at the invitation of authorised staff, authorised students or other authorised members of the School.
 - The School authorities have authorised by general or specific permission use of the School's premises for the purpose concerned.
 - 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:
 - 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;
 - 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;
 - Where the frequency of bookings made by an individual or organisation seems calculated to inhibit access to the School's facilities by others;
 - 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.
 - 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.
 - 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**
- The Students' Union is responsible for compliance with this Code and all procedures for operation of the Code, as prescribed by the School authorities, which derive from it in respect of all events which:
 - are organised, sponsored, or booked by the Students' Union, its societies or officers.
 - falling into category 4.1.1, take place on School premises, as defined in Section 2 of the Code, including those which may from time to time be allocated to the Students' Union for its use.
 - Where a student society or other group of students advises the School that the Students' Union has decided not to transmit their booking application to the School, the School reserves the right to consider that application directly and make a final decision.
 - In all other respects the Students' Union has the responsibilities set out in Section 5 of the Code.
5. **Responsibilities of event organisers**
- 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.
 - The School authorities will require anyone wishing to book its facilities for an event or other meeting to meet such reasonable requirements as the School may make including appropriate organisational arrangements for the event, 5 working days' notice of meeting and submission of the prescribed form. Procedures exist for arrangement of emergency meetings, with the permission of the School authorities in exceptional circumstances. These procedures are mandatory.
 - A reasonable charge may be made for use of a room on School premises and provision of services, including where necessary in the School's opinion, the provision of security, when booked by any person or organisation.
 - Where the School refuses or withdraws permission for an event, the School will make every effort to inform the person booking the event of its decision but irrespective of the circumstances, event organisers may not proceed with their event if they know or ought to know that School permission for it is not extant at the time.
6. **Responsibilities of members of the School and others admitted to the School's premises**
- Compliance with this Code is obligatory on all students and employees of the School; honorary and visiting staff of the School; and all persons authorised to be present on School premises, including visiting speakers.

- All students and employees of the School; honorary and visiting staff of the School; and all persons authorised to be present on School premises, other than visiting speakers, have the responsibility under this Code to take steps consistent with their personal safety to ensure that freedom of Speech within the law is enjoyed on School premises. Visiting speakers are expected to obey all those parts of the Code applicable to the purpose of their visit, in particular clause 3.3.5(a) concerning the bounds of lawful free speech.
 - 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**
- If any person is dissatisfied with the School authorities' exercise of their responsibilities as set out in Section 1 and 3 of the Code or with the Students' Union's exercise of its responsibilities as set out in paragraph 4 of the Code, he or she may appeal personally or in writing to the Director; a report will be made to the Council on the action the Director then takes in response to such complaint.
 - If event organisers fail to comply with their responsibilities as set out in paragraph 5 of the Code, the School authorities may refuse or withdraw permission for the relevant event at any time, or terminate the event once begun. In the action they take the School authorities will bear in mind whether the organisers of the meeting are or are likely to be responsible for unlawful acts or whether persons not connected with the organisers, are or are likely to be responsible for such acts.
 - Action by any member of the School or other person contrary to this Code, will be regarded as a serious disciplinary offence and, subject to the circumstances of the case, may be the subject of proceedings under the relevant disciplinary regulations, as promulgated from time to time.
 - 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**
- The Council will be responsible for policy issues connected with interpretation of the Code, and will consider matters relevant to the Code as circumstances require. After appropriate consultation in the School the Council will review and approve the Code every three years.
 - The Director will be responsible for appeals made under clause 7.1 of the Code.
 - The Secretary of the School is appointed by the Director to be responsible for the day to day operation of the Code.
 - In the event of disciplinary proceedings, interpretation of the Code will be entirely a matter for the relevant disciplinary body.

PRINCIPLES AND PROCEDURES FOR THE CONSIDERATION OF STUDENT COMPLAINTS

Principles for Complaints Management

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

Distinction between Academic and Service Complaints

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

The School will observe the following principles when investigating complaints:

Local resolution

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

Confidentiality

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

Expedition

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

Equal Opportunities

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

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

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

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

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

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

Preamble

i. Eligibility of complainant

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

ii. Confidentiality

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

iii. Right to be accompanied

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

iv. Hearings in the absence of the complainant

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

v. Appeal

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

vi. Remedial Action

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

vii. Delays

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

viii. Sources of Advice

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

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

Procedure

1. This procedure sets out the means by which a student who is dissatisfied with any aspect of the School's teaching, tutorial or supervisory provision or other academic or directly related administrative matter can seek redress and correction of any deficiency. [The procedure does not apply to matters arising from the results of assessment, which are governed by the *Regulations for the consideration of appeals against decisions of boards of examiners for taught courses* or, for research students, by the University of London appeal regulations].
In this procedure the term Director refers to the Director of the School or any other person authorised by the Director to act on his behalf.
2. A student who is dissatisfied must seek a remedy informally, as soon as possible; if an undergraduate through the Tutor, Departmental Tutor, Departmental Convener or Dean of Undergraduate Studies; or if a graduate student through the Supervisor, Research Student Tutor, Departmental Convener or Dean of the Graduate School, as appropriate.
3. A student who wishes to submit a formal complaint shall give written notice to a Deputy Director within three months of the date of the incident. The notice shall explain the grounds on which the complaint is submitted, refer to any supporting evidence and state the complainant's preferred outcome¹, without prejudice to the eventual outcome. A notice submitted after the student has ceased registration will not normally be considered.
4. The Deputy Director will arrange for the complaint to be investigated. If as a result of the investigation the Deputy Director is satisfied that the complaint should be considered further, the Deputy Director may either
 - (a) propose that the matter be dealt with informally with the student's agreement [The student's non-reply will not be interpreted as agreement]². However, the student should respond to the Deputy Director's letter as soon as practically possible, as the investigation will not be able to proceed further without his/her response. If the delay in receiving the student's response is such that it severely prejudices the continued investigation of a matter, the School will reserve the discretion not to investigate the matter further.
 - (b) or prefer that the matter be referred to the Director for formal consideration by a Grievance Committee, or under some other procedure. If the student does not agree to this course of action, the matter will proceed to the Director for action under paragraph 7.
5. If as a result of the investigation the Deputy Director decides that there is no substance to the complaint, the Deputy Director will inform the student accordingly³ and will take no further action. A student who is not satisfied with the Deputy Director's decision may submit a written appeal to the Director⁴. The Director will either uphold the Deputy Director's decision (and so inform the student) or proceed under paragraph 6 or paragraph 7.
6. If the Director decides that it would be appropriate for the complaint to be resolved informally⁵, the Director will seek the agreement of the student⁶. The student's non-reply to the Director will not be interpreted as agreement. However, the student should respond to the Deputy Director's letter as soon as practically possible as the investigation will not be able to proceed further without the student's response. If the delay in receiving the student's response is such to severely prejudice the continued investigation of a matter, the School will reserve the discretion not to investigate the matter further.

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

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

³ Normally within 28 days of receiving the student's complaint.

⁴ Normally within 14 days of receiving the Deputy Director's letter.

⁵ Formal consideration would result in a complaint being dealt with by a Grievance Committee or under another set of regulations, whilst informal consideration is an alternative means of resolving complaints.

⁶ The Director will normally notify the student of this course of action within 14 days of receiving the student's appeal under paragraph 5 or of receiving the Deputy Director's decision under paragraph 4.1(a).

7. If the complaint has not been resolved informally under paragraph 6, or has been referred to the Director by the Deputy Director under paragraph 4.1(b), the Director shall either
 - 7.1 decide that the complaint could properly be considered with (or form the whole or any part of) a complaint under the Disciplinary and Dismissals Procedure for Academic Staff, or make a determination under the Procedure for Termination of Appointment for Incapacity Arising From Ill-health or Infirmary and take action accordingly;⁷ or
 - 7.2 refer the matter to a Grievance Committee appointed by the Council as set out below.⁸
8. Where the Director proceeds under paragraph 7.2, the student shall be notified in writing:⁹
 - 8.1 of the establishment of the Committee and its membership. If the student objects to a member, he or she should state the reasons for that objection in writing to the Secretary of the Committee and the Director shall determine whether the member objected to should be excluded and another selection made;
 - 8.2 of his/her right to be heard by the Committee and subject to the discretion of the Chair of the Committee to control or limit evidence, to present evidence to the Committee;
 - 8.3 of the date, time and place when the case will be considered by the Committee. The date arranged for the hearing must give the student reasonable time to prepare their case. The student may ask for an adjournment, which may be granted or refused at the discretion of the Committee;
 - 8.4 of his/her option to present the complaint by means of written submissions and/or appear before the Committee in person, with or without a companion and call witnesses on his/her behalf;
 - 8.5 of the procedure to be adopted. The student shall receive notification of the procedure to be followed both when he/she is to appear before the Committee in person and when he/she makes a submission in writing.
9. The Grievance Committee shall be appointed by the Council of the School and shall comprise:
 - 9.1 A Lay Governor member of the Council;
 - 9.2 A member of the academic staff appointed from a panel established by the Academic Board;
 - 9.3 Another person, not employed by the School, who will be an alumnus of the School of five years standing or more;
 - 9.4 If it becomes apparent during the course of proceedings that any of the Committee's members has an interest in the matter, it must be disclosed immediately to the Director who will decide in consultation with the Committee member, whether it is appropriate for the Committee member to be involved with the hearing;
 - 9.5 The Chairman shall be appointed from among the Committee's members.
10. If a member of the Grievance Committee who has received 72 hours notice of its convening is absent from any part of the proceedings, he/she shall take no further part in the proceedings. His/her absence shall not invalidate proceedings unless the number of members present throughout proceedings, falls below two persons. If the Chairman is absent another selection shall be made from amongst the Committee's remaining members. The Chairman shall hold the casting vote.
11. The Secretary of the Committee will ask the student to state in writing, by a specified date in advance of the hearing, whether he or she proposes solely to make written submissions or to attend in person with or without a friend or adviser, with accompanying documentation. Any documentation that is to be supplied to support oral submissions will be accepted after the specified date only at the discretion of the Committee.
 - 11.1 If proposing to bring a friend or adviser, the student shall provide in writing to the Secretary of the Committee, not later than three working days before the date fixed for the hearing, notice of the name and status of the friend or adviser. The student must state the capacity in which their friend/adviser is attending the hearing eg as an observer, adviser or representative.
12. After hearing the case and considering the evidence, the Grievance Committee shall make such report¹⁰ or recommendation (based on a majority decision) to the Director, as it considers appropriate in the circumstances of the case, this report is not binding on the School. In writing its report the Committee shall have regard to the need to protect the position of any witnesses. The report may propose whatever remedy the Committee considers appropriate in respect of a complaint which is found to be substantiated; such remedy may include a proposal that all or part of the subject matter of the complaint be considered under the Disciplinary and Dismissals Procedure for Academic Staff, or determined under the Procedure for Termination of Appointment for Incapacity Arising From Ill-health or Infirmary. The Director will consider the report of the Committee and reach a decision.
13. The report of the Committee will be presented to the student with a letter from the Director containing his or her decision.
14. Where a student remains dissatisfied and all the procedures above have been exhausted, the student will have access to a person with no prior involvement in the case who can review the way in which the case has been handled. Students should note that any finding of the Review will have the status of a non-binding recommendation that shall be placed before the Director for consideration.
 - 14.1 The request for a Review must be in writing and be lodged with the Director normally within 8 weeks of receipt by the student of the Director's decision. Applications for Review may not be accepted unless they are on one or more of the following grounds:
 - Significant procedural defect or material irregularity;
 - Significant new evidence that was not presented previously for a good reason;
 - A significant extenuating factor which was not raised previously for a good reason.
15. The Review will be conducted by a Lay Governor, selected by lot from the Panel of Lay Governors established for this purpose. The Lay Governor must not be a member of any of the School's committees that deal with student matters.
 - 15.1 If it becomes apparent during the course of proceedings that the Lay Governor has an interest in the matter, it must be disclosed immediately to the Director who will decide in consultation with the Lay Governor whether it is appropriate for the Lay Governor to deal with the Review.
 - 15.2 The student will also have the option of either accepting or rejecting the appointment of any Lay Governor and can exercise the right of pre-emptory challenge up to three times.
 - 15.3 The Lay Governor will have access to independent legal advice if required in conducting the Review.
 - 15.4 The Lay Governor should avoid communicating directly with any of the individuals involved in dealing with the case at earlier levels of the Procedure.
 - 15.5 The Lay Governor will make such report or recommendation, as he/she feels appropriate in the case, giving reasons for his/her findings.
16. The student and School are permitted to submit documentation in advance of the Review to support their respective cases, copies of the submissions will be made available to the School and the student. Oral submissions will not normally be considered. The Lay Governor may seek additional information from both the School and the student to assist in conducting the Review.
17. The student will be notified of the outcome of the Review and the Director's decision, with the reasons for the decision, normally within 12 weeks of a request for a Review being made. The Review is the final stage of the Procedure.

⁷ The Director will normally notify the student in writing of his decision within 14 days of receiving either the student's appeal or a referral from the Deputy Director.

⁸ The student will normally be notified within 14 days of the Director having made a decision.

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

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

SERVICE COMPLAINTS

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

Most of the Divisions within the School have their own complaints policy which can be obtained from the respective Divisions.

The common pathway for resolving complaints is shown below:

- (i) A complainant should first contact the person that they originally dealt with;
 - (ii) If the matter can not be resolved it will then be referred to the local manager;
 - (iii) If the issue persists it will be passed onto the Head of Division;
 - (iv) Finally if the issue is serious or has policy implications it will be referred to the School Secretary and Director of Administration.
- Further details of the School services can be found from pages 15-22 of the *Undergraduate and Graduate handbook*.

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. This procedure is currently being reviewed. A full copy of the procedure document is available from the School's Resource Centre on the 10th Floor of Tower 1 or email LSE-Resource-Centre@lse.ac.uk

Preliminary Stages

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

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 Deputy Director and Secretary and Director of Administration shall be consulted with a view to initiating an informal procedure. At this stage, the Deputy Director and Secretary and Director of Administration would consider (without being told the names of the academic staff member or the student) whether to proceed further, or whether to ask the student to re-consider whether the complaint should be pursued.

If the matter is taken further, the staff member concerned would be invited, with any person they choose to accompany them, to meet the Adviser to Women Students (or other person acting as Adviser to the student(s) concerned. Resulting from that meeting, the matter may be dropped or resolved informally, and all records relating to it would be destroyed; or it may be pursued further with or without the support of the Adviser. If it is pursued further, the Deputy Director will establish an investigation panel in consultation with the Adviser, and both the staff member and the student will be invited to make representations to the panel. Both the staff member and the student may be 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 Deputy Director and other senior officers. The instigation of criminal proceedings against a member of staff does not preclude the School from taking action under its own procedures, following completion of the criminal proceedings.

STUDENT REPRESENTATION

The Students' Union represents students to the School and outside institutions on student-related and wider issues.

The Students' Union

Every department has a staff-student committee as a focus of communication between the department and its students. Some departments have a committee specifically for undergraduate students; in others there are committees with both undergraduate and postgraduate representatives.

Staff-student committees

The Committee acts as a focus for departments' staff-student committees and draws its student membership from them. It discusses issues that are common to departments as well as those which affect undergraduate academic experience as a whole. The Committee nominates one of its members to sit on the Academic Studies Committee and another to sit on the Teaching Quality Assurance Committee. The Committee meets twice in the Michaelmas and Lent terms and once in the Summer term.

Committee on Undergraduate Studies

One member of the Committee on Undergraduate Studies is elected by that Committee to sit on the Academic Studies Committee, which is concerned with the undergraduate academic experience. The Committee meets three times in the Michaelmas and Lent terms, and twice in the Summer term.

Academic Studies Committee

CODE OF PRACTICE ON TEACHING LEARNING AND ASSESSMENT FOR UNDERGRADUATES

Introduction

This Code applies to all undergraduates and General Course students and to all teachers. It sets out general School practices which establish required minimum standards and lays down the reciprocal obligations of staff and students necessary to a framework in which teaching can take place effectively and efficiently. Within this framework each student, with guidance from his or her tutor, is expected to choose, plan and carry through the work required for each course. Each teacher must provide a fully professional service, and the School will provide support and advisory services.

Obligations and responsibilities of tutors of undergraduate and General Course students

- 1.1 On joining the School every student is allocated a member of the academic staff in his or her Department as a tutor.
- 1.2 The tasks of tutors are
 - to get to know their students, to become acquainted with their background and interests, and to make them aware of the support that they can access. Tutors should make it their business to be aware of the general welfare of each tutee, for example their health and their conditions of living in London, and try to ensure that they are not getting into difficulties through want of advice where it may affect their academic work.
 - to be a channel of communication between individual students and those responsible for providing and administering the programme or course concerned.
 - to consider the academic progress of tutees, and write their observations and a summary of progress on students' record cards.
 - to make every reasonable effort to discuss the class teachers' reports with their tutees at the beginning of the Lent and Summer terms, and to sign the record cards either to confirm that the reports have been discussed, or that the tutees have failed to keep appointments with them.
 - to inform tutees whose attendance and progress are not satisfactory, in writing, that improvement is necessary, or ask the Dean of Undergraduate Studies or Academic Registrar to make enquiries.
 - in the most serious cases to decide whether to recommend that tutees be barred from examinations and/or reported to the Committee on Student Progress via the Academic Registrar.
 - to sign tutees' course choice forms.
 - to advise the Director or other School officers should a tutee apply for financial or other special assistance, or get into serious academic or other difficulties.
 - to write references for their tutees, or, where unwilling, to explain why they are not able to do so.
- 1.3 Tutors must see tutees individually at least twice a term and, in the first term of a student's first year, at least three times. The timing of such interviews should enable both student and tutor to meet current administrative requirements, and the first such meeting should take place early in the term. Tutors must discuss tutees' general academic progress and other matters with them, in the light of their class performance. At the end of each meeting the timing of the next meeting should be agreed, with details to be supplied later if necessary.
- 1.4 The length of tutorial meetings will as far as possible without interruption and distraction vary according to the particular needs of the tutee. Tutees should feel that they have full opportunity to outline their problems and receive help.
- 1.5 Tutors must have a good working knowledge of the structure and regulations of the programmes of the School. The *Calendar/Undergraduate Handbook* is the authoritative source of information on all programmes and courses. Tutors needing advice on rules and regulations should consult the Departmental Tutor or the Dean of Undergraduate Studies.
- 1.6 Where a tutee's questions concern a particular course the tutor may advise the tutee to consult the teacher responsible (as shown in the Course Guide). Where such questions occur regularly the Department concerned should distribute guidance notes to help both tutor and tutee.
- 1.7 All tutors should display notices on their doors giving their Office Hour times when they will be available to see any student without prior appointment, and the names and room numbers of their secretaries or other support. Tutors may use their Office Hours to see tutees but should in any case set aside separate times for this purpose. The departmental office must have the tutor's timetable and other commitments in order that advice may be given on other times when the tutor may be available, and have the tutor's home telephone number so that he or she may be contacted in emergencies. To maximise accessibility, Office Hours and other open-door times should not start and finish on the hour but should extend from half-past to half-past, whenever practicable.
- 1.8 Each department appoints a Departmental Tutor, who is the immediate link between students and the Dean of Undergraduate Studies, and who co-ordinates tutorial and class work within the department.

- 1.9 It sometimes happens that the relationship between the tutor and tutee does not prosper. If this occurs, the Departmental Tutor should arrange for a change of tutor. If the Departmental Tutor is also the tutor, the Convener will make the arrangements.

Obligations and responsibilities of lecturers and class teachers

Timekeeping

- 2.1 Lectures and classes start at five minutes past the hour and end at five minutes to the hour.
- 2.2 Teachers must be punctual for their teaching commitments, and should only exceptionally take on commitments which would lead to a lecture or class being missed. If cancellation of a teaching commitment is unavoidable the teacher should inform the Teaching Room Resources Unit and the department as soon as possible and should promptly arrange an additional meeting to make up the loss. Teachers should note that if they are absent without warning from a teaching commitment the students will inform the Teaching Room Resources Unit.
- 2.3 All teachers should be accessible to their students and ready to help them with problems they encounter with topics in the lectures to which the courses relate. Full-time teachers, and where possible part-time teachers, should display notices giving their Office Hour times when they will be available to see any student without prior appointment, and the names and room numbers of their secretaries or other support. Teachers may use their Office Hours to see tutees but should in any case set aside separate times for this purpose. The departmental office must have the teacher's timetable and other commitments in order that advice may be given on other times when the teacher may be available, and have the teacher's home telephone number so that he or she may be contacted in emergencies. To maximise accessibility, Office Hours and other open-door times should not start and finish on the hour but should extend from half-past to half-past, whenever practicable.

Lectures

- 2.4 Lectures are an important part of the teaching and learning experience. The structure and content of each course is set out in the Course Guides, and lecturers should ensure that their teaching is consistent with this information.
- 2.5 When the content of a course changes to the extent that previous examination papers may not be a reliable guide to future papers, lecturers should warn students and should produce sample questions for the new parts of the course. When the course is new there will be no previous papers, and a full sample paper should be produced. Students must be given clear advance warning of any approved change to examination format.
- 2.6 Reading lists are essential guides to the material relevant to courses. Lecturers should ensure that reading lists are up-to-date and indicate the relative importance of their contents. Lecturers should help the Library to ensure that the right items, in the right numbers and at the right time, are available in the Library Course and/or Offprint Collections, by providing it in good time with all the necessary information.

Classes

- 2.7 Lecturers are responsible for organising the class programmes for their courses, and for liaising with class teachers to ensure that everything is well-organised and properly co-ordinated not only before classes begin but also during the course. They must advise class teachers on the standards to which class work should be marked and should discuss the marking criteria for class work where they are available.
- 2.8 Lecturers must give class programmes to students well in advance and should indicate the written work required. Lecturers must give the class programmes to the class teachers.
- 2.9 Class work for full-year courses should normally include at least four pieces of written work (two each in the Michaelmas and Lent terms), set either by the course lecturer or class teacher. It should be marked by the class teacher except in cases where it forms part of the overall assessment of the course, where special arrangements apply. Class work should be distributed in advance, done by students in their own time and, if marks are to be awarded, should be collected, marked by the class teacher, and returned with written comments and the marks clearly indicated, within two weeks. The class teacher must record marks in the class registers.
- 2.10 Class teachers should ensure that they record student class attendance and marks for work done. They must report to the Academic Registrar on forms provided when, without satisfactory explanation, any student is regularly absent or absent on two consecutive occasions or fails to submit class work on time.
- 2.11 Class teachers must not arrange or accept additions to or deletions from their classes until such changes have been formally recorded by the Undergraduate Office, and should report to the Office any students who try to attend their classes but whose names do not appear on the official register.
- 2.12 Class reports are integral to the School's feedback system on the academic progress of students and an essential source of information for references to potential employers. Class teachers must complete reports on each of their students during and at the end of both the Michaelmas and Lent terms. They must ascertain procedures within their department for returning class registers to the Undergraduate Office so as to ensure that they are returned on or before the due date.
- 2.13 Class teachers are required to give a grade for each student's class work and class participation in their end of term reports. This grade is an indication of the student's performance and of his/her ability to work under non-examination conditions.
- 2.14 Where written work is set by the tutor a deadline for its submission must be set at the same time. The work should be marked and returned to the tutee, with written comments and advice, within two weeks of its submission.

Obligations and responsibilities of students

- 3.1 Students must attend the School for the full duration of each term. Students who wish to be away for good reason in term-time must first consult their tutors and should normally apply four weeks in advance to the Undergraduate Office. Students away through illness must inform their tutor and, where the absence is for more than a fortnight, also the Undergraduate Office. The School is required to notify the relevant local education authority if a home student is absent for more than three weeks.
- 3.2 Students must see their tutors at least three times in the first term of their first year, and at least twice a term thereafter, and should keep all appointments made with them. The meetings at the beginning of the Lent and Summer terms, at which class teachers' reports are discussed, are particularly important.
- 3.3 Students should decide their choice of courses after discussion with tutors; if the tutor is not available, the student can consult the Departmental Tutor. Students must check with tutors that their choice of course accords with the programme regulations published in the *Calendar/Undergraduate Handbook* and ensure that tutors sign the course choice form. Completed and signed forms must be returned to the Undergraduate Office by the date given on the forms or on covering letters. Students must report all subsequent changes to the Undergraduate Office. They will not normally be able to take the examination in any course for which they are not formally registered by the Undergraduate Office.
- 3.4 Students should know the timetable for their courses by consulting the publicly-displayed lecture timetables and class lists and the Timetables Alterations notice boards and/or website.
- 3.5 Students may not change classes unless there is a clash with another legitimate academic requirement or a compelling non-academic reason supported in writing by the Departmental Tutor in the department responsible for that course. Class changes must be arranged and recorded by the Undergraduate Office. They will not otherwise be recognised for attendance and assessment purposes.
- 3.6 Attendance at classes is compulsory and records are kept by class teachers, who are required to report to the Academic Registrar any student absent on two consecutive occasions or regularly absent without good reason. If a teacher is absent with little or no warning from a teaching commitment, students should inform the Teaching Room Resources Unit Office.

- 3.7 Students must submit all required work on time and take note of guidance and feedback from their class teachers and tutors. Class teachers are required to report to the Academic Registrar when written work is not handed in on time. Class teachers give a grade for each student's class participation in their end of term reports, as well as a general assessment of the student's progress.
- 3.8 Permission to enter the examinations may be denied to students who regularly miss classes and/or do not provide required written work.
- 3.9 Students should complete the School teaching questionnaires, whether electronic or on paper.
- 3.10 Students must communicate changes of address to the Undergraduate Office as soon as they occur. Examination and some other important material is sent to term-time addresses.

The examination system

- 4.1 Most students follow four courses of study during the academic session and are examined in them at the end of the year. Exceptions are set out in the relevant regulations in the *Calendar/Undergraduate Handbook*.
- 4.2 No student will be admitted to an examination without having attended the appropriate course of study in accordance with the regulations. To meet this requirement the School monitors the attendance of students at classes and their submission of coursework. Tutors have to satisfy themselves, on the basis of class teachers' reports, that students have followed their courses satisfactorily. If they are not satisfied they may recommend that a student be set conditions for entry to, or be barred from, to the examination or examinations concerned.
- 4.3 Most examinations are of the traditional three-hour (or, for half-unit courses, two-hour) unseen written type. Some are either by advanced notice written examination or by one or more essays, which usually have to be submitted by May. Methods of examination are given in the Course Guides in the *Calendar/Undergraduate Handbook*.
- 4.4 Once the examination timetable has been produced an examinations admission form, with a unique examination number, and *Notes for Candidates* are sent to each candidate at the term-time address held by the Undergraduate Office. *Notes for Candidates* is a most important document and should be read in full.
- 4.5 The full examinations timetable is posted on the web. All candidates should not only consult the timetable when first posted to ascertain examination dates and times, but should also look at the web at regular intervals to see if any changes have had to be made.
- 4.6 All students who require special examination arrangements must see their tutor or the Adviser to Students with Disabilities, who will pass the information to the Academic Registrar. The School will do all it can to assist students with special needs, but will not normally accept applications for special examination arrangements later than the end of the Lent term.
- 4.7 The School provides special examination rooms for candidates who for approved reasons cannot take examinations in the usual halls.

THE DEGREES

REGULATIONS FOR FIRST DEGREES

General

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

Programme

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

Recognition of previous study

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

Students undertaking study elsewhere

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

Examinations

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

Progression from one year to another

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

Methods of assessment

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

The award of a degree

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

Information to students

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

Special provisions

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

Appeals against decisions of boards of examiners

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

SCHEDULE TO THE REGULATIONS FOR FIRST DEGREES

The powers of the School set out in these Regulations shall be exercisable as follows:

Regulation	All students	BA/BSc students only	LLB students only
5 - 7, 13, 36	Academic Studies Committee		
8 - 10	Admissions Committee or Academic Studies Committee as appropriate		
14, 18, 19, 23 (resit permission), 24 - 26, 27, 31, 32, 35, 38, 47)		School Board of Examiners for BA and BSc degrees	School Board of Examiners for LLB degrees
17, 41	Academic Board on the recommendation of Academic Studies Committee		
21	Dean of Undergraduate Studies		
28, 30	Committee on Student Progress		
15, 23 (fee date), 37, 43 - 46	Academic Registrar		

Classification Scheme for the BSc/BA Degrees

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

1. Award of Marks

The examiners for each course will determine a numerical mark for each candidate based on the following scale of honours class or division, pass and fail grades:

First Class Honours	70 - 100
Upper Second Class Honours	60 - 69
Lower Second Class Honours	50 - 59
Third Class Honours	40 - 49
Pass	34 - 39
Fail	00 - 33

2. Eligibility for Award of Degree

2.1 In order to be considered for a degree, a candidate must have attempted and completed every element of the assessment for courses to the value of 12 course units, except that a second-year direct entry candidate must have attempted and completed every element of the assessment for courses to the value of 8 course units.

2.2 In order to be eligible for the award of a degree, a candidate must have satisfied the examiners by passing in courses to the value of at least 9 course units. In order to be eligible for the award of an honours degree, a candidate must have satisfied the examiners by passing in courses to the value of at least 10 course units. However, in order to be eligible for the award of a degree a second-year direct entry candidates must have satisfied the examiners by passing in courses to the value of at least 7 course units.

3. Treatment of Half-Units

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

- 3.1 according to the appropriate degree regulations;
- 3.2 according to the stage of the degree: half-units taken in the same year should be paired;
- 3.3 according to department in which the half-units are taken: half-units with the same departmental prefix (eg, MA) should be paired;
- 3.4 according to the marks awarded for each half-unit: the two half-units with the highest marks, then those with the next highest marks should be paired.

4. Classification Marks

The classification of each candidate shall be based on:

- 4.1 all eight marks of second and third year papers;
- 4.2 a ninth mark being the average (being rounded up or down if necessary to the nearest whole mark) of the best three first year marks. For second-year direct entry candidates, the ninth mark will be the average (rounded up or down if necessary to the nearest whole mark) of the best six second and third year marks.

The aggregate for each candidate will be determined by adding all nine marks together. In all cases, the marks shall be based on the mark obtained by the candidate at the latest attempt of the examination for each course.

5. Treatment of Borderline Marks

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

6. Classification Guidelines

A candidate who is eligible for the award of a degree and who has achieved the minimum requirement for the award of an honours degree of a particular class or division, or a pass degree as set out in sub-paragraphs 6.1 to 6.5 below shall be classified in that class, division or pass grade, subject to the penalty rules that:

(a) a candidate (not being a second-year direct entry candidate) who has passed in courses to the value of less than eleven course units, but would be eligible for the award of an honours degree, shall be classified in that class, division or pass grade next below that determined in accordance with sub-paragraphs 6.1 to 6.4 below.

6.1 For first class honours: Five first class marks; or four first class marks and an aggregate of at least 590

6.2 For upper second class honours: Five upper second class marks (or above); or four upper second class marks (or above) and an aggregate of at least 515

6.3 For lower second class honours: Five lower second class marks (or above); or four lower second class marks (or above) and an aggregate of at least 440

6.4 For third class honours: Five third class marks (or above)

6.5 For a pass degree: The minimum requirements for eligibility for the award of a degree as set out in paragraph 2 above.

7. General Proviso

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

Programme Regulations

A course may only be taken under one paper number even if it is available under more than one paper number. H denotes a half unit course. (not 01) denotes not running in the 2001/2002 session.

BSc Accounting and Finance

Paper Course number and title

Year 1

- 1 AC100 Elements of Accounting and Finance
- 2 EC102 Economics B
- 3 Either MA106 Introductory Quantitative Methods (Mathematics) H and ST106 Introductory Quantitative Methods (Statistics) H or MA107 Quantitative Methods (Mathematics) H and ST105 Quantitative Methods (Statistics for Economists) H or ST102 Elementary Statistical Theory
- 4 Either SO105 Industrial Enterprise in Comparative Perspective or an approved paper taught outside the Department

Year 2

- 5 AC211 Managerial Accounting
- 6 AC212 Principles of Finance
- 7 Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II or EC210 Macroeconomic Principles
- 8 One of
Either EC220 Introduction to Econometrics or EC221 Principles of Econometrics
Either ID200 Organisational Theory and Behaviour or MN200 The Process of Management or OR201 Operational Research for Management or OR202 Operational Research Methods
Approved papers to the value of one unit taught outside the Department (normally papers available only to second or third year students)

Year 3

- 9 AC330 Financial Accounting
- 10 & Two of
- 11 AC340 Auditing and Accountability
AC320 Corporate Finance and Financial Markets
AC310 Advanced Managerial Accounting
- 12 One of
LL209 Commercial Law
Either EC220 Introduction to Econometrics or EC221 Principles of Econometrics
A further paper named in 8 above
Approved papers to the value of one unit taught outside the Department (normally papers available only to second or third year students)

BSc Actuarial Science

Paper Course number and title

Year 1

- 1 ST102 Elementary Statistical Theory
- 2 MA100 Mathematical Methods
- 3 AC100 Elements of Accounting and Finance
- 4 EC102 Economics B

Year 2

- 5 ST202 Probability, Distribution Theory and Inference
- 6 MA201 Further Mathematical Methods (Linear Algebra) H and MA200 Further Mathematical Methods (Calculus) H
- 7 ST226 Actuarial Investigations - Financial H and ST227 Survival Models H
- 8 Courses to the value of one unit from:
SO100 Principles of Sociology
PS102 Self, Others and Society: Perspectives on Social and Applied Psychology
IS143 Information Technology and Society (may not be selected if IS240 has previously been taken)
SA103 Population, Economy and Society
MA103 Introduction to Pure Mathematics
ST218 Project in Applied Statistics
An approved paper taught outside the Department

Year 3

- 9 ST302 Stochastic Processes H and ST304 Time Series and Forecasting H
- 10 ST300 Regression Analysis and Generalised Linear Models H and ST306 Actuarial Mathematics: General H
- 11 ST305 Actuarial Mathematics: Life
- 12 ST330 Stochastic and Actuarial Methods in Finance

Students can replace 10, 11 or 12 with subjects to the value of one unit approved by their tutor, but this will affect exemptions from examinations set by the Institute and Faculty of Actuaries.

BA/BSc Social Anthropology

Paper Course number and title

Year 1

- 1 AN100 Introduction to Social Anthropology
- 2 AN101 Ethnography and Theory
- 3 AN102 Reading Other Cultures: The Anthropological Interpretation of Text and Film
- 4 An approved paper taught outside the Department

Year 2

- 5 AN200 Kinship, Sex and Gender
- 6 AN226 Political and Legal Anthropology
- 7 AN227 The Anthropology of Economic Institutions and their Social Transformations
- 8 Papers to the value of one unit from Selection List A below

Year 3

- 9 AN300 Advanced Theory of Social Anthropology
- 10 AN301 Anthropology of Religion
- 11 Papers to the value of one unit from Selection List A below
- 12 Either papers to the value of one unit from Selection List A below or AN399 Special Essay Paper in Social Anthropology

Anthropology Selection List A

AN203	The Anthropology of Lowlands Latin America H (not 01)	AN221	The Anthropology of Christianity H (not 01)
AN206	The Anthropology of the Mediterranean, with special reference to Greece and Cyprus H	AN223	The Anthropology of South East Asia H (not 01)
AN207	The Anthropology of Madagascar H (not 01)	AN229	The Anthropology of Religious Nationalism and Fundamentalism H (not 01)
AN208	Anthropological Linguistics H (not 01)	AN230	The Anthropology of Industrialisation and Industrial Life H (not 01)
AN209	Research Methods in Social Anthropology H (not 01)	AN231	The Anthropology of China H
AN210	The Anthropology of Conflict, Revolution and War H (not 01)	AN232	Film and Photography in Anthropological Practice and Theory H (not 01)
AN211	The Anthropology of Death H	AN233	The Anthropology of South-West Asian and North African Societies H (not 01)
AN212	The Anthropology of Art and Communication H	AN235	The Anthropology of Southern Africa H (not 01)
AN213	Anthropological Theories of Exchange H (not 01)	AN236	The Anthropology of Governance in the Modern State H (not 01)
AN214	The Anthropology of India	AN237	The Anthropology of Development H
AN215	The Anthropology of Hunters and Gatherers of Sub-Saharan Africa H (not 01)		An approved paper taught outside the Department
AN216	Cognition and Anthropology H (not 01)		
AN217	The Anthropology of East and Central Africa H (not 01)		
AN219	The Anthropology of Agrarian Development and Social Change H (not 01)		

BA Anthropology and Law

Paper Course number and title

Year 1

- 1 AN100 Introduction to Social Anthropology
- 2 AN101 Ethnography and Theory
- 3 LL106 Public Law
- 4 LL104 Law of Obligations

Year 2

- 5 AN226 Political and Legal Anthropology
- 6 LL108 Criminal Law
- 7 LL105 Law of Property I H and a further paper to the value of one half-unit to be selected from either Anthropology Selection List A or from the Law Selection List
- 8 Courses to the value of one unit to be selected from the Anthropology Selection Lists A and B

Year 3

- 9 LL232 Law and Institutions of the European Union
- 10 One course not already taken in the second year to be selected from Anthropology Selection List B
- 11 & 12 Courses to the value of two units not already taken to be selected from Anthropology Selection Lists A above and/or B below and the Law Selection List

Notes: No more than one and a half units taken under 7 and 8, 11 and 12 may be selected from Selection List A

Anthropology Selection List B

AN200	Kinship, Sex and Gender
AN227	The Anthropology of Economic Institutions and their Social Transformations
AN300	Advanced Theory of Social Anthropology
AN301	The Anthropology of Religion

Law Selection List

LL201	Administrative Law	LL257	Labour Law
LL203	Law of Business Associations	LL259	Legal and Social Change since 1750
LL204	Advanced Torts	LL265	Legislation (Essay)
LL205	Medical Law	LL269	Civil Litigation - Processes and Functions
LL207	The Law Relating to Civil Liberties	LL272	Outlines of Modern Criminology H
LL210	Information Technology and the Law	LL275	Property II
LL212	Conflict of Laws	LL278	Public International Law
LL221	Domestic Relations (not 01)	LL282	Law of Restitution (not 01)
LL231	The Substantive Law of the European Union	LL284	Sentencing and Treatment of Offenders H
LL232	Law and Institutions of the European Union	LL287	Social Security Law I H and LL288 Social Security Law II H
LL233	Law of Evidence	LL293	Taxation
LL242	International Protection of Human Rights	LL294	Law, Theory and Policy of Consumer Markets (not 01)
LL250	Law and the Environment	LL305	Jurisprudence
LL251	Intellectual Property Law		
LL253	The Law of Corporate Insolvency		

BSc Business Mathematics and Statistics

Paper Course number and title

Year 1

- 1 ST102 Elementary Statistical Theory
- 2 MA100 Mathematical Methods
- 3 Either EC100 Economics A* or EC102 Economics B
- 4 AC100 Elements of Accounting and Finance

*The Course Tutor must approve and countersign the selection of options form for any student wishing to take EC100

Year 2

- 5 MA200 Advanced Calculus H and MA201 Advanced Linear Algebra H
- 6 Either ST202 Probability, Distribution Theory and Inference or ST218 Projects in Applied Statistics
- 7 Courses to the value of one unit from:
MA103 Introduction to Pure Mathematics

- OR202 Operational Research Methods
 - ST202 Probability, Distribution Theory and Inference
 - ST205 Sample Surveys and Experiments H
 - ST218 Projects in Applied Statistics (if not taken under paper 6)
 - ST226 Actuarial Investigations - Financial H
 - ST227 Survival Models H
- 8 Courses to the value of one unit from:
EC202 Microeconomic Principles II (only if EC102 has previously been taken)
EC210 Macroeconomic Principles (only if EC102 has previously been taken)
EC221 Principles of Econometrics
IS143 Information Technology and Society (may not be selected if IS240 has previously been taken)
AC212 Principles of Finance
PS102 Self, Others and Society: Perspectives on Social and Applied Psychology
SO105 Industrial Enterprise in Comparative Perspective

Year 3

- 9 Courses to the value of three units from:
ST300 Regression Analysis and Generalised Linear Models H
- 10 ST302 Stochastic Processes H
- 11 ST304 Time Series and Forecasting H
ST305 Actuarial Mathematics (Life)
ST306 Actuarial Mathematics: General H
ST307 Aspects of Market Research H
ST325 Simulation Modelling and Analysis H (not if OR301 also taken)
ST327 Market Research: An Integrated Approach
ST331 Decision Theory and Bayesian Statistics
MA203 Real Analysis H
MA208 Optimisation H
MA209 Differential Equations H
MA301 Game Theory I H
MA303 Chaos in Dynamical Systems H
MA305 Control Theory and Calculus of Variations H
MA310 Mathematics of Finance and Valuation H
MA311 Discrete Mathematics H
MA312 Convexity and Fixed Point Theorems H
MA313 Probability in Economics and Finance H
MA314 Theory of Algorithms H
MA315 Algebra and its Applications H
OR301 Model Building in Operational Research (not if ST325 is taken)
OR303 Combinatorial Optimisation H
OR304 Decision Analysis
IS340 Information Systems in Business

- 12 Courses to the value of up to one unit from paper 7 and/or paper 8 and/or from paper 12*
Courses to the value of one unit from:
AC211 Managerial Accounting
AC320 Corporate Finance and Financial Markets
EC313 Industrial Economics
EC321 Monetary Economics
ID200 Organisational Theory and Behaviour
LL209 Commercial Law
LL226 Elements of Labour Law
MN200 The Process of Management
SA250 Demographic Description and Analysis
Courses to the value of up to one unit, from paper 7 and/or 8, and/or papers 9, 10 & 11 or from courses taught outside the Departments of Mathematics and Statistics subject to the signature of the Course Tutor.

* Students will not be permitted to take any first year course under these options, with the exception of MA103 and either PS102 or SO100

BSc Economic History

Paper Course number and title

Year 1

- 1 EH101 The Internationalisation of Economic Growth, 1870 to the Present Day
- 2 Either EC100 Economics A or EC102 Economics B
- 3 An approved paper from outside the Department
- 4 An approved paper from outside the Department

Year 2

- 5 EH245 Foundations of the Industrial Economy
- 6 EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan
- 7 & 8 Two from:
EH101 The Internationalisation of Economic Growth, 1870 to the Present Day (if not taken in year 1)
EH205 Towns, Society and Economy in England and Europe, 1450-1750
EH210 Economic and Social History of Britain from 1830 (not 01)
EH225 Latin America and the International Economy
EH236 The Integration of Europe's Economy, 1815-1990
EH240 British Business and Contemporary Economic Performance
A paper from Selection List A (pre-requisites allowing)

Year 3

- 9 & 10 Two from:
EC311 History of Economics: How Theories Change
EH301 The Origins of the World Economy, 1450-1750
EH302 Work, Class and Organization: British Labour from Industrialization to General Strike (not 01)
EH310 Financial Markets, Investment and Economic Development in Britain, Germany and the US after 1870

- EH315 Africa and the World Economy
 EH320 The World Economic Crisis, 1919-1945
 EH325 Issues of Modern Japanese Economic Development (*not 01*)
 11 A further paper from those listed under 7 & 8 (with the exception of those on the Selection List) or 9 & 10
 12 EH390 Long Essay in Social or Economic History

Economic History Selection List A

AN227	The Anthropology of Economic Institutions and their Social Transformations	SA212	Family, Gender and Society
EC200	Economics of Social Policy	SA251	European Population History (<i>not 01</i>)
EC230	European Economic Policy	SA252	Third World Demography
HY205	The Witchcraze and Modern Witch-hunts (<i>not 01</i>)	SA253	The Population of Developed Societies
HY227	From Adam Smith to Globalisation	SA254	The Population of the Indian Sub-Continent (<i>not 01</i>)
IR304	The Politics of International Economic Relations	SO103	Aspects of British Society
LL259	Legal and Social Change since 1750	SO205	Sociology of Development (<i>not 01</i>)
LN250	English Literature and Society		
An approved language course			

BSc Economics and Economic History

Paper Course number and title

Year 1

- 1 EC102 Economics B
 2 EH101 The Internationalisation of Economic Growth, 1870 to the Present Day
 3 *Either* MA107 Quantitative Methods (Mathematics) **H** and ST105 Quantitative Methods (Statistics for Economists) **H** or EC110 Basic Mathematics for Economists
 4 *Either* ST100 Basic Statistics (*if EC110 taken*) or an approved paper taught outside the Departments of Economics and Economic History

Year 2

- 5 *One from:*
Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II
 Or EC210 Macroeconomic Principles
 6 *Either* EC220 Introduction to Econometrics or EC221 Principles of Econometrics
 7 EH245 Foundations of the Industrial Economy
 8 *One from:*
 EH205 Towns, Society and Economy in England and Europe 1450-1750
 EH210 Economic and Social History of Britain from 1830 (*not 01*)
 EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan
 EH225 Latin America and the International Economy
 EH236 The Integration of Europe's Economy 1815-1990
 EH240 British Business and Contemporary Economic Performance

Year 3

- 9 *One from:*
Either EC201 Microeconomic Principles I (*if EC220 taken*) or EC202 Microeconomic Principles II (*if EC221 taken*)
 Or EC210 Macroeconomic Principles
 10 A paper from Selection List A or an approved paper taught outside the Departments of Economic History and Economics
 11 *One from:*
 EC311 History of Economics: How Theories Change
 EH301 The Origins of the World Economy, 1450-1750
 EH302 Work, Class and Organization: British Labour from Industrialization to General Strike (*not 01*)
 EH310 Financial Markets, Investment and Economic Development in Britain, Germany and the US after 1870
 EH315 Africa and the World Economy
 EH320 The World Economic Crisis, 1919-1945
 EH325 Issues of Modern Japanese Economic Development (*not 01*)
 12 EH390 Long Essay in Social or Economic History

Economics Selection List A

EC301	Advanced Economic Analysis	EC315	International Economics
EC303	Economic Analysis of the European Union	EC317	Labour Economics
EC305	Comparative Economic Systems	EC321	Monetary Economics
EC307	Development Economics	EC325	Public Economics
EC311	History of Economics: How Theories Change	EC333	Problems of Applied Econometrics

BSc Economic History with Economics

Paper Course number and title

Year 1

- 1 EC102 Economics B
 2 EH101 The Internationalisation of Economic Growth, 1870 to the Present Day
 3 *Either* EC110 Basic Mathematics for Economists or MA107 Quantitative Methods (Mathematics) **H** and ST105 Quantitative Methods (Statistics for Economists) **H**
 4 An approved paper taught outside the Departments of Economics and Economic History

Year 2

- 5 *Either* EC201 Microeconomic Principles I or EC202 Microeconomic Principles II
 Or EC210 Macroeconomic Principles
 6 EH245 Foundations of the Industrial Economy
 7 *One from:*
 EH205 Towns, Society and Economy in England and Europe, 1450-1750
 EH210 Economic and Social History of Britain from 1830 (*not 01*)

- EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan
 EH225 Latin America and the International Economy
 EH236 The Integration of Europe's Economy 1815-1990
 EH240 British Business and Contemporary Economic Performance
 8 An approved paper taught outside the Departments of Economic History and Economics

Year 3

- 9 *One from:*
Either EC201 Microeconomic Principles I (*if EC220 taken*) or EC202 Microeconomic Principles II (*if EC221 taken*)
 Or EC210 Macroeconomic Principles
 10 *One from:*
 EC311 History of Economics: How Theories Change
 EH301 The Origins of the World Economy, 1450-1750
 EH302 Work, Class and Organization: British Labour from Industrialization to General Strike (*not 01*)
 EH310 Financial Markets, Investment and Economic Development in Britain, Germany and the US after 1870
 EH315 Africa and the World Economy
 EH320 The World Economic Crisis, 1919-1945
 EH325 Issues in Modern Japanese Economic Development (*not 01*)
 11 *Either* a further paper from 7 above or a further paper from 10 above
 12 EH390 Long Essay in Social or Economic History

BSc Economic History with Population Studies

Paper Course number and title

Year 1

- 1 EH101 The Internationalisation of Economic Growth, 1870 to the Present Day
 2 SA103 Population, Economy and Society
 3 *Either* ST103 Statistical Methods for Social Research or an approved paper from outside Economic History and Population Studies
 4 An approved paper taught outside the Department

Year 2

- 5 SA250 Demographic Description and Analysis
 6 EH245 Foundations of the Industrial Economy
 7 *One from:*
 SA251 European Population History (*not 01*)
 SA252 Third World Demography
 SA253 The Population of Developed Societies
 SA254 The Population of the Indian Sub-Continent (*not 01*)
 8 *One from:*
 EH205 Towns, Society and Economy in England and Europe, 1450-1750
 EH210 Economic and Social History of Britain from 1830 (*not 01*)
 EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan
 EH225 Latin America and the International Economy
 EH236 The Integration of Europe's Economy 1815-1990
 EH240 British Business and Contemporary Economic Performance
 SA212 Women, The Family and Social Policy in 20th Century Britain
 HY205 The Witchcraze and Modern Witch-hunts (*not 01*)

Year 3

- 9 *One from:*
 EH301 The Origins of the World Economy, 1450-1750
 EH315 Africa and the World Economy
 EH325 Issues in Modern Japanese Economic Development (*not 01*)
 10 A further paper from 9 above or from among the EH papers in 8 above
 11 A further paper from 7 above
 12 *Either* EH390 Long Essay in Social or Economic History or SA399 A Special Essay in Population Studies

BSc Economics

Paper Course number and title

Year 1

- 1 EC102 Economics B
 2 *Either* EC110 Basic Mathematics for Economists or MA100 Mathematical Methods or MA107 Quantitative Methods (Mathematics) **H** and ST105 Quantitative Methods (Statistics for Economists) **H**
 3 *Either* ST100 Basic Statistics (*if EC110 taken*) or ST102 Elementary Statistical Theory (*if MA100 taken*) or an approved paper taught outside the Department (*if MA107 and ST105 taken*)
 4 An approved paper taught outside the Department

Year 2

- 5 EC201 Microeconomic Principles I or EC202 Microeconomic Principles II
 6 EC210 Macroeconomic Principles
 7 *Either* EC220 Introduction to Econometrics or EC221 Principles of Econometrics
 8 An approved paper taught outside the Department

Year 3

- 9, 10, 11, 12 *Three from the Selection List below*
 11 *One from:*
 A further paper from the Selection List
 AC211 Managerial Accounting
 EH210 Economic and Social History of Britain from 1830 (*not 01*)
 EH225 Latin America and the International Economy
 EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan
 EH236 The Integration of Europe's Economy 1815-1990
 EH240 British Business and Contemporary Economic Performance
 EH310 Financial Markets, Investment and Economic Development in Britain, Germany and the US after 1870

- EH315 Africa and the World Economy
- GY201 Locational Change and Business Activity
- GY300 Europe and the Global Economy
- IR304 The Politics of International Economic Relations I
- LL209 Commercial Law
- MA100 Mathematical Methods
- MA200 Further Mathematical Methods (Calculus) H and MA201 Further Mathematical Methods (Linear Algebra) H
- MA300 Game Theory
- Either OR201 Operational Research for Management or OR202 Operational Research Methods
- PH211 Philosophy of Economics
- SA250 Demographic Description and Analysis

In exceptional circumstances a student may substitute an outside paper for one of papers 9-12. This outside paper should be both of an advanced nature and coherent with the student's other choice of papers. Permission to take such a paper should first be obtained from the Departmental Tutor who must countersign the 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.

Economics Selection List

EC301 Advanced Economic Analysis	EC319 Mathematical Economics
EC303 Economic Analysis of the European Union	EC321 Monetary Economics
EC305 Comparative Economic Systems	EC325 Public Economics
EC307 Development Economics	EC333 Problems of Applied Econometrics
EC311 History of Economics: How Theories Change	AC212 Principles of Finance
EC313 Industrial Economics	AC320 Corporate Finance and Financial Markets (if AC212 taken in 2nd year)
EC315 International Economics	
EC317 Labour Economics	

BSc Economics with Economic History

Paper Course number and title

Year 1

- 1 EC102 Economics B
- 2 EH101 The Internationalisation of Economic Growth, 1870 to the Present Day
- 3 Either EC110 Basic Mathematics for Economists or MA107 Quantitative Methods (Mathematics) H and ST105 Quantitative Methods (Statistics for Economists) H
- 4 An approved paper taught outside the Department

Year 2

- 5 Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II
- 6 EC210 Macroeconomic Principles
- 7 EH245 Foundations of the Industrial Economy
- 8 One from:
EH205 Towns, Society and Economy in England and Europe, 1450-1750
EH210 Economic and Social History of Britain from 1830 (not 01)
EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan
EH225 Latin America and the International Economy
EH236 The Integration of Europe's Economy 1815-1990
EH240 British Business and Contemporary Economic Performance

Year 3

- 9 & 10 Two from:
Either EC220 Introduction to Econometrics or EC221 Principles of Econometrics
EC301 Advanced Economic Analysis
EC303 Economic Analysis of the European Union
EC305 Comparative Economic Systems
EC307 Development Economics
EC311 History of Economics: How Theories Change
EC313 Industrial Economics
EC315 International Economics
EC317 Labour Economics
EC321 Monetary Economics
EC325 Public Economics
- 11 One from:
EH301 The Origins of the World Economy, 1450-1750
EH310 Financial Markets, Investment and Economic Development in Britain, Germany and the US after 1870
EH315 Africa and the World Economy
EH320 The World Economic Crisis, 1919-1945
EH325 Issues of Modern Japanese Economic Development (not 01)
- 12 An approved paper taught outside the Departments of Economics and Economic History

BSc Econometrics and Mathematical Economics

Paper Course number and title

Year 1

- 1 EC102 Economics B
- 2 MA100 Mathematical Methods
- 3 ST102 Elementary Statistical Theory
- 4 An approved paper taught outside the Department of Economics

Year 2

- 5 Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II
- 6 EC221 Principles of Econometrics

- 7 One from
AC100 Elements of Accounting and Finance
EC210 Macroeconomic Principles
MA200 Further Mathematical Methods (Calculus) H and MA201 Further Mathematical Methods (Linear Algebra) H
MA300 Game Theory
OR201 Operational Research for Management
PH211 Philosophy of Economics
- 8 Either ST202 Probability, Distribution Theory and Inference or an approved paper taught outside the Department

Year 3

- 9 Either EC309 Econometric Theory or EC319 Mathematical Economics or EC333 Problems of Applied Econometrics
- 10 One from the Selection list below
- 11 Either a further paper from 9 above or an approved paper from the Selection list below
- 12 EC331 Project in Quantitative Economics

Econometrics and Mathematical Economics Selection list

AC100 Elements of Accounting and Finance (if not taken under 7 above)	EC311 History of Economics: How Theories Change
AC212 Principles of Finance	EC313 Industrial Economics
AC320 Corporate Finance and Financial Markets (if AC212 taken in second year)	EC315 International Economics
EC210 Macroeconomic Principles (if not taken under 7 above)	EC317 Labour Economics
EC301 Advanced Economic Analysis	EC321 Monetary Economics
EC303 Economic Analysis of the European Union	MA300 Game Theory (if not taken under 7 above)
EC305 Comparative Economic Systems	OR201 Operational Research for Management (if not taken under 7 above)
EC307 Development Economics	PH211 Philosophy of Economics (if not taken under 7 above)

BSc Environmental Management and Policy

Paper Course number and title

Year 1

- 1 GY100 Environment, Economy and Society
- 2 GY120 The Natural Environment
- 3 GY140 Methods in Spatial and Social Analysis
- 4 An approved paper taught outside the Department

Year 2

- 5 GY222 Environment and Economy
- 6 GY221 Environment Assessment and Management
- 7 GY220 Environment: Science and Society
- 8 GY240 Research Techniques (Spatial, Social and Environmental)

Year 3

- 9 GY350 Independent Research Project
- 10 GY321 Environmental Politics and Policy
- 11 & 12 Two from:
GY205 Political Geographies, Policy and Space
GY302 Urban Development: Politics, Policy and Planning
GY320 Environmental Risk Management
GY322 Applied Location and Spatial Analysis
GY340 Geographical Information Systems
An approved paper taught in the Geography Department or another Department in the School

BSc Environmental Policy with Economics

Paper Course number and title

Year 1

- 1 GY120 The Natural Environment
- 2 GY121 Environmental Change and Sustainable Development
- 3 EC102 Economics B
- 4 Either EC110 Basic Mathematics for Economists or MA107 Quantitative Methods (Mathematics) H and ST105 Quantitative Methods (Statistics for Economists) H

Year 2

- 5 GY220 Environment: Science and Society
- 6 GY222 Environment and Economy
- 7 Either GY221 Environmental Assessment and Management or GY240 Research Techniques (Spatial, Social and Environmental) (if GY350, Independent Research Project being taken in Year 3) or Any other Approved Geography and Environment Option
- 8 Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II

Year 3

- 9 GY321 Environmental Politics and Policy
- 10 One from
EC210 Macroeconomic Principles
EC307 Development Economics
EC313 Industrial Economics
EC315 International Economics
EC325 Public Economics
- 11, 12 Two from
GY221 Environmental Assessment and Management (if not already taken in Year 2)
GY302 Urban Development: Politics, Policy and Planning
GY320 Environmental Risk Management
GY340 Geographical Information Systems
GY350 Independent Research Project (GY240 compulsory prerequisite)

BA Geography

Paper Course number and title

Year 1

- 1 GY100 Environment, Economy and Society
- 2 GY140 Methods in Spatial and Social Analysis
- 3 Either GY103 Contemporary Europe or GY120 The Natural Environment
- 4 An approved paper taught outside the Department

Year 2

- 5 GY240 Research Techniques (Spatial, Social and Environmental)
- 6,7 Two or three units from Selection List A and up to one unit from Selection List B
- 8

Year 3

- 9 GY350 Independent Research Project
 - 10 Three units from:
 - 11 & GY300 Europe and the Global Economy
 - 12 GY301 The Political Geography of Development and the South
 - GY302 Urban Development: Politics, Policy and Planning
 - GY303 The Geography of Gender: Global Perspectives
 - GY320 Environmental Risk Management
 - GY321 Environmental Politics and Policy
 - GY322 Applied Location and Spatial Analysis
 - GY340 Geographical Information Systems
- One unit from 6-8 (excluding an LSE taught Outside Option)

Geography Selection List A

GY200 Economy, Society and Space	GY205 Political Geographies, Policy and Space
GY201 Location and Spatial Analysis	GY220 Environment Science and Society

Geography Selection List B

GY202 The Third World: A Study of Social and Economic Development	GY221 Environmental Assessment and Management
An approved LSE taught option (either a GY course or an outside option)	GY222 Environment and Economy

BSc Geography and Population Studies

Paper Course number and title

Year 1

- 1 GY100 Environment, Economy and Society
- 2 SA103 Population, Economy and Society
- 3 GY140 Methods in Spatial and Social Analysis
- 4 One from:
- AN100 Introduction to Social Anthropology
- EC100 Economics A
- EC102 Economics B
- IR100 The Structure of International Society
- PS102 Self, Others and Society: Perspectives on Social and Applied Psychology
- SA100 The Foundations of Social Policy
- ST100 Basic Statistics
- ST102 Elementary Statistical Theory
- ST103 Statistical Methods for Social Research

Year 2

- 5 & Two from:
- 6 GY103 Contemporary Europe
- GY200 Economy, Society and Space
- GY201 Location and Spatial Analysis
- GY202 The Third World: A Study of Social and Economic Development
- GY205 Political Geographies, Policy and Space
- GY220 Environment: Science and Society
- GY221 Environmental Assessment and Management
- GY222 Environment and Economy
- GY240 Research Techniques (Spatial, Social and Environmental)
- 7 SA250 Demographic Description and Analysis
- 8 One from:
- SA251 European Population History (not 01)
- SA252 Third World Demography
- SA253 The Population of Developed Societies
- SA254 The Population of the Indian Subcontinent (not 01)

Year 3

- 9 One from:
- GY300 Europe and the Global Economy
- GY301 The Political Geography of Development and the South
- GY302 Urban Development: Politics, Policy and Planning
- GY303 The Geography of Gender: Global Perspectives
- GY320 Environmental Risk Management
- GY321 Environmental Politics and Policy
- GY322 Applied Location and Spatial Analysis
- GY340 Geographical Information Systems (GIS)
- 10 One unit from paper 8
- 11 An approved LSE taught course (excluding GY103, Contemporary Europe)
- 12 SA399 Special Essay in Population Studies

BSc Geography with Economics

Paper Course number and title

Year 1

- 1 EC102 Economics B
- 2 Either EC110 Basic Mathematics or MA107 Quantitative Methods (Mathematics) H and ST105 Quantitative Methods (Statistics) for Economists) H
- 3 GY100 Environment, Economy and Society
- 4 Either GY103 Contemporary Europe or GY140 Methods in Spatial and Social Analysis

Year 2

- 5 Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II
- 6 GY201 Location and Spatial Analysis
- 7 & Two from the following:
- 8 GY200 Economy, Society and Space
- GY202 The Third World: A Study of Social and Economic Development
- GY205 Political Geographies, Policy and Space
- GY220 Environment: Science and Society
- GY221 Environmental Assessment and Management
- GY222 Environment and Economy
- GY240 Research Techniques (Spatial, Social and Environmental Analysis) (required for GY350 under papers 11 and 12)
- GY300 Europe and the Global Economy

Year 3

- 9 EC210 Macroeconomic Principles
- 10 GY322 Applied Location and Spatial Analysis
- 11 & Two from:
- 12 GY300 Europe and the Global Economy
- GY301 The Political Geography of Development and the South
- GY302 Urban Development: Politics, Policy and Planning
- GY303 The Geography of Gender: Global Perspectives
- GY320 Environmental Risk Management
- GY321 Environmental Politics and Policy
- GY340 Geographical Information Systems
- GY350 Independent Research Project
- One other Geography course not taken under 7 & 8
- An approved Economics course including
- EC305 Comparative Economic Systems
- EC307 Development Economics
- EC313 Industrial Economics
- EC325 Public Economics

BSc Government

Paper Course number and title

Year 1

- 1 GV101 Introduction to the Study of Politics
- 2 GV100 Introduction to Political Theory
- 3 An approved paper taught outside the Department
- 4 An approved paper taught outside the Department

Years 2 and 3

NB: Options in Government may require GV101 or GV100 to have been completed; Course Guides should be checked accordingly

- 5 EU202 Government, Politics and Public Policy in France
- GV217 Russia/The CIS: Institutions and Policies
- GV241 Government, Politics and Public Policy in Germany
- GV242 Government, Politics and Public Policy in Latin America
- GV243 Government, Politics and Public Policy in the USA
- GV244 Government, Politics and Public Policy in the European Union
- GV246 Government and Politics in Eastern Europe
- 6 One from:
- GV218 Ancient and Early Christian Political Thought (not 01)
- GV219 Medieval and Renaissance Political Thought (not 01)
- GV220 Modern Political Thought
- GV221 Political Philosophy
- GV233 Politics and Ecology (not 01)
- GV237 Radical Political Philosophy
- 7 One from:
- GV223 Democracy and Democratisation
- GV224 Voters, Parties and Elections
- GV225 Public Choice and Politics
- GV226 Executive Government and its Modernization in Selected OECD Countries
- GV227 The Politics of Economic Policy
- 8 An approved paper taught outside the Department
- 9-12 Four from:
- GV100 Introduction to Political Theory (must be taken and examined at the end of the second year of the degree if not taken in Year 1)
- GV218 Ancient and Early Christian Political Thought (not 01)
- GV219 Medieval and Renaissance Political Thought (not 01)
- GV220 Modern Political Thought
- GV221 Political Philosophy
- GV237 Radical Political Philosophy
- GV223 Democracy and Democratisation
- GV224 Voters, Parties and Elections

- GV225 Public Choice and Politics
- GV226 Executive Government and its Modernization in Selected OECD Countries
- GV227 The Politics of Economic Policy
- GV229 Politics and Society
- GV230 Political Change in Modern Britain
- GV231 British Political Ideas
- GV233 Politics and Ecology (not 01)
- A paper from 5 above
- A further paper from 5 above
- An approved paper taught outside the Department

BSc Government and Economics

Paper Course number and title

Year 1

- 1 EC102 Economics B
- 2 Either EC110 Basic Mathematics for Economists or MA107 Quantitative Methods (Mathematics) H and ST105 Quantitative Methods (Statistics for Economists) H
- 3 & Two from:
- 4 GV100 Introduction to Political Theory
- GV101 Introduction to the Study of Politics
- An approved paper taught outside the Departments of Government and Economics

Years 2 and 3

NB: Options in Government may require GV100 or GV101 to have been completed; Course Guides should be checked accordingly

- 5 EC201 Microeconomic Principles I
- 6 EC210 Macroeconomic Principles
- 7 One from:
 - GV100 Introduction to Political Theory (should normally be taken and examined at the end of the second year if not taken in Year 1)
 - GV101 Introduction to the Study of Politics (should normally be taken and examined at the end of the second year if not taken in Year 1)
 - An approved paper from the Government Selection List (if both GV100 and GV101 taken under 3&4 above)
 - An approved paper taught outside the Departments of Economics and Government (if both GV100 and GV101 taken under 3&4 above)
- 8 One from:
 - EU202 Government, Politics and Public Policy in France
 - GV217 Russia/The CIS: Institutions and Policies
 - GV241 Government, Politics and Public Policy in Germany
 - GV242 Government, Politics and Public Policy in Latin America
 - GV243 Government, Politics and Public Policy in the USA
 - GV244 Government, Politics and Public Policy in the European Union
 - GV246 Government and Politics in Eastern Europe
- 9 GV225 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:
 - EC220 Introduction to Econometrics (3rd year only)
 - An approved paper from the Economics Selection List
 - An approved paper from the Government Selection List
 - An approved paper taught outside the Departments of Economics and Government

Government Selection List

GV218 Ancient and Early Christian Political Thought (not 01)	GV226 Executive Government and its Modernization in Selected OECD Countries
GV219 Medieval and Renaissance Political Thought (not 01)	GV227 The Politics of Economic Policy
GV220 Modern Political Thought	GV229 Politics and Society
GV221 Political Philosophy	GV230 Political Change in Modern Britain
GV223 Democracy and Democratisation	GV231 British Political Ideas
GV224 Voters, Parties and Elections	GV233 Politics and Ecology (not 01)

Economics Selection List

EC301 Advanced Economic Analysis	EC313 Industrial Economics
EC303 Economic Analysis of the European Union	EC315 International Economics
EC305 Comparative Economic Systems	EC321 Monetary Economics
EC307 Development Economics	EC325 Public Economics
EC311 History of Economics: How Theories Change	

BSc Government and History

Paper Course number and title

Year 1

- 1 Either GV101 Introduction to the Study of Politics or GV100 Introduction to Political Theory
- 2 One from:
 - HY101 The European Civil War, 1890-1990
 - HY112 Race, Sex and Slavery: The Western Experience (not 01)
 - HY113 From Empire to Independence: the Extra-European World in the Twentieth Century
 - HY114 War and Society from the Renaissance to the Napoleonic Era c. 1500-1815
 - HY115 National Identity in the British Isles, c. 1707-1951
- 3 Either the paper not taken under 1 or 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 or GV101 to have been completed; Course Guides should be checked accordingly

- 5 One from:
 - GV100 Introduction to Political Theory (must be taken and examined at the end of the second year if not taken in Year 1)
 - GV101 Introduction to the Study of Politics (must be taken and examined at the end of the second year if not taken in Year 1)
 - An approved paper from the Government Selection List (if both GV100 and GV101 taken under 1 above)
- 6 One from:
 - EU202 Government, Politics and Public Policy in France
 - GV217 Russia/ The CIS: Institutions and Policies
 - GV241 Government, Politics and Public Policy in Germany
 - GV242 Government, Politics and Public Policy in Latin America
 - GV243 Government, Politics and Public Policy in the USA
 - GV244 Government, Politics and Public Policy in the European Union
 - GV246 Government and Politics in Eastern Europe
- 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:
 - An approved paper not already taken from the Government Selection List
 - An approved paper from the History Selection Lists A, B or C
 - HY300 Essay Option
- 12 One from:
 - An approved paper not already chosen from the Government Selection List
 - An approved paper not already chosen from the History Selection Lists A, B or C
 - An approved paper taught outside the Departments of Government and International History

Government Selection List

GV218 Ancient and Early Christian Political Thought (not 01)	GV226 Executive Government and its Modernization in Selected OECD Countries
GV219 Medieval and Renaissance Political Thought (not 01)	GV227 The Politics of Economic Policy
GV220 Modern Political Thought	GV229 Politics and Society
GV221 Political Philosophy	GV230 Political Change in Modern Britain
GV223 Democracy and Democratisation	GV231 British Political Ideas
GV224 Voters, Parties and Elections	GV233 Politics and Ecology (not 01)
GV225 Public Choice and Politics	

History Selection List A

HY201 British History, 1760-1914	HY224 The Rise and Fall of the Spanish Monarchy and Empire (not 01)
HY208 The History of the United States since 1783 (not 01)	HY229 China and the World, 1840-1990
HY209 The Spanish Civil War: its Causes, Course and Consequences	HY230 The Early Colonial Empires: Europe and the World 1400-1750
HY211 Japan in the Twentieth Century	HY232 Frontiers of Nationalism, Statehood and Independence. The History of Eastern and South-Eastern Europe, 1914-1990
HY221 The History of Russia, 1682-1917	HY317 Politics and Culture in Early Modern Europe: From the Renaissance to the Scientific Revolution, 1500-1640
HY223 From Reich to Nation: The Contest for Hegemony in Germany, 1648-1871	

History Selection List B

HY302 Anglo-Spanish Relations in the Age of Elizabeth I and Philip II (not 01)	HY312 From Suez to the Six Day War; Britain, the United States and Arab Nationalism, 1952-1970
HY303 Russia in Revolution, 1914-1921	HY313 The International History of East Asia, 1917-1950
HY304 Germany's New Order in Europe, 1939-45	HY316 The Independence and Partition of India
HY311 The United States and the Vietnam Wars, 1945-75: An International History	HY318 Leadership or Detachment? British Policy Towards Western Europe, 1947-1973

History Selection List C

HY202 International History Since 1890	HY226 The Great War 1914-1918
HY214 The Middle East in the Twentieth Century	HY227 Adam Smith to Globalization: the International History of Free Trade Since 1776
HY222 France in International Affairs, 1940-1981: European, Colonial, and East-West Conflict (not 01)	HY233 Empire and Nation: Britain and India since 1750
	HY315 The European Enlightenment, 1680-1830

BA History (for students registering in and after October 2001)

Paper Course number and title

Year 1

- 1, 2 Three from: (including at least one from the following: HY112, HY114 and HY115)
- & 3 HY101 The European Civil War, 1890-1990
- HY112 Race, Sex and Slavery: The Western Experience (not 01)
- HY113 From Empire to Independence: the Extra-European World in the Twentieth Century
- HY114 War and Society from the Renaissance to the Napoleonic Era c. 1500-1815
- HY115 National Identity in the British Isles, c. 1707-1951
- EH101 The Internationalisation of Economic Growth, 1870 to the Present Day
- 4 An approved paper taught outside the Department

Year 2

- 5 One from:
 - EH205 Towns, Society and Economy in England and Europe 1450-1750
 - HY205 The Witchcraze and Modern Witch-hunts (not 01)

- HY223 From Reich to Nation: The Contest for Hegemony in Germany, 1648-1871
 HY230 The Early Colonial Empires: Europe and the World 1400-1750
 HY302 Anglo-Spanish Relations in the Age of Elizabeth I and Philip II (*not 01*)
 HY315 The European Enlightenment 1680-1830
 HY317 Politics and Culture in Early Modern Europe: From the Renaissance to the Scientific Revolution, 1500-1640
- 6 One paper from the Selection List A, not taken previously (below) or EH210 Economic and Social History of Britain from 1830 (*not 01*)
 7 One paper from the Selection List B, not taken previously (below) or EH225 Latin America and the International Economy or
 8 EH236 The Integration of Europe's Economy, 1815-1990
 An Approved paper taught outside the Department

Year 3

- 9 HY314 Representing the Past: Historiography and Historical Methods
 10 A paper from the Selection List C
 11 A further paper from Selection Lists A,B or C or a further paper from paper No 5 above (*not already taken*)
 12 HY300 Essay

Selection List A

HY201	British History, 1760-1914	HY224	The Rise and Fall of the Spanish Monarchy and Empire (<i>not 01</i>)
HY208	The History of the United States since 1783 (<i>not 01</i>)	HY229	China and the World, 1840-1990
HY209	The Spanish Civil War: its Causes, Course and Consequences	HY232	Frontiers of Nationalism, Statehood and Independence
HY211	Japan in the Twentieth Century		The History of Eastern and South-Eastern Europe 1914-1990
HY221	The History of Russia 1682-1917		
HY223	From Reich to Nation: The Contest for Hegemony in Germany, 1648-1871		

Selection List B

HY202	International History Since 1890	HY227	Adam Smith to Globalization: the International History of Free Trade Since 1776
HY214	The Middle East in the Twentieth Century	HY230	The Early Colonial Empires: Europe and the World
HY222	France in International Affairs, 1940-1981: European, Colonial, and East-West Conflict (<i>not 01</i>)	HY232	Frontiers of Nationalism, Statehood and Independence, The History of Eastern and South-Eastern Europe 1914-1990
HY226	The Great War 1914-1918	HY233	Empire and Nation: Britain and India since 1750
HY205	The Witchcraze and Modern Witch-hunts (<i>not 01</i>)	HY315	The European Enlightenment, 1680-1830

Selection List C

HY302	Anglo-Spanish Relations in the Age of Elizabeth I and Philip II (<i>not 01</i>)	HY313	The International History of East Asia, 1917-1950
HY303	Russia in Revolution, 1914-1921	HY314	Representing the Past: Historiography and Historical Methods
HY304	Germany's New Order in Europe, 1939-45	HY316	The Independence and Partition of India
HY311	The United States and the Vietnam Wars, 1945-75: An International History	HY317	Politics and Culture in Early Modern Europe: From the Renaissance to the Scientific Revolution, 1500-1640
HY312	From Suez to the Six Day War; Britain, the United States and Arab Nationalism, 1952-1970	HY318	Leadership or Detachment? British Policy Towards Western Europe, 1947-1973

BA History (*for students registered in or before October 2000*)

Paper Course number and title

Year 1

- 1 & Two from:
 2 HY100 The History of European Ideas since 1700 (*not after 00*)
 HY101 The European Civil War, 1890-1990
 HY112 Race, Sex and Slavery: The Western Experience (*not 01*)
 HY113 From Empire to Independence: the Extra-European World in the Twentieth Century
 HY114 War and Society from the Renaissance to the Napoleonic Era c. 1500-1815
- 3 An approved paper taught outside the Department
 4 Either an approved paper taught outside the Department or a further paper from 1&2 above

Year 2

- 5 One from:
 EH205 Towns, Society and Economy in England and Europe 1450-1750
 HY223 From Reich to Nation: The Contest for Hegemony in Germany, 1648-1871
 HY230 The Early Colonial Empires: Europe and the World 1400-1750
 HY302 Anglo-Spanish Relations in the Age of Elizabeth I and Philip II (*not 01*)
 HY315 The European Enlightenment 1680-1830
 HY317 Politics and Culture in Early Modern Europe: From the Renaissance to the Scientific Revolution, 1500-1640
- 6 & Two papers from the Selection List (below)

7

- 8 Either an approved intercollegiate course (*one Group 2 (D) paper listed in the University White Pamphlet*) or an approved paper taught outside the Department

Year 3

- 9 One from:
 One from Selection List C for the BSc degree in International History or
 An approved intercollegiate course (*one Group 3 (E) paper in the University White Pamphlet*)
 10 Either a document-based paper (*if required for approved intercollegiate course under paper 9 above*) or a further paper from the Selection List
 11 A further paper from the Selection List
 12 HY300 Essay (*this may be linked directly to the choice of an (E) paper*)

History Selection List

EH220	Comparative Economic Development: Late Industrialisation in Russia, India and Japan	HY223	From Reich to Nation: The Contest for Hegemony in Germany, 1648-1871
EH240	British Business and Contemporary Economic Performance	HY224	The Rise and Fall of the Spanish Monarchy and Empire (<i>not 01</i>)
GV230	Political Change in 20th Century Britain	HY226	The Great War 1914-1918
HY201	British History 1760-1914	HY227	Adam Smith to Globalization: the International History of Free Trade since 1776
HY202	International History Since 1890	HY229	China and the World
HY208	The History of the United States Since 1783 (<i>not 01</i>)	HY230	The Early Colonial Empires: Europe and the World 1400-1750
HY209	The Spanish Civil War: its Causes, Course and Consequences	HY232	Frontiers of Nationalism, Statehood and Independence
HY211	Japan in the Twentieth Century		The History of Eastern and South-Eastern Europe 1914-1990
HY214	The Middle East in the Twentieth Century	HY233	Empire and Nation: Britain and India since 1750
HY221	The History of Russia 1682-1917	HY314	Representing the Past: Historiography and Historical Methods
HY222	France in International Affairs 1940-1981: European, Colonial, and East-West Conflict (<i>not 01</i>)		

BSc Industrial Relations and Human Resource Management

Paper Course number and title

Year 1

- 1 ID100 Employment Relations
 2,3 Three from:
 & 4 EC100 Economics A or EC102 Economics B
 Either ST103 Statistical Methods for Social Research or MA107 Quantitative Methods (Mathematics) H and ST107 Quantitative Methods (Statistics) H
 SO100 Principles of Sociology
 Either GV101 Introduction to the Study of Politics or GV100 Introduction to Political Theory
 PS102 Self, Others and Society: Perspectives on Social and Applied Psychology
 SO105 Industrial Enterprise in Comparative Perspectives
 IS143 Information Technology and Society
 Either LN130 French Language and Society 1 or LN110 German Language and Society 1
 An approved paper taught outside the Department

Year 2

- 5 ID290 Human Resource Management
 6, 7 Three from Groups A and B below
 & 8

Year 3

- 9 ID300 Selected Topics in Employment Relations
 10, Three from Groups A and B below
 11 &
 12

Group A*(at least three and up to a maximum of six units including at least one of the 3rd year only options)*

ID200	Organisational Theory and Behaviour	Courses up to the value of one unit from:
ID311	Strategic Human Resource Management (<i>3rd year only</i>)* (<i>not 01</i>)	EC317 Labour Economics, ID202 Economics of the Labour Market: Economic Analysis of Unions H, ID203 Economics of the Labour Market: Pay H
ID314	Industrial Psychology H	LL226 Elements of Labour Law
ID399	An essay of up to 10,000 words (3rd year only)	SO212 Sociology of Work, Management and Employment (<i>not 01</i>)

Group B*(up to three units)*

AC100	Elements of Accounting and Finance	IS340	Information Systems in Business
AC211	Managerial Accounting	LL209	Commercial Law
EH210	Economic and Social History of Britain from 1830 (<i>not 01</i>)	MN201	Economics for Management
EH240	British Business and Contemporary Economic Performance	OR201	Operational Research for Management
		SO208	Women in Society

Two approved papers taught outside the Department

BSc International History

Paper Course number and title

Year 1

- 1 & Two from:
 2 HY100 The History of European Ideas since 1700 (*not after 00*)
 HY101 The European Civil War 1890-1990
 HY112 Race, Sex and Slavery: The Western Experience (*not 01*)
 HY113 From Empire to Independence: the Extra-European World in the Twentieth Century
 HY114 War and Society from the Renaissance to the Napoleonic Era c. 1500-1815 (*NB: this course is recommended for students intending to follow this degree*)
- 3 An approved paper taught outside the Department
 4 Either an approved paper taught outside the Department or a further paper from 1 & 2 above

Year 2

- 5 One from:
 EH205 Towns, Society and Economy in England and Europe 1450-1750

- HY205 The Witchcraze and Modern Witch-hunts (*not 01*)
- HY223 From Reich to Nation: The Contest for Hegemony in Germany, 1648-1871
- HY230 The Early Colonial Empires: Europe and the World 1400-1750
- HY302 Anglo-Spanish Relations in the Age of Elizabeth I and Philip II (*not 01*)
- HY315 The European Enlightenment, 1680-1830
- HY317 Politics and Culture in Early Modern Europe: From the Renaissance to the Scientific Revolution, 1500-1640

- 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 paper from Selection List B
- 10 One paper from Selection List C
- 11 HY314 Representing the Past: Historiography and Historical Methods *or one* paper from Selection List A, B or C, or from 5 above
- 12 HY300 History Essay

Selection List A

HY201 British History, 1760-1914	HY223 From Reich to Nation: The Contest for Hegemony in Germany, 1648-1871
HY208 The History of the United States since 1783 (<i>not 01</i>)	HY229 China and the World, 1840-1990
HY209 The Spanish Civil War: its Causes, Course and Consequences	HY232 Frontiers of Nationalism, Statehood and Independence The History of Eastern and South-Eastern Europe, 1914-1990
HY211 Japan in the Twentieth Century	
HY221 The History of Russia 1682-1917	

Selection List B

HY202 International History Since 1914	HY227 Adam Smith to Globalization: the International History of Free Trade since 1776
HY214 The Middle East in the Twentieth Century	HY230 The Early Colonial Empires: Europe and the World 1400-1750
HY222 France in International Affairs, 1940-1981: European, Colonial, and East-West Conflict (<i>not 01</i>)	HY233 Empire and Nation: Britain and India since 1750
HY224 The Rise and Fall of the Spanish Monarchy and Empire (<i>not 01</i>)	HY314 Representing the Past: Historiography and Historical Methods
HY226 The Great War 1914-1918	

Selection List C

HY302 Anglo-Spanish Relations in the Age of Elizabeth I and Philip II (<i>not 01</i>)	HY313 The International History of East Asia, 1917-1950
HY303 Russia in Revolution, 1914-1921	HY315 The European Enlightenment, 1680-1830
HY304 Germany's New Order in Europe, 1939-45	HY316 The Independence and Partition of India
HY311 The United States and the Vietnam Wars, 1945-75: An International History	HY317 Politics and Culture in Early Modern Europe: From the Renaissance to the Scientific Revolution, 1500-1640
HY312 From Suez to the Six Day War; Britain, the United States and Arab Nationalism, 1952-70	HY318 Leadership or Detachment? British Policy Towards Western Europe, 1947-1973

BSc International Relations

Paper Course number and title

Year 1

- 1 IR100 The Structure of International Society
- 2 One from:
EH101 The Internationalisation of Economic Growth, 1870 to the Present Day
HY101 The European Civil War, 1890-1990
HY113 From Empire to Independence: the Extra-European World in the Twentieth Century
HY114 War and Society from the Renaissance to the Napoleonic Era c. 1500-1815

3

- One from:
HY115 National Identity in the British Isles, c. 1707-1951
GV100 Introduction to Political Theory
PH103 Reason, Knowledge and Values: An Introduction to Philosophy
SO100 Principles of Sociology

4

An approved paper taught outside the Department

Year 2

- 5 IR200 International Political Theory (*examined at the end of year 3*)
- 6 HY202 International History since 1890

7

- One from:
EU201 Theories and Problems of Nationalism
IR201 Europe's Institutional Order
IR302 Ethics of War
IR305 Strategic Aspects of International Relations 1
LL278 Public International Law

A paper relevant to the study of International Relations approved by the candidate's teachers from the Selection List below

An approved paper taught outside the Department

Note: Second year students should attend IR300.1, Foreign Policies of the Powers in preparation for IR300, Foreign Policy Analysis, a compulsory paper in year 3.

Year 3

- 9 IR300 Foreign Policy Analysis I
- 10 IR301 International Institutions I
- 11 IR304 Politics of International Economic Relations I
- 12 One from:
EU201 Theories and Problems of Nationalism (*if not taken under paper 7*)
IR302 The Ethics of War (*if not taken under paper 7*)
IR303 Regional Integration in Western Europe I
IR305 Strategic Aspects of International Relations I (*if not taken under paper 7*)

- IR306 Sovereignty, Rights and Justice: Issues in International Political Theory
- IR399 Essay Option
- LL242 International Protection of Human Rights

A paper relevant to the study of International Relations approved by the candidate's teachers from the Selection List below

Selection List of Papers Approved by the Department as Relevant to the Study of International Relations

EC230 European Economic Policy	GY220 Environment: Science and Society
EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan	GY301 The Political Geography of Development and the South
EH225 Latin America and the International Economy	HY209 The Spanish Civil War: its Causes, Course and Consequences
EU201 Theories and Problems of Nationalism	HY214 The Middle East in the Twentieth Century
EU202 Government, Politics and Public Policy in France	HY220 The International History of East Asia, 1917-1950
GV100 Introduction to Political Theory	HY222 France in International Affairs, 1940-1981: European, Colonial, and East-West Conflict (<i>not 01</i>)
GV217 Russia/The CIS: Institutions and Policies	HY226 The Great War, 1914-1918
GV220 Modern Political Thought	HY304 Germany's New Order in Europe, 1939-1945
GV221 Political Philosophy	LL242 The International Protection of Human Rights
GV223 Democracy and Democratisation	LL250 Law and the Environment
GV226 Executive Government and its Modernization in Selected OECD Countries	LN200 Russian Language and Society 2
GV227 The Politics of Economic Policy	LN210 German Language and Society 2
GV229 Politics and Society	LN220 Spanish Language and Society 2
GV230 Political Change in Modern Britain	LN230 French Language and Society 2
GV233 Politics and Ecology (<i>not 01</i>)	PH203 Philosophy of the Social Sciences
GV241 Government, Politics and Public Policy in Germany	SA213 European Social Policy
GV242 Government, Politics and Public Policy in Latin America	SO201 Sociological Theory
GV243 Government, Politics and Public Policy in the USA (<i>not 00</i>)	SO202 The Social Analysis of Russia and the CIS (<i>not 01</i>)
GV244 Government, Politics and Public Policy in the European Union	SO204 Political Processes and Social Change (<i>not 01</i>)
GV246 Government and Politics in Eastern Europe	SO205 Sociology of Development (<i>not 01</i>)
	Any other paper, not on the exclusion lists, approved by the Departmental tutor of the Department of International Relations

BSc International Relations and History

Paper Course number and title

Year 1

- 1 IR100 The Structure of International Society
- 2 One from:
HY101 The European Civil War 1890-1990
HY113 The US and the Non-European World: Cold War and Revolution since 1917
HY114 War and Society from the Renaissance to the Napoleonic Era c. 1500-1815
HY115 National Identity in the British Isles, c. 1707-1951

3 &

- 4 EH101 The Internationalisation of Economic Growth, 1870 to the Present Day
LL278 Public International Law
An approved language (LN) course
An approved paper taught outside the Department

Year 2

- 5 IR200 International Political Theory (*normally examined at the end of year 3*)
- 6 HY202 International History since 1914
- 7 Either IR300 Foreign Policy Analysis I or IR301 International Institutions I
- 8 One from:
HY209 The Spanish Civil War: its Causes, Course and Consequences
HY214 The Middle East in the Twentieth Century
HY221 The History of Russia 1862-1917
HY222 France in International Affairs 1940-1981: European, Colonial, and East-West Conflict (*not 01*)
HY223 From Reich to Nation: The Contest for Hegemony in Germany, 1648-1871
HY224 The Rise and Fall of the Spanish Monarchy and Empire (*not 01*)
HY226 The Great War 1914-1918
HY227 Adam Smith to Globalization: The International History of Free Trade since 1776
HY229 China and the World, 1840-1990
HY230 The Early Colonial Empires: Europe and the World 1400-1750
HY232 Frontiers of Nationalism, Statehood and Independence. The History of Eastern and South-Eastern Europe, 1914-1990
HY233 Empire and Nation: Britain and India since 1750

Year 3

- 9 The paper not taken under 7 above
- 10 One from:
EU201 Theories and Problems of Nationalism
IR302 The Ethics of War
IR303 Regional Integration in Western Europe I
IR304 The Politics of International Economic Relations I
IR305 Strategic Aspects of International Relations I
IR306 Sovereignty, Rights and Justice: Issues in International Political Theory
- 11 One from:
HY302 Anglo-Spanish Relations in the Age of Elizabeth I and Philip II (*not 01*)
HY303 Russia in Revolution, 1914-21
HY304 Germany's New Order in Europe, 1939-45
HY311 The United States and the Vietnam Wars, 1945-75: An International History
HY312 From Suez to the Six Day War; Britain, the United States and Arab Nationalism, 1952-1970
HY313 The International History of East Asia, 1917-1950
HY314 Representing the Past: Historiography and Historical Methods

HY316 The Independence and Partition of India
 HY317 Politics and Culture in Early Modern Europe: From the Renaissance to the Scientific Revolution, 1500-1640
 HY318 Leadership or Detachment? British Policy Towards Western Europe 1947-1973

- 12 One from:
 A further paper from 10 or 11 above
 HY300 History Essay
 An approved paper taught outside the Department of International Relations and International History

BSc Management - For students registered in and before October 2000

Paper Course number and title

Year 1

- 1 Either EC100 Economics A or EC102 Economics B
 2 Either MA106 Introductory Quantitative Methods (Mathematics) H and ST106 Introductory Quantitative Methods (Statistics) H or MA107 Quantitative Methods (Mathematics) H and ST107 Quantitative Methods (Statistics) H
 3 SO105 Industrial Enterprise in Comparative Perspective
 4 An approved paper taught outside the Department

Year 2

- 5 MN200 The Process of Management
 6 AC100 Elements of Accounting and Finance
 7 One from:
 MN201 Economics for Management
 EC200 Economics of Social Policy
 EC210 Macroeconomic Principles,
 One from Groups A-F

Year 3

- 9 MN303 International Context of Management H and MN304 Introduction to Strategy H
 10 MN302 Marketing Management: A Strategic Approach
 11, 12 Two from Groups A-F

Group A, Accounting and Finance

AC211	Managerial Accounting	AC330	Financial Accounting
AC212	Principles of Finance	AC340	Auditing and Accountability
AC320	Corporate Finance and Financial Markets		

Group B, Economics

MN201	Either Economics for Management or	EC230	European Economic Policy (may not be combined with MN201)
EC210	Macroeconomic Principles		
EC313	Industrial Economics	ID201	Economics of the Labour Market (may not be combined with EC317)
EC317	Labour Economics (may not be combined with ID201)		

Group C, Management Science

IS143	Information Technology and Society (may not be selected if IS240 has previously been taken)	OR201	Operational Research for Management (may not be combined with OR202)
IS340	Information Systems in Business	OR202	Operational Research Methods (may not be combined with OR201)
MA207	Further Quantitative Methods (Mathematics) H and	OR301	Model Building in Operational Research
ST201	Statistical Models and Data Analysis or	OR304	Decision Analysis
MA207	Further Quantitative Methods (Mathematics) H and	ST102	Elementary Statistical Theory
MA301	Game Theory I H	ST307	Aspects of Market Research H and
		ST205	Sample Surveys and Experiments H

Group D, The International Context of Management

IR301	International Institutions I	GY300	Europe and the Global Economy
IR303	Regional Integration in Western Europe I	SO202	The Social Analysis of Russia and the CIS (not 01)
IR304	The Politics of International Economic Relations I	SO205	Sociology of Development (not 01)

Group E, Public and Voluntary Sector Management

GV225	Public Choice and Politics	SA203	Finance and Organisation of Human Services
		SA207	Health Policy and Administration

Group F, Human and Organisational Aspects of Management

EH240	British Business and Contemporary Economic Performance	PS315	The Social Psychology of Economic Life
ID290	Human Resource Management	SO212	Sociology of Work, Management and Employment (not 01)
LL209	Either Commercial Law or	SO214	The Psychoanalytic Study of Society
LL232	Law and Institutions of European Union		

In exceptional circumstances a student may substitute a different outside paper for one of the papers 8, 11 and 12. This outside paper would normally be of an advanced nature or a 100 level foreign language paper (not permitted in their native language), and be coherent with the student's other choice of papers. Permission to take such a paper should first be obtained from the student's tutor and then confirmed by the Departmental Tutor, who must countersign the Selection of Papers for Next Session form and any subsequent course change form.

BSc Management - For students registered in and after October 2001

Paper Course number and title

Year 1

- 1 Either EC100 Economics A or EC102 Economics B

- 2 Either MA106 Introductory Quantitative Methods (Mathematics) H and ST106 Introductory Quantitative Methods (Statistics) H or MA107 Quantitative Methods (Mathematics) H and ST107 Quantitative Methods (Statistics) H
 3 MN101 Introduction to Psychology and Behavioural Science for Management
 4 An approved paper taught outside the Department

Year 2

- 5 MN200 The Process of Management
 6 AC100 Elements of Accounting and Finance
 7 One from:
 MN201 Economics for Management
 EC200 Economics of Social Policy
 EC210 Macroeconomic Principles
 8 MN203 Social Science Research Methods of Management (not 01)

Year 3

- 9 MN303 International Context of Management H and MN304 Introduction to Strategy H
 10 MN302 Marketing Management: A Strategic Approach
 11, 12 Two from Groups A-F

Group A, Accounting and Finance

AC211	Managerial Accounting	AC330	Financial Accounting
AC212	Principles of Finance	AC340	Auditing and Accountability
AC320	Corporate Finance and Financial Markets		

Group B, Economics

MN201	Either Economics for Management or	EC230	European Economic Policy (may not be combined with MN201)
EC210	Macroeconomic Principles		
EC313	Industrial Economics	ID201	Economics of the Labour Market (may not be combined with EC317)
EC317	Labour Economics (may not be combined with ID201)		

Group C, Management Science

IS143	Information Technology and Society (may not be selected if IS240 has previously been taken)	OR201	Operational Research for Management (may not be combined with OR202)
IS340	Information Systems in Business	OR202	Operational Research Methods (may not be combined with OR201)
MA207	Further Quantitative Methods (Mathematics) H and	OR301	Model Building in Operational Research
ST201	Statistical Models and Data Analysis or	OR304	Decision Analysis
MA207	Further Quantitative Methods (Mathematics) H and	ST102	Elementary Statistical Theory
MA301	Game Theory I H	ST307	Aspects of Market Research H and
		ST205	Sample Surveys and Experiments H

Group D, The International Context of Management

IR301	International Institutions I	GY300	Europe and the Global Economy
IR303	Regional Integration in Western Europe I	SO202	The Social Analysis of Russia and the CIS (not 01)
IR304	The Politics of International Economic Relations I	SO205	Sociology of Development (not 01)

Group E, Public and Voluntary Sector Management

GV225	Public Choice and Politics	SA203	Finance and Organisation of Human Services
		SA207	Health Policy and Administration

Group F, Human and Organisational Aspects of Management

EH240	British Business and Contemporary Economic Performance	PS315	The Social Psychology of Economic Life
ID290	Human Resource Management	SO212	Sociology of Work, Management and Employment (not 01)
LL209	Either Commercial Law or	SO214	The Psychoanalytic Study of Society
LL232	Law and Institutions of European Union		

In exceptional circumstances a student may substitute a different outside paper for one of the papers 8, 11 and 12. This outside paper would normally be of an advanced nature or a 100 level foreign language paper (not permitted in their native language), and be coherent with the student's other choice of papers. Permission to take such a paper should first be obtained from the student's tutor and then confirmed by the Departmental Tutor, who must countersign the Selection of Papers for Next Session form and any subsequent course change form.

BSc Management Sciences

Paper Course number and title

Year 1

- 1 MA107 Quantitative Methods (Mathematics) H and ST107 Quantitative Methods (Statistics) H
 2 Either EC100 Economics A or EC102 Economics B
 3 AC100 Elements of Accounting and Finance
 4 IS143 Information Technology and Society

Years 2 & 3

- 5 OR202 Operational Research Methods
 6 ST203 Statistics for Management Sciences
 7 & Two from:
 8 OR301 Model Building in Operational Research (third year only)
 OR304 Decision Analysis
 ST327 Market Research: An Integrated Approach (third year only)
 9 Papers to the value of one unit from:

- AC211 Managerial Accounting
- AC212 Principles of Finance
- AC320 Corporate Finance and Financial Markets (only if AC212 taken in second year)
- EC201 Microeconomic Principles I or EC202 Microeconomic Principles II or MN201 Economics for Management
- EC210 Macroeconomic Principles
- EC313 Industrial Economics
- ID200 Organisational Theory and Behaviour
- Either LL226 Elements of Labour Law or LL209 Commercial Law
- 10 & 11 Papers to the value of two units from:
- 11 A further paper under 9 above
- The papers not taken under 7 and 8 above
- IS340 Information Systems in Business
- MA207 Further Quantitative Methods (Mathematics) H
- MA301 Game Theory I H
- OR302 Applied Management Sciences
- OR303 Combinatorial Optimisation H (third year only)
- SA250 Demographic Description and Analysis
- ST226 Actuarial Investigations - Financial H
- ST307 Aspects of Market Research H (may not be combined with ST327)
- 12 Papers to the value of one unit from 10 and 11 above or (subject to approval by the Departmental Tutor) any other paper which is normally available only to second or third-year students taught within the School or at other colleges of the University where practicable

BSc Management Sciences with French

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 BSc Management Sciences.

Paper Course number and title

- Year 1**
- 1 MA107 Quantitative Methods (Mathematics) H and ST107 Quantitative Methods (Statistics) H
- 2 Either EC100 Economics A or EC102 Economics B
- 3 AC100 Elements of Accounting and Finance
- 4 IS143 Information Technology and Society
- Years 2 & 4**
- 5 LN130 French Language and Society 1 (must be taken in Year 2)
- 6 OR202 Operational Research Methods
- 7 ST203 Statistics for Management Sciences
- 8 & 9 Two from:
- 9 OR301 Model Building in Operational Research
- OR304 Decision Analysis
- ST327 Market Research: An Integrated Approach (fourth year only)
- 10 Papers to the value of one unit from:
- The paper not taken under 8&9 above
- IS340 Information Systems in Business
- MA207 Further Quantitative Methods (Mathematics) H
- MA301 Game Theory I H
- OR302 Applied Management Sciences
- OR303 Combinatorial Optimisation H
- SA250 Demographic Description and Analysis
- ST226 Actuarial Investigations- Financial H
- ST307 Aspects of Market Research H (may not be combined with ST327)
- 11 Papers to the value of one unit from:
- AC211 Managerial Accounting
- AC212 Principles of Finance
- AC320 Corporate Finance and Financial Markets (only if AC212 taken in second year)
- Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II or MN201 Economics for Management
- EC210 Macroeconomic Principles
- EC313 Industrial Economics
- ID200 Organisational Theory and Behaviour
- Either LL226 Elements of Labour Law or LL209 Commercial Law
- 12 Papers to the value of one unit from:
- A further paper from 10 or 11 above
- Subject to the approval by the Course Tutor, a paper taught within School or at other colleges of the University where practicable

BSc Mathematics and Economics

Paper Course number and title

- Year 1**
- 1 EC102 Economics B
- 2 MA100 Mathematical Methods
- 3 ST102 Elementary Statistical Theory
- 4 Either (a) MA103 Introduction to Pure Mathematics
- Or (b) Any other paper approved by the Course Tutor
- Years 2 and 3**
- 5 EC202 Microeconomic Principles II

- 6 MA200 Further Mathematical Methods (Calculus) H and MA201 Further Mathematical Methods (Linear Algebra) H
- 7 Either EC210 Macroeconomic Principles or EC221 Principles of Econometrics or AC212 Principles of Finance
- 8 If 4 (b) was taken
- (a) MA103 Introduction to Pure Mathematics
- If 4 (a) was taken
- Either (b) MA203 Real Analysis H and MA208 Optimisation Theory H or MA209 Differential Equations H
- Or (c) Any other paper approved by the Course Tutor
- 9 EC319 Mathematical Economics
- 10 Courses to the value of one unit from:
- MA208 Optimisation Theory H (if not taken under 8 above)
- MA209 Differential Equations H (if not taken under 8 above)
- MA301 Game Theory I H (not to be taken with MA300 under 11 below)
- MA303 Chaos in Dynamical Systems H (not 99)
- MA305 Control Theory and Calculus of Variations H
- MA310 Mathematics of Finance and Valuation H
- MA311 Discrete Mathematics H
- MA312 Convexity and Fixed Point Theorems H
- MA313 Probability for Finance and Economics H
- MA314 Theory of Algorithms H
- MA315 Algebra and its Applications H
- ST202 Probability, Distribution Theory and Inference
- 11 If AC212 was taken as Paper No 7 then:
- Either EC210 Macroeconomic Principles or EC221 Principles of Finance
- If EC210 or EC221 was taken under paper No 7 then one from:
- EC210 Macroeconomic Principles
- EC221 Principles of Econometrics
- EC301 Advanced Economic Analysis
- EC309 Econometric Theory
- EC321 Monetary Economics
- MA300 Game Theory (not to be taken with MA301 under 10 above)
- AC212 Principles of Finance
- AC320 Corporate Finance and Financial Markets
- Another paper in Economics with the approval of the Course Tutor
- 12 If option (a) or (c) was taken under Paper No 8 then:
- MA203 Real Analysis H and MA208 Optimisation Theory H or MA209 Differential Equations H
- If option (b) was taken under Paper No 8 then:
- A further paper to the value of one unit from papers 10 and 11
- Any other paper approved by the Course Tutor

BA/BSc Philosophy

Paper Course number and title

- Year 1**
- 1 PH103 Reason, Knowledge and Values: An Introduction to Philosophy
- 2 PH101 Logic
- 3 An approved paper taught outside the Department
- 4 An approved paper taught outside the Department
- Year 2**
- 5 Either PH215 History of Modern Philosophy A (not 01) or PH216 History of Modern Philosophy B
- 6 Either PH201 Scientific Method or PH203 Philosophy of the Social Sciences
- 7 & 8 Two from:
- 8 PH214 Morality and Values
- One or two papers from the Philosophy Selection list below
- The paper not taken under 6 above
- An approved paper taught outside the Department
- Year 3**
- 9 The paper not taken under 5 above
- 10, 11 & 12 Three from:
- 11 PH211 Philosophy of Economics
- 12 PH214 Morality and Values (must be taken if not taken under 7 & 8 above)
- PH299 Essay on an Approved Subject in Philosophy
- Up to three papers from the Philosophy Selection list below
- The paper not taken under 6 above
- An approved paper taught outside the Department

Philosophy Selection List

PH200 Further Logic (not 01)	PH209 Philosophical Logic and Metaphysics
PH206 Nineteenth Century Continental Philosophy	PH212 Frege and Russell
PH207 Phenomenology	PH213 Scientific Revolutions: Philosophical and Historical Issues (not 01)
PH210 Philosophy of Mathematics	

BSc Philosophy and Economics

Paper Course number and title

- Year 1**
- 1 EC102 Economics B
- 2 Either MA107 Quantitative Methods (Mathematics) H and ST105 Quantitative Methods (Statistics for Economics) H (if Mathematics at 'A' Level) or EC110 Basic Mathematics for Economists (if Mathematics not taken at 'A' Level)
- 3 PH101 Logic
- 4 PH103 Reason, Knowledge and Values: An Introduction to Philosophy

Year 2

- 5,6 *Two from:*
 Either (i) PH201 Scientific Method or (ii) PH203 Philosophy of the Social Sciences
 PH214 Morality and Values
 PH215 History of Modern Philosophy A (not 01)
 PH216 History of Modern Philosophy B
 An approved paper from the Philosophy Selection List below
 7 *Either* EC201 Microeconomic Principles I or EC202 Microeconomic Principles II
 8 EC210 Macroeconomic Principles

Year 3

- 9 *Either* PH201 Scientific Method or PH203 Philosophy of the Social Sciences (*must be chosen if not taken in year 2*) or PH214 Morality and Values
 Or (*and only if both PH201 and PH214 already been taken*) An approved paper from the Philosophy Selection List or PH299 Essay on an approved subject in Philosophy
 10 *Either* an approved paper taught outside the Departments of Philosophy and Economics or an approved paper from the Economics Selection List below
 11 An approved paper from the Economics Selection List below
 12 PH211 Philosophy of Economics

Philosophy Selection List

PH200 Further Logic (not 01)	PH212 Frege and Russell
PH203 Philosophy of the Social Sciences	PH213 Scientific Revolutions: Philosophical and Historical Issues (not 01)
PH206 Nineteenth Century Continental Philosophy	PH215 History of Modern Philosophy A (not 01)
PH207 Phenomenology (not 01)	PH216 History of Modern Philosophy B
PH209 Philosophical Logic and Metaphysics	
PH210 Philosophy of Mathematics	

Economics Selection List

AC212 Principles of Finance	EC311 History of Economics: How Theories Change
EC220 <i>Either</i> Introduction to Econometrics or	EC313 Industrial Economics
EC221 Principles of Econometrics	EC315 International Economics
EC301 Advanced Economic Analysis	EC317 Labour Economics
EC303 Economic Analysis of the European Community	EC319 Mathematical Economics
EC305 Comparative Economic Systems	EC321 Monetary Economics
EC307 Development Economics	EC325 Public Economics

BSc Philosophy and Mathematics

Paper Course number and title

Year 1

- 1 PH103 Reason, Knowledge and Values: An Introduction to Philosophy
 2 MA100 Mathematical Methods
 3 MA103 Introduction to Pure Mathematics
 4 PH101 Logic

Year 2

- 5 *Either* PH200 Further Logic (not 01) or PH210 Philosophy of Mathematics or PH215 History of Modern Philosophy A (not 01) or PH216 History of Modern Philosophy B
 An approved paper from the Philosophy Selection List below
 7 & Papers to the value of two units from:
 8 MA200 Further Mathematical Methods (Calculus) H
 MA201 Further Mathematical Methods (Linear Algebra) H
 MA203 Real Analysis H
 MA209 Differential Equations H
 MA303 Chaos in Dynamical Systems H
 MA311 Discrete Mathematics H
 MA312 Convexity and Fixed Point Theorems H
 ST102 Elementary Statistical Theory

Year 3

- 9 *Either* PH200 Further Logic (not 01) or PH210 Philosophy of Mathematics
 10 An approved paper from the Philosophy Selection List below
 11 A half-unit from the Mathematics Selection List below and MA314 Theory of Algorithms
 12 Papers to the value of one unit from the Mathematics Selection List below

Philosophy Selection List

PH201 Scientific Method	PH212 Frege and Russell
PH203 Philosophy of the Social Sciences	PH213 Scientific Revolutions: Philosophical and Historical Issues (not 01)
PH206 Nineteenth Century Continental Philosophy	PH214 Morality and Values
PH207 Phenomenology	PH215 History of Modern Philosophy A (not 01)
PH209 Philosophical Logic and Metaphysics	PH216 History of Modern Philosophy B
PH211 Philosophy of Economics	

Mathematics Selection List

MA209 Differential Equations H	MA313 Probability for Finance and Economics
MA208 Optimisation Theory	MA315 Algebra and its Applications H
MA301 Game Theory I H	OR303 Combinatorial Optimisation H
MA305 Control Theory and Calculus of Variations H	ST202 Probability, Distribution Theory and Inference
	Any papers from 7&8 above not already taken

BSc Population Studies

Paper Course number and title

Year 1

- 1 SA103 Population, Economy and Society
 2 *One from:*
 MA106 Introductory Quantitative Methods (Mathematics) H and ST106 Introductory Quantitative Methods (Statistics) H or ST102 Elementary Statistical Theory or ST103 Statistical Methods for Social Research
 3 An approved paper taught outside the Department
 4 An approved paper taught outside the Department

Year 2

- 5 SA250 Demographic Description and Analysis
 6 An approved paper in Population Studies
 7 & *Two (subject to pre-requisites for courses marked*) from:*
 8 AN100 Introduction to Social Anthropology
Either EC110 Basic Mathematics for Economists or MA107 Quantitative Methods (Mathematics) H and ST105 Quantitative Methods (Statistics for Economists) H or MA100 Mathematical Methods
 EC200 Economics of Social Policy
 EC201 Microeconomic Principles I*
 EC202 Microeconomic Principles II*
 EH210 Economic and Social History of Britain from 1830 (not 01)
 EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan
 EH225 Latin America and the International Economy
 IS143 Information Technology and Society (*may not be selected if IS240 has previously been taken*)
 OR202 Operational Research Methods
 PS203 Societal Psychology: Theory and Applications
 SA212 Gender, the Family and Society
 SA305 Principles of Social Policy
 SO103 Aspects of British Society
 SO205 Sociology of Development (not 01)

Year 3

- 9,10 *Three from:*
 & 11 EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan
 EH225 Latin America and the International Economy
 SA251 European Population History (not 01)
 SA252 Third World Demography
 SA253 The Population of Developed Societies
 SA254 The Population of the Indian Sub-continent (not 01)
 SA399 Special essay in Population Studies
 12 An approved paper taught outside the Department

BSc Psychology and Philosophy

Paper Course number and title

Year 1

- 1 PS102 Self, Others and Society: Perspectives on Social and Applied Psychology
 2 PH101 Logic
 3 PH103 Reason, Knowledge and Values: An Introduction to Philosophy
 4 An approved paper taught outside the Departments of Psychology and Philosophy

Year 2

- 5 PS200 Social Psychology (not after 00)
 6 PS201 Cognitive Psychology (not after 00)
 7 PH214 Moralities and Values
 8 *One from:*
 PH200 Further Logic (not 01)
 PH201 Scientific Method
Either PH203 Philosophy of the Social Sciences or PH211 Philosophy of Economics
Either PH206 Nineteenth Century Continental Philosophy or PH207 Phenomenology (not 01)
 PH209 Philosophical Logic and Metaphysics
 PH212 Frege and Russell
 PH213 Scientific Revolutions: Philosophical and Historical Issues (not 01)
Either PH215 History of Modern Philosophy A (not 01) or PH216 History of Modern Philosophy B
 An approved paper taught outside the Departments of Psychology and Philosophy

Year 3

- 9 *One unit from:*
 PS301 Thought and Language
 PS303 Social Psychology and Society
 PS321 Evolutionary Psychology
 10 *Either* A further unit from 9 above or one full unit from another Department in the School
 11. *Two from:*
 12 PH299 Philosophy Essay
 PS399 Social Psychology Essay
 Another approved paper from 8 above

BSc Russian Studies

Paper Course number and title

Year 1

- 1 LN100 Russian Language and Society 1
 2 HY101 The European Civil War, 1890-1990
 3 & *Two from:*
 4 *Either* GV100 Introduction to Political Theory or GV101 Introduction to the Study of Politics

IR100 The Structure of International Society
 SO100 Principles of Sociology
 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

GV100	Either Introduction to the Study of Politics (if not taken in Year 1) or	An approved paper in Government
GV101	Introduction to Political Theory (if not taken in Year 1)	

Group B History

HY202	International History Since 1890	HY221	The History of Russia 1682-1917
An other approved paper in History			

Group C International Relations

IR200	Either International Political Theory or	IR300	Foreign Policy Analysis I
IR301	International Institutions I		

Group D Sociology

EU201	Either Theories and Problems of Nationalism or	SO204	Political Processes and Social Change (not 01)
SO203	Political Sociology (not 01)		

Exceptionally, an approved outside option may be substituted for one of the following: an approved paper in Government, an approved paper in History, IR200 or IR300 or EU201 or SO203

Year 3

Papers marked with an asterisk are taught during years 2 and 3 and examined in year 3. Papers 10, 11 and 12 are subject to availability

- 9 LN200 Russian Language and Society 2*
- 10 EU300 A Report on an Approved Topic in the Field of Russian Studies
- 11 & 12 Two from:
- 12 GV217 Russia/The CIS: Institutions and Policies
- HY303 Russia in Revolution 1914-1921
- SO202 The Social Analysis of Russia and the CIS (not 01)

BSc Social Policy and Administration

Paper Course number and title

Year 1

- 1 SA100 The Foundations of Social Policy
- 2 SA101 Sociology and Social Policy
- 3 SA102 Social Economics
- 4 An approved paper taught outside the Department

Year 2

- 5 SA203 Finance and Organisation of Human Services
- 6 SA201 Research Methods for Social Policy
- 7 One from the Selection List below
- 8 An approved paper taught outside the Department

Year 3

- 9 SA305 Principles of Social Policy
- 10 SA349 A Long Essay on an approved topic
- 11 One from the Selection List below
- 12 Either one from the Selection List below or an approved paper taught outside the Department

Selection List

SA103	Population, Economy and Society	SA213	European Social Policy (not 01)
SA204	Educational Policy and Administration (not 01)	SA215	Ageing and Social Policy H and
SA205	Social Care, Policy and Planning (not 01)	SA216	Issues in Social Policy H
SA206	Housing and Urban Structure (not 01)	SA301	Social and Political Theory (not 01)
SA207	Health Policy and Administration	SA308	Sociology of Deviance and Control (not 01)
SA212	Gender, the Family and Society	SA309	Criminal Justice Policy

BSc Social Policy and Government

Paper Course number and title

Year 1

- 1 Either GV100 Introduction to Political Theory or GV101 Introduction to the Study of Politics
- 2 SA100 The Foundations of Social Policy
- 3 One from:
 The paper not taken under 1
 SA102 Social Economics

- 4 An approved paper taught outside the Departments of Government and Social Policy
- 5 An approved paper taught outside the Departments of Government and Social Policy

Years 2 and 3

NB: Options in Government may require GV100 or GV101 to have been completed; Course Guides should be checked accordingly

- 5 One from:

GV100 Introduction to Political Theory Politics (must be taken and examined at the end of the second year of the degree if not taken in Year 1)
 GV101 Introduction to the Study of Politics (must be taken and examined at the end of the second year of the degree if not taken in Year 1)

- 6 An approved paper from the Government Selection List (if both GV100 and GV101 taken under 1 above)
 Courses to the value of one unit from:
 EU202 Government, Politics and Public Policy in France
 GV217 Russia/The CIS: Institutions and Politics
 GV241 Government, Politics and Public Policy in Germany
 GV242 Government, Politics and Public Policy in Latin America,
 GV243 Government, Politics and Public Policy in the USA
 GV244 Government, Politics and Public Policy in the European Union
 GV246 Government and Politics of Eastern Europe
- 7 One from the Government Selection List below
- 8 SA203 Finance and Organisation of Human Services
- 9 SA201 Research Methods for Social Policy
- 10 SA305 Principles of Social Policy
- 11 One from the Government or Social Policy Selection Lists below
- 12 Either one from the Government or Social Policy Selection Lists below or an approved paper taught outside the Departments of Government and Social Policy

Government Selection List

GV218	Ancient and Early Christian Political Thought (not 01)	GV226	Executive Government and its Modernization in Selected OECD Countries
GV219	Medieval and Renaissance Political Thought (not 01)	GV227	The Politics of Economic Policy
GV220	Modern Political Thought	GV229	Politics and Society
GV221	Political Philosophy	GV230	Political Change in Modern Britain
GV223	Democracy and Democratisation	GV231	British Political Ideas
GV224	Voters, Parties and Elections	GV233	Politics and Ecology (not 01)
GV225	Public Choice and Politics	GV237	Radical Political Philosophy

Social Policy Selection List

SA101	Sociology and Social Policy	SA213	European Social Policy (not 01)
SA103	Population, Economy and Society	SA215	Ageing and Social Policy H and
SA204	Educational Policy and Administration (not 01)	SA216	Issues in Social Policy H
SA205	Social Care Policy and Planning (not 01)	SA301	Social and Political Theory (not 01)
SA206	Housing and Urban Structure (not 01)	SA305	Principles of Social Policy
SA207	Health Policy and Administration	SA308	Sociology of Deviance and Control (not 01)
SA212	Gender, the Family and Society	SA309	Criminal Justice Policy
		SA349	A Long Essay on an Approved Topic

BSc Social Policy and Population Studies

Paper Course number and title

Year 1

- 1 SA100 The Foundations of Social Policy
- 2 SA102 Social Economics
- 3 SA103 Population, Economy and Society
- 4 An approved paper taught outside the Department

Year 2

- 5 SA203 Finance and Organisation of Human Services
- 6 SA201 Research Methods for Social Policy
- 7 SA250 Demographic Description and Analysis
- 8 One from:
 SA251 European Population History (not 01)
 SA252 Third World Demography
 SA253 The Population of Developed Societies
 SA254 The Population of the Indian Sub-Continent (not 01)

Year 3

- 9 SA305 Principles of Social Policy
- 10 One from the Selection List below
- 11 A further paper from 8
- 12 Either A further paper from 10 and 11 or an approved paper taught outside the Department

Selection List

SA101	Sociology and Social Policy	SA212	Gender, the Family and Society
SA204	Educational Policy and Administration (not 01)	SA213	European Social Policy (not 01)
SA205	Social Care Policy and Planning (not 01)	SA301	Social and Political Theory (not 01)
SA206	Housing and Urban Structure (not 01)	SA308	Sociology of Deviance and Control (not 01)
SA207	Health Policy and Administration	SA309	Criminal Justice Policy

BSc Social Policy with Social Psychology

Paper Course number and title

Year 1

- 1 PS102 Self, Others and Society: Perspectives on Social and Applied Psychology
- 2 SA100 The Foundations of Social Policy
- 3 Either IS143 Information Technology and Society or an approved paper taught outside the Departments of Social Psychology and Social Policy
- 4 An approved paper taught outside the Departments of Social Psychology and Social Policy

Year 2

- 5 SA203 Finance and Organisation of Human Services
 6 SA201 Research Methods for Social Policy
 7 SA101 Sociology and Social Policy
 8 PS203 Societal Psychology: Theory and Applications

Year 3

- 9 & 10 Two from the Social Policy Selection List
 11 Papers to the value of one unit from Social Psychology Selection List
 12 One from:
 SA349 A long essay on an Approved Topic in Social Policy
 One from the Social Policy Selection List
 Papers to the value of one unit from Social Psychology Selection List
 An approved paper taught outside the Departments of Social Psychology and Social Policy

Social Policy Selection List

SA103	Population, Economy and Society	SA215	Ageing and Social Policy H and
SA204	Educational Policy and Administration (<i>not 01</i>)	SA216	Issues in Social Policy H
SA205	Social Care Policy and Planning (<i>not 01</i>)	SA301	Social and Political Theory (<i>not 01</i>)
SA206	Housing and Urban Structure (<i>not 01</i>)	SA305	Principles of Social Policy
SA207	Health Policy and Administration	SA308	Sociology of Deviance and Control (<i>not 01</i>)
SA212	Gender, the Family and Society	SA309	Criminal Justice Policy
SA213	European Social Policy (<i>not 01</i>)	SA349	A Long Essay on an Approved Topic

Social Psychology Selection List

PS302	Cognition and Social Behaviour	PS321	Evolutionary Psychology
PS303	Social Psychology and Society		

BSc Social Policy and Sociology

Paper Course number and title

Year 1

- 1 SO100 Principles of Sociology
 2 SA100 The Foundations of Social Policy
 3 SA102 Social Economics
 4 ST103 Statistical Methods for Social Research

Year 2

- 5 SO201 Sociological Theory
 6 SO101 Issues and Methods of Social Research
 7 SA203 Finance and Organisation of Human Services
 8 Either an approved paper in Social Policy and Administration or an approved paper in Sociology

Year 3

- 9 SA305 Principles of Social Policy
 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

BSc Sociology

Paper Course number and title

Year 1

- 1 SO100 Principles of Sociology
 2 ST103 Statistical Methods for Social Research
 3 An approved paper from the Sociology Selection List below
 4 An approved paper taught outside the Department

Year 2

- 5 SO201 Sociological Theory
 6 SO101 Issues and Methods of Social Research
 7 An approved paper from the Sociology Selection List below
 8 Either an approved paper from the Sociology Selection List below or an approved paper taught outside the Department

Year 3

- 9 SO302 Sociological Project
 10 An approved paper from the Sociology Selection List below
 11 An approved paper from the Sociology Selection List below
 12 Either an approved paper taught outside the Department or an approved paper from the Sociology Selection List below

Sociology Selection List

2,3	EU201 Theories and Problems of Nationalism	2,3	SO208 Gender and Society
1,2,3	SO103 Aspects of British Society	2,3	SO210 Crime, Deviance and Control
1,2,3	SO105 Industrial Enterprise in Comparative Perspective	2,3	SO211 Sociology of Health and Medicine (<i>not 01</i>)
1,2,3	SO106 Sociology of Religion	2,3	SO212 Sociology of Work, Management and Employment (<i>not 01</i>)
1,2,3	SO201 Sociological Theory	1,2,3	SO214 Psychoanalytic Study of Society
2,3	SO202 The Social Analysis of Russia and the CIS (<i>not 01</i>)	1,2,3	SO215 Evolution and Social Behaviour
2,3	SO203 Political Sociology (<i>not 01</i>)	1,2,3	SO216 Cults, Sects and New Religions
2,3	SO204 Political Processes and Social Change (<i>not 01</i>)	1,2,3	SO219 Culture and Economy

This degree is subject to the Regulations for First Degrees, pages 46-50.

BACHELOR OF LAWS**Classification Scheme**

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

1. Award of Marks

The examiners for each course will determine a numerical mark for each candidate based on the following scale of honours class or division, pass and fail grades:

First Class Honours	70 - 100
Upper Second Class Honours	60 - 69
Lower Second Class Honours	50 - 59
Third Class Honours	45 - 49
Pass	40 - 44
Fail	30 - 39
Bad Fail	00 - 29

2. Eligibility for Award of Degree

- 2.1 In order to be considered for a degree, a candidate must have attempted and completed every element of the assessment for Part I of the Degree and thereafter Part II of the Degree.
 2.2 In order to be eligible for the award of a degree, a candidate must have satisfied the examiners by passing Part I of the Degree and thereafter have satisfied the examiners by passing Part II of the Degree.
 2.3 In order to be eligible for the award of the Degree of Bachelor of Laws with French Law a candidate must, in addition to 2.1 and 2.2, have completed and passed the Diploma in Law of the University of Strasbourg.

3. Treatment of Half-units

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

- 3.1 according to the stage of the degree: half-units taken in the same year should be paired;
 3.2 according to the marks awarded for each half-unit: the two half-units with the highest marks, then those with the next highest marks should be paired.

4. Classification Marks

The classification of each candidate shall be based on all eight marks of the full subjects taken for Parts I and II of the Degree. In all cases, the marks shall be based on the mark obtained by the candidate at the latest attempt of the examination for each course.

5. Treatment of Borderline Marks

Borderline marks are marks of 69, 59, 49, 39 and 29. One borderline mark in Part I and one borderline mark in Part II shall be raised so as to fall within the class, division, pass or fail grade next above whenever the candidate has shown appropriate strength elsewhere. No mark in Part I shall be raised retrospectively when the candidate's Part II marks are being considered.

6. Classification Guidelines

A candidate who is eligible for the award of a degree and who has achieved the minimum requirement for the award of an honours degree of a particular class or division, or a pass degree as set out in sub-paragraphs 6.1 to 6.5 below shall be classified in that class, division or pass grade, **subject to (a) and (b) below:**

- (a) a candidate whose marks include fail marks, but who has otherwise achieved the minimum requirement for the award of an honours degree, should normally be classified in that class, division or pass grade next below that determined in accordance with sub-paragraphs 6.1 to 6.4.
 (b) a candidate who has marks of a higher class than that for which he is being considered shall have those higher marks regarded as some compensation in determining whether the aggregate mark is near enough to the 'normal aggregate'.

6.1 For first class honours:

- 6.1.1 Four first class marks; or
 6.1.2 Three first class marks and an aggregate mark which is near the 'normal aggregate' of 540.

6.2 For upper second class honours:

- 6.2.1 Four upper second marks (or above); or
 6.2.2 Three upper second marks (or above) and an aggregate mark which is near the 'normal aggregate' of 480.

6.3 For lower second class honours:

- 6.3.1 Four lower second marks (or above); or
 6.3.2 Three lower second marks (or above) and an aggregate mark which is near the 'normal aggregate' of 400.

6.4 For third class honours:

- 6.4.1 Four third marks (or above); or
- 6.4.2 Three third marks (or above) and an aggregate mark which is near the 'normal aggregate' of 360.

6.5 For a pass degree:

- 6.5.1 Eight pass marks (or above); or
- 6.5.2 Six pass marks (or above), of which at least two are third class (or above) and the 'normal aggregate' of 320.

7. General Proviso

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

SCHEME OF PASS AND REFERENCE RULES FOR PARTS I AND II OF THE LLB AND LLF DEGREES

PART I

A. A PASS

- (1) A candidate shall pass if she/he passed in three subjects and in the fourth attained a mark of at least 35, provided she/he has 1 mark over an aggregate of 160 for every mark by which her/his mark in the fourth subject falls short of 40;
- (2) A candidate shall pass, though she/he failed in two subjects, provided she/he attained not less than 38 in each of these subjects, and provided also that she/he has 3 marks over an aggregate of 160 for every mark by which each fail mark falls short of 40.

B. A REFERENCE

- (3) A candidate who fails to pass in one subject may be referred in that subject provided that she/he has at least 30 marks in that subject and at least the pass mark in the other subjects, and provided that her/his total marks exceed an aggregate of 160 by at least the amount of her/his deficiency in the subject in which she/he has failed;
- (4) A candidate who fails to pass in two subjects may be referred in one of them provided that she/he has at least 30 marks in that subject, at least 38 in the other failed subject, and that her/his total marks exceed an aggregate of 160 by at least twice the amount of her/his deficiency in the subjects in which she/he has failed.

PART II

A. A PASS

- (5) A candidate shall pass if she/he passed in three subjects and in the fourth attained a mark of at least 30, provided she/he has 1 mark over an aggregate of 160 for every mark by which her/his mark in the fourth subject falls short of 40;
- (6) A candidate shall pass, though she/he failed in two subjects, provided she/he attained not less than 38 in each of these subjects, and provided also that she/he has 3 marks over an aggregate of 160 for every mark by which each fail mark falls short of 40.

SCHEME FOR THE LLB AND LLB WITH FRENCH LAW INTERMEDIATE EXAMINATION

This scheme should be read in conjunction with the Regulations for First Degrees, The Regulations for the LLB and LLB with French Law Degrees, the relevant Course Guides and the Code of Practice on Teaching and Learning for Undergraduates.

1. Award of Marks

The examiners for each course will determine a numerical mark for each candidate based on the following scale:

First Class	70 - 100
Upper Second Class	60 - 69
Lower Second Class	50 - 59
Pass	40 - 49
Fail	30 - 39
Bad Fail	00 - 29

2. Eligibility for Passing the First Year

- 2.1 In order to be considered for the Intermediate Examination, a candidate must have attempted and completed every element of the first year of the LLB or the LLB with French Law degree.
- 2.2 In order to pass the Intermediate Examination, a candidate must have satisfied the examiners by passing all 5 examinations that make up the Intermediate Examination.

3. Treatment of Borderline Marks

Borderline marks are marks of 69, 59, 49, 39 and 29. One borderline mark shall be raised so as to fall within the class or pass grade next above whenever the candidate has shown appropriate strength elsewhere. Where there is more than one borderline mark, the lowest mark should be raised.

4. A Reference

- 4.1 A candidate who fails to pass in one subject may be referred in that subject provided that she/he has at least 30 marks in that subject and passed all the other subjects.
- 4.2 A candidate who fails in two subjects (Property I and Introduction to the Legal System count as half subjects for this purpose) may be referred in those two subjects provided that she/he has at least 30 marks in both subjects.

5. A Fail

- 5.1 A candidate who fails in two subjects (Property I and Introduction to the Legal System count as half subjects for this purpose) fails the Intermediate Examination.
- 5.2 A candidate who fails in more than two subjects (Property I and Introduction to the Legal System count as half subjects for this purpose) fails the Intermediate Examination.

6. The September (re-sit) Intermediate Examination

- 6.1 Candidates who are referred are entitled to re-sit the Intermediate Examination in September.
- 6.2 Candidates who fail are entitled to re-sit the Intermediate Examination in the September (re-sit) Intermediate Examination.

7. The number of attempts at the Intermediate Examination

Candidates who are eligible to sit the Intermediate Examination (see 2.1 above) are entitled, if they have been referred or failed the Intermediate Examination, to a total of 3 attempts at the Intermediate Examination or that part of it in which they have been referred.

8. General Proviso

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

Code	Subject	Code	Subject
LL101	Introduction to Law	LL101	Introduction to Law
LL102	Property I	LL102	Property I
LL103	Property II	LL103	Property II
LL104	Contract Law	LL104	Contract Law
LL105	Tort Law	LL105	Tort Law
LL106	Administrative Law	LL106	Administrative Law
LL107	Public Law	LL107	Public Law
LL108	Law of Evidence	LL108	Law of Evidence
LL109	Law of International Law	LL109	Law of International Law
LL110	Law of Intellectual Property	LL110	Law of Intellectual Property
LL111	Law of Human Rights	LL111	Law of Human Rights
LL112	Law of Consumer Protection	LL112	Law of Consumer Protection
LL113	Law of Employment	LL113	Law of Employment
LL114	Law of Health Care	LL114	Law of Health Care
LL115	Law of Environmental Protection	LL115	Law of Environmental Protection
LL116	Law of Financial Services	LL116	Law of Financial Services
LL117	Law of Insurance	LL117	Law of Insurance
LL118	Law of Banking	LL118	Law of Banking
LL119	Law of Finance	LL119	Law of Finance
LL120	Law of Taxation	LL120	Law of Taxation
LL121	Law of Accounting	LL121	Law of Accounting
LL122	Law of Auditing	LL122	Law of Auditing
LL123	Law of Business Administration	LL123	Law of Business Administration
LL124	Law of Business Law	LL124	Law of Business Law
LL125	Law of Business Ethics	LL125	Law of Business Ethics
LL126	Law of Business Negotiation	LL126	Law of Business Negotiation
LL127	Law of Business Dispute Resolution	LL127	Law of Business Dispute Resolution
LL128	Law of Business Communication	LL128	Law of Business Communication
LL129	Law of Business Writing	LL129	Law of Business Writing
LL130	Law of Business Research	LL130	Law of Business Research
LL131	Law of Business Practice	LL131	Law of Business Practice
LL132	Law of Business Innovation	LL132	Law of Business Innovation
LL133	Law of Business Leadership	LL133	Law of Business Leadership
LL134	Law of Business Strategy	LL134	Law of Business Strategy
LL135	Law of Business Analytics	LL135	Law of Business Analytics
LL136	Law of Business Digital Marketing	LL136	Law of Business Digital Marketing
LL137	Law of Business Social Media	LL137	Law of Business Social Media
LL138	Law of Business Cybersecurity	LL138	Law of Business Cybersecurity
LL139	Law of Business Artificial Intelligence	LL139	Law of Business Artificial Intelligence
LL140	Law of Business Blockchain	LL140	Law of Business Blockchain
LL141	Law of Business Cryptocurrency	LL141	Law of Business Cryptocurrency
LL142	Law of Business Big Data	LL142	Law of Business Big Data
LL143	Law of Business Cloud Computing	LL143	Law of Business Cloud Computing
LL144	Law of Business Internet of Things	LL144	Law of Business Internet of Things
LL145	Law of Business Smart Cities	LL145	Law of Business Smart Cities
LL146	Law of Business Smart Homes	LL146	Law of Business Smart Homes
LL147	Law of Business Smart Grids	LL147	Law of Business Smart Grids
LL148	Law of Business Smart Transportation	LL148	Law of Business Smart Transportation
LL149	Law of Business Smart Energy	LL149	Law of Business Smart Energy
LL150	Law of Business Smart Agriculture	LL150	Law of Business Smart Agriculture
LL151	Law of Business Smart Manufacturing	LL151	Law of Business Smart Manufacturing
LL152	Law of Business Smart Retail	LL152	Law of Business Smart Retail
LL153	Law of Business Smart Services	LL153	Law of Business Smart Services
LL154	Law of Business Smart Healthcare	LL154	Law of Business Smart Healthcare
LL155	Law of Business Smart Education	LL155	Law of Business Smart Education
LL156	Law of Business Smart Government	LL156	Law of Business Smart Government
LL157	Law of Business Smart Infrastructure	LL157	Law of Business Smart Infrastructure
LL158	Law of Business Smart Urban Planning	LL158	Law of Business Smart Urban Planning
LL159	Law of Business Smart Transportation Planning	LL159	Law of Business Smart Transportation Planning
LL160	Law of Business Smart Energy Planning	LL160	Law of Business Smart Energy Planning
LL161	Law of Business Smart Agriculture Planning	LL161	Law of Business Smart Agriculture Planning
LL162	Law of Business Smart Manufacturing Planning	LL162	Law of Business Smart Manufacturing Planning
LL163	Law of Business Smart Retail Planning	LL163	Law of Business Smart Retail Planning
LL164	Law of Business Smart Services Planning	LL164	Law of Business Smart Services Planning
LL165	Law of Business Smart Healthcare Planning	LL165	Law of Business Smart Healthcare Planning
LL166	Law of Business Smart Education Planning	LL166	Law of Business Smart Education Planning
LL167	Law of Business Smart Government Planning	LL167	Law of Business Smart Government Planning
LL168	Law of Business Smart Infrastructure Planning	LL168	Law of Business Smart Infrastructure Planning
LL169	Law of Business Smart Urban Planning	LL169	Law of Business Smart Urban Planning
LL170	Law of Business Smart Transportation Planning	LL170	Law of Business Smart Transportation Planning
LL171	Law of Business Smart Energy Planning	LL171	Law of Business Smart Energy Planning
LL172	Law of Business Smart Agriculture Planning	LL172	Law of Business Smart Agriculture Planning
LL173	Law of Business Smart Manufacturing Planning	LL173	Law of Business Smart Manufacturing Planning
LL174	Law of Business Smart Retail Planning	LL174	Law of Business Smart Retail Planning
LL175	Law of Business Smart Services Planning	LL175	Law of Business Smart Services Planning
LL176	Law of Business Smart Healthcare Planning	LL176	Law of Business Smart Healthcare Planning
LL177	Law of Business Smart Education Planning	LL177	Law of Business Smart Education Planning
LL178	Law of Business Smart Government Planning	LL178	Law of Business Smart Government Planning
LL179	Law of Business Smart Infrastructure Planning	LL179	Law of Business Smart Infrastructure Planning
LL180	Law of Business Smart Urban Planning	LL180	Law of Business Smart Urban Planning
LL181	Law of Business Smart Transportation Planning	LL181	Law of Business Smart Transportation Planning
LL182	Law of Business Smart Energy Planning	LL182	Law of Business Smart Energy Planning
LL183	Law of Business Smart Agriculture Planning	LL183	Law of Business Smart Agriculture Planning
LL184	Law of Business Smart Manufacturing Planning	LL184	Law of Business Smart Manufacturing Planning
LL185	Law of Business Smart Retail Planning	LL185	Law of Business Smart Retail Planning
LL186	Law of Business Smart Services Planning	LL186	Law of Business Smart Services Planning
LL187	Law of Business Smart Healthcare Planning	LL187	Law of Business Smart Healthcare Planning
LL188	Law of Business Smart Education Planning	LL188	Law of Business Smart Education Planning
LL189	Law of Business Smart Government Planning	LL189	Law of Business Smart Government Planning
LL190	Law of Business Smart Infrastructure Planning	LL190	Law of Business Smart Infrastructure Planning
LL191	Law of Business Smart Urban Planning	LL191	Law of Business Smart Urban Planning
LL192	Law of Business Smart Transportation Planning	LL192	Law of Business Smart Transportation Planning
LL193	Law of Business Smart Energy Planning	LL193	Law of Business Smart Energy Planning
LL194	Law of Business Smart Agriculture Planning	LL194	Law of Business Smart Agriculture Planning
LL195	Law of Business Smart Manufacturing Planning	LL195	Law of Business Smart Manufacturing Planning
LL196	Law of Business Smart Retail Planning	LL196	Law of Business Smart Retail Planning
LL197	Law of Business Smart Services Planning	LL197	Law of Business Smart Services Planning
LL198	Law of Business Smart Healthcare Planning	LL198	Law of Business Smart Healthcare Planning
LL199	Law of Business Smart Education Planning	LL199	Law of Business Smart Education Planning
LL200	Law of Business Smart Government Planning	LL200	Law of Business Smart Government Planning

Code	Subject	Code	Subject
LL201	Law of Business Smart Infrastructure Planning	LL201	Law of Business Smart Infrastructure Planning
LL202	Law of Business Smart Urban Planning	LL202	Law of Business Smart Urban Planning
LL203	Law of Business Smart Transportation Planning	LL203	Law of Business Smart Transportation Planning
LL204	Law of Business Smart Energy Planning	LL204	Law of Business Smart Energy Planning
LL205	Law of Business Smart Agriculture Planning	LL205	Law of Business Smart Agriculture Planning
LL206	Law of Business Smart Manufacturing Planning	LL206	Law of Business Smart Manufacturing Planning
LL207	Law of Business Smart Retail Planning	LL207	Law of Business Smart Retail Planning
LL208	Law of Business Smart Services Planning	LL208	Law of Business Smart Services Planning
LL209	Law of Business Smart Healthcare Planning	LL209	Law of Business Smart Healthcare Planning
LL210	Law of Business Smart Education Planning	LL210	Law of Business Smart Education Planning
LL211	Law of Business Smart Government Planning	LL211	Law of Business Smart Government Planning
LL212	Law of Business Smart Infrastructure Planning	LL212	Law of Business Smart Infrastructure Planning
LL213	Law of Business Smart Urban Planning	LL213	Law of Business Smart Urban Planning
LL214	Law of Business Smart Transportation Planning	LL214	Law of Business Smart Transportation Planning
LL215	Law of Business Smart Energy Planning	LL215	Law of Business Smart Energy Planning
LL216	Law of Business Smart Agriculture Planning	LL216	Law of Business Smart Agriculture Planning
LL217	Law of Business Smart Manufacturing Planning	LL217	Law of Business Smart Manufacturing Planning
LL218	Law of Business Smart Retail Planning	LL218	Law of Business Smart Retail Planning
LL219	Law of Business Smart Services Planning	LL219	Law of Business Smart Services Planning
LL220	Law of Business Smart Healthcare Planning	LL220	Law of Business Smart Healthcare Planning
LL221	Law of Business Smart Education Planning	LL221	Law of Business Smart Education Planning
LL222	Law of Business Smart Government Planning	LL222	Law of Business Smart Government Planning
LL223	Law of Business Smart Infrastructure Planning	LL223	Law of Business Smart Infrastructure Planning
LL224	Law of Business Smart Urban Planning	LL224	Law of Business Smart Urban Planning
LL225	Law of Business Smart Transportation Planning	LL225	Law of Business Smart Transportation Planning
LL226	Law of Business Smart Energy Planning	LL226	Law of Business Smart Energy Planning
LL227	Law of Business Smart Agriculture Planning	LL227	Law of Business Smart Agriculture Planning
LL228	Law of Business Smart Manufacturing Planning	LL228	Law of Business Smart Manufacturing Planning
LL229	Law of Business Smart Retail Planning	LL229	Law of Business Smart Retail Planning
LL230	Law of Business Smart Services Planning	LL230	Law of Business Smart Services Planning
LL231	Law of Business Smart Healthcare Planning	LL231	Law of Business Smart Healthcare Planning
LL232	Law of Business Smart Education Planning	LL232	Law of Business Smart Education Planning
LL233	Law of Business Smart Government Planning	LL233	Law of Business Smart Government Planning
LL234	Law of Business Smart Infrastructure Planning	LL234	Law of Business Smart Infrastructure Planning
LL235	Law of Business Smart Urban Planning	LL235	Law of Business Smart Urban Planning
LL236	Law of Business Smart Transportation Planning	LL236	Law of Business Smart Transportation Planning
LL237	Law of Business Smart Energy Planning	LL237	Law of Business Smart Energy Planning
LL238	Law of Business Smart Agriculture Planning	LL238	Law of Business Smart Agriculture Planning
LL239	Law of Business Smart Manufacturing Planning	LL239	Law of Business Smart Manufacturing Planning
LL240	Law of Business Smart Retail Planning	LL240	Law of Business Smart Retail Planning
LL241	Law of Business Smart Services Planning	LL241	Law of Business Smart Services Planning
LL242	Law of Business Smart Healthcare Planning	LL242	Law of Business Smart Healthcare Planning
LL243	Law of Business Smart Education Planning	LL243	Law of Business Smart Education Planning
LL244	Law of Business Smart Government Planning	LL244	Law of Business Smart Government Planning
LL245	Law of Business Smart Infrastructure Planning	LL245	Law of Business Smart Infrastructure Planning
LL246	Law of Business Smart Urban Planning	LL246	Law of Business Smart Urban Planning
LL247	Law of Business Smart Transportation Planning	LL247	Law of Business Smart Transportation Planning
LL248	Law of Business Smart Energy Planning	LL248	Law of Business Smart Energy Planning
LL249	Law of Business Smart Agriculture Planning	LL249	Law of Business Smart Agriculture Planning
LL250	Law of Business Smart Manufacturing Planning	LL250	Law of Business Smart Manufacturing Planning
LL251	Law of Business Smart Retail Planning	LL251	Law of Business Smart Retail Planning
LL252	Law of Business Smart Services Planning	LL252	Law of Business Smart Services Planning
LL253	Law of Business Smart Healthcare Planning	LL253	Law of Business Smart Healthcare Planning
LL254	Law of Business Smart Education Planning	LL254	Law of Business Smart Education Planning
LL255	Law of Business Smart Government Planning	LL255	Law of Business Smart Government Planning
LL256	Law of Business Smart Infrastructure Planning	LL256	Law of Business Smart Infrastructure Planning
LL257	Law of Business Smart Urban Planning	LL257	Law of Business Smart Urban Planning
LL258	Law of Business Smart Transportation Planning	LL258	Law of Business Smart Transportation Planning
LL259	Law of Business Smart Energy Planning	LL259	Law of Business Smart Energy Planning
LL260	Law of Business Smart Agriculture Planning	LL260	Law of Business Smart Agriculture Planning
LL261	Law of Business Smart Manufacturing Planning	LL261	Law of Business Smart Manufacturing Planning
LL262	Law of Business Smart Retail Planning	LL262	Law of Business Smart Retail Planning
LL263	Law of Business Smart Services Planning	LL263	Law of Business Smart Services Planning
LL264	Law of Business Smart Healthcare Planning	LL264	Law of Business Smart Healthcare Planning
LL265	Law of Business Smart Education Planning	LL265	Law of Business Smart Education Planning
LL266	Law of Business Smart Government Planning	LL266	Law of Business Smart Government Planning
LL267	Law of Business Smart Infrastructure Planning	LL267	Law of Business Smart Infrastructure Planning
LL268	Law of Business Smart Urban Planning	LL268	Law of Business Smart Urban Planning
LL269	Law of Business Smart Transportation Planning	LL269	Law of Business Smart Transportation Planning
LL270	Law of Business Smart Energy Planning	LL270	Law of Business Smart Energy Planning
LL271	Law of Business Smart Agriculture Planning	LL271	Law of Business Smart Agriculture Planning
LL272	Law of Business Smart Manufacturing Planning	LL272	Law of Business Smart Manufacturing Planning
LL273	Law of Business Smart Retail Planning	LL273	Law of Business Smart Retail Planning
LL274	Law of Business Smart Services Planning	LL274	Law of Business Smart Services Planning
LL275	Law of Business Smart Healthcare Planning	LL275	Law of Business Smart Healthcare Planning
LL276	Law of Business Smart Education Planning	LL276	Law of Business Smart Education Planning
LL277	Law of Business Smart Government Planning	LL277	Law of Business Smart Government Planning
LL278	Law of Business Smart Infrastructure Planning	LL278	Law of Business Smart Infrastructure Planning
LL279	Law of Business Smart Urban Planning	LL279	Law of Business Smart Urban Planning
LL280	Law of Business Smart Transportation Planning	LL280	Law of Business Smart Transportation Planning
LL281	Law of Business Smart Energy Planning	LL281	Law of Business Smart Energy Planning
LL282	Law of Business Smart Agriculture Planning	LL282	Law of Business Smart Agriculture Planning
LL283	Law of Business Smart Manufacturing Planning	LL283	Law of Business Smart Manufacturing Planning
LL284	Law of Business Smart Retail Planning	LL284	Law of Business Smart Retail Planning
LL285	Law of Business Smart Services Planning	LL285	Law of Business Smart Services Planning
LL286			

Regulations for the LLB and LLB with French Law Degrees

Each programme includes three parts, Intermediate (taken at the end of the first year), Part I and Part II. Each part is examined in the Summer Term; if the examiners require candidates to be re-examined for the Intermediate or Part I examinations, these will normally take place in September. The LLB with French Law also includes a year's programme of study in the Law Faculty of the Université de Strasbourg III (Robert Schuman).

At the discretion of the School, and with the permission of the other college concerned, arrangements may be made for students to take courses at other colleges of the University in legal subjects not taught at LSE.

Year 1 courses can only be taken exceptionally in Years 2 and 3 with official permission of the School.

LLB

Paper Course number and title

Year 1

- 1 LL104 Law of Obligations
- 2 LL105 Property I H and LL109 Introduction to The Legal System H
- 3 LL106 Public Law
- 4 LL108 Criminal Law

Year 2

- 5, 6, 7 & 8 *At least two courses from Selection List A, and not more than four half-subjects from Selection List B to the value of four whole subjects*

Year 3

- 9 LL305 Jurisprudence
- 10, 11 & 12 *At least one subject from Selection List A, and not more than four half subjects from Selection List B to the value of three whole subjects*

Selection List A

AN226 Political and Legal Anthropology	LL241 Introduction to Civil Law
LL104 Law of Obligations (for second year direct entrants only)	LL242 International Protection of Human Rights
LL106 Public Law (for second year direct entrants only)	LL250 Law and the Environment
LL108 Criminal Law (for second year direct entrants only)	LL251 Intellectual Property Law
LL201 Administrative Law	LL253 Law of Corporate Insolvency
LL202 Commercial Contracts (can not be taken if Mercantile Law has been taken)	LL257 Labour Law
LL203 Law of Business Associations	LL259 Legal and Social Change Since 1750
LL204 Advanced Torts	LL265 Legislation
LL205 Medical Law	LL269 Civil Litigation - Processes and Functions
LL207 The Law Relating to Civil Liberties in England and Wales	LL275 Property II
LL210 Information Technology and the Law	LL278 Public International Law
LL212 Conflict of Laws	LL293 Taxation
LL221 Law of Domestic Relations (not 01)	LL294 Law, Theory and Policy of Consumer Markets (not 01)
LL231 The Substantive Law of the European Union	LL299 Full Unit Essay Option (cannot be taken in the same year as LL298)
LL232 Law and Institutions of the European Union	A course taught outside the Law Department, other than those on the exclusion list on page 81 (only one can be selected over years 2 and 3)
LL233 Law of Evidence	

Selection List B

LL105 Property I H (for second year direct entrants only)	LL287 Social Security Law I H
LL109 Introduction to the Legal System H (for second year direct entrants only)	LL288 Social Security Law II H (may only be taken in combination with LL287)
LL272 Outlines of Modern Criminology H	LL298 Essay on an Approved Topic H (cannot be taken in the same year as LL299)
LL284 Sentencing and Treatment of Offenders H	

LLB with French Law

Paper Course number and title

Year 1

- 1 LL104 Law of Obligations
- 2 LL105 Property I H and LL109 Introduction to The Legal System H
- 3 LL106 Public Law
- 4 LL108 Criminal Law

Year 2

- 5 LL241 Introduction to Civil Law (by special exemption, papers to the value of one subject from Selections Lists A and B may be permitted in lieu)
- 6, 7 & 8 *At least two courses from Selection List A, and not more than four half-subjects from Selection List B to the value of three whole subjects*

Candidates are also required to follow the second year of the approved French Language course and to achieve a satisfactory standard in the related examination. A candidate who fails to achieve a satisfactory standard in the French Language examination, but who passes the Part I examination, may be permitted by the School to transfer to the LLB degree, entering the third and final year of the LLB in the following session.

Year 3: Diploma

To qualify to proceed to Part II of the LLB with French Law, a candidate must pass the examination for the Diplôme d'études juridiques de Strasbourg. Further details of the course and examination for the Diplôme, as supplied by the Université de Strasbourg III (Robert Schuman), are available from the Law department.

A candidate who does not take or fails to pass the examination for the Diploma in circumstances certified by the authorities of the Université de Strasbourg III (Robert Schuman) and regarded by the School as being equivalent to those which would have qualified him or her for the award of an Aegrotat in a degree in the University of London may be permitted by the School to continue his/her course for the LLB with French Law. Any other candidate who does not take or fails his/her examination will not be allowed to continue his/her course but may be permitted to transfer to the LLB degree, entering the third and final year of the LLB in the following session.

Year 4

- 9 LL305 Jurisprudence
- 10, 11 & 12 *At least one subject from Selection List A, and not more than four half subjects from Selection List B to the value of three whole subjects*

Selection List A

AN226 Political and Legal Anthropology	LL250 Law and the Environment
LL201 Administrative Law	LL251 Intellectual Property Law
LL202 Commercial Contracts (can not be taken if Mercantile Law has been taken)	LL253 Law of Corporate Insolvency
LL203 Law of Business Associations	LL257 Labour Law
LL204 Advanced Torts	LL259 Legal and Social Change Since 1750
LL205 Medical Law	LL265 Legislation
LL207 The Law Relating to Civil Liberties in England and Wales	LL269 Civil Litigation - Processes and Functions
LL210 Information Technology and the Law	LL275 Property II
LL212 Conflict of Laws	LL278 Public International Law
LL221 Law of Domestic Relations (not 01)	LL293 Taxation
LL231 The Substantive Law of the European Union	LL294 Law, Theory and Policy of Consumer Markets (not 01)
LL232 Law and Institutions of the European Union	LL299 Full Unit Essay Option (cannot be taken in the same year as LL298)
LL233 Law of Evidence	A course taught outside the Law Department, other than those on the exclusion list on page 81 (only one can be selected over years 2 and 3)
LL241 Introduction to Civil Law	
LL242 International Protection of Human Rights	

Selection List B

LL272 Outlines of Modern Criminology H	LL287 Social Security Law I H
LL284 Sentencing and Treatment of Offenders H	LL288 Social Security Law II H (may only be taken in combination with LL287)
	LL298 Essay on an Approved Topic H (cannot be taken in the same year as LL299)

Key

H denotes a half unit course
(not 01) denotes not running in the 2001/02 session

Outside Options for 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 (eg. 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 home department of each course is indicated by the letters in its code. The courses available for this purpose in your first year are:

AC100	Elements of Accounting and Finance	LN200	Russian Language and Society 2
AN100	Introduction to Social Anthropology	LN210	German Language and Society 2
AN101	Ethnography and Theory: Selected Texts	LN220	Spanish Language and Society 2
AN102	Reading Other Cultures: Anthropological Interpretation Of Text and Film	LN230	French Language and Society 2
EC100	Economics A	LL101	English Legal Institutions
EC102	Economics B	LL278	Public International Law
EC110	Basic Mathematics for Economists	MA100	Mathematical Methods
EH101	The Internationalisation of Economic Growth, 1870 to the Present Day	MA103	Introduction to Pure Mathematics
GY100	Environment, Economy and Society	MA106	Introductory Quantitative Methods (Mathematics) H and ST106 Introductory Quantitative Methods (Statistics) H
GY103	Contemporary Europe	MA107	Quantitative Methods (Mathematics) H and ST105 Quantitative Methods (Statistics for Economists) H
GY201	Location & Spatial Analysis ψ	PH101	Logic
GV101	Introduction to the Study of Politics	PH103	Reason, Knowledge and Values: an Introduction to Philosophy
GV100	Introduction to Political Theory	SA100	Introduction to Social Policy
ID100	Employment Relations	SA101	Sociology and Social Policy
IS143	Information Technology and Society	SA103	Population, Economy and Society
HY101	The European Civil War, 1890-1990	PS102	Self, Others and Society: Perspectives on Social and Applied Psychology
HY112	Race, Sex and Slavery: the Western Experience (not 01)	SO100	Principles of Sociology
HY113	Empire to Independence: the Extra-European World in the Twentieth Century	SO103	Aspects of British Society
HY114	War and Society from the Renaissance to the Napoleonic Era, c 1500-1815	SO105	Industrial Enterprise in Comparative Perspective
IR100	The Structure of International Society	SO106	Sociology of Religion
LN100	Russian Language and Society 1	SO214	Psychoanalytic Study of Society
LN110	German Language and Society 1	SO215	Evolution and Social Behaviour
LN120	Spanish Language and Society 1	SO216	Cults, Sects and New Religions
LN130	French Language and Society 1	ST100	Basic Statistics
		ST102	Elementary Statistical Theory

ψ BSc Management students only

Outside Options for Second and Third-year Students - List of Exclusions

Where the degree regulations refer to an approved paper taught outside the department this will be a paper in a subject other than the principal subject(s) of your degree, subject to timetabling constraints and any restrictions listed in the Course Guides. An outside paper may be selected from the Undergraduate Course Guides, subject to the approval of the candidate's tutor and to the successful completion of prerequisites where necessary, with the following exceptions:

- Certain first-year courses are not available to students in the second or third year of their degree.
- Some courses are not available as an outside option.
- Some papers are mutually exclusive and may therefore not be combined.

First-year courses not available to students in the second or third year

IR100	Structure of International Society <i>Students in the 2nd or 3rd year of study in degrees other than BSc/IR may nevertheless be admitted with the written approval of their tutors and the principal teacher of IR100</i>
IS143	Information Technology and Society (<i>without special permission</i>)

Not available as an outside option

AC330	Financial Accounting	LL235	Housing Law (not 01)
AC340	Auditing and Accountability	LL242	International Protection of Human Rights
AN399	Special Essay in Social Anthropology	LL247	Land Development and Planning Law (not 01)
EH245	Foundations of the Industrial Economy	LL251	Intellectual Property Law
EH301	The Origins of the World Economy, 1450-1750	LL253	The Law of Corporate Insolvency
EH310	Financial Markets, Investment and Economic Development in Britain, Germany and the US after 1870	LL257	Labour Law
		LL269	Civil Litigation - Processes and Functions
		LL282	Law of Restitution (not 01)
		LL293	Taxation
EH315	Africa and the World Economy	LL298	Essay on an approved Legal Topic H
EH320	The World Economic Crisis, 1919-1945	LL299	Full unit Essay Option
EH325	Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (not 01)	LL305	Jurisprudence
		MN101	Introduction to Psychology and Behavioural Science for Management
EH390	Long Essay in Social or Economic History	MN304	Introduction to Strategy H
GY350	Independent Geographical Project	MN303	International Context of Management H
ID300	Selected Topics in Industrial Relations and Human Resource Management	MN302	International Marketing: A Strategic Approach
		OR302	Applied Management Sciences
ID399	Industrial Relations Project	PH200	Further Logic (not 01)
HY300	International History Essay	PH204	Greek Philosophy
IR399	International Relations Essay	PH206	Nineteenth Century Philosophy
LL102	English Legal System	PH207	Phenomenology (not 01)
LL104	Obligations I	PH209	Philosophical Logic and Metaphysics
LL106	Public Law: Elements of Government	PH210	Philosophy of Mathematics
LL108	Criminal Law	PH212	Frege and Russell
LL109	Introduction to the Legal System	PH299	Philosophy Essay
LL203	Law of Business Associations	PS300	Methods of Psychological Research III
LL207	The Law Relating to Civil Liberties	SA349	A Long Essay on an Approved Topic
LL212	Conflict of Laws	SA399	Special Essay in Population Studies
LL231	The Substantive Law of the European Union	SO302	Sociological Project

Mutually Exclusive Options (may not be combined)

EC100	Economics A	with	EC102	Economics B
MA107	Quantitative Methods (Mathematics) H and	with	MA100	Mathematical Methods or
ST105	Quantitative Methods (Statistics for Economists) H or		EC110	Basic Mathematics for Economists or
ST107	Quantitative Methods (Statistics) H		ST102	Elementary Statistical Theory or
			ST100	Basic Statistics or
			ST103	Statistical Methods for Social Research
EC317	Labour Economics	with	ID201	Economics of the Labour Market
GY140	Methods in Spatial and Social Analysis	with	GY150	Methods in Geographical and Demographic Analysis
			LL226	Elements of Labour Law
LL104	Obligations I	with	ST327	Market Research: An Integrated Approach
MN302	International Marketing: A Strategic Approach	with	EC201	Microeconomic Principles I or
MN201	Economics for Management	with	EC202	Microeconomic Principles II
			ST102	Elementary Statistical Theory or
ST100	Basic Statistics	with	ST103	Statistical Methods for Social Research
			ST103	Statistical Methods for Social Research
ST102	Elementary Statistical Theory	with	EC110	Basic Mathematics for Economists or
MA100	Mathematical Methods	with	ST204	Further Quantitative Methods (Mathematics)
			MA301	Game Theory I H
MA300	Game Theory	with	OR202	Operational Research Methods
OR201	Operational Research for Management	with	ST325	Simulation Modelling and Analysis H
OR301	Model Building in OR	with	SO210	Crime, Deviance and Control
SA308	Sociology of Deviance and Control (not 99)	with	ST254	Statistical Techniques for Management Sciences or
ST204	Further Quantitative Methods (Statistics) H	with	EC220	Introduction to Econometrics
			ST327	Market Research: An Integrated Approach
ST316	Sample Theory and Methods H	with	ST327	Market Research: An Integrated Approach
ST307	Aspects of Market Research H	with	IS240	Advanced Information Technology for the Social Scientist
IS143	Information Technology and Society	with		

Key

H denotes a half unit course
(not 01) denotes not running in the 2001/02 session

Outside Options for 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 (eg. 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 home department of each course is indicated by the letters in its code. The courses available for this purpose in your first year are:

AC100	Elements of Accounting and Finance	LN200	Russian Language and Society 2
AN100	Introduction to Social Anthropology	LN210	German Language and Society 2
AN101	Ethnography and Theory: Selected Texts	LN220	Spanish Language and Society 2
AN102	Reading Other Cultures: Anthropological Interpretation Of Text and Film	LN230	French Language and Society 2
EC100	Economics A	LL101	English Legal Institutions
EC102	Economics B	LL278	Public International Law
EC110	Basic Mathematics for Economists	MA100	Mathematical Methods
EH101	The Internationalisation of Economic Growth, 1870 to the Present Day	MA103	Introduction to Pure Mathematics
GY100	Environment, Economy and Society	MA106	Introductory Quantitative Methods (Mathematics) H and ST106 Introductory Quantitative Methods (Statistics) H
GY103	Contemporary Europe	MA107	Quantitative Methods (Mathematics) H and ST105 Quantitative Methods (Statistics for Economists) H
GY201	Location & Spatial Analysis ψ	PH101	Logic
GV101	Introduction to the Study of Politics	PH103	Reason, Knowledge and Values: an Introduction to Philosophy
GV100	Introduction to Political Theory	SA100	Introduction to Social Policy
ID100	Employment Relations	SA101	Sociology and Social Policy
IS143	Information Technology and Society	SA103	Population, Economy and Society
HY101	The European Civil War, 1890-1990	PS102	Self, Others and Society: Perspectives on Social and Applied Psychology
HY112	Race, Sex and Slavery: the Western Experience (not 01)	SO100	Principles of Sociology
HY113	Empire to Independence: the Extra-European World in the Twentieth Century	SO103	Aspects of British Society
HY114	War and Society from the Renaissance to the Napoleonic Era, c 1500-1815	SO105	Industrial Enterprise in Comparative Perspective
IR100	The Structure of International Society	SO106	Sociology of Religion
LN100	Russian Language and Society 1	SO214	Psychoanalytic Study of Society
LN110	German Language and Society 1	SO215	Evolution and Social Behaviour
LN120	Spanish Language and Society 1	SO216	Cults, Sects and New Religions
LN130	French Language and Society 1	ST100	Basic Statistics
		ST102	Elementary Statistical Theory

ψ BSc Management students only

Outside Options for Second and Third-year Students - List of Exclusions

Where the degree regulations refer to an approved paper taught outside the department this will be a paper in a subject other than the principal subject(s) of your degree, subject to timetabling constraints and any restrictions listed in the Course Guides. An outside paper may be selected from the Undergraduate Course Guides, subject to the approval of the candidate's tutor and to the successful completion of prerequisites where necessary, with the following exceptions:

- Certain first-year courses are not available to students in the second or third year of their degree.
- Some courses are not available as an outside option.
- Some papers are mutually exclusive and may therefore not be combined.

First-year courses not available to students in the second or third year

IR100	Structure of International Society <i>Students in the 2nd or 3rd year of study in degrees other than BSc/IR may nevertheless be admitted with the written approval of their tutors and the principal teacher of IR100</i>
IS143	Information Technology and Society (<i>without special permission</i>)

Not available as an outside option

AC330	Financial Accounting	LL235	Housing Law (not 01)
AC340	Auditing and Accountability	LL242	International Protection of Human Rights
AN399	Special Essay in Social Anthropology	LL247	Land Development and Planning Law (not 01)
EH245	Foundations of the Industrial Economy	LL251	Intellectual Property Law
EH301	The Origins of the World Economy, 1450-1750	LL253	The Law of Corporate Insolvency
EH310	Financial Markets, Investment and Economic Development in Britain, Germany and the US after 1870	LL257	Labour Law
		LL269	Civil Litigation - Processes and Functions
		LL282	Law of Restitution (not 01)
		LL293	Taxation
EH315	Africa and the World Economy	LL298	Essay on an approved Legal Topic H
EH320	The World Economic Crisis, 1919-1945	LL299	Full unit Essay Option
EH325	Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (not 01)	LL305	Jurisprudence
		MN101	Introduction to Psychology and Behavioural Science for Management
EH390	Long Essay in Social or Economic History		
GY350	Independent Geographical Project	MN304	Introduction to Strategy H
ID300	Selected Topics in Industrial Relations and Human Resource Management	MN303	International Context of Management H
		MN302	International Marketing: A Strategic Approach
ID399	Industrial Relations Project	OR302	Applied Management Sciences
HY300	International History Essay	PH200	Further Logic (not 01)
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LL102	English Legal System	PH206	Nineteenth Century Philosophy
LL104	Obligations I	PH207	Phenomenology (not 01)
LL106	Public Law: Elements of Government	PH209	Philosophical Logic and Metaphysics
LL108	Criminal Law	PH210	Philosophy of Mathematics
LL109	Introduction to the Legal System	PH212	Frege and Russell
LL203	Law of Business Associations	PH299	Philosophy Essay
LL207	The Law Relating to Civil Liberties	PS300	Methods of Psychological Research III
LL212	Conflict of Laws	SA349	A Long Essay on an Approved Topic
LL231	The Substantive Law of the European Union	SA399	Special Essay in Population Studies
		SO302	Sociological Project

Mutually Exclusive Options (may not be combined)

EC100	Economics A	with	EC102	Economics B
MA107	Quantitative Methods (Mathematics) H and	with	MA100	Mathematical Methods or
ST105	Quantitative Methods (Statistics for Economists) H or		EC110	Basic Mathematics for Economists or
ST107	Quantitative Methods (Statistics) H		ST102	Elementary Statistical Theory or
			ST100	Basic Statistics or
			ST103	Statistical Methods for Social Research
EC317	Labour Economics	with	ID201	Economics of the Labour Market
GY140	Methods in Spatial and Social Analysis	with	GY150	Methods in Geographical and Demographic Analysis
LL104	Obligations I	with	LL226	Elements of Labour Law
MN302	International Marketing: A Strategic Approach	with	ST327	Market Research: An Integrated Approach
MN201	Economics for Management	with	EC201	Microeconomic Principles I or
			EC202	Microeconomic Principles II
ST100	Basic Statistics	with	ST102	Elementary Statistical Theory or
			ST103	Statistical Methods for Social Research
ST102	Elementary Statistical Theory	with	ST103	Statistical Methods for Social Research
MA100	Mathematical Methods	with	EC110	Basic Mathematics for Economists or
			ST204	Further Quantitative Methods (Mathematics)
MA300	Game Theory	with	MA301	Game Theory I H
OR201	Operational Research for Management	with	OR202	Operational Research Methods
OR301	Model Building in OR	with	ST325	Simulation Modelling and Analysis H
SA308	Sociology of Deviance and Control (not 99)	with	SO210	Crime, Deviance and Control
ST204	Further Quantitative Methods (Statistics) H	with	ST254	Statistical Techniques for Management Sciences or
			EC220	Introduction to Econometrics
ST316	Sample Theory and Methods H	with	ST327	Market Research: An Integrated Approach
ST307	Aspects of Market Research H	with	ST327	Market Research: An Integrated Approach
IS143	Information Technology and Society	with	IS240	Advanced Information Technology for the Social Scientist

ACCOUNTING AND FINANCE

AC100

Elements of Accounting and Finance

Teachers responsible: Ms J F S Day, E307 and Dr T Ahrens, A451

Pre-requisites: None.

Core syllabus: The aim of the course is to introduce students to the preparation, uses and limitations of accounting information and to the problems of finance and investment decisions.

Content: Balance sheets, cash flow statements, income statements, other accounting statements relating to past events and planned activities: construction, use and interpretation.

Accounting conventions: their nature, purpose and limitations. Standard accounting practices. Legal and economic considerations, including elements of taxation. Accounting for changing price levels.

Introduction to the contexts and techniques of managerial accounting. Costing, budgeting, long-term decisions. Techniques of financial mathematics: their use in investment and financing decisions.

Reading list: M W E Glautier & B Underdown, *Accounting Theory and Practice* (7th edn, Financial Times/Prentice Hall, 2001) and C T Horngren, A Bhimani, G Foster, S M Datar, *Management and Cost Accounting* (Prentice Hall, 1999). Any changes and further reading will be announced during the course.

Teaching: Lectures: AC100 40, twice weekly, ML. Classes: AC100.A/B/C 22, weekly MLS.

Written work: Written answers to numerical problems and discussion questions will be expected weekly; some will be collected during classes for marking.

Assessment: A three and a quarter hour written examination in the ST.

AC211

Management Accounting

Teachers responsible: Dr A Bhimani, A307 and others

Pre-requisites: Available for Bachelor's degree and for Diplomas where listed in the regulations. Students must have completed AC100.

Core syllabus: Three main themes are developed in the course comprising Management Accounting, Accounting Information Systems, and Accounting and Information Economics and Agency Theory.

Content: Management Accounting Concepts: Management accounting and its organizational roles; cost-volume-profit relationships; relevant costs for decision making; cost information and optimization models; traditional versus modern cost management; activity-based costing; strategic and market-based costing; planning and budgeting; responsibility accounting; transfer pricing; performance measurement; comparative management accounting practices and management accounting and e-business.

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.

Accounting and Information Economics and Agency Theory: The general decision model under uncertainty, elements of theory of games, sensitivity analysis, decision making under uncertainty – risk attitudes and decision criteria; moral hazard and adverse selection leading on to Agency theory, agency and top management pay.

Reading list: A detailed reading list will be given out at the start of the course. Illustrative texts include: C Horngren, A Bhimani, G Foster & S Datar, *Management and Cost Accounting* (Prentice Hall, 1999); M Bromwich & A Bhimani, *Management Accounting: Pathways to Progress* (CIMA, 1994).

Teaching: 22 lectures of 2 hours and 20 classes of 1 hour.

Written work: Students will be expected to complete written assignments for classes and to make presentations of their work. Class discussions many of which will feature case study analyses are essential.

Assessment: A three hour unseen examination will take place in the ST.

AC212

Principles of Finance

Teacher responsible: Dr J L G Board, E309

Pre-requisites: Elementary economics and quantitative methods.

Core syllabus: The course examines the theory of financial decision making by firms and examines the behaviour of the capital markets in which these decisions are taken.

Content: The topics covered are the theory of capital budgeting under certainty in perfect and imperfect capital markets, portfolio theory, equity bond markets, the capital asset pricing model, efficient markets, sources of funds, basic theory of capital structure and the cost of capital, company dividend decisions and financial markets and institutions.

Reading lists: Detailed course programmes and reading lists are distributed at the start of the course. Illustrative texts include: Grinblatt & Titman, *Financial Markets and Corporate Strategy* (Irwin, McGraw-Hill) or Brealey & Myers, *Principles of Corporate Finance* (McGraw-Hill).

Teaching: 40 lectures (AC212) of 1 hour MT and LT and 20 classes (AC212.A/B/C) of 1 hour MT and LT.

Written work: Students are expected to produce written work for classes and to make positive contributions to class discussion.

Assessment: A three hour written examination in the ST.

AC310

Advanced Management Accounting

Teachers responsible: Dr A Bhimani, A307 and others

Pre-requisites: Available for Bachelor's degrees and Diplomas where

listed in the regulations or with Dr Bhimani's special permission. Students must have completed AC211.

Core syllabus: The actual composition of the course will vary from year to year, but will generally comprise modern management accounting issues, incentive systems, performance measurement and public sector accounting.

Content: Modern Issues in Management Accounting: Activity-based management; target costing; international approaches to cost management; quality costing; benchmarking; life cycle costing; the balanced scorecard and new performance measures; business strategy and competitor analysis; strategic cost analysis; management accounting and e-business.

The Design of Managerial Incentive Systems: Managerial agency, information economics; moral hazard and adverse selection; optimal incentive intensity and monitoring; applications of agency theory to responsibility accounting, top management pay; an agency perspective on value added approaches.

Performance Measurement: Financial and non-financial performance measures; critical and cultural perspectives on performance measurement.

NHS reforms as part of 'New Public Management': Health system experiences outside the UK; performance measurement in the health sector; cost accounting, cost management and pricing in hospitals; accounting in the New Public Sector.

Reading list: Detailed reading lists will be given out at the start of each part of the course.

Illustrative references include: M Bromwich & A Bhimani, *Management Accounting: Pathways to Progress* (CIMA, 1994); R Cooper & R S Kaplan, *The Design of Cost Management Systems* (Prentice Hall, 1999); A Hopwood & C Tomkins (Eds), *Issues in Public Sector Accounting* (Philip Allan, 1984).

Teaching: 20 Lectures of 2 hours and 20 classes of one hour given in MT and LT.

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.

Assessment: A three hour unseen examination will take place in the ST.

AC320

Corporate Finance and Financial Markets

Teacher responsible: Dr J Danielsson, A454

Pre-requisites: Students must have taken **Principles of Finance, Microeconomic Principles I or Microeconomic Principles II**. Additional courses in statistics are recommended.

Core syllabus: Examination of a range of topics and issues in the theory of corporate finance and the workings of asset markets.

Content: The course builds on Principles of Finance to cover further issues in financial markets. The topics to be discussed include advanced asset and derivative pricing theory; empirical issues in finance, market microstructure; financial risk analysis; investment theory and additional special topics in finance. The course focuses on technical aspects of finance, and builds heavily on students knowledge of mathematics and statistics. The precise contents may alter from year to year.

Teaching: 40 lectures (AC320) of 1 hour and 20 classes (AC320.A) of 1 hour over the MT, LT and ST. Classes start in week 3 of MT.

Written work: Students will be expected to produce written work for classes and to make positive contributions to class discussion.

Reading lists: Detailed course programmes and reading lists will be distributed at the first lecture of each section of the course. Illustrative texts include: Grinblatt & Titman, *Financial Markets and Corporate Strategy*, Irwin McGraw Hill (1998); Hull, *Options Futures and Other Derivative Securities* (3rd edn, Prentice Hall). Much of the course will be based on journal articles and lecture handouts.

Assessment: A three hour unseen examination will take place in the ST.

AC330

Financial Accounting

Teachers responsible: Mr C Noke, A311 and others

Pre-requisites: Background required equivalent to **Elements of Accounting and Finance**. Not available as outside option nor to General Course students.

Core syllabus: The theory and practice of financial reporting. Accounting practices are examined in the light of historical development, regulatory requirements, theories of income and capital and other approaches to accounting theory.

Content: Financial accounting with particular reference to company accounts. Alternative approaches to accounting theory. Regulation of financial reporting, including standardisation. The measurement of income, costs and depreciation. The valuation of assets. Accounting for changing prices. Issues in financial accounting. Empirical research in accounting. Further details will be given at the start of the course.

Reading list: A detailed reading list of books and journal articles will be provided at the start of each term. No one book covers the entire course. Recommended books include G Whittington, *Inflation Accounting: an introduction to the debate* (CUP, 1983).

Teaching: 30 Lectures (AC330), 2 each week MT, 1 each week LT. 20 Classes (AC330.A, AC330.B), weekly MLS.

Written work: Students should prepare weekly written work for class discussion.

At least two pieces per term will be collected for marking.

Assessment: Formal examination of three and a quarter hours (the first fifteen minutes of which will be reading time) in ST.

AC340

Auditing and Accountability

Teachers responsible: Professor M Power, H606 and others

Pre-requisites: This course is available for Bachelor's degrees and Diplomas where listed in the regulations. Students must have a background in accounting equivalent to **Elements of Accounting and Finance**.

Core syllabus: The course provides a critical analysis of the audit function in its many forms. Auditing is understood in a broad sense to exist wherever a need to monitor relations of accountability arises. As private and public sector organisations become increasingly complex this monitoring function is both more important and more difficult.

Content: The course addresses the theoretical basis of auditing, its practical methodologies and its legal, professional and social environment. While the primary focus is upon the UK, international comparisons, particularly with Europe, will be made. In addition to the consideration of the

ANTHROPOLOGY

AN100

Introduction to Social Anthropology

Teachers responsible: Professor M Bloch, A608 and Professor J Parry, A613

Availability: This course is compulsory for BA/BSc Social Anthropology and BA Anthropology and Law students. It is available to students on other degrees as permitted by the regulations.

Core syllabus: The course provides a general introduction to Social Anthropology as the comparative study of traditional and changing Third World societies.

Content: The culture and social organization of pre-industrial societies: hunter-gatherers, pastoralists, agriculturalists. Gender, kinship and descent. Production and exchange. Property, power and ideology. Birth, childhood, initiation, personhood, sexuality, marriage, money, violence, death in cross-cultural perspective. The scope, theory and methods of Social Anthropology. Its focus on Third World societies.

Teaching: Lectures AN100 Weekly ML, Classes AN100.A – specialists, weekly ML, AN100.B – non-specialists, weekly ML.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: R M Keesing & Strathern, *Cultural Anthropology: A Contemporary Perspective* (1998); T H Erikson, *Small Places, Large Issues: An Introduction to Social and Cultural Anthropology* (1995); M Carrithers, *Why Humans Have Cultures: Explaining Anthropology and Social Diversity* (1992); A Kuper, *The Invention of Primitive Society* (1988); M Bloch, *Prey into Hunter* (1996); M Sahlins, *Stone Age Economics* (1979). Detailed reading lists are provided at the beginning of the course.

Assessment: A three-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN101

Ethnography and Theory: Selected Texts

Teachers responsible: Dr R Astuti, A614 and Dr B Placido, A610

Availability: This course is compulsory for BA/BSc Social Anthropology and BA Anthropology and Law students. It is available to students on other degrees as permitted by the regulations.

Core syllabus: The course is intended to give an introduction to anthropological theory through the study of selected ethnographic texts.

Content: This course discusses important aspects of anthropological and sociological theory in relation to modern ethnographic texts. It ranges from the classical social theory by Marx, Durkheim and Weber to the most recent theoretical advances in the discipline. The course is intended to give students a sound grasp of central theoretical concepts and of their significance for empirical research.

Teaching: Lectures AN101 weekly ML, Classes AN101.A weekly ML.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: R Aron, *Main Currents in Sociological Thought*; A Giddens, *Capitalism and Social Theory*; R Nisbet, *The Sociological Tradition*; L Coser & B Rosenberg, *Sociological Theory: a Book of Readings*; K Morrison, *Marx, Durkheim, Weber*; R Borofsky (Ed), *Assessing Cultural Anthropology*; C Geertz, *The Interpretation of Cultures*; A Kuper, *Anthropology and Anthropologists*; G Stocking, *Observers Observed*; E E Evans-Pritchard, *Witchcraft oracles and magic among the Azande*; V Turner, *The Forest of Symbols*; W Roseberry, *Anthropologies and Histories*; R Rosaldo, *Culture and Truth*. Detailed reading lists are provided at the beginning of the course.

Assessment: A three hour examination in the ST worth 80%. 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 D James, A616 and Dr M Scott

Availability: This course is compulsory for BA/BSc Social Anthropology. It is available to students from other degrees as permitted by the regulations.

statutory audit of companies, forms of the audit function in environmental management, public sector and other contexts will be covered. Further details will be provided at the start of the session.

Reading list: No one book covers the entire syllabus. In addition to professional and academic journals, reading will cover the following: B Porter, D Simon & D Hatherly, *Principles of External Auditing* (Wiley, 1999); M Sherer & M Turley (Eds), *Current Issues in Auditing* (Paul Chapman, 1997); and refer to M Power *The Audit Society* (OUP, 1999). Detailed course programmes and reading lists will be distributed at the first lecture of the course.

Teaching: 20 lectures (AC340) and 20 classes (AC340.A) in the MT, LT and ST.

Written work: Students will be expected to produce a minimum of four written essays per year and one class presentation. All students will be expected to contribute to class discussion.

Assessment: A three hour formal examination will take place in the ST.

Core syllabus: This course aims to provide training in the reading and interpretation of visual and textual anthropology for first-year students, and to develop analytic skills. The course introduces students to detailed, holistic study of a culture in its context, and develops skills in bringing together the various elements of cultural and social life analysed by anthropologists. By the end of each term, successful students will both have a detailed knowledge of three important texts, and also have a rounded view of the three cultures studied. They will also have developed the capacity to think critically about ethnographic writing and film-making. Great emphasis will be placed in this course on student presentation and participation.

Content: Students will usually read three book-length ethnographic accounts of other cultures (or the equivalent) per term, and will study a film (or pictorial, architectural or other visual material) associated with each text. Teaching will normally be arranged in cycles of three weeks; in the first two hour session, students will be given a background lecture, with a one-hour class. In the second week, they will study a relevant ethnographic, documentary or fiction film (eg a significant film from the country under study), followed by a class. In the third week, they will have a two-hour seminar which brings together an overview of the significance of the text studied and its relationship to the visual material with which it is paired. There may be a final integrative session in the final week of each term.

Teaching: MT and LT. Three lectures per term plus an introductory lecture; three films/visual material presentations per term/six discussion classes per term/three two-hour seminars per term.

Written work: Students will be required to read the three set texts per term, approximately 1/3 text (2-4 chapters) each week, and it will be essential to do this in order to pass this course. Students will be asked to give informal and formal presentations in the classes and seminars, and to present an assessment essay after each term's work. Emphasis will be on developing students' abilities to read and analyse texts as a whole, and to relate them to the other material offered on the course. Supplementary readings may be provided during the term.

Reading list: Texts may be chosen from among the following and other works; Michael Stewart, *The Time of the Gypsies*; Jonathan Parry, *Death in Banaras*; Janice Boddy, *Wombs and Alien Spirits*; Lila Abu-Lughod, *Veiled Sentiments: Honor and Poetry in a Bedouin Society*; Sherry Ortner, *Sherpas through their Rituals*; David Lan, *Guns and Rain: Guerrillas and Spirit Mediums in Zimbabwe*; David Coplan, *In the Time of Cannibals: the word music of South Africa's Basotho Migrants*; Anna Grimshaw, *Servants of the Buddha: winter in a Himalayan convent*; Janet Siskind, *To Hunt in the morning*; Don Kulick, *Sex, gender and culture among Brazilian transgendered prostitutes*; Deborah James, *Songs of the Women Migrants*. Detailed reading lists are provided at the beginning of the course.

Assessment: A three-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN200

Kinship, Sex and Gender

Teachers responsible: Dr P Gow, A601 and Dr B Placido, A610

Availability: This course is compulsory for BA/BSc Social Anthropology. It is available to students on other degrees as permitted by the regulations. Undergraduates should have completed an introductory course in Social Anthropology unless granted exemption by the course teacher.

Core syllabus: An examination of the cultural frameworks of kinship systems, of gender roles, and of human sexuality, analysed through ethnographic examples taken from diverse cultures; an analysis of theoretical debates concerning such core concepts as 'kinship', 'marriage', 'male', 'female', and 'the person' and a critical discussion of such notions as 'human nature' and 'natural' in so far as they relate to gender roles.

Content: The history of anthropological debate on kinship. The analysis of the content of kinship relationships. Critique of the notion of 'kinship'. Variety in idioms of kinship in different societies. Concepts of substance and the body. Kinship and morality. Descent theory. Lévi-Strauss and alliance theory. Gender roles. Recent perspectives on gender theory. Procreation theories. Kinship and cognition.

Teaching: Lectures AN200 weekly ML, Classes AN200.A weekly ML.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: Readings required will include: D Lan, *Guns and Rain*; L Abu-Lughod, *Veiled Sentiments*; E Leach, *Rethinking Anthropology*; C MacCormack & M Strathern, *Nature, culture and gender*; C Lévi-Strauss, *The Elementary Structure of Kinship*; D Schneider, *A Critique of the Study of Kinship*; M Godelier, T Trautmann & F Tjon Sie Fat, *Transformations of Kinship*; F Myers, *Pintupi Country, Pintupi Self*. Detailed reading lists are provided at the beginning of the course.

Assessment: A three-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN203 H NA 01/02 The Anthropology of Lowlands Latin America

Teacher responsible: Dr P Gow, A601

Availability: This course is optional for Bachelor's degrees in Anthropology, and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The course covers selected indigenous societies of Lowland South America, focusing on the inter-relationships between politico-economic systems, social structures, cosmologies and historical relations to colonial and national societies.

Content: The course will address the history and current state of anthropological analyses of the indigenous peoples of Lowland South America, with a concentration on recent developments in the ethnography of the region. The course will focus on these recent attempts to integrate the study of politico-economic systems, social structure, cosmology and external relations, with particular emphasis on the implications of how indigenous peoples of the region conceive of their own social lives and of the world in which they live.

Teaching: Lectures AN203 weekly, Classes AN203.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: E Viveiros de Castro, *From the Enemy's Point of View*; C Lévi-Strauss, *The Raw and the Cooked; The Story of the Lynx*; J Overing Kaplan, *The Piaroa*; C Crocker, *Vital Souls*; P Gow, *Of Mixed Blood*; P Descola, *In the Society of Nature; The Spears of Twilight*; E Basso, *The Last Cannibals*. Detailed reading lists are provided at the beginning of the course.

Assessment: A two hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN206 H The Anthropology of the Mediterranean, with special reference to Greece and Cyprus

Teacher responsible: Professor P Loizos, A612

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: Themes and theoretical debates appearing in the anthropological literature of Greece and Cyprus. Occasional reference will be made to ethnographies of other circum-Mediterranean societies, eg Turkey, Macedonia, Bulgaria, Yugoslavia, Bosnia. Some attention will be paid to studies of refugees, and the incorporation of ethnic minorities into Greek State and society.

Content: Through a discussion of selected texts, issues of culture and social structure will be explored in a number of communities. The importance of orthodoxy in Greek cultural identity will be featured. Particular attention will be paid to the use of history, to capitalist transformation, to gender relations, with particular attention to the division of labour and of religious representation; to the notion of honour; to local violence and its relation to state formation. Nationalism, and the politics of the treatment of cultural minorities will be considered. The management of death will be featured. The role of popular song in ethnography may be discussed. Appropriate ethnographic films may be shown, in addition to lectures and classes.

Teaching: Lectures AN206 weekly, Classes AN206.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN207 H NA 01/02 The Anthropology of Madagascar

Teacher responsible: Dr R Astuti, A614

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: A comparative study of a number of Malagasy peoples.

Content: The course will examine the available ethnography on a number of peoples in Madagascar selected so as to give the students some knowledge of the anthropological variety of the island. Particular attention will be paid to kinship, gender, notions of the person, identity/ethnicity, religion and politics. All required reading will be in English.

Teaching: Lectures AN207 weekly, Classes AN207.A weekly.

Written work: Students are expected to prepare discussion material for

presentation in the classes and are required to write assessment essays.

Reading list: R Astuti, *People of the Sea*; M Bloch, *Placing the Dead*; M Bloch, *From Blessing to Violence*; M Covell, *Madagascar: Politics, Economics and Society*; G Feeley-Harnik, *A Green Estate*; M Lambek, *Human Spirits*; M Lambek, *Knowledge and Practice in Mayotte*; J Mack, *Madagascar, Island of the Ancestors*. Detailed reading lists are provided at the beginning of the course.

Students will also be asked to read a number of recent, still unpublished PhD dissertations.

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN208 H NA 01/02 Anthropological Linguistics

Teacher responsible: To be announced

Availability: This course is optional for Bachelor's degrees in Anthropology. It is available to students on other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The relation of social anthropology to the study of language. The Sapir Whorf hypothesis. Semantics and pragmatics. Politeness. Language and thought. Political and religious language. Oratory. The ethnography of speaking.

Content: This course concerns the relation of language to culture and society. It looks at the history of the subject. It examines theories which see a relation between the way we think and the way we see the world. It looks at the anthropological and sociological implications of various types of theories of meaning. The course considers such issues as the hierarchy. The significance of forms of politeness is studied. The issue of the significance of literacy is examined.

Teaching: Lectures AN208 weekly, Classes AN208.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN209 H NA 01/02 Research Methods in Social Anthropology

Teacher responsible: Professor P Loizos, A612

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: A review of diverse research methods employed by social anthropologists; consideration will be given to the selection of appropriate techniques for specific research problems and interests.

Content: A brief introduction to methods in social anthropology, with an outline of the main types, particularly fieldwork by participant observation, the household census, the analysis of household composition, the sample survey, various approaches to asking questions and interviewing, the life history, the case history, research with documents and in archives, aspects of video, photography and sound recording as documentation media, aspects of authorship and the construction of ethnographic texts.

Teaching: Lectures AN209 weekly, Classes AN209.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. There is the option of a training research project.

Reading list: Detailed reading lists are provided at the beginning of the course.

Assessment: Either by a two hour examination in the ST, worth 80% and classwork assessment, worth 20%, or by a two hour examination in the ST, worth 50%, and by a small project worth 50%.

AN210 H NA 01/02 The Anthropology of Conflict, Revolution and War

Teacher responsible: To be announced

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The aim of this course is to present an anthropological perspective on the socio-economic and technological dimensions of conflict, violence and war in various types of societies selected from different parts of the world.

Content: This course is concerned with a comparative study of conflict, violence and war primarily among non-industrialised societies. Some account will be taken of Western Europe and the effect of industrialisation. Particular attention will be given to how societies cope with conflict, violence and war, and what factors contribute to the incidence and degree of these phenomena.

Teaching: Lectures AN210 weekly, Classes AN210.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: Napoleon A Chagnon, *Yanomama: The Fierce People*; C Von Clausewitz, *On War*; Karl Heider, *Grand River Dani*; John Keegan, *In*

Face of Battle; Mervyn Meggitt, *Blood is their Argument*; H H Turney-High, *Primitive War*; D Riches (Ed), *The Anthropology of Violence*; M Z Rosaldo, *Knowledge and Passion*. Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN211 H The Anthropology of Death

Teacher responsible: Dr R Astuti, A614

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The course examines the relationship between practices and beliefs surrounding death and notions of the person and of the body in different parts of the world, including Euro-America. Special attention will be paid to the disposal of the dead, beliefs in the afterlife, tombs and funerary monuments, beliefs in pollution and in the regeneration of life through death.

Content: The definition of death and dying; death and emotions; remembering and forgetting the dead; death and the person in Africa and Melanesia; death and the transformation of the body; tombs and funerary monuments; death and rebirth; euthanasia and the definition of death in the West.

Teaching: Lectures AN211 weekly, Classes AN211.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: R Astuti, *People of the Sea*; M Bloch, *Prey into Hunter*; M Bloch & J Parry (Eds), *Death and the Regeneration of Life*; S Cederroth, C Corlin & J Lindstrom (Eds), *On the Meaning of Death*; F H Damon & R Wagner, *Death Rituals and Life in the Societies of the Kula Ring*; J Parry, *Death in Banaras*; N Scheper-Hughes, *Death without Weeping*; J Watson & E S Rawski (Eds), *Death Ritual in Later Imperial and Modern China*. Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN212 H The Anthropology of Art and Communication

Teacher responsible: Dr P Gow, A601

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The study of visual art forms as social action. The problems raised by an anthropology of art, and its relation to disciplines such as art history and aesthetics. Specific issues in the anthropology of art.

Content: The production and consumption of works of art in their social context. The domain of 'art' in Western societies, and in other societies. The problem of evaluation: aesthetics as a cross-cultural category. Art as communication and as action; and the connection to other communicational media.

Teaching: Lectures AN212 weekly, Classes AN212.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: A Gell, *Art and Agency*; N Munn, *The Fame of Gawa*; E Gombrich, *Art and Illusion*; C Lévi-Strauss, *The Savage Mind*. Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN213 H NA 01/02 Anthropological Theories of Exchange

Teacher responsible: Professor J Parry, A613

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: Theories of the gift, reciprocity and exchange; the relationship between exchange and power, exchange and social inequality, and exchange and concepts of the person. Transactional moralities in the context of wider belief systems.

Content: The course re-examines the classic theories of exchange of such writers as Marx, Mauss, Malinowski, Lévi-Strauss and Sahlin, and reviews the most significant recent developments from, and discussions of, their work. It considers such themes as the opposition between gift and commodity exchange; the concept of charity in a cross-cultural perspective; the relationship between ideologies of exchange and the concept of the person; the relationship between religious values and transactional moralities; the variable and problematic way in which the notion of reciprocity has been used in anthropological writing, and the impact of Western-style currency on 'traditional' exchange systems.

Teaching: Lectures AN213 weekly, Classes AN213.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: M Sahlin, *Stone Age Economics*; J Parry & M Bloch (Eds), *Money and the Morality of Exchange*; M Taussig, *The Devil and Commodity Fetishism in South America*; J C Scott, *The Moral Economy of the Peasant*;

Rebellion and Subsistence in Southeast Asia; B Malinowski, *Crime and Custom in Savage Society*; M Mauss, *The Gift: Forms and Functions of Exchange in Archaic Societies*; P Ekeh, *Social Exchange Theory; the Two Traditions*; C Lévi-Strauss, *The Elementary Structures of Kinship*. Detailed reading lists are provided at the beginning of the course.

Assessment: A two hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN214 H The Anthropology of India

Teachers responsible: Professor J Parry, A613, Dr L Bear, Dr V Benei and Dr H Donner

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: Society and culture in modern India.

Content: The caste system; the village and its local economy; kinship. The modern transformation of caste and stratification systems; untouchability and reservations. Modern industry and economic development and their impact on caste and class. Popular Hindu belief and practices and the social organisation of religion; religious reformism and nationalism. Modern politics and the state; the impact of globalisation.

Teaching: Lectures AN214 weekly ML, Classes AN214.A weekly ML.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: V Das, *Structure and Cognition: Aspects of Hindu Caste and Ritual*; L Dumont, *Homo Hierarchicus*; C Fuller, *Servants of the Goddess; The Camphor Flame: Popular Hinduism and Indian Society*; A Gold, *Fruitful Journeys*; J Parry, *Death in Banaras; Caste and Kinship in Kangra*; M Srinivas, *Religion and Society among the Coorgs*. Detailed reading lists are provided at the beginning of the course.

Assessment: A three hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN215 H NA 01/02 The Anthropology of Hunters and Gatherers of Sub-Saharan Africa

Teacher responsible: To be announced

Availability: This course is optional for BA/BSc Social Anthropology and BA Anthropology and Law students and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: A comparative analysis of ethnographic source material on the culture and social organisation of Sub-Saharan African hunting and gathering societies.

Content: The course will examine a range of ethnographic data drawn from studies of such Sub-Saharan hunting and gathering societies as the !Kung, G/wi, Hadza, Mbuti, Aka, Twa and Okiek in a search for comparative generalisations about their cultural and social organisation. Possible explanatory frameworks intended to account for the similarities and differences in the culture and social organisation of these various societies will be considered.

Teaching: Lectures AN215 weekly, Classes AN215.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: R R Grinker, *Houses in the Rainforest*; S Kent (Ed), *Cultural Diversity among Twentieth-Century Foragers*; T Ingold, D Riches & J Woodburn (Eds), *Hunters and Gatherers, Vol 1: History, Evolution and Social Change. Vol 2: Property, Power and Ideology*; R B Lee, *The !Kung San*; L Marshall, *The !Kung of Nyae Nyae*; J C Woodburn, 'Egalitarian Societies', *Man*, 1982.

Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN216 H NA 01/02 Cognition and Anthropology

Teacher responsible: Professor M Bloch, A608

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The course will re-examine the topic of the relation between individual cognitive development and cultural constructs. It will pay particular attention to theories of semantics as they relate to child cognitive development and to the interface between cognitive science and theories of culture.

Content: This course will re-examine the relation between cultural constructs and individual cognitive processes and development. In the historical development of modern anthropology there has, at times, been an active transfer of ideas between psychologists and anthropologists. Among the instances of such transfers of ideas, which will be dealt with in the course, are the Sapir/Whorf theory of 'linguistic relativity' and the theory of schema proposed by Bartlett. After dealing with the past development of the interdisciplinary relation between cognitive science and anthropology,

some contemporary issues will be examined in detail. These will include i) the nature of concepts and concept formation; ii) anthropological and psychological accounts of metaphor; iii) theory of mind and metarepresentations; iv) anthropological and psychological theories of learning; v) domain specificity; vi) the significance of 'expertise' vii) the anthropology and psychology of emotions and viii) the anthropology and psychology of memory.

Teaching: Lectures AN216 weekly, Classes AN216.A weekly.
Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.
Reading list: E Hutchinson, *Cognition in the Wild*; D Holland & N Quinn, *Cultural Models in Language and Thought*; G Lakoff & M Johnson, *Metaphors that we live by*; R Sternberg & E Smith, *The Psychology of Human Thought*; T Schwartz et al, *New Directions in Psychological Anthropology*; J Lave, *Cognition in Practice*; L Hirschfeld & S Gelman (Eds), *Mapping the Mind*; D Sperber, *Explaining Culture*; M Bloch, *Ritual, History and Power*; P Boyer, *The Naturalness of Religious Ideas*. Detailed reading lists are provided at the beginning of the course.

Assessment: A two hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN217 H NA 01/02 The Anthropology of East and Central Africa

Teacher responsible: Dr T Sanders, C806
Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: This course serves as an introduction to the ethnography of East and Central Africa. Topics to be considered include the impact of colonialism, labour migration, urbanisation, the changing nature of kinship and gender relations, capitalism and economic transformations, and political and religious change.

Content: East and Central Africa have been, and continue to be, major research areas in social anthropology. The wealth of documentation and published ethnography on these areas makes them especially suitable as an empirical base from which to explore issues of primary concern to the discipline. The main focus of the course will be on Kenya, Ethiopia, Uganda, Tanzania, Zambia, Zaire, Zimbabwe, Botswana and Rwanda. The central concern of the course will be the analysis of processes of social change and cultural continuity. There will be good opportunities to examine such issues as urbanisation, ethnicity, colonialism, as well as such topics as ritual, systems of ideas, witchcraft, and legal, political and economic institutions. The course offers the possibility of developing detailed ethnographic knowledge of particular communities, as well as the chance to address key theoretical issues in the context of a specific body of data. The course will also enable students to understand the changing nature of anthropological theory and practice by comparing ethnographies from different periods in the discipline's development.

Teaching: Lectures AN217 weekly, Classes AN217.A weekly.
Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.
Reading list: H L Moore, *Feminism and Anthropology*; D Cohen & O Odhiambo, *Siaya*; T Hakansson, *Bridewealth, Women and Land*; D Parkin, *Palms, Wine and Witnesses*; N Long, *Social Change and the Individual*; J Pottier, *Migrants No More*; K Tranberg Hansen, *Distant Companions*; P Geschiere, *The Modernity of Witchcraft*; S F Moore, *Anthropology and Africa*; J Goody, *The expansive moment*. Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN219 H NA 01/02 The Anthropology of Agrarian Development and Social Change

Teacher responsible: To be announced
Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The course is about the economy and society of peasantries, and the changes they undergo during the process of economic development. It aims to compare structuralist and rational choice theories about agrarian change; to examine how rural producers respond to changes imposed from without and interpret them within their value systems; and to consider the relations of States and rural people.

Content: The varieties of peasantries and different patterns of agrarian transformation. Is there a distinctive 'Peasant Economy'? Commercialisation and agrarian change. Rural class formation. Ideology, protest and change - 'The Moral Economy of the Peasantry'. The 'Rational Peasant' and issues of collective action. Deconstructing 'The Household Economy' Land tenure and land reform. Rural labour processes and rural poverty. Technology and agrarian change. State and peasantry.

Teaching: Lectures AN219 weekly, Classes AN219.A weekly.
Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: F Ellis, *Peasant Economics*, 1988; R Guha, *The Unquiet Woods*, 1989; J Harriss (Ed), *Rural Development Theories of Peasant Economy and Agrarian Change*, 1982; G Hart, *Power, Labour and*

Livelihood: Processes of Change in Rural Java (University of California Press, 1986); J Scott, *The Weapons of the Weak* (Yale University Press, 1985); R Wade, *Village Republics: Economic Conditions for Collective Action in South India* (Cambridge University Press, 1988). Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN221 H NA 01/02 The Anthropology of Christianity

Teacher responsible: Dr B Placido, A610
Availability: This course is optional for Bachelor's degrees in Anthropology. It is available to students on other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The ethnography of the perception of Christianity in the light of differing cultural and social situations especially colonial conditions and their historical parallels.

Content: The course will examine a number of anthropological and historical studies of local forms of Christianity, including local forms of Catholicism, contemporary and historical Protestantisms including American Fundamentalist Protestantism and 'heretical' and other unorthodox Christianities. The course asks why anthropologists have shied away from analysing Christianity long after studies of other world religions, such as Islam, Hinduism and Buddhism, have become widely established. It looks at the relationship between Christianity and the history of anthropological thought, and locates the place of Christianity in the writings of Mauss, Durkheim, Foucault and others, in order to defamiliarise the religion which Europeans and Americans especially often take for granted. Issues examined will include the nature and experience of belief, the problems of writing about religion, Christianity and the state, the nature of religious confession, Christianity and women's religious and social experience (from Medieval women mystics to women priests), inquisitions and heretical beliefs, priests and alternative forms of mediation with divine power, miraculous saints, incorrupt bodies and 'non-eaters' and changing ideas about death, Heaven and Hell. Particular attention is paid to the nature of conversion, the history of missionaries and to Christianity in colonial and post-colonial situations in a variety of contexts such as Madagascar, South America, South East Asia and South Africa, and to issues of resistance and the re-appropriation of Christian doctrines by local populations.

Teaching: Lectures AN221 weekly, Classes AN221.A weekly.
Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.
Reading list: M Bloch, *From Blessing to Violence: History and Ideology in the Circumcision Ritual of the Merina of Madagascar*; F Cannell, *Catholicism, Spirit Mediums and the Ideal of Beauty in a Bicolano Community, Philippines* (PhD thesis, University of London); W Christian, *Person and God in a Spanish Valley* (reprint 1988); J Comaroff, *Body of Power, Spirit of Resistance*; J de Pina Cabral, *Sons of Adam, Daughters of Eve: the Peasant World View in the Alto Minho*; R 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*. Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN223 H NA 01/02 The Anthropology of South-East Asia

Teacher responsible: Dr F Cannell
Availability: This course is optional for Bachelor's degrees in Anthropology. It is available to students on other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: This course will examine the anthropology of Southeast Asia from three perspectives. Firstly, it will look at some of the reasons for treating the countries of Southeast Asia as an ethnographic region. Secondly, it will explore a selection of particular topics in the ethnography of different Southeast Asian countries which also have a wider comparative significance within the region. Thirdly, it will consider some aspects of the interaction between Southeast Asian and 'Westernising' cultures.

Content: The course aims to make use of the extremely varied ethnography on Southeast Asia, including both the older accounts of 'tribal' cultures, and the more recent generation of writers who have focused on a comparative perspective centred on notions of identity, power and the construction of the person in hierarchical and egalitarian systems in Southeast Asia.

The course will first consider the notion that Southeast Asia, like the Mediterranean, is an area held together most meaningfully by the sea (eg by sea-born trade, travel and piracy). It will also look at the broad similarities of ecology and cultural patterns throughout the region, especially the contrast between highland and lowland societies. The kinds of continuities which it is suggested apply to Southeast Asian cultures in general will be introduced.

The main ethnographic section of the course will relate a series of studies of specific, (and highly varied) societies within the Southeast Asian region to themes of power and identity.

These will include a selection of topics such as some of the following; theatre, eg Javanese shadow puppet theatre; funerary rituals eg in Borneo; slavery, rank and hierarchy and courtly centres; spirit possession; some aspects of material culture eg architecture; notions of speech, rhetoric and/or musical performances; aspects of social and kinship organisation including the importance of commensality and of the idea of the 'house'; games, performances and competitions.

The third theme of the course will be concerned with some aspects of the interaction between Southeast Asian societies and influences usually referred to as 'Westernising', 'modernising' or 'globalising'. These topics will include a selection from the following: popular culture; nationalism; world religions and their offshoots. They will be seen within the context of the historical circumstances in which they have been produced.

Teaching: Lectures AN223 weekly, Classes AN223.A weekly.
Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.
Reading list: S Errington, *Meaning and Power in a Southeast Asian Realm*; J M Atkinson & S Errington, *Power and Difference*; B Anderson, *The Idea of Power in Javanese Culture*; C Geertz, *Negara*; U Wikan, *Managing Turbulent Hearts*; W Keeler, *Javanese Shadow Play, Javanese Selves*; P Metcalf, *A Borneo Journey into Death*; N Constable, *Maid to order in Hong Kong*. Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN226 Political and Legal Anthropology

Teachers responsible: Dr V Beni, A506 and other
Availability: This course is compulsory for BA/BSc Social Anthropology and BA Anthropology and Law students. It is available to students on other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The anthropological analysis of political and legal institutions as revealed in relevant theoretical debates and with reference to selected ethnography.
Content: The development of political and legal anthropology and their key concepts; centralised and non-centralised polities; chieftainship, kingship and other forms of authority; the bases for equality and inequality; 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; legal pluralism, Indian, Islamic and other non-Western legal systems.

Teaching: Lectures AN226 weekly ML, 14 Classes AN226.A weekly ML.
Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.
Select reading list: J Gledhill, *Power and Its Disguises* (1994); J Vincent, *Anthropology and Politics* (1990); E R Leach, *Political Systems of Highland Burma* (1954); G Balandier, *Political Anthropology* (1970); M H Fried, *The Evolution of Political Society* (1967); D Riches (Ed), *The Anthropology of Violence* (1986); S Howell & R Willis, *Societies at Peace* (1989); D Lan, *Guns and Rain* (1985); B Malinowski, *Crime and Custom in Savage Society* (1916); J Comaroff & S Roberts, *Rules and Processes* (1981); P Gulliver, *Social Control in an African Society* (1963); S F Moore, *Law as Process* (1978); P Caplan (Ed), *Understanding Disputes* (1995); M Chanock, *Law, Custom and Social Order* (1985). Detailed reading lists are provided at the beginning of the course.

Assessment: A three-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN227 The Anthropology of Economic Institutions and Social Transformations

Teachers responsible: Professor H Moore, A611 and Professor P Loizos, A612

Availability: This course is compulsory for BA/BSc Social Anthropology students. It is available to students on other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The anthropological analysis of economic institutions cross-culturally, and of their transformation as a result of their incorporation into a wider capitalist market and of state policies and development initiatives. These themes will be examined in relation to relevant theoretical debates and with reference to selected ethnography.

Content: Key concepts and theoretical debates in economic anthropology; the idea of the 'natural' and 'moral' economy; the social organization of production and exchange; gift versus commodity exchange; economic aspects of kinship and gender relations; the emergence of 'free' labour; work regimes in pre-market and market economies; monetization as an agent of social change; theories of consumption; local responses to the transition from peasant to proletarian; the social impact of state development initiatives; capitalist and state interventions affecting the environment and local reactions to them; the politicization of the peasantry in relation to threats to peasant subsistence; social responses to hunger and famine; social structure and economic organization; poverty; humanitarian and development aid in complex emergencies; dispossession by development to refugees and resettlers.

Teaching: Lectures AN227 weekly ML, Classes AN227.A weekly ML, 2 IT training sessions.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: M Sahlins, *Stone Age Economics* (1974); J Parry & M Bloch (Eds), *Money and the Morality of Exchange* (1989); M Bloch, *Marxism and Anthropology* (1983); J Macrae & A Zwi, *War and Hunger: Rethinking international responses to complex emergencies*; P Richards, *Fighting for the Rainforest: War, Youth and Resources in Sierra Leone*. Detailed reading lists are provided at the beginning of the course.

Assessment: A three-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN229 H NA 01/02 The Anthropology of Religious Nationalism and Fundamentalism

Teacher responsible: Dr Barbara Placido, A610
Availability: This course is optional for Bachelor's degrees in Anthropology, and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The comparative ethnography and anthropological analysis of religious nationalism and fundamentalism in the non-western world.
Content: Conceptual problems in the definition of religious 'nationalism' and 'fundamentalism'. The relationship between nationalism (and communalism and ethnicity) and fundamentalism, and the significance of violence in politico-religious conflicts, as illustrated by ethnographic material. The relationship between fundamentalism and religious reformism and scripturalism. The impact of fundamentalism on 'traditional' forms of popular and elite religion. Resistance to fundamentalism and religious nationalism, and the question of religious 'tolerance' in cross-cultural perspective. The relationship between nationalism and regionalism. Education, the transmission of knowledge and the historical construction of nationalism.

Teaching: Lectures AN229 weekly, Classes AN229.A weekly.
Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.
Reading list: L Caplan (Ed), *Studies in Religious Fundamentalism*; P Chatterjee, *Nationalist Thought and the Colonial World*; E Daniel, *Charred Lullabies*; V Das, *Critical Events: Mirrors of Violence*; D Ludden (Ed), *Contesting the Nation*; T Madan, *Modern Myths, Locked Minds*. Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN230 H NA 01/02 The Anthropology of Industrialisation and Industrial Life

Teacher responsible: Professor J Parry, A613
Availability: This course is optional for BA/BSc Social Anthropology and BA Anthropology and Law students. It is available to students on other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: Anthropological perspectives on the industrialization process, on industrial life and industrial work, examined in relation to relevant theoretical debates and with reference to selected ethnographies.

Content: The way in which local understandings of modern machine production are laid down on the template of pre-existing cultural assumptions and cosmological ideas; the rural-urban nexus linking neophyte proletarians with peasant villages; the extent to which traditional forms of social structure and inequality are reproduced in the modern factory; the modern factory as an ethnic 'melting-pot' and as an agent of the 'secularization' and 'disenchantment of the world'; shop-floor organization, cultural and organizational factors affecting the intensity of labour, and the extent to which factory production requires new concepts of time and new kinds of work discipline; the social organization of the industrial neighbourhood; gender relations in factory and neighbourhood; the extent to which industrial workers in the 'Third World' represent an 'aristocracy of labour', the contrast between workers in the organised sector and the unorganised sector, and the conditions under which the industrial workforce emerges as a class 'for itself'; trade-union activism; resistance to and collusion with management; local discourses about industrial pollution and environmental degradation.

Teaching: Lectures AN230 weekly, Classes AN230.A weekly.
Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Select reading list: J Nash, *We eat the Mines and the Mines eat us: Dependency and Exploitation in Bolivian Tin Mines* (1979); A Ong, *Spirits of Resistance and Capitalist Discipline: Factory Women in Malaysia* (1987); D Wolf, *Factory Daughters: Gender, Dependency and Rural Industrialization in Java* (1992); S Westwood, *All Day, every Day: Factory and Family in the Making of Women's Lives* (1984); F Zonabend, *The Nuclear Peninsula* (1993); R Chandavarkar, *The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bombay, 1900-40* (1994); M Holmstrom, *South Indian Factory Workers: their Life and their World* (1976); M Holmstrom, *Industry and Inequality: towards a Social Anthropology of Indian Labour* (1984); J Parry, J Breman & K Kapadia (Eds), *The Worlds of Indian Industrial Labour* (1999). Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. The remaining

20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN231**The Anthropology of China**

Teacher responsible: Dr C Stafford, A609

Availability: This course is optional for BA/BSc Social Anthropology and BA Anthropology and Law students. It is available to students on other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The ethnography of China, Taiwan, Hong Kong and Singapore; anthropological approaches to issues in Chinese kinship, religion, education and political-economy.

Content: Chinese kinship; descent, lineages and ancestral cults, marriage, affinity and gender. Chinese popular religion; Daoism, Buddhism and Confucianism; local religion and the community; pilgrimage, spirit mediumship and healing. Literacy, education and nationalism in China; popular culture and the state. Anthropological studies of the Chinese economy.

Teaching: Lectures AN231 weekly, Classes AN231 A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: E Ahern, *Chinese Ritual and Politics*; D Davis & S Harell (Eds), *Chinese Families in the Post-Mao Era*; H Baker & S Feuchtwang (Eds), *An Old State in New Settings*; S Feuchtwang, *The Imperial Metaphor: Popular Religion in China*; P Steven Sangren, *History and Magical Power in a Chinese Community*; C Stafford, *The Roads of Chinese Childhood*; R Watson & P Ebrey (Eds), *Marriage and Inequality in Chinese Society*; J Watson & E Rawski (Eds), *Death Ritual in Late Imperial and Modern China*; H Gates, *China's Motor: A thousand years of petty capitalism*. Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN232**Film and Photography in Anthropological Practice and Theory**

Teacher responsible: Professor P Loizos, A612

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The object of the course is to familiarize students with film and the photographic image as sources of ethnographic information, as contributions to the social sciences in a descriptive, evocative and analytic role and as problematic cultural but intellectually provocative representations.

Content: The course will consider the problem of realism, and its special importance for the documentary tradition; the historical development of the main ethnographic film-making approaches; (naive documentation realism; observationalism; participatory documentary; symbolist documentary; reflexive filming); problems of validation, verification and interpretation of early photographs of indigenous peoples; recent reactions against naive realism and against the observational movement; post-modern developments in ethnographic film, media representations of "otherness", of ethnic conflict and refugees. The course will also examine the need for written contextualization of historical images and films, and the opponents of this view. The course will also examine in detail a number of significant benchmark films, and leading theoretical debates surrounding the ethics of responsible documentary representations of cultures and individual persons, and where possible consider how photographs and films are to be viewed in the light of existing written ethnography.

Teaching: Lectures AN232 weekly, Classes AN232 A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: E H Gombrich, *Art and Illusion*; Crawford & Turton, *Film as Ethnography*; B Nichols, *Representing Reality*; Gross, Katz & Ruby, *Image Ethics*; L Taylor, *Visualizing Theory*; P Loizos, *Innovation in Ethnographic Film*; E Edwardes, *Photography & Anthropology*; D MacDougall, *Transcultural Cinema*; C Pinney, *Camera Indica: The Social Life of Indian Photographs*; I Borbash & L Taylor, *Cross-Cultural Filmmaking*; L Devereaux & R Hillman (Eds), *Fields of Vision*; D Vaughan, *For Documentary*; T Allen & J Seaton, *The Media of Conflict – War Reporting and Representations of Ethnic Violence*; M Ignatieff, *The Warrior's Honour: Ethnic Conflict and the modern conscience*. Detailed reading lists are provided at the beginning of the course.

Possible Films for Analysis: Flaherty, *Man of Aran*; Wright, *Song of Ceylon*; Woodburn & Hudson, *The Hadza: The Food Quest of an East African Hunting and Gathering Tribe*; Moser, *The Last of the Cuiva*; Moser, *The Meo*; MacDougall & MacDougall, *To Live with Herds*; Preloran, *Imaginerio*; Kildea & Leach, *Trobriand Cricket*; Kildea, *Valencia Diary*; Dunlop & Morphy, *Madarrpa Funeral at Gurka'wuy*; McKenzie & Hiatt, *Waiting for Harry*; D MacDougall, *Goodbye Old Man*; Boonzajer Flaes, *Polka: the Roots of Texas-Mexican Accordion Music in S Texas and N Mexico*.

Assessment: A two-hour examination in the ST worth 80%. 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**

Teacher responsible: Dr M Mundy

Availability: This course is optional for BA/BSc Social Anthropology and BA Anthropology and Law students. It is available to students on other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: Anthropological perspectives on the societies of South-West Asia and North Africa, with particular emphasis on Arabic-speaking societies, examined in relation to relevant theoretical debates and with reference to selected ethnographies.

Content: Introduction to geographical and historical factors making for the social unity and diversity of the area; the character of scholarship on the area and the place of anthropology within that; kinship systems: unity and diversity; kingship and the Muslim political tradition; Khaldunianism and the persistence of the tribe; the ethnography of law; the ethnography of Islamic learning and institution; the anthropology of aesthetic tradition: austerity of ritual, luxuriance of language; regional ethnographies (2 or 3 to be considered in any year): Anatolia/Turkey, Iran, Yemen, Palestine/Israel, Morocco, Algeria, Syria/Lebanon, Egypt, Sudan.

Teaching: Lectures AN233 weekly, Classes AN233 A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: L Abu-Lughod, 'Anthropology's Orient: The Boundaries of Theory on the Arab World' in H Sharabi (Ed), *Theory, Politics and the Arab World: Critical Responses*; J Berque, *Essai sur la Methode Juridique Maghrebine*; P Bourdieu, *Algeria*; D Eickelman, *The Middle East: An Anthropological Approach*; E Evans-Pritchard, *The Sanusi of Cyrenaica*; E Gellner, *Muslim Society*; M Gilsenan, *Recognizing Islam*; A Hourani, *A History of the Arab Peoples*; I Khaldun, *The Muqaddima*; E Peters, *The Bedouin of Cyrenaica: Studies in Personal and Corporate Power* (Eds J Goody & E Marx); B Messick, *The Calligraphic State*; G Tillion, *The Republic of Cousins*. Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN235**The Anthropology of Southern Africa**

Teacher responsible: Dr D James, A616

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: This course serves as an introduction to the ethnography of Southern Africa. Topics to be considered include labour migration, urbanisation, transformations in land tenure and land use, changing kinship and gender relations, ethnicity and identity, and the role of performance and expressive culture in managing social transformation. Throughout the course, the effects on local communities of apartheid and of its demise will be a central concern.

Content: The ethnography of South and southern Africa has played a formative role in social anthropology, generating some of the key theoretical issues which underpin the discipline. This course provides students with an opportunity to understand changes in anthropological theory and practice by comparing the classic ethnographic texts with more recent writings from the same regions. Areas covered include South Africa, Lesotho, Swaziland, Botswana, Mozambique and Zimbabwe. The course, through looking at the new significance of institutions which appear to have remained intact, concerns itself with analyzing processes of social change and continuity. In particular, it will examine some of the social effects of the apartheid regime, and of its demise. It looks not only at objective changes in political economy and livelihood, but also the forms of expressive culture through which these changes are expressed by those experiencing them. It develops students' ethnographic knowledge about specific communities, and also equips them with the skills to address key theoretical issues from the broader corpus of anthropological writings, in the context of data from this particular region.

Teaching: Lectures AN235 weekly, Classes AN235 A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: J Comaroff, *Body of Power, Spirit of Resistance*; J L & J Comaroff, *From Revelation to Revolution*; D Coplan, *In the Time of Cannibals: The Word Music of South Africa's Basotho Migrants*; V Erlman, *Nightsong*; R Gordon & A D Spiegel, 'Southern Africa Revisited' *Annual Review of Anthropology*; M Hunter, *Reaction to Conquest*; D James, 'I Dress in this Fashion' in H Hendrickson (Ed), *Clothing and Difference*; A Kuper, *Wives for Cattle: Bridewealth and Marriage in Southern Africa*; I & P Mayer, *Townsmen or Tribesmen*; C Murray, *Black Mountain*; L Vail & L White, *Power and the Praise Poem: Southern Africa Voices in History*. Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN236**The Anthropology of Governance in the Modern State**

Teacher responsible: Dr M Mundy

Availability: This course is optional for BA/BSc Social Anthropology. It is available to students on other degrees as permitted by the regulations. Students should have a substantial background in Social Anthropology.

Core syllabus: The course examines recent work by anthropologists on government and the modern state.

Content: The approach is one which conserves the central characteristics of anthropology – a careful documentation of informal and non-state modes of governance, an attempt not to take the European experience as model for political development in isolation from non-European societies, and a commitment to grant oral and observed sources an equal status to written sources in its account of social knowledge – but goes on to incorporate formal institutions and written codes in the analysis of governance. It treats 'the modern state' as a process of historical depth in which the encounter between European and non-European polities was central and hence includes within its compass work by anthropologists on colonial and post-colonial states. The course examines the following topics: Anthropological typologies of states; government models of state and institutional religion (*religio*); literacy and the law: current debates; the regulation of kinship, gender and family; property and government; colonialism, post-colonialism and the state; the political person and the nation-state; The ethnography of the judiciary and the court; the ethnography of state violence; anthropology and the new institutionalism in the other social sciences.

Teaching: Lectures AN236 weekly, Classes AN236 A weekly.

Reading list: J Cole & E Wolf, *The Hidden Frontier: Ecology and Ethnicity in an Alpine Valley*; L Fallers, *The Social Anthropology of the Nation-State*; M Herzfeld, *The Social Production of Indifference: Exploring the Symbolic Roots of Western Bureaucracy*; S Hutchison, *Nuer Dilemmas: Coping with Money, War and the State*; S Merry, *Getting Justice and Getting Even: Legal Consciousness among Working-Class Americans*; K Verdery, *What Was Socialism, and What Comes Next?*; B Yngvesson, *Virtuous Citizens, Disruptive Subjects: Order and Complaint in a New England Court*; A Gupta & J Ferguson (Eds), *Culture, Power, Place: Explorations in Critical Anthropology*; M Lazarus-Black & S Hirsch (Eds), *Contested States: Law, Hegemony and Resistance*; M Burawoy & K Verdery (Eds), *Uncertain Transitions: Ethnographies of change in the postsocialist world*; N Eliasoph, *Avoiding Politics: How Americans produce Apathy in Everyday Life*. Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN237**The Anthropology of Development**

Teacher responsible: Dr D James, A616

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: This course is centred on an examination of, and an assessment of the validity and reconcilability of, two divergent perspectives: development anthropology, with its corpus of writings by practitioners working on practical projects, and the "anthropology of development", comprising a series of recent critiques of development theory and practice by anthropologists. This debate has encompassed a range of specific topics, including the anthropology of planning; indigenous technical knowledge and its use in agricultural projects; the culture of organizations; fertility and reproductive health; conservation and the environment. Literature ranges from writings at a high level of theoretical abstraction to those whose authors are anthropologists directly involved in development initiatives.

Content: Historical background: how development and its discourses were made, through and in the wake of the colonial encounter. A discussion of the role – both past and potential – played by anthropologists in this process. Anthropological insights into the planning process undertaken by states and by NGOs. Anthropological critiques of the notions of "participation" and "indigenous technical knowledge" which have been used in agricultural development, especially by NGOs; alternative views which see knowledge as fragmentary and performative. Local, cultural knowledge about forestation, deforestation, and wildlife conservation. The localization and contestation of globally-formulated concepts of human rights, and of state and international programmes of family planning and population control, which often fail to dovetail with local knowledge about fertility and reproduction. Regional ethnographies used include various parts of Southern and West Africa, China, the Caribbean, Latin America, South and South-East Asia.

Teaching arrangements: Lectures AN237 weekly, Classes AN237 A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: E Croll & D Parkin, *Bush Base, Forest Farm: Culture, Environment and Development* (1992); J Crush (Ed), *Power of Development*; A Escobar, *Encountering Development: the making and unmaking of the third world* (1995); J Fairhead & M Leach, *Misreading the African landscape: society and ecology in the forest-savanna mosaic*; J Ferguson, *The Anti-politics machine "Development"*, depoliticization and Bureaucratic Power in Lesotho (1994); J Ferguson, 'Anthropology and its evil twin "Development" in the constitution of a discipline' in F Cooper & R Packard (Eds), *International Development and the Social Sciences* (1997); K Gardner & D Lewis, *Anthropology, Development and the Post-modern challenge* (1996); S Greenhalgh (Ed), *Situating Fertility: anthropological and demographic enquiry* (1995). Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN300**Advanced Theory of Social Anthropology**

Teachers responsible: Professor H Moore, A611 and Dr M Scott

Availability: This course is compulsory for BA/BSc Social Anthropology. It

is available to students on other degrees as permitted by the regulations. Students should have a substantial background in Social Anthropology.

Core syllabus: The aim of the course is to train students to look critically at the theoretical implications of anthropological approaches by examining their origins, their strengths and their weaknesses.

Content: Themes from the history of anthropology and analysis and interpretation in modern anthropology: structural and cultural Marxism; theories of hegemony; anthropology and history; interpretative anthropology; the crisis in representation; power and discipline; practice theory; performance theory; anthropological theories of self and agency; cognitive anthropology.

Teaching: Lectures AN300 weekly ML, Classes AN300.A weekly ML.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: M Bloch, *Marxism and Anthropology*; H L Moore, *A Passion for Difference*; H L Moore, *Anthropological Theory Today*; P Bourdieu, *The Logic of Practice*; C Geertz, *The Interpretation of Cultures*; G White & C Lutz, *New Directions in Psychological Anthropology*; M Bloch, *Ritual, History and Power*; P Rabinow, *A Foucault Reader*; J & J Comaroff, *Of Revelation and Revolution*; A Giddens, *Capitalism and Modern Social Theory*; M Sahlins, *Islands of history*; T Asad, *Genealogies of Religion*. Detailed reading lists are provided at the beginning of the course.

Assessment: A three-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN301**The Anthropology of Religion**

Teachers responsible: Professor M Bloch, A608 and Dr L Bear, A507

Availability: This course is compulsory for BA/BSc Social Anthropology. It is available to students on other degrees as permitted by the regulations. Students should have a substantial background in Social Anthropology.

Course syllabus: This course covers selected topics in the anthropology of religion, focusing upon relevant theoretical debates. Reference will be made to ethnographies of the ritual, symbolism and religious knowledge of non-Western societies.

Content: Various anthropological approaches to the study of religion, ritual and symbolism will be covered. Key topics will be: the religious representation of life, death, sex, morality and gender; the relation between cosmology and magical practice; typologies of thought: the religious, the aesthetic, the scientific; religion and the social construction of the emotions; the work of the symbol; myth and history; shamanism and spirit possession; theodic and world religions; persons, objects and spirits in the process of conversion; the problem of religious belief; the category of 'religion'; ritual.

Teaching: Lectures AN301 weekly ML, Classes AN301 A weekly ML.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: M Bloch, *Prey into Hunter: The Politics of Religious Experience*; M Douglas, *Purity and Danger*; E Evans-Pritchard, *Witchcraft, Oracles and Magic among the Azande*; D Lan, *Guns and Rain*; G Lewis, *Day of Shining Red*; C Lévi-Strauss, *The Savage Mind*; M Bloch, *From Blessing to Violence*; J Comaroff, *Body of Power, Spirit of Resistance*; P Boyer, *The Naturalness of Religious Ideas*; F Cannell, *Power and Intimacy in the Christian Philippines*; M Bloch & J Parry, *Death and the Regeneration of Life*; T Asad, *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam*; V Raphael, *Contradicting Colonialisms: Translation and Christian Conversion in Tagalog Society under early Spanish Rule*. Detailed reading lists are provided at the beginning of the course.

Assessment: A three-3-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN399**Special Essay in Social Anthropology**

Availability: This course is an option for the BA/BSc Social Anthropology and BA Anthropology and Law degrees.

Core syllabus: The essay may be on any topic deemed to be amenable to anthropological analysis, and agreed by the candidate's tutor. The tutor will be concerned that there is an adequate body of relevant literature available for analysis, and that the topic as defined is not unmanageably large.

Content: There is no formal course content. Candidates will be expected to draw widely on their reading from other anthropology courses.

Teaching: Formal instruction is not provided, but tutors advise candidates during their normal tutorial meetings on scope, topic, and relevant reading, as well as on general approaches. Tutors are not permitted to read or comment on drafts of the essay, and students opting for the essay should not expect additional tutorial meetings to discuss it.

Written work: The essay may not be more than 8,000 words of main text, including footnotes and appendices but excluding bibliography. In students' own interests the essay should ideally be typed, double spaced, using the reference procedures of *The Journal of the Royal Anthropological Institute*. The essay must be handed in by the date announced by the School, normally by May 1st, at the Undergraduate Office. The student is advised to retain a copy.

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, A612 and Dr B Placido, A610

Normally 10 sessions MT and 10 sessions LT. This is not an assessed course and it is open to all students, undergraduate and postgraduate, who are taking anthropology as any part of their degree.

ECONOMICS

EC100

Economics A

Teachers responsible: Professor C M E Whitehead, S377 and Dr N Barr, S578

Pre-requisites: This course is for BSc degrees as permitted by the regulations. It is not available to Economics specialists. It may not be taken if **Economics B** has already been taken and passed. No previous knowledge of economics is assumed. The treatment will be non-mathematical, but students are expected to be able to interpret graphs.

Core syllabus: This is an introductory course in microeconomics and macroeconomics for those not expecting to take further specialist courses in economics.

Content: The course gives a foundation in economics, primarily to those without a significant background in the subject. It is suitable for those who wish for a single course covering the basic analytic framework and for those who intend to do further non-specialist, economics courses. The course covers standard micro and macroeconomic theory and its extensions in order to make it possible to discuss empirical and policy issues. Topics include demand and supply, theories of consumer behaviour and cost, market structures, efficiency, distribution and optimality, factors markets, macroeconomic equilibrium in the goods and money markets, aggregate demand and supply, unemployment, inflation, the balance of payments and applications to policy.

Reading list: Students should buy one of the following: R G Lipsey & A Chrystal, *An Introduction to Positive Economics* (9th edn), Oxford, 1999; D Begg, S Fischer & R Dornbusch, *Economics* (6th edn), McGraw-Hill, 2000; N G Mankiw, *Principles of Economics* (2nd edn), Dryden, 2001; W J Baumol & A S Blinder, *Economics, Principles and Policy* (7th edn), Dryden Brace Jovanovich, 1997. No one book is better than any of the others; each student should buy the book which best suits his/her personal style.

Supplementary reading list: Before the start of the course students may wish to consult some texts written for the general reader. These include: P Donaldson, *Economics of the Real World*, P Donaldson & J Farquahar, *Understanding the British Economy*; J K Galbraith, *Almost Everyone's Guide to Economics*; R Pennant Rea & C Crook, *Economists Economics*; M Stewart & R Heilbroner, *Worldly Philosophers*. Further supplementary reading is given in the handouts.

Teaching:

Lectures EC100: 20 MT, by Professor Whitehead, on microeconomics; 20 LT, by Dr Barr, on macroeconomics and 2 ST on revision.

Lecture handouts are distributed at frequent intervals; they contain the outline of the lectures, details of suggested readings and questions for discussion in classes.

Classes EC100.A: 22 Sessional.

These classes are usually taught by teaching assistants. They deal mainly with questions arising out of the lectures and questions on the lecture handouts. They are also used to discuss students' written work.

The course follows fairly closely standard first-year textbooks such as Begg, Fischer & Dornbusch, Mankiw or Baumol & Blinder (see details above).

Written work: Class teachers will normally set and mark four pieces of written work from each student during the course.

Assessment: A three-hour written examination in the ST based on the full syllabus. The examination contains two types of question;

- a compulsory question consisting of eight questions requiring short answers, of which the student must answer four; and
- 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: Professor D Quah, S486 and Mr A Marin, S566

Pre-requisites: This course is designed primarily for BSc degrees in Economics but is also available to other students, as permitted by the regulations. A knowledge of A-level economics is an advantage, while some knowledge of mathematics (eg elementary calculus) is desirable. Neither is essential, but those students without a mathematical background should take an introductory mathematics course, such as **Basic Mathematics for Economists**, at the same time. It may not be taken if **Economics A** has already been taken and passed.

Core syllabus: This is an introductory course in microeconomics and macroeconomics for those expecting to take further courses in economics.

Content: **Part A** (Professor Quah) Consumer behaviour, theory of the firm; competitive market equilibrium; monopoly, factor markets; general equilibrium theory; welfare economics.

Part B (Mr A Marin) How aggregate demand and supply interact to determine real income, employment and the price level. Inflation and unemployment. The effects of international trade and financial transactions on the economy. Under what conditions can monetary and/or fiscal policies be used effectively.

Reading list: **Part A:** Jack Hirshleifer & David Hirshleifer, *Price Theory and Applications* (6th edn), Prentice Hall, 1998; Hal Varian, *Intermediate Economics* (5th edn), Norton, 1999.

Part B: M Perlmán, *Macroeconomics*. Students without A-level Economics should read a good introductory textbook such as D Begg, S Fischer & R Dornbusch, *Economics* (6th edn), McGraw-Hill, 2000.

Teaching:

Lectures EC102: 20 MT (Professor Quah) and 20 LT (Mr Marin).

Classes EC102.A: 20 Sessional.

Written work: Written answers to set problems will be expected on a weekly basis.

Assessment: A three-hour written examination in the ST, based on the full syllabus of parts A and B of the course.

EC110

Basic Mathematics for Economists

Teacher responsible: Dr Y Kosykh, S465

Pre-requisites: This course is for BSc 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.

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.

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.

Teaching:

Lectures EC110: 30 MT and LT.

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.

Assessment: A three-hour written examination in the ST.

EC200

Economics of Social Policy

Teachers responsible: Professor C M E Whitehead, S377 and Dr N Barr, S578

Pre-requisites: This course is for BSc degrees as permitted by the regulations. It is not available to Economics specialists. It is intended for students who have either taken a first-year introductory course in economics, or, with permission, A-level economics. Students must have done an economics course before taking this course.

Core syllabus: It is intended to be useful in itself rather than as training for future study. Economic technique is kept to a necessary minimum. The emphasis is on economic insight into a wide range of issues and policies.

Content: The nature of the economic approach is examined in depth. Effort is made to relate economic understanding to that provided by other social sciences. Topics include: efficiency and equity; individuality and altruism; the role of the welfare state, charitable and private provision; methods of achieving and financing social provision; the rationale of privatisation; the economics of housing, health, education, pensions, and social security policies; environmental and spatial issues. Examples of particular policies will be discussed throughout with particular reference to the UK and other industrialised economies.

Reading list: J Le Grand, C Propper & R Robinson, *The Economics of Social Problems*, 1992; J Stiglitz, *Economics of the Public Sector* (3rd edn), 2000; V George & P Wilding, *Welfare and Ideology*; N Barr, *The Economics of the Welfare State* (3rd edn), OUP, 1998; E Helpman, *Social Policy Evaluation: An Economic Perspective*; C Jencks, *Rethinking Social Policy*. Other reading will be provided throughout the course.

Teaching:

Lectures EC200: 20 MT and LT.

Classes EC200.A: 20 Sessional.

Written work: Four pieces of written work are expected over the year.

Assessment: A three-hour written examination in the ST.

EC201

Microeconomic Principles I

Teachers responsible: Dr M Bray, S476 and Dr J Leape, R538

Pre-requisites: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students are expected to have completed EC102 **Economics B** or an equivalent

introductory course in economics based on textbooks such as D Begg, S Fischer & R Dornbusch, *Economics*; P A Samuelson & W Nordhaus, *Economics*; or R G Lipsey, *Positive Economics*. Students are also expected to have completed an introductory mathematics course such MA107 **Quantitative Methods (Mathematics)** and should revise calculus including partial derivatives and the use of Lagrangians.

Core syllabus: An intermediate course in microeconomic analysis.

Content:

I. Consumer Theory. Utility functions and indifference curves. Income and substitution effects. The Slutsky equation. The expenditure function, compensating and equivalent variation, and consumer surplus. Selected applications to savings and labour supply, including the effects of taxes and benefits.

II. Producer Theory. Production and cost functions. Firm and industry supply. Perfect Competition and Monopoly.

III. Strategic Choice. Basic ideas in game theory. Applications to oligopoly and auctions.

IV. General equilibrium and welfare. Competitive equilibrium. Efficiency of equilibrium. Welfare criteria.

V. Topics in welfare economics. Public goods, externalities, second best pricing.

VI. Uncertainty and information. Choice under uncertainty. Insurance markets. Asymmetric information. Selected applications.

Reading list: A reading list will be provided at the start of the course. The main text for the course is M L Katz & H S Rosen, *Microeconomics*, but frequent reference is also made to W Nicholson, *Microeconomic Theory*. The readings for particular topics also typically include other texts or journal articles.

Teaching:

Lectures EC201: 40 MT and LT.

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.

Assessment: A three-hour written examination in the ST. Candidates are required to answer eight short questions and three long questions.

EC202

Microeconomic Principles II

Teachers responsible: Professor F A Cowell, R520 and Dr J Lane, S681

Pre-requisites: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students are expected to have completed **Economics B** or an equivalent introductory course in Economics. Students who have thoroughly mastered mathematics to the level of MA107 should be able to follow the course, but would find it difficult. EC110 or MA100 would give a better grounding.

Core syllabus: An intermediate course in microeconomic analysis.

Content: The coverage is similar to **Microeconomic Principles I**. However a greater mathematical facility will be assumed of the student permitting both greater depth and a number of additional topics, such as duality, to be covered. Further details are available on

<http://darp.lse.ac.uk/frankweb/courses/micro/index.html>

Reading list: There is no one text that covers the course: detailed lecture notes will be provided. Students may find it helpful to use as background material: H Gravelle & R Rees, *Microeconomics* (2nd edn), 1992; R Gibbons, *A Primer in Game Theory*, Harvester Wheatsheaf, 1992.

Teaching:

Lectures EC202: 40 MT and LT.

Classes EC202.A: 20 Sessional.

Classes will be largely devoted to discussion of problems designed to strengthen students' understanding of analytical methods.

Written work: Students are urged to attempt the assigned problems before attending classes. At least five pieces of written work will be required and marked by class teachers.

Assessment: A three-hour written examination in the ST. Candidates are required to answer four questions.

EC210

Macroeconomic Principles

Teachers responsible: Professor C Pissarides, S677 and Dr L Stanca, S682

Pre-requisites: This course is for BSc degrees in Economics and also available to other students as permitted by the regulations. Students are expected to have completed **Economics B** or an equivalent introductory course in Economics based on textbooks such as D Begg, S Fischer & R Dornbusch, *Economics*; P A Samuelson & W Nordhaus, *Economics*; or R G Lipsey, *Positive Economics*. Students are also expected to have completed an introductory mathematics course such as **Basic Mathematics for Economists**.

Core syllabus: An intermediate course in macroeconomic analysis.

Content:

I. The Economy in the Long Run. Factor market equilibrium and the Neoclassical theory of income distribution. Classical and endogenous economic growth. The growth implications of European integration. Unemployment and the Beveridge curve. Inflation; seigniorage and the fiscal prerequisites for stopping hyperinflation; the costs of inflation. Determinants of the real exchange rate and the role of international capital flows; the European Monetary System. The life-cycle-permanent-income

consumption function. Life-cycle consumption theory, budget deficits and the National Debt.

II. The Economy in the Short Run. Business cycle facts. The determination of aggregate demand; the Great Depression. New Classical and New Keynesian models of aggregate supply; the Policy Ineffectiveness Proposition, menu costs, and multiple equilibria. Stabilisation policy and the time consistency problem; the case for an independent central bank; rules for monetary policy. Real business cycles. The open economy in the short run: the Mundell-Fleming and Dornbusch models; the Thatcher recession and the role of North Sea oil. The supply of, and demand for money; simple portfolio models.

Reading list: N G Mankiw, *Macroeconomics*; R Barro & V Grilli, *European Macroeconomics*; O Blanchard, *Macroeconomics* and M Burda & C Wyplosz, *Macroeconomics: A European Text*. Although students should organise their reading around one or more of these textbooks, the material covered in these textbooks should be regarded as the minimum requirement for the course. Other more advanced or specialist readings will be listed at the start of the course.

Teaching:

Lectures EC210: 40 MT and LT.

Classes EC210.A: 20 Sessional, EC210.B: for 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.

Assessment: A three-hour written examination in the ST. Candidates are required to answer eight out of ten short questions and three out of six long questions.

EC220

Introduction to Econometrics

Teacher responsible: Dr C Dougherty, S376

Pre-requisites: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students are expected to have completed an introductory statistics course such as **Basic Statistics or Quantitative Methods (Statistics for Economists)**.

Core syllabus: An introductory course in econometrics.

Content: The course begins with 4 optional review lectures on random variables, expectations, unbiasedness, efficiency, consistency. The main lectures cover covariance, variance and correlation; simple and multiple regression analysis; test statistics; problems of multicollinearity and misspecification; transformation of variables; dummy variables and binary response models; proxy variables; autocorrelation; heteroscedasticity; measurement errors and Friedman's Permanent Income Hypothesis; simultaneous equations bias; instrumental variables; two-stage least squares; an introduction to non stationary time series; an introduction to maximum-likelihood estimation.

Reading list: C R S Dougherty, *Introduction to Econometrics*, Oxford University Press, 1992. Further materials will be available on the EC220 website (<http://econ.lse.ac.uk/ie/>).

Teaching:

Lectures EC220: 44 (4 optional) Sessional.

Dr Dougherty gives the four preliminary review lectures in the first two weeks of the MT and the main lectures from the third week of the MT. The theory lectures continue in the LT and ST.

Classes EC220.A: 20 Sessional, EC220.B for 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.

Assessment: A three-hour written examination in the ST.

EC221

Principles of Econometrics

Teacher responsible: Mr J Hualde, S584

Pre-requisites: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. A knowledge of linear algebra and calculus (eg previous attendance at **Mathematical Methods**) and of basic statistical theory (**Elementary Statistical Theory**) is required. Although the course does involve some computing no previous experience is required.

Core syllabus: The course is an intermediate-level introduction to the theory and practice of econometrics.

Content: Statistical background; continuous distribution, sampling theory, estimation, hypothesis testing, asymptotic theory. The Linear Model; multiple regression, t- and F-tests, dummy variables, multicollinearity, general linear restrictions, maximum likelihood estimation. Dynamic models, time series autoregressive models, seasonal adjustment, generalised least squares, serial correlation, heteroscedasticity, distributive lags, stationarity, unit roots. Simultaneous equation systems, instrumental variables and two stage least squares. Panel data, limited dependent variable models.

Reading list: The most useful texts are: W Greene, *Econometric Analysis*, Macmillan; J Johnston & J Dinardo, *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.

Teaching:

Lectures EC221: 20 x 2-hours MT and LT.

Classes EC221.A: 20 Sessional.

Written work: Written answers to set problems will be expected on a weekly basis.

Assessment: A three-hour written examination in the ST. The paper contains nine questions, of which four are to be answered, of which one is compulsory.

EC230

European Economic Policy

Teacher responsible: Mr A Marin, S566

Pre-requisites: This course is for Bachelors degrees but is not available to Economics specialists. Introductory economics such as **Economics A** or **Economics B** (or equivalents) is required.

Core syllabus: A major aim of the course will be both to introduce students to a study of those EU policies and issues which might be considered "economic", and to enable them to understand the viewpoint of economists on issues which have a wider interest. The treatment, however, will be non-mathematical and not assume a detailed knowledge of economic theory.

Content: The topics considered are likely to include:

- EMS, EMU and monetary policy of the EU.
- CAP and reforms.
- Single market programme and regional policies.
- Competition and industrial policy.

Reading list: T Hitiris, *EU Economics* 4th edn, Prentice Hall, 1998; A El-Algra (Ed), *The European Union*, 6th edn, Prentice Hall, 2001; D Swann, *The Economics of Europe* 9th edn, Penguin, 2000. References relevant to each topic area will be given out during the course.

Teaching:

Lectures EC230: 20 MT and LT.

Classes/seminars EC230.A: 22 Sessional.

Written work: Four pieces of written work to be handed in to the class teacher over the year.

Assessment: A three-hour written examination in the ST.

EC301

Advanced Economic Analysis

Teachers responsible: Dr A Prat, R522 and Professor D Quah, S486

Pre-requisites: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students should have completed **Microeconomic Principles I** or **II** (or equivalent) and **Macroeconomic Principles** (or equivalent) and mathematics to at least the level of **Quantitative Methods for Economists**.

Core syllabus: A series of lectures introducing recent developments in economic theory.

Content: The topics for 2000/2001 were the economics of information and contracts (de Meza) with the second term split between economics and psychology (Rabin).

Reading list: The course is mainly based on lecture notes and journal articles. Relevant textbooks will be announced at the beginning of each term.

Teaching:

Lectures EC301: 40 MT and LT.

Classes EC301.A: 16 Sessional.

Assessment: A three-hour written examination in the ST. The paper is divided into two parts. Students are required to answer four questions (two from each part) from about eight.

EC303

Economic Analysis of the European Union

Teacher responsible: Mr A Marin, S566

Pre-requisites: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students should have completed **Microeconomic Principles I** or **II** (or equivalent) and **Macroeconomic Principles** (or equivalent).

Core syllabus: The course will concentrate on economic policy issues in the EU and relevant analytical tools. It will treat the issues at a level appropriate for students with the knowledge of economics provided by the courses already taken, though the historical, political and institutional context of the EU will also be relevant.

Content: The topics covered are likely to include some of the following:

- EMS, EMU and monetary policy.
- CAP and possible reforms.
- Environmental policy.
- Single market, industrial and regional policy.
- External trade and protectionism.

Reading list: General background readings: T Hitiris, *EU Economics*, 4th edn, Prentice Hall, 1998; A El-Algra (Ed), *The European Union*, 5th edn, Prentice Hall, 1998; D Swann, *The Economics of the Common Market*, Penguin, 8th edn, 1995. References relevant to each topic area, including articles from academic journals, will be given out during the course.

Teaching:

Lectures EC303: 20 MT and LT.

Classes/seminars EC303.A: 20 Sessional.

Assessment: A three-hour written examination in the ST.

EC305

Comparative Economic Systems

Teachers responsible: Dr S Gomulka, S576 and Dr C Xu, S578

Availability: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students should

have completed **Microeconomic Principles I** or **II** (or equivalent) and **Macroeconomic Principles** (or equivalent).

Core syllabus: This course compares the characteristics and behaviour of both individuals and institutions (such as firms, banks and governments) in different economic systems and during the transition from centrally-managed to market-based systems.

Content: Part A, 10 lectures 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 B, 10 lectures given by Dr Gomulka, is concerned mainly with the causes of variation in economic growth, the incidents of macroeconomic failures (financial instabilities, hyper inflation), and changes in economic systems, all world-wide. It also discusses the institutional, macro-economic and structural aspects of transition in Russia, China and Central Europe.

Part C, 5 lectures given by Dr Barr, S578, examines the causes of market and state failures; when and how state intervention can improve welfare and the quality of markets; what kind of welfare state can support efficiently a market economy.

Part D, 5 lectures given by Dr Schankerman, is concerned with the economic determinants and consequences of corruption in transition and more developed market economies.

Reading list: Each part has a reading list to be provided at the start of the course.

Teaching:

Lectures EC305: 30 MT and LT.

Classes EC305.A: 15 MT and LT.

The classes are based around student presentations on particular topics.

Written work: In addition to giving class presentations, students will be expected to do some essays during the year.

Assessment: There is a written three-hour examination in the ST. The paper contains 12 short questions, of which eight are to be answered, and 6 essay-type questions, of which three are to be answered.

EC307

Development Economics

Teachers responsible: Dr R Burgess, R524 and Dr O Bandiera, R526

Pre-requisites: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students should have completed **Microeconomic Principles I** or **II** (or equivalent) and **Macroeconomic Principles** (or equivalent). A knowledge of introductory econometrics such as that provided by **Introduction to Econometrics** is also necessary given the strong applied forms of the course.

Core syllabus: The course provides an introduction to selected issues in economic development including theory, evidence and policy.

Content: The course will explore the related themes of Economic Growth and Development. The course begins by analysing the growth performance of different countries and by presenting the main growth theories to the purpose of identifying, both theoretically and empirically, the determinants of economic growth. The course will then analyse economic institutions in developing countries focusing around the themes of "Markets, Institutions and Welfare" and "Public Policy and Welfare". Failures in key markets such as those for land, labour, credit and insurance have far reaching implications both for productive efficiency and welfare. The story of economic development is, in many ways, one of how informal, imaginative institutions have evolved to fill the gaps left by these market failures. The course will study how institutions have evolved to cope with missing markets, and how they affect the allocation and the distribution of resources. The course will analyse both the channel through which the institutional environment affects efficiency and welfare and how public policy can be designed to increase welfare and growth. The course has a strong applied focus. Under each section we want to derive testable implications from the theory, subject these to econometric testing, comment on the robustness of the results obtained and draw out policy conclusions.

Reading list: Teaching in the course will be done mainly from journal articles drawn from the forefront of theoretical and applied research in development economics. The main textbook for the course is D Ray, *Development Economics*, Princeton UP, 1998. Use will also be made of three other reference texts: (i) C Jones, *Introduction to Economic Growth*, Norton, 1998; (ii) A Deaton, *The Analysis of Household Surveys: A Microeconomic Approach to Development Policy*, John Hopkins UP, 1997 and (iii) J Behrman & T N Srinivasan (Eds), *Handbook of Development Economics*, Elsevier, 1995. Students less familiar with econometrics should review C Dougherty, *Introductory Econometrics*, OUP, 1992.

Teaching:

Lectures EC307: 20 MT and LT.

Classes EC307.A: 20 MT and LT.

Assessment: A three-hour written examination in the ST.

EC309

Econometric Theory

Teacher responsible: Dr J Hidalgo, S579

Pre-requisites: This course is for BSc 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.

Content: The linear model, asymptotic theory, concepts of model specification; maximum likelihood and other optimization estimators; dynamic models; simultaneous equation systems; panel data.

Reading list: The main text for the lectures is A C Harvey, *The Econometric Analysis of Time Series* 2nd edn, Philip Allan (1990); R Davidson & J G MacKinnon, *Estimation and Inference in Econometrics*, Oxford University Press, (1993). Other useful texts include A Spanos, *Statistical Foundations of Econometric Modelling*, CUP; H Theil, *Principles of Econometrics*; P C B Phillips & M R Wickens, *Exercises in Econometrics*, Vol I and II; J Judge *et al*, *The Theory and Practice of Econometrics*.

Teaching:

Lectures EC309: 20 MT and LT.

Classes EC309.A: 20 Sessional.

Written work: Written answers to set problems will be expected on a weekly basis.

Assessment: A three-hour written examination in the ST. The paper contains eight questions, of which four are to be answered.

EC311

History of Economics: How Theories Change

Teacher responsible: Professor M S Morgan, C420

Pre-requisites: For BSc degrees in Economics and other students as permitted by regulations or by permission of the course lecturer.

Core syllabus: The course examines the ways in which economics has developed from the Mercantilists of the 17th century to the Neoclassical thinking of the later 20th century.

Content: The course will explore how and why the theories, concepts and methods of economics have changed over the last 250 years. We will use the original texts in order to understand how economists of the past approached perennial questions (about for example, the creation of value or the role of institutions) and resolved them in the context of the scientific thinking and the economic conditions of their own time and place.

Reading list: A reading list of original texts and secondary literature will be given at the beginning of the course. For an introduction, students may read R L Heilbroner's *The Worldly Philosophers*; for general background, consult David Colander & Harry Landreth's *History of Economic Thought*.

Teaching:

Lectures EC311: 20 weekly MT and LT.

Classes EC311.A: 20 MT and LT.

Written work: Students will be expected to give class papers and produce several pieces of written work.

Assessment: A three-hour written examination in the ST.

EC313

Industrial Economics

Teacher responsible: Dr M Schankerman, S567

Pre-requisites: This course is for BSc 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, and the process of entry and entry deterrence.

Content: The main subjects include monopoly and price discrimination, vertical arrangements between firms, transactions costs and contract design, game theoretic models of firm behaviour, collusive arrangements, strategic entry deterrence by pricing, investment, and product differentiation. Economic models will be used to address policy issues.

Reading list: A detailed reading list will be provided at the beginning of the course. The primary text, from which we draw **selectively**, is J Tirole, *The Theory of Industrial Organisation*. Supplementary reading will be assigned. The main reference used for game theory (selectively) is R Gibbons, *A Primer in Game Theory*.

Teaching:

Lectures EC313: 30 hours MT and LT.

Classes EC313.A: 15 MT and LT.

Written work: At least four problem sets will be required and assessed by class teachers.

Assessment: A three-hour written examination in the ST.

EC315

International Economics

Teachers responsible: Dr A Cunat and Dr G Benigno, S879

Pre-requisites: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students should have completed **Microeconomic Principles I** or **II** (or equivalent) and **Macroeconomic Principles** (or equivalent).

Core syllabus: The aim of this course is to introduce students to international trade theory and international monetary economics.

Content: International Trade Theory: This part of the course strives to explain the pattern of trade observed in the world and to account for the prices at which goods are traded. Positive and normative aspects of international markets are examined. Use is made of the theory of comparative advantage, increasing returns, and strategic theories of international trade. Relations between trade and domestic markets for both

goods and factors are examined in terms of the theory of trade according to factor endowments.

The course studies the effect of trade policy within both partial and general equilibrium frameworks. Economic integration between countries is also discussed using the same modelling tools.

International Monetary Economics: Balance-of-Payments Definitions: Discusses the components as well as overall measures of the 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.

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.

Teaching:

Lectures EC315: 20 MT and LT.

Classes EC315.A: 20 Sessional.

Written work: Students will be expected to prepare two pieces of assessed written work during each of the MT and LT.

Assessment: A three-hour written examination in the ST.

EC317

Labour Economics

Teacher responsible: Dr S Pischke, R425

Pre-requisites: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students should have completed **Microeconomics Principles I** or **II** (or equivalent) and **Macroeconomic Principles** (or equivalent) as well as **Introduction to Econometrics 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.

Content: Topics will include labour supply, welfare policies, labour demand, the impact of the minimum wage, labour market equilibrium, the impact of immigration, wage determination, the formation of human capital, motivation of workers and issues in personnel economics, compensating wage differentials, discrimination, wage inequality, and trade unions.

Reading list: There is no comprehensive text for this course. The two best textbooks are G Borjas, *Labor Economics*, and R G Ehrenberg & R S Smith, *Modern Labor Economics*. Additional reading, drawn from journals, will be suggested during the course.

Teaching:

Lectures EC317: 30 hours MT and LT.

Classes EC317.A: 15 MT and LT.

Written work: Students will be expected to make one class presentation, lead one class discussion and write 2 essays over the course of the year.

Assessment: A three-hour written examination in the ST.

EC319

Mathematical Economics

Teacher responsible: Dr J Lane, S681

Pre-requisites: This course is for BSc degrees in Economics, Mathematics and Economics, and Econometrics and Mathematical Economics and is

also available to other students as permitted by the regulations. Students should have completed **Microeconomic Principles I or II** (or equivalent). Fluency in calculus is essential, including multivariate calculus, some knowledge of analysis, linear algebra and set theory. **Mathematical Methods** would be adequate background for a student who already has or is willing to acquire some additional probability theory. Students who took more abstract mathematics courses in their first and second years may find that they need to acquire some additional mathematical techniques, but should not find this difficult. Provision will be made for teaching these techniques if necessary. A highly motivated student with a less technical background could do the course, if he or she finds handling economics mathematically comes naturally. Any such student should see Dr Lane before the course starts.

Core syllabus: The study of some aspects of economic theory where mathematical modelling is particularly helpful. The lectures use mathematics, and students will be expected to solve economic problems posed in a mathematical form. Considerable emphasis will also be given to the economic motivation and interpretation of the models discussed.

Content:

Techniques of Constrained Optimization

This is a rigorous treatment of the mathematical techniques for solving constrained optimization problems, which are basic tools of economic modelling. Topics include: Definitions of feasible set and solution, sufficient conditions for the existence of a solution, maximum value function, shadow prices, Lagrangian and Kuhn Tucker necessity and sufficiency theorems with applications to intertemporal models of the household and firm, uncertainty, General Equilibrium and Time, natural resources, Arrow-Debreu securities and arbitrage.

Reading list: Lecture notes are provided for the course.

Teaching:

Lectures EC319: 20 MT and LT.
Classes EC319.A: 20 Sessional.

Written work: Students are urged to attempt the assigned problems before attending classes. At least four pieces of written work will be required.

Assessment: A three-hour written examination in the ST. The paper contains eight questions, of which students should attempt four (two from each section).

EC321

Monetary Economics

Teachers responsible: Dr E Papa, S675 and Professor R Jackman, S777

Pre-requisites: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students should have completed **Microeconomic Principles I or II** (or equivalent) and **Macroeconomic Principles** (or equivalent).

Core syllabus: The course provides an introduction to monetary theory, to the effects of monetary variables on the macroeconomic system, the role of the Central Bank and the conduct of monetary policy in closed and open economies.

Content: The nature and function of money. Classical monetary theory, neutrality, inflation and the Keynesian revolution. Modern theories of the demand for money. The banking system and financial intermediation. The control of the money supply, the transmission mechanism of monetary policy. 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 European monetary developments.

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*.

Teaching:

Lectures EC321: 35 MT and LT.
Classes EC321.A: 18 Sessional.

Written work: Students should expect to write two essays or exercises in both the MT and LT, to be handed into, and marked by, their class teacher. Setting essay topics is the responsibility of class teachers, although a list of suggested topics will be distributed in the lectures. A 'mock' examination may be set at the end of the MT or at the beginning of the LT. This will not count towards the final examination result.

Assessment: A three-hour written examination in the ST. 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.

ECONOMIC HISTORY

EH101

The Internationalisation of Economic Growth, 1870 to the Present Day

Teachers responsible: Mr Dudley Baines, C414 and Professor Nicholas Crafts, C321

Availability: Compulsory for Bachelor's degrees in Economic History. Available to all other students where their degree regulations permit including General Course Students. There are no formal pre-requisites for this course.

Core syllabus: The course examines the inter-relationships between the

EC325

Public Economics

Teachers responsible: Dr N Barr, S578 and Dr J Leape, R538

Pre-requisites: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students should have completed **Microeconomic Principles I or II** (or equivalent).

Core syllabus: A course in theoretical and applied public economics using intermediate economic theory. Topics include the theoretical analysis of taxation and expenditure, assessment of the tax and expenditure systems in the UK and elsewhere, and evaluation of reform proposals.

Content: The role of the state and implications of different approaches. Public choice. Economics of the welfare state: income transfers, health care and education. Efficiency and income distribution issues. Effects of taxes on labour supply and savings. Taxes and investment: domestic and international issues. Tax policy: principles, incidence, direct versus indirect taxation, optimal taxation, tax evasion. Privatisation and regulation of natural monopolies. Current topics in public finance.

The main institutional references will be to the UK but some attention will also be given to other countries, especially the US.

Reading list: The most useful textbooks are: N A Barr, *Economics of the Welfare State* (3rd edn, 1998); J E Stiglitz, *Economics of the Public Sector* (3rd edn, 2000); A B Atkinson & J E Stiglitz, *Lectures on Public Economics* (1980). Many of the readings will be journal articles.

Teaching: Lectures EC325; 20 MT and LT.

Classes EC325.A: 20 Sessional.

Assessment: A three-hour written examination in the ST.

EC331

Quantitative Economics Project

(A project of up to 10,000 words on an approved subject in Quantitative Economics)

Teachers responsible: Dr V Hajivassiliou, S564 and Mr J Thomas, S687

Pre-requisites: This course is for the BSc degree in Econometrics and Mathematical Economics. Students should have completed **Principles of Econometrics**.

Course syllabus: Learning how to do quantitative economic research in a practical way.

Content: This seminar is designed to provide training in independent research work and to encourage the student to take an overall view of the different specialised areas in economics.

Reading list: As each student chooses an individual topic, there is no reading list for this course.

Teaching: Seminars in Quantitative Economics EC331.A: 10 x 2 hours LT. Students are expected to pursue research on a subject of their own choice under the supervision of a member of staff. In the seminar each student will present a preliminary outline of the results of the project for comments by fellow students and teachers.

Written work: Students are required to prepare material for their presentations in the seminar, but this is not formally graded.

Assessment: A completed project will be required to be submitted by 1 May in the year in which the course is taken. There is no written examination. The project carries all the marks.

EC333

Problems of Applied Econometrics

Teachers responsible: Professor A Manning, R451 and Dr B Petrongolo

Pre-requisites: This course is for BSc degrees in Economics and Econometrics and Mathematical Economics. It is also available to other students as permitted by the regulations. Students should have completed **Microeconomic Principles I or II** (or equivalent), **Macroeconomic Principles** (or equivalent) and *either* **Introduction to Econometrics and Economic Statistics** or **Principles of Econometrics**.

Core syllabus: The purpose of this course is to give students a grounding in recent developments in econometrics for applications to economics. A major feature of the course is the computer-based exercises for the classes, which will enable students to obtain considerable practical experience in analysing a wide variety of econometric problems.

Content: Among the econometric topics covered will be limited dependent variable models and duration models.

Reading list: A detailed reading list will be provided at the beginning of the course. J Wooldridge, *Introductory Econometrics* might be helpful and/or W Green, *Economic Analysis*.

Teaching: Lectures EC333: 10 MT and 10 LT.

Classes EC333.A: 20 Sessional.

Assessment: A three-hour written examination in the ST.

development of the international economy and the growth of national economies since the late nineteenth century.

Content: Development, underdevelopment and international trade in the nineteenth century. The structure of the British and American economies around 1870. The 'regions of recent settlement'. The growth and effects of international movements of capital and labour. Technical change and industrial growth in Britain, the United States and Germany. The international economy before 1914: free trade, the gold standard, Britain and the Empire. International migration: colonialism and economic development. War and reconstruction. The effects of the first World War on the world economy. The world economic and financial crisis, 1929-33. Depression, recovery and government policies 1929-45. Comparative economic growth in industrialised countries. The collapse of the Bretton

Woods system and the international economy since 1973. Debt crises: 1980s vs 1930s. Convergence vs globalisation. Industrialisation in Asia and Latin America since 1945. The South East Asian Crisis of the 1990s. De-industrialisation, technology and international trade in the late 20th century.

Teaching: Lectures: There is one lecture course (EH101) with 22 lectures in the MT, LT and ST. The lectures are shared by Mr Baines and Professor Nicholas Crafts. A lecture programme will be circulated at the first meeting. Full course details and teaching materials will be available on-line.

Classes: The lectures are accompanied by weekly classes (EH101.A). Classes are given by several different teachers. They do not necessarily deal with the same topics each week but they all cover the same ground.

Written work: Students are expected to write very short papers during the year and two longer essays.

Reading list: The following are particularly useful: A G Kenwood & A L Lougheed, *The Growth of the International Economy, 1820-2000* (2000); J Foreman-Peck, *A History of the World Economy*; 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*, Volume 2 & Volume 3 (1994); 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); E Jones, L Frost & C White, *Coming Full Circle. An Economic History of the Pacific Rim* (1993); C H Feinstein, P Temin & G Toniolo, *The European Economy between the Wars* (1997). (A fuller reading list and class topics will be given out at the first meeting.)

Assessment: A three-hour examination in the ST.

EH205

Towns, Society and Economy in England and Europe, 1450-1750

Teacher responsible: Dr Regina Grafe, C316

Availability: This is an optional course for Bachelor's degrees in Economic History, and other degrees as regulations permit.

Core syllabus: The course examines in outline the social and economic history of European (including English) towns between the mid-fifteenth and the mid-eighteenth centuries.

Content: Towns and economic development; the urban economy: manufactures, services and domestic and international trade; town-country relations, towns and rural industry; towns and the state; capital cities; urban hierarchies and networks; social structure and social mobility; the standard of living; social conflict, crime and criminal repression; population structure; women, family and work; poverty and welfare; medicine and health; religion, education and literacy.

Teaching: Weekly lectures and classes (EH205). Classes are designed to discuss at greater depth topics covered in the lectures. Students are expected to do some background reading for each class and to prepare a number of papers in the course of the session.

Reading list: Detailed reading lists are distributed at the beginning of the course. The following are useful general works: C Friedrichs, *The Early Modern City, 1450-1750* (1995); P M Hohenberg & L H Lees, *The Making of Urban Europe, 1000-1950* (1985); J L Anderson, *Explaining Long-Term Economic Change* (1991); J Goodman & K Honeyman, *Gainful Pursuits: The Making of Industrial Europe, 1600-1914* (1988); C M Cipolla (Ed), *The Fontana Economic History of Europe*, Vol 2 (1979); H A Miskimin, *The Economy of Later Renaissance Europe, 1460-1600* (1977); G C Clay, *Economic Expansion and Social Change: England, 1500-1700* (2 vols, 1984); K Wrightson, *English Society, 1580-1680* (1982).

Assessment: A three hour written examination in the ST.

EH210

Economic and Social History of Britain from 1830

Teacher responsible: Dr E H Hunt, C315

Availability: This is an optional course for Bachelor's degrees in Economic History, and for other degrees where regulations permit. This is a 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 and Erasmus students are welcome.

Core syllabus: The course surveys the main aspects of British economic and social history since, approximately, 1830.

Content: This outline course covers all of the more important topics in British economic and social history since about 1830 with some emphasis upon the reasons for Britain's economic pre-eminence up to the 1870s and the causes of economic decline since 1880. For further details see the list of lecture and class topics available from Dr Hunt or C422.

Teaching: Classes (EH210.A) and lectures (EH210) are held weekly and students should attend both. Class topics are generally complementary to the lecture syllabus and some classes supplement particular lectures. For times of classes and lectures, and room numbers, see the posted timetables.

Written work: A minimum of 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); E H Hunt, *British Labour History, 1815-1914* (1981); L J Williams, *Britain and the World Economy, 1919-70* (1971); M J Weiner, *English Culture and the Decline of the Industrial Spirit* (1981); P Johnson (Ed), *Twentieth Century Britain: Economic Social and Cultural Change* (1994); B Elbaum & W A Lazonick (Eds), *The Decline of the British Economy* (1985); A Digby, C Feinstein & D Jenkins, *New Directions in Economic and Social History*, 2 vols; N Crafts, *Britain's Relative Economic Decline, 1870-1995* (1997). The booklets by Alford, Collins, Gourvish, Milward, Musson Payne, Roberts, Sanderson and Saul in the Macmillan *Studies in Economic and Social History* series.

Assessment: A three hour formal examination in the ST.

EH220

Comparative Economic Development:

Late Industrialisation in Russia, India and Japan

Teachers responsible: Dr Peter Howlett, C214 and Dr Kent Deng, C413

Availability: This is a compulsory course for BSc in Economic History, and is available to other students where their degree regulations permit. This course is also available to one-year General Course students.

Core syllabus: The course surveys the economic development of Russia, India and Japan over the last 150 years. The emphasis is comparative and the focus on particular problems of industrialisation in the pre-World War I, interwar and post-1945 years.

Content: Dynamism and constraints in pre-industrial economies; state policy and industrial take-off; peasant agriculture, agricultural performance and industrialisation; traditional and modern manufacturing; capital, labour and entrepreneurship; effect of war and military expenditure; industrialisation strategies, planning and the role of the state; institutions and institutional reform; technological capability; impact of the international economy; quality of life issues.

Teaching: Lectures: 20 weekly lectures (EH220) and 24 classes (EH220.A).

Written work: Students will be expected to produce four pieces of written work during the year and will also be expected to give class papers.

Reading list: No one book covers the whole syllabus and a detailed reading list will be supplied; the following texts are valuable for parts of the course: G C Allen, *A Short Economic History of Modern Japan* (repr 1991); V N Balasubramanian, *The Economy of India* (1984); N Charlesworth, *British Rule and the Indian Economy, 1800-1914* (1978); R W Davies, *Soviet Economic Development from Lenin to Khrushchev* (1998); P Francks, *Japanese Economic Development* (2nd edn, 1999); P Gatrell, *The Tsarist Economy 1850-1917* (1986); P Gregory & R C Stuart, *Soviet and Post-Soviet Economic Structure and Performance* (1994); D Rothermund, *Economic History of India* (1988).

Assessment: One three-hour paper in the ST.

EH225

Latin America and the International Economy

Teacher responsible: Dr Colin M Lewis, C320

Availability: This is an optional course for Bachelor's degrees in Economic History, and other degrees where regulations permit.

Core syllabus: An examination of the societies and economies of Latin America from effective incorporation in the international economy in the late nineteenth century to the era of globalisation.

Content: The course assesses how Latin America has changed over the last hundred years or so. Causes and outcomes of 'engagement' with the world economy will be explored in the following broad themes: growth and structural change – the quest for development; the political economy of state formation and the politics of state action – from authoritarian regimes to democratic consolidation; society, poverty and progress – mobility and modernisation or violence and inequality; ideas and institutions.

Teaching: Parallel programme of weekly lectures (EH225) and classes (EH225A). MLS with weekly lecture data handouts and class discussion synopses.

Written work: Two essays and weekly 300-word synopses.

Reading list: Basic – C Abel & C M Lewis (Eds), *Latin America: Economic Imperialism and the State*; D Bushnell & N Macaulay, *The Emergence of Latin America in the Latin America in the Nineteenth Century*; T Helperin Donghi, *The Contemporary History of Latin America*; R Thorp, *Progress, Poverty and Exclusion*. For reference – L Bethell, *The Cambridge History of Latin America*, vols IV and VI. Detailed supplementary lists – of texts (for the lectures) and articles (for the classes) will be distributed.

Supplementary reading list: Detailed biographies will be distributed in connection with the lecture programme and a guide to journal articles provided for classes.

Assessment: One three-hour examination in the ST.

EH236

The Integration of Europe's Economy, 1815-1990

Teacher responsible: Dr Max Schultze, C213

Availability: 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 early nineteenth century to the present. One of its aims is to introduce students to a variety of theoretical approaches to the European growth and integration experience and to assess the validity of alternative explanations.

Content: Issues covered include: 1. 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 modernisation; the role of the Marshall Plan; liberalisation, foreign trade, and payments; the impact of supra-national institutions: the ECSC and EU; attempts at monetary integration. Comparative country case studies will be used to explore the development of national economies in their international context.

Teaching: Weekly one-hour lectures with supporting classes. Students will be expected to contribute at least one presentation to class.

Written work: Students are expected to write four essays during the course.

Reading list: A detailed reading list is provided at the beginning of the course. No single work covers the course adequately, but the following readings offer some indication of the material used: L A Craig & D Fisher, *The Integration of the European Economy* (1997); C H Feinstein, P Temin & G Toniolo, *The European Economy between the Wars* (1997); D H Aldcroft & S P Ville (Eds), *The European Economy 1750-1914* (1994); N F R Crafts & G Toniolo (Eds), *Economic Growth in Europe since 1945* (1966); B Eichengreen, *Golden Fetters* (1992); C P Kindleberger, *The World in Depression* (1973); C P Kindleberger, *A Financial History of Western Europe* (1993); A S Milward, *War, Economy and Society* (1987); S Pollard, *Peaceful Conquest. The Industrialisation of Europe, 1760-1970* (1986); M S Schultze, *Western Europe: Economic and Social Change since 1945* (1999); R Sylla & G Toniolo (Eds), *Patterns of European Industrialisation. The 19th Century* (1991); H van der Wee, *Prosperity and Upheaval. The World Economy 1945-1980* (1986).

Assessment: One three-hour paper in the ST.

Eh240

British Business and Contemporary Economic Performance

Teacher responsible: Dr Tim Leunig, C322

Availability: This is an optional course for Bachelor's degrees in Economic History, and for other degrees and diplomas as regulations permit.

Core syllabus: This course looks at the history of British business and industry, with an emphasis on the post-war period.

Content: The course examines some of the hypotheses on why the UK economy grew more slowly than other OECD nations with particular reference to the decades after the Second World War. Explanations of relative economic decline are examined in the context of comparisons with other European nations and with the US and Japan. The main attention is on recent decades, including current changes in performance, but the historical roots of Britain's poor performance are also considered. The focus is on business performance in the public and private sectors, including scale effects, multinationals' comparative performance, technology, labour management and management quality. Other factors alleged to have contributed to Britain's poor performance – ranging from 'culture' through government policy to education and trade unions – are also discussed.

Teaching: Eh240 consists of 20 lectures in MT and LT, with directly related classes (EH240.A). In addition revision sessions are offered in the ST.

Written work: During the course students are expected to write two essays and complete two timed mock exams, all of which will be marked.

Reading list: A full listing is available from the Economic History Department, C422. The following are among the major recommendations: R Floud & D McCloskey (Eds), *The Economic History of Britain Vol III* (2nd edn, 1994), chapters 5 & 6; N F R Crafts & N Woodward (Eds), *The British Economy since 1945* (1991); M Dintenfuss, *The Decline of Industrial Britain 1870-1980*; B Elbaum & W Lazonick (Eds), *The Decline of the British Economy* (1986); S N Broadberry, *The Productivity Race: British Manufacturing in International Perspective, 1850-1990* (1997).

Assessment: A three hour written examination in the ST.

Eh245

Foundations of the Industrial Economy

Teachers responsible: Professor Paul Johnson, C415 and Dr W P Kennedy, C314

Availability: This is a compulsory second-year course for students taking BSc 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 in the 18th and 19th centuries through the study of the British economy in a comparative context.

Content: The course is both substantive and methodological in content. Separate elements of the growth process are examined in relation to the historiography of national economic development and in the light of alternative models of economic growth. The course explains how historians have assembled historical evidence to discriminate between alternative explanations of the way growth occurs. It also introduces students to some of the basic quantitative and qualitative techniques used by economic historians.

Teaching: 22 one-hour lectures (EH245) with supporting classes (EH245.A).

Written work: A minimum of 4 essays or written class papers is required.

Reading list: A detailed reading list is distributed at the beginning of the course; the books listed below provide a good introduction. N F R Crafts, *British Economic Growth during the Industrial Revolution* (1985); R Floud & D McCloskey, *The Economic History of Britain 1750-1980: Volume I The Industrial Revolution* (1993); P Hudson, *The Industrial Revolution* (1992).

Assessment: A three-hour formal examination in the ST.

Eh301

The Origins of the World Economy, 1450-1750

Teacher responsible: Dr Regina Grafe, C316

Availability: 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.

Content: Introduction to theories and issues; the dynamics of economic development in western and eastern Europe, the Ottoman Empire and Tokugawa Japan: agriculture, population, state structures, trade; the growth of inter-continental economic relations and their consequences: European expansion, Asian trade networks, slavery and the Atlantic economy; the emergence and role of a 'world economy'.

Teaching: Approximately 22 two-hour lectures and seminars.

Written work: Students are expected to write a number of essays based on background reading. A full list of lectures and seminar papers is distributed at the beginning of the course.

Reading list: Detailed reading lists are distributed at the beginning of the course. The following are useful general works: J Anderson, *Explaining long-term economic change* (1991); E Wolf, *Europe and the people without history* (1982); D C North & R P Thomas, *The rise of the western world* (1973); E L Jones, *Growth recurring, Economic change in world history* (1988); J De Vries, *The Economy of Europe in an age of crisis, 1600-1750* (1976); H A Miskimin, *The Economy of later Renaissance Europe, 1450-1600* (1977).

Assessment: A 3,000 word assessed essay (counting 30% of the final mark), and a three-hour written examination (counting 70% of the final mark).

Eh302

NA 01/02

Work, Class and Organisation: British Labour History from Industrialisation to General Strike

Teacher responsible: Dr E H Hunt, C315

Availability: Optional course for third-year BSc degree students in Economic History. Well-qualified final year students from other departments may be admitted. This course is not normally available to General Course students.

Core syllabus: The course covers the main aspects of British labour history between 1815 and 1926.

Content: The course content is determined mainly by the participants, who select particular aspects of labour history for seminar presentations and discussion. The examination, however, may include questions on any aspect of British labour history between 1815 and 1926.

Teaching: Approximately 22 weekly two-hour meetings.

Written work: Students are expected to submit at least four essays, one of which will be submitted for formal assessment (see Assessment below).

Reading list: A detailed reading list is distributed at the beginning of the course. The following will provide an introduction: R Q Gray, *The Aristocracy of Labour in Nineteenth Century Britain* (1981); E J Hobsbawm, *Labouring Men* (1964); E J Hobsbawm, *Worlds of Labour* (1984); E H Hunt, *British Labour History, 1815-1914* (1981); A E Musson, *British Trade Unions, 1824-75* (1972); H M Pelling, *A History of British Trade Unionism* (1992); H M Pelling & A J Reid, *A Short History of the Labour Party* (1996); G A Phillips, *The General Strike* (1976); E P Thompson, *The Making of the English Working Class* (1963).

Assessment: An assessed essay of not more than 3,000 words (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 formal 3-hour examination counting for 70% of the final mark.

Eh310

Financial Markets, Investment and Economic Development in Britain, Germany and the United States after 1870

Teacher responsible: Dr W P Kennedy, C314

Availability: Optional 3rd year course for BSc degrees in Economic History. Other students may take this course as permitted by the regulations for their degrees, subject also to the approval of their programme supervisor. There are no formal pre-requisites but some knowledge of and interest in economic and financial analysis will be an advantage.

Core syllabus: The course explores in historical perspective the evolving relationships among long-term growth, capital formation (broadly defined to include human capital) and financial intermediation in Britain, Germany and the United States from the latter part of the nineteenth century to the recent past.

Content: The course examines the volume, structure and financing of capital formation in each of the three countries from around 1870 to 1939, with some reference to post-1945 developments. Particular attention is focused on shifts in the structure of investment among industries and between foreign and domestic activities and on the causes and consequences of particularly sharp fluctuations in investment and financial activities. Trends in physical capital formation are linked to trends in human capital formation. The evolving means by which real capital formation has been financed is considered and an attempt made to account for and

evaluate the consequences of differences in the financial structures observed among the three countries over time.

Teaching: 20 weekly lectures (EH310) and associated classes (EH310.A). In the classes, students are set topics for discussion.

Written work: Three class essays, 8-10 pages in length, are required from each student.

Reading list: A full reading list/course outline is distributed at the beginning of the course. The following readings provide some indication of the scope and nature of materials used in the course. Michael Edelstein, *Overseas Investment in the Age of High Imperialism: The United Kingdom, 1850-1914* (1982); W P Kennedy, 'Portfolio Behaviour and Economic Development in Late Nineteenth-Century Great Britain', *Research in Economic History*, (Supplement 6, 1991); Richard H Tilly, 'German Banking, 1850-1914: Development Assistance for the Strong', *Journal of European Economic History*, Vol 15 (Spring, 1986); Barry Eichengreen, *Golden Fetters: The Gold Standard and the Great Depression, 1919-1939* (1992); B S Bermanke, 'Nonmonetary Effects of the Financial Crisis in the Propagation of the Great Depression', *American Economic Review*, Vol 73 (June 1983); William C Brainard *et al*, 'The Financial Valuation of the Return to Capital', *Brookings Papers on Economic Activity* (1980:2); Steven M Fazzari *et al*, 'Financing Constraints and Corporate Investment', *Brookings Papers on Economic Activity* (1988:1).

Assessment: The course is based 70% on a three-hour formal examination in the ST, 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, C319

Availability: This is an optional course for Bachelor's degree students in Economic History or Economics, as regulations permit. General Course students are not normally admitted, but exceptions may be made for those taking other economic history courses. There are no formal pre-requisites but it will normally be assumed that students will have taken at least one course in economics and one in economic history and that they are taking or have taken complementary courses such as: Comparative Economic Development; Latin America and the International Economy; Origins of the World Economy; or Development Economics.

Core syllabus: This course examines aspects of the economic history of sub-Saharan Africa, focusing on the nature and consequences for Africa of its external relationships.

Content: The general theoretical and historiographical debate about Africa's relative poverty, particularly in the context of Africa's historical relationships with the world economy. Precolonial topics (after c1700): technology, environment and population; role of markets; the Atlantic slave trade; nineteenth-century transformations: slavery, gender and the social organisation of production and trade; economic foundations of states.

Colonial and post-colonial topics: economics of European colonisation; 'peasant' and 'settler' colonies; the cash-crop 'revolution'; changing labour relations in South African gold mines and Nigerian farms; foreign private enterprise; economics of decolonisation: the 'Mau Mau' revolt in Kenya; the 'capitalism and apartheid' debate; food and famine: state intervention in post-colonial economies; emergence of African capitalism.

Teaching: Seminars EH315, weekly MLS.

Written work: All students are required to produce at least three papers. Two of these will be circulated to the group, a third will be submitted for formal assessment (see below under Assessment).

Reading list: A detailed list is provided at the beginning of the course. The following will provide an introduction: J Iliffe, *Africans: The History of a Continent* (1995) and *The Emergence of African Capitalism* (1983); R Austen, *African Economic History* (1987); B Freund, *The Making of Contemporary Africa* (2nd edn, 1998); A Hopkins, *An Economic History of West Africa* (1973); R Bates, *Essays on the Political Economy of Rural Africa* (1983); A Hopkins, *An Economic History of West Africa* (1973); R Bates, *Essays on the Political Economy of Rural Africa* (1983); and the novel by Ngugi Wa Thiong'o, *Petals of Blood* (1977).

Assessment: An assessed essay counts for 30% of the marks. It must 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 ST.

Eh320

The World Economic Crisis, 1919-1945

Teacher responsible: Mr D E Baines, C414

Availability: An optional course for 3rd year BSc students in Economic History or Economics as regulations permit. There are no formal 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 examines the growth and breakdown of the international economy in the period. It compares the incidence of the depression of the early 1930s, and the recovery from it, in about ten countries (to include both industrial and non-industrial economies). The course also examines the effects of the Second World War and the development of war economies.

Content: The effects of the First World War and the world economy in the 1920s. The return to the Gold Standard and its effects. The problems of the primary producing countries. The relation between the American depression and that in other countries. The world financial crisis, 1929-31. The decline of international trade in the 1930s. Economic thought and

government intervention. Case studies of Britain, France, Germany, Sweden, USA, Argentina, Canada, Australia and Japan. The Second World War and the economies of Britain, USA, Germany and the USSR. Economic warfare and its effectiveness.

Teaching: 24 seminars of two hours each in the MT, LT and ST. Written essays are circulated in advance.

Written work: All students are expected to produce at least THREE presentations or essays.

Reading list: A detailed reading list and list of seminars is handed out at the beginning of the course. Some important books are: C P Kindleberger, *A Financial History of Western Europe* (1984); C P Kindleberger, *The World in Depression* (1973); A Milward, *War, Economy and Society, 1939-45* (1977); 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); M Bordo, C Goldin & E White, *The defining moment. The Great Depression and the American Economy in the Twentieth Century* (1998); C H Feinstein, P Temin & G Toniolo, *The European Economy between the Wars* (1997); I Brown (Ed), *The Economies of Africa and Asia in the Inter-War Depression* (1989).

Assessment: An assessed course work element (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 ST (counting as 70% of the final mark).

Eh325

NA 01/02

Issues in Modern Japanese Economic Development: Late Industrialization, Imperialism and High Speed Growth

Teacher responsible: Dr J E Hunter, C313

Availability: This is an optional course for Bachelor's degrees in Economic History. Students will normally be expected to have taken **Comparative Economic Development: Russia, India, Japan** (EH220) in the 2nd year. This course is not available to General Course students.

Core syllabus: The course examines particular aspects of Japanese economic history since the mid-19th century, making use where possible of statistical and English language primary sources. It also considers broader debates on the pattern of modern Japanese development. Emphasis is on critical interpretation and source evaluation.

Content: The course starts with an overview of major themes in modern Japanese development, followed by a focus on particular issues. Consideration focusses 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: 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 is handed out at the beginning of the course, but the books listed below provide a background: *Cambridge History of Japan* (Vols 5 & 6, 1989); P Francks, *Japanese Economic Development* (2nd edn, 1999); J E Hunter, 'The Japanese Experience of Economic Development' in P O'Brien (Ed), *Industrialisation: Critical Perspectives on the World Economy* (1998); T Ito, *The Japanese Economy*, (2nd edn, 1999); 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).

Assessment: One 2-3,000 word piece of assessed work to be handed in during the year the course is taken counts for 30% of the final marks. A three-hour unseen examination in the ST counts for the remaining 70%.

Eh390

Long Essay in Social or Economic History

Teachers responsible: Dr W P Kennedy, Professor Paul Johnson and all members of the Economic History Department

Availability: This course is compulsory for all Bachelor's degrees in the Department of Economic History except for Economic History with Population Studies students who must either take this course or SA399.

Core syllabus: The subject of the Essay should relate broadly to one of the economic history courses that have been chosen.

Selection of title: The title of the Essay should be approved by the candidate's tutor or the class-teacher of the relevant course and a note of the title should be given to the Departmental Administrator (C419) before the end of the MT in the final year.

Arrangements for supervision: There are compulsory discussion classes (EH390) in the MT to help you choose a subject. There is a limit to the amount of help that your tutor and class-teacher can give, but they are free to advise up to the writing of the first draft. After reading the first draft, they may draw attention to any points that are thought to require it. Subsequent work is entirely the candidate's own responsibility.

Assessment: The completed Essay must be handed in by Wednesday 1st May 2002. 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 expect footnotes and bibliography to be presented in a scholarly way.

EUROPEAN INSTITUTE

EU201

Theories and Problems of Nationalism

Teacher responsible: Dr J Hutchinson, European Institute

Availability: Optional course for Bachelor's degrees in Sociology, International Relations and Government. Students should have completed a suitable course in Anthropology, Sociology, Political Science, International Relations or International History.

Core syllabus: Investigations into various problems of nationalism and nation-states in their historical, sociological and international aspects, and a consideration of the main theories of their origin and diffusion in Europe and the Third World.

Content: The aspects considered cover three main areas:

- Theories of nationalism and ethnicity, including relations between nations and classes, language, ethnic identity and religion and the role of communications and the state; primordialism and ethnicity; globalisation and nationalism.
- Relations between nationalism and politics, especially in Europe and the Soviet Union; democracy, ethnicity and citizenship.
- Nationalism and the international system, including problems of sovereignty, secession and self-determination; racism and nationalism; the ethics of nationalism.

Teaching: 20 Lectures EU201 (ML) given by:

Dr J Hutchinson on **Theories of Nationalism**;

Mr G Schofflin on **Nationalism and Politics**;

Dr D Jocquin-Berdal on **Nationalism and the International System**.

These are supported by weekly classes EU201.A following the lectures with revision classes in the ST.

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; B Anderson, *Imagined Communities*, Verso Books, 1983; J Mayall, *Nationalism and International Society*, Cambridge University Press, 1990; E Hobsbawm, *Nations and Nationalism since 1780*, Cambridge University Press, 1990; A D Smith, *National Identity*, Penguin, 1991; J Breuilly, *Nationalism and the State*, Manchester University Press, 2nd edn, 1993; J Hutchinson, *Modern Nationalism*, Fontana, 1994; W Connor, *Ethno-Nationalism: The Quest for Understanding*, Princeton University Press, 1994; J Hutchinson & A D Smith (Eds), *Nationalism*, Oxford University Press, 1994; J Hutchinson & A D Smith (Eds), *Ethnicity*, Oxford University Press, 1996; A Hastings, *The Construction of Nationhood*, Cambridge University Press, 1997; A D Smith, *Nationalism and Modernism*, Routledge, 1998.

Supplementary reading list: A more detailed reading list is available from Dr Hutchinson or secretary.

Assessment: A three-hour exam in ST, covering Sociology and Politics/History issues.

EU202

Government, Politics and Public Policy in France

Teacher responsible: Mr A Miguet, J209

Availability: Optional course for Bachelor's degrees in Government.

Students will normally be expected to have taken GV101 **Introduction to the Study of Politics**, or equivalent, in a previous year. Also available to students on other degrees where regulations permit, General Course 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.

Content: The course is divided into two parts:

- 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;
- 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: 10 weekly one-hour lectures (EU202) in the MT, 10 weekly one-hour lectures in the LT, and 20 weekly one-hour classes in the MT and LT (EU202.A).

Written work: Two essays per term.

Reading list: J Macmillan, *Dreyfus to de Gaulle*; V Wright, *The Government and Politics of France*; A Guyomarch, P Hall, & H Machin (Eds), *Developments in French Politics* (2001); D Hanley, Kerr & Waites (Eds), *Contemporary France: Politics and Society*; E Suleiman, *Elites in French Society and Politics*; A Guyomarch, H Machin & Ritchie, *France in the EU* (1998).

Assessment: Three hour unseen written examination held in the ST.

EU300

Report on a subject within the field of Russian Studies

Availability: BSc Russian Studies.

Core syllabus: There is no formal syllabus.

Content: The Report may be on any topic within the area of Russian Studies covered by the course. The student's choice must be approved by the Tutor responsible for the course, and, where necessary, by a specialist in the field relative to the topic. The tutor must normally be satisfied that the student has special reasons, and/or qualifications for substituting the Report for paper 6(a), that there is an adequate body of relevant literature and source material available and that the topic is of manageable proportions.

Teaching: There are no formal teaching arrangements but tutors will advise students on scope, topic and relevant reading as well as on general approaches. Tutors are not permitted to read or comment on drafts of the Report.

Written work: The Report should be not more than 15,000 words of main text, excluding bibliography. In students own interests the Report should be typed in double spacing as if prepared for publication with all relevant references and a bibliography. The Report must be handed in to the School's Undergraduate Office by 1st May of the student's final year but work and supervision for the topic is expected to begin in the first term of the student's third year. Students are advised to retain a copy of their Report for their own reference.

Assessment: See written work above.

The Examiners reserve the right to question the student on the Report in an Oral Examination.

GY103

Contemporary Europe

Teacher responsible: To be announced

Pre-requisites and excluded combinations: Optional first year course for Geography and Environment students. Open to other students as permitted by the regulations for their degrees.

Core syllabus: An introduction to society, economy and polity of contemporary Europe.

Content: Particular stress is laid upon the geographical constitution of these themes, including urban and regional development. The main focus is upon the economy of individual nation states within Europe. Examples are mainly drawn from members of the EU, although one section of the course focuses on transformation in Central and Eastern Europe.

Reading list: P Cheshire & D G Hay, *Urban Problems in Western Europe*, 1989; J Cole & F Cole, *A Geography of the European Union*, 1997; A M El-Agraa, *The European Union: Economics and Policies*, 2000; R Hudson, *Divided Europe: Society and Territory*, 1998; A Rodriguez-Pose, *The European Union: Economy, Society and Polity*, 2001; L Rodwin & H Sazanami, *Industrial Change and Regional Transformation: the Case of Western Europe*, 1991.

Teaching: Lectures weekly. Classes weekly.

Written work: Students will be expected to produce a minimum of four class essays during the year and will also be expected to give class papers.

Assessment: Assessment will be by a formal three hour unseen examination paper (100%).

GY120

The Natural Environment

Teacher responsible: Professor D K C Jones, S405

Pre-requisites and excluded combinations: None.

Core syllabus: The description and analysis of the Planet Earth as the home of human societies. Such an analysis involves consideration of the solid earth, the gaseous envelope, the hydrosphere and the biosphere and examination of how they have evolved, interact, and are influenced by extra-terrestrial factors and humankind.

Content: Three themes – material properties, processes and fluxes and environmental change – are studied in the context of the biosphere, atmosphere, hydrosphere and the lithosphere. From this, an appreciation of environmental evolution is developed to serve as a basis for evaluating the two way interaction between humans and the environment. The course consists of the following sections.

A. Introduction: The systems approach and its application to environmental studies. The structure and functioning of the Earth as a set of systems (The Geosystem). Ecosystem concept. Biogeochemical cycles. Humans and the ecosphere: Introduction to hazards, resources and pollution.

B. The Biosphere: World biomes. Energy transfers: primary production, photosynthesis, energy flows in ecosystems. Global biogeochemical cycles. Nutrient cycling, trophic levels and decomposition. Soils: formation and types, management problems, erosion. Vegetation changes: succession and causes of change.

C. The Atmosphere and Hydrosphere: Composition and nature of the atmosphere. Global energy budget. Circulation and climate. Cloud formation and precipitation. Hydrological cycles. General introduction to hydrology. Flooding as a hazard.

D. The Lithosphere: General structure and composition of the Earth. Mechanisms of plate tectonics. Plate tectonics and large-scale landforms. Volcanoes and earthquakes.

E. Geosystem Change over Time and Space: Catastrophism versus Uniformitarianism. Introduction to global environmental change. The establishment of deep time. The evolution of the Earth and Solar System. Evolution of the biosphere, mass extinctions and Gaia. Changing climates, past and future. Sea-level change.

Reading list: T H van Andel, *New Views on an Old Planet*, 1994; R G Barry & R J Chorley, *Atmosphere, Weather and Climate*, 1998; A Mannion, *Natural Environmental Change*, 1999; R C Ward & Robinson, *Principles of Hydrology*, 1990; I D White, D N Mottershead & S J Harrison, *Environmental Systems: An Introductory Text*, 1992; J Chapman & M J Reiss, *Ecology, Principles and Applications*, 1992; K Pickering & L A Owen, *Global Environmental Issues*, 1994; J E Lovelock, *The Ages of Gaia*, 1988; R Huggett, *Catastrophism*, 1997.

Teaching: 40 one hour lectures in the MT and LT; weekly one hour classes in the MT, LT and ST; and a weekend field course in the MT.

Written work: Students will be expected to produce three essays during the year and give class papers.

Assessment: A 3-hour unseen examination in the ST (75%), with the remaining 25% divided between project work carried out in a weekend field course in the MT and a 1,500 word essay submitted in the ST.

GY121

Environmental Change and Sustainable Development

Teachers responsible: Dr T Forsyth, S511, Dr G Atkinson, S412, Dr Y Rydin, S413, Professor D K C Jones, S405 and Dr E Neumayer, S416

Pre-requisites and excluded combinations: Compulsory for BSc Environmental Policy with Economics degree, and an optional course for non-Geography students where permitted by regulations. It is not available for BA Geography students, who have to take GY100 **Environment, Economy and Society**.

Core syllabus: The purpose of the course is to introduce students to the key debates in environmental change and sustainable development, which will form the basis for future courses in environment at the LSE. The key theme of the course is to discuss the nature and importance of environmental change; the so-called 'human impact' on the physical environment; and the dilemmas these raise for practical environmental management. From this, core policy approaches from economic, political, and social analysis will be advanced in order to introduce students to further courses available in the second and third years.

Content: The course will have three main sections. The first section, which will be shared by GY100 students, addresses key underlying themes in environmental change and sustainable development, including population growth, resource scarcity, and limits to growth. The second section will look more closely at the geographical basis to environmental change and conceptions of sustainability, focusing closely on concepts of natural hazards, ecological fragility and the nature and significance of human impacts. This section will consider case studies from contemporary environmental debates such as tropical moist forest destruction, desertification, and the rapid growth of cities in developing countries. The third section will discuss the unifying themes of debate about sustainable development, and provide an introduction to different methodological and policy approaches to environmental problems, such as brief introductions to environmental economics, and social, and political analysis of environment. The course will also include a short period of fieldwork conducted in the London metropolitan area, aiming to compare different indices of sustainable development, and the influence of place upon the perceived need for environmental management.

Reading list: There are a variety of texts available for this course, but some of the more prominent include: L Owens & T Unwin (Eds), *Environmental Management*, Blackwell, 1997; A Goudie & H Viles, *The Earth Transformed*, Blackwell, 1997; J Rees, *Natural Resources: economics, allocation and policy*, Routledge, 1991; A Goudie, *The Human Impact* (5th edn), Blackwell, 1999; A Goudie (Ed), *The Human Impact Reader*, Blackwell, 1998; P Atkins, I Simmons & B Roberts, *People, land and time: an historical introduction to the relations between landscape,*

culture and environment, Arnold, 1998; J Kasperson, R Kasperson & B L Turner (Eds), *Regions at risk: comparisons of threatened environments*, United Nations University Press, 1995; J Kasperson, *Global environmental risk*, United Nations University Press 2001; M Redclift, *Wasted*, Earthscan, 1996.

Teaching: Lectures twice weekly ML; Classes weekly ML.

Written work: Students will be expected to produce a minimum of three essays during the year and will also be expected to give class papers.

Assessment: A formal 3 hour unseen examination (75%); and the submission of analysis from fieldwork based upon socio-environmental fieldwork conducted in London, and an essay based on the issues underlying the fieldwork, to be submitted at the end of LT.

GY140

Methods in Spatial and Social Analysis

Teacher responsible: Mr Kevin Burchell, S417a

Pre-requisites and excluded combinations: None.

Core syllabus: An introduction to, and evaluation of, a range of methods of analysis, including the use of IT, currently used in the construction of geographical knowledge.

Content: Philosophical approaches to geography. Information sources: primary and secondary. Geographical data. Descriptive statistics. Index construction. Map design and analysis. Computer-aided mapping. The normal distribution. Designing and administering questionnaires. Inferential statistics and significance. Chi square test of difference. Parametric and non-parametric tests of correlation. Fieldwork as a geographical method.

Reading list: P Cloke *et al*, *Approaching Human Geography*, 1991; D Ebdon, *Statistics in Geography*, 1985; R Flowerdew & D Martin (Eds), *Methods in Human Geography*, 1997; M Monmonier, *How to Lie with Maps*, 1996; A Oppenheim, *Questionnaire Design, Interviewing and Attitude Measurement*, 1992. A number of more specialised texts will be recommended.

Teaching: Lectures: GY140, 1 hour, weekly, ML. Classes: GY140A, 2 hours, weekly, ML. Compulsory fieldwork: One week, London, Easter vacation.

Written work: Five written practical projects during the year including a field work report.

Assessment: (i) A formal 2 hour examination; 2 questions from 6 (40%); (ii) Four practical exercises (40%); (iii) Field work report (20%).

GY200

Economy, Society and Space

Teachers responsible: Dr Andy C Pratt, S410 and Dr Diane Perrons, S506B

Pre-requisites and excluded combinations: None.

Core syllabus: The social organisation of economic restructuring; changing working practices; social-spatial stratification and social exclusion in terms of gender, race, class and sexuality; housing; informal economies; globalisation and time-space compression; the rural and the urban.

Content: Risk society, Regulation Theory, Welfare regimes, Third System, Social stratification, Work, Time-Space and everyday life, Home, Space and Place, Technology and socio-economic transition. Further details will be provided at the start of the session.

Reading list: U Beck, *The future of work*, Polity, 2000; M Castells, *The rise of the network society*, Blackwell, 1996; G Esping-Andersen, *The three worlds of welfare capitalism*, Polity, 1990; H Jarvis *et al*, *The secret life of cities*, Pearson, 2001; A Lipietz, *Towards a new economic order*, Polity, 1992.

Teaching: Lectures: weekly ML; Classes: fortnightly ML.

Written work: Students will be expected to prepare written work for fortnightly classes, students will be required to write up two class reports per term as essays; this written work will provide a basis for formative assessment.

Assessment: A formal 3 hour examination (3 questions from 9); 75%; a course essay of 2,000 words submitted on the first Tuesday of the ST in the course box (outside S413); 25%. Details of the style and layout will be provided at the start of the session.

GY201

Location and Spatial Analysis

Teacher responsible: Dr G Duranton, S513a

Pre-requisites and excluded combinations: This course is intended primarily for students on the BA in Geography and BSc in Geography with Economics. Available in other degree courses as permitted by regulations. Economics A is normally a prerequisite.

Core syllabus: This course provides students with a theoretical and empirical understanding of spatial economic processes and how these influence the behaviour of firms and households and the wider economy.

Content: Topics covered include: The function of cities and the urban system in the context of markets, exchange and specialisation; the economic logic of subnational analysis; the determinants of inter and intra regional location and of urban structure, including static and dynamic aspects and sources of agglomeration and dispersion; patterns of urban land use and the economic impact of land use planning; spatial economic adjustment mechanisms - trade and mobility; multinational companies.

Reading list: Detailed reading lists will be given out at the beginning of the course. Reading will include journal articles. Some important items include: T W Bogart, *The Economics of Cities and Suburbs*, Prentice Hall, 1998; J McDonald, *Fundamentals of Urban Economics*, Prentice Hall, 1997; T Pugel & P Lindert, *International Economics*, McGraw Hill, 2000; P Dicken &

GEOGRAPHY AND ENVIRONMENT

GY100

Environment, Economy and Society

Teachers responsible: Dr D Perrons, S506b, Dr G Atkinson, S412, Dr G Jones, S506a, Professor P Cheshire, S506 and Dr Y Rydin, S413

Pre-requisites and excluded combinations: Available to all students.

Core syllabus: An introduction to contemporary environmental, economic and social issues from a global perspective. The environmental sustainability of the planet and economic and social processes leading to differential development at different spatial scales.

Content: *Environment:* Resources, scarcity, pollution, sustainability and the limits to growth debate. Global environmental concerns – degradation, and conservation. Planning for sustainability. *Economy:* The changing location of economic activity, inequalities within and between cities and regions. The formation and future of cities, their internal spatial structures and urban policy. *Society:* Unequal integration in the global economy, changing composition and distribution of employment. Global cities and social polarisation. Geographies of empire and representations of the developing world.

Reading list: Detailed reading-lists related to the different topics within the course will be provided at the start of the course. H Armstrong & J Taylor, *Regional Economics and Policy*, 1999; P Balchin, *Urban economics: a global perspective*, 2000; P Dicken, *Global Shift* (3rd edn), 1998; G Jones & G Hollier, *Resources, Society and Environmental Management*, 1997.

Teaching: Lectures: GY100 twice weekly ML. Classes weekly ML. Two classes S.

Written work: Students will be expected to produce a minimum of four essays during the year and will be expected to give class papers.

Assessment: A formal 3 hour unseen examination [100%].

P E Lloyd, *Location in Space* (3rd edn), Harper Collins Academic, 1990; P Krugman, *Geography and Trade*, 1991.

Teaching: 40 hours of lectures and 10 x 1 hour classes over the MT and LT.

Written work: Students will be expected to prepare presentations and hand-in two essays based on class presentation each term.

Assessment: A formal three hour written examination in the ST (75%) and 2 x 2,000 word essays (25%).

GY202

The Third World: A Study of Social and Economic Development

Teacher responsible: Dr S Chant, S515, with the participation of Dr T Forsyth, S511

Pre-requisites and excluded combinations: 2nd year option for Bachelor's degrees in Geography. Other 2nd and 3rd year students may take this course as permitted by the regulations for their degrees.

Core syllabus: An introduction to analysing the Third World, and its geographical variability. The course focuses on key 'development problems', and how these are addressed by different stakeholders, including households, governments, international development agencies and civil society organisations.

Content: Defining the 'Third World'; Development theories and models; Post-Development; Aid; Trade; Environment and sustainability; Agricultural development and the Green Revolution; Industrialisation; Population and family planning; Migration; Urbanisation and urban policies; Land, housing and urban services; Employment and incomes; The conceptualisation and measurement of poverty; Debt, Structural Adjustment and household survival strategies; Children in cities; Nutrition, health and health care; Education; Community participation in planning, civil society organisations and NGOs.

Reading list: Although a specialised lecture-by-lecture reading list will be handed out at the start of the course, useful general texts are: S Corbridge (Ed), *Development Studies: A Reader*, Edward Arnold, 1995; J Dickenson et al, *Geography of the Third World* (2nd edn), Routledge, 1996; A Gilbert & J Gugler, *Cities, Poverty and Development* (2nd edn), Oxford University Press, 1992; D Simon & A Nárman (Eds), *Development as Theory and Practice*, Longman, 1999; A Szirmai, *Economic and Social Development*, Prentice Hall, 1997; UNCHS (Habitat), *An Urbanising World: Global Report on Human Settlements*, Oxford University Press, 1996; UNDP, *Human Development Report*, Oxford University Press, published annually; World Bank, *World Development Report*, Oxford University Press, published annually.

Teaching: 30 lectures (GY202), two per week MT and first half of LT. Fortnightly classes (GY202.A) MT and LT.

Written work: Students will be expected to produce a total of 3 essays during the MT and LT, and also to prepare class presentations.

Assessment: One 2000 word essay to be submitted 8th week of LT (25%); a 3-hour unseen examination paper in the ST, 3 questions out of 9 (75%).

GY203

Political Geographies, Policy and Space

Teacher responsible: Dr M M Low, S512. Other teacher involved: Professor I R Gordon, S513

Pre-requisites and excluded combinations: None.

Core syllabus: An introduction to the relevance of a geographical perspective for explanation of contemporary political processes, and of a political perspective for explanation of contemporary geographies, at scales from the local to the global.

Content: Part A. Political Geographies: states, citizenship, democracy: theories of the state and local state; geopolitics and the world order; citizenship rights, migration and national 'closure'; nationalism, territory and identity; geographies of representation; globalisation and governance. Part B. Policy Geographies: urban problems, analysis and action: perspectives on policy-making; Victorian urbanisation and institutional responses; physical, social, economic, political and integrative approaches to post-war British cities; implementation processes; geographic knowledge and urban policy.

Reading list: Detailed reading lists will include journal articles, but indicative texts include: K R Cox, *Spaces of Globalization*, 1997; J Agnew & S Corbridge, *Mastering Space*, 1995; M Hill, *The Policy Process*, 1993; B Robson, *Those Inner Cities*, 1988; P Healey et al, *Managing Cities*, 1995.

Teaching: 32 hours of lectures and 10 x 1 hour classes (fortnightly).

Written work: Students will be expected to submit one essay per term of up to 1,500 words.

Assessment: 25% course work (one essay of 2000 words), 75% unseen 3 hour examination in the ST.

GY220

Environment: Science and Society

Teachers responsible: Dr T Forsyth, S511, Dr G Atkinson, S412, Dr Y Rydin, S413 and Professor D K C Jones, S405

Pre-requisites and excluded combinations: None.

Core syllabus: An analysis of the debates concerning the nature, cause, and effects of, and the alternative solutions to, the key natural environmental degradation and pollution problems faced by human societies.

Content: Normally the course consists of the four following elements although the specific content, order and relative proportion may change with staff availability. Part A: Current policy approaches to dealing with

environmental problems. Introduction to debates in social approaches to science and scientific knowledge. Part B: An analysis of the varied two-way interactions between human societies and the physical (natural) environmental systems. Environmental hazards and the IDNDR. Consideration of current concerns regarding issues of global environmental change including the CO₂ 'Greenhouse Effect', stratospheric ozone depletion, desertification, soil resource depletion, tropical fuelwood crisis, destruction of tropical rainforests. Genetic manipulation and biotechnology. Part C: Alternative approaches to analysing environmental issues in relation to science and society.

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; C L Harper, *Environment and Society*, 1996; A Goudie (Ed), *The Human Impact Reader*, 1997; L Owen & T Unwin, *Environmental Management*, 1997; K Smith, *Environmental Hazards*, 1996; Red Cross/Red Crescent, *World Disasters Reports* (Annual).

Teaching: Lectures: (GY220) Two lectures per week in the MT and LT. Classes (GY220.A): Ten classes at fortnightly intervals.

Written work: Students will be expected to produce a minimum of four essays during the year and will be expected to give class papers.

Assessment: A formal three-hour unseen examination paper (75%) and a course essay of no more than 2,000 words (25%).

GY221

Environmental Assessment and Management

Teacher responsible: Mr A Gouldson, S414

Pre-requisites and excluded combinations: Available to all Geography and Environment 2nd year students and to other students as permitted by the regulations for their degrees.

Core syllabus: An analysis of various techniques including environmental impact assessment, strategic environmental assessment, cost benefit analysis, environmental management systems and life cycle assessment.

Content:

1. The Concepts and Principles of Environmental Assessment and Management.
2. Economic Assessment Techniques and Cost Benefit Analysis.
3. Environmental Impact Assessment and Techniques for Project Appraisal.
4. Strategic Environmental Assessment and Techniques for Policy Appraisal.
5. Industrial Development and the Environment: Techniques for Technology Assessment.
6. Industrial Development and the Environment: Techniques for Process Management.
7. Industrial Development and the Environment: Techniques for Product Management.

Reading list: No single text covers all aspects of the course but students may wish to consult the following: R Gray et al, *Accounting for the Environment*; R Welford & A Gouldson, *Environmental Management and Business Strategy*, 1993; T Jackson, *Material Concerns*, 1996; P Hawken et al, *Natural Capitalism*, 1999.

Teaching: The course will consist of a weekly lecture accompanied by a weekly seminar. There will also be at least one industrial visit as part of the course.

Written work: Three non-assessed class essays of 1,500 words and one assessed essay of 2,000 words.

Assessment: A formal three-hour unseen written examination in the ST counting for 75%, together with a course essay (maximum 2,000 words) counting for 25%.

GY222

Environment and Economy

Teachers responsible: Mr G Atkinson (Course Manager), S412 and Dr E Neumayer, S416

Pre-requisites and excluded combinations: 2nd year core course for BSc Environmental Management and Policy and BSc Environmental Policy with Economics.

Core syllabus: An introduction to the use of economic principles in the analysis of environmental change and natural resource use. The evaluation of regulatory and market based instruments in controlling pollution. Economic growth and sustainable development. Valuation of environmental benefits. Managing global environmental resources. Environment and development.

Content: Public policy and the environment. Regulatory vs market based instruments for controlling pollution. Natural resource use. Economic growth, sustainability and the environment. Discounting and the far-off future. Economic valuation and the environment. The economics of global environmental problems. Trade, debt, adjustment and the environment.

Reading list: Detailed reading lists will be provided to support each course component. For an overview and introduction to the main issues covered by the course students may wish to consult the following: R K Turner et al, *Environmental Economics: An Elementary Introduction*, 1994; J A Lesser et al, *Environmental Economics and Policy*, 1996; J M Hartwick & N Olewiler, *The Economics of Natural Resource Use*, 1998; J Kahn, *The Economic*

Approach to Environmental and Natural Resources, 1998; T Tietenberg, *Environmental and Natural Resource Economics*, 1996; G Atkinson et al, *Measuring Sustainable Development: Macroeconomics and the Environment*, 1997; D W Pearce, *Blueprint 4*, 1995.

Teaching: 20 lectures, weekly ML: 18 classes, 8 during MT and 10 during LT.

Written work: Students will be expected to produce a minimum of two (non-assessed) essays during the year and will also be expected to give class presentations.

Assessment: A formal three-hour unseen written examination in the ST counting (75%). An assessed course essay (maximum 2,000 words) (25%).

GY240

Research Techniques (Spatial, Social & Environmental)

Teachers responsible: Dr M Low, S512, Dr H Overman, S510 and Dr G Jones, S506a

Pre-requisites and excluded combinations: None.

Core syllabus: This course aims to prepare second year students, who already have a grounding in social science methodology, to undertake individual research projects. 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 Research Project (IRP) 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. A further aim of the course is to enable students to evaluate critically the methodological validity of geographical literature.

Content: The course combines a variety of different approaches to social science methodology including: (i) Introduction: underlying debates in philosophy and methodology for research in geography; research and project design; research ethics, including ethical concerns when conducting fieldwork. (ii) Quantitative analysis: using computer- and internet-based bibliographic databases; statistical computer packages: linear regression models; hypothesis testing. (iii) Qualitative analysis: grounded theory; structured and unstructured interviews; textual and discourse analysis; participant observation; (iv) Policy analysis. (v) Basic principles of Geographical Information Systems (GIS); including the use of relevant information technology. (vi) Introduction to the Independent Research Project (IRP); (vii) Presentation techniques and written and oral skills.

Reading list: Reading lists will be available for each part of the course. Basic texts include:

J Bell, *Doing your Research Project - Guide for first time researchers in education and social science* (2nd edn), 1993; J Burt & G Barber, *Elementary Statistics for Geographers*, 1996; I Heywood, S Cornelius & S Carver, *An Introduction to GIS*, 1998; P Kennedy, *A Guide to Econometrics*, 1985; S Kvale, *Interviews: An introduction to qualitative research interviewing*, 1996; A MacEachren, *Some truth with maps: a primer on symbolization and design*, 1994; A Strauss & J Corbin, *Basics of qualitative research: Grounded theory procedures and techniques*, 1990.

Teaching: 20 one hour lectures and 20 one hour classes/practicals in ML.

Written work: Students will be expected to produce a minimum of four essays or practical exercises during the year and will be expected to give class papers.

Assessment: A two hour unseen examination 50%, coursework 45%, IRP proposal and its oral presentation 5%.

GY300

Europe and the Global Economy

Teacher responsible: To be announced

Pre-requisites and excluded combinations: Optional course for Geography and Environment, European Studies and Management students. Open to other students as permitted by the regulations for their degrees.

Core syllabus: Contrasting patterns of national and regional development and socio-economic structures in Western and Eastern Europe.

Content: An analysis of the forces of change deriving from trends in Europe's global role and context, international trade, foreign investment, product and service development, international integration, urban change and administrative reforms. The economic development impacts of economic integration and enlargement and of transition from centrally-managed to market economies in Eastern Europe. The roles of key management agents: governments at central, regional and local levels; and other key business support agencies.

An analysis of international, national and local aspects of economic development and restructuring with reference to the whole of Europe in a global context.

Reading list: H Armstrong & P Taylor, *Regional Economics and Policy*, 2000; R J Bennett & A McCoshan, *Enterprise and Human Resource Development*, 1993; P Dicken, *Global Shift: Transforming the World Economy*, 1998; A M El-Agraa, *The European Union: Economics and Policies*, 2000; R Hudson, *Divided Europe: Society and Territory*, 1998; A Rodriguez-Pose, *Dynamics of Regional Growth in Europe. Social and Political Factors*, 1998; L Tsoukalis, *The New European Economy Revisited*, 1997.

Teaching: Lectures weekly. Classes fortnightly.

Written work: Students will be expected to produce a minimum of four class essays during the year and will also be expected to give class papers.

Assessment: A three hour paper (75%) and one extended essay of 2,500 words to be handed in at a specified date in the ST (25%).

GY301

The Political Geography of Development and the South

Teacher responsible: Dr G A Jones, S506a

Pre-requisites and excluded combinations: None.

Core syllabus: A critical analysis of the political construction of contemporary development processes in the South and the global interests which influence them. Course considers development as both practical pursuit, through engagement with policy materials, and as a series of discourses and representations.

Content:

1. Standard Narrative: an introduction to geopolitics and geography, the 'end of empire' and rise of 'American century', the discovery of the 'Third World' and developmental nation-state, the Cold War, authoritarianism and democracy.
2. Narrative Under Threat: corruption, debt crisis, globalisation, rogue states, post-development and irrelevance, NGOs.
3. Critical Geopolitics: post-colonialism, media, anti-geopolitical eye, chronoscapes, 'new' barbarians (guerrillas, ethnocide, drugs, refugees).

Reading list: No one book covers the syllabus, students will be expected to read widely especially of appropriate journals, and detailed lists will be provided at start of course.

Teaching: Lectures: weekly ML; Classes: fortnightly ML.

Written work: Students are expected to complete four class essays during the year and give at least one short presentation subject to student numbers.

Assessment: a) A formal 3-hour examination (3 questions from 9) (75%); b) One 2,500 word essay submitted in ST (25%).

GY302

Urban Development: Politics, Policy and Planning

Teachers responsible: Dr A Thornley, S420. Other teachers involved: Dr G Jones, S506a and Dr M Low, S512

Pre-requisites and excluded combinations: None.

Core syllabus: Theories and processes of urban politics and governance. Urban problems and policy responses in developed and developing countries, within an institutional and political framework.

Content:

1. Urban government in the UK and USA. Theories of urban politics. Politics of urban fiscal problems and local economic development policy. Management of urban social issues.
2. Planning issues in Britain, e.g. urban containment, control of retail development, participation.
3. The developing world. Self help housing. Access to land and the affordability crisis. The New Institutional Agenda: World Bank and privatisation. Micro-finance, NGOs and community. Radical planning.

Reading list: D Judge et al, *Theories of Urban Politics*, 1995; S Feinstein, *The City Builders*, 1990; S Body-Gendrot, *The Social Control of Cities?*, 1999; A Thornley, *Urban Planning under Thatcherism*, 1993; J B Cullingworth & V Nadin, *Town & Country Planning in the UK*, 1997; K Datta & G A Jones (Eds), *Housing and Finance in Developing Countries*, 1999; N Devas & C Rakodi (Eds), *Managing Fast Growing Cities*, 1993; N Harris, *Cities and Structural Adjustment*, 1996.

Teaching: 30 one-hour lectures (GY302) in ML; 10 one-hour classes (GY302.A) in ML (alternative weeks starting week 3). A field excursion in ST.

Written work: Students should produce 3 essays during the year and give class presentations.

Assessment: A three hour unseen examination in the ST (75%) and a course essay of no more than 2500 words (25%).

GY303

The Geography of Gender: Global Perspectives

Teachers responsible: Dr S Chant, S515 and Dr D Perrons, S506B

Pre-requisites and excluded combinations: 3rd year option for Bachelor's degrees in Geography, and other degrees as permitted by regulations. It would be an advantage if students have some grounding in gender and/or development issues from a second year course such as GY200 *Economy, Society and Space*, or GY202 *Third World Development*.

Core syllabus: An analysis of the geography of gender in the advanced capitalist economies and in the developing world. The course focuses on the variability of gender roles and relations and their socio-spatial implications in different geographical contexts.

Content: MT: Gender in developing countries - Comparative assessments of gender and the 'status of women'; Fertility and reproduction; Households and families; Housing, health and urban services; Gender divisions in formal and informal employment; Gender-selective migration; Gender and development policy.

LT: Gender in advanced economies - Theorising gender inequality; Divisions of labour in paid and unpaid work; Mainstreaming of equal opportunities policies in Europe; Gendered space; City spaces and sexual identities; Gender awareness in urban design.

Reading list: No one book covers the entire syllabus, but the following are useful basic reading:

MT: H Afshar & S Barrientos, *Women, Globalisation and Fragmentation in the Developing World*, Macmillan 1999; D Elson (Ed), *Male Bias in the Development Process* (2nd edn), Manchester University Press 1995; C Jackson & R Pearson (Eds), *Feminist Visions of Development*, Routledge

1998; N Kabear, *Reversed Realities: Gender Hierarchies in Development Thought*, Verso 1994.

LT: H Bradley, *Gender and Power in the Workplace: Analysing the Impact of Economic Change*, St Martin's Press 1998; R Fincher & J Jacobs, *Cities of Difference*, The Guilford Press 1998; L McDowell, *Gender, Identity and Place: Understanding Feminist Geographies*, Polity 1999; J Rubery, *Women and European Employment*, Routledge 1998.

Teaching: Lectures (GY303) weekly ML; Classes (GY303.A) fortnightly ML starting in week 2 of M.

Written work: Students will be expected to produce one essay per term, and will also be expected to give class papers.

Assessment: One extended essay of 2,500 words to be handed in first week of ST (25%); One written exam (3 questions out of 9) (75%).

GY320

Environmental Risk Management

Teacher responsible: Professor D K C Jones, S405

Pre-requisites and excluded combinations: None.

Core syllabus: Environmental risk is an extremely broad field covering the likelihood of harm/loss emanating from society, technology and the natural environment. This course analyses the nature, causes and affects of the main environmental hazards and the responses/adjustments made by affected individual/groups/societies, prior to considering the basic elements and debates within the field of environmental risk, including risk assessment and management.

Content:

1. The nature of hazardous events, hazard, risk, vulnerability and disaster. The Hazard and Risk Archipelagoes;
2. Analysis of costs and impacts. Significance of hazards from global, local and social perspectives. United Nations International Decade for Natural Disaster Reduction and International Strategy for Disaster Reduction. Explanatory paradigms, myths;
3. Adjustment choices;
4. Prediction, futurology, zoning and micro-zoning;
5. Forecasting and warning systems;
6. Structural and non-structural adjustments;
7. Emergency action, relief and refugees;
8. Financial responses and insurance. The value of life;
9. Hazard and economic development, hazard as opportunity, hazard and underdevelopment;
10. Risk perception and risk communication;
11. Sociological and scientific conceptions of risk;
12. Environmental risk assessment;
13. Probabilities and logic diagrams.

Reading list: K Hewitt, *Regions of Risk*, 1997; K Smith, *Environmental Hazards*, 2000; P Blaikie *et al.*, *At Risk - Natural Hazards, People's Vulnerability and Disasters*, 1994; J Adams, *Risk*, 1995; Royal Society, *Risk: Analysis, Perception and Management*, 1992; DOE, *A Guide to Risk Assessment and Risk Management for Environmental Protection*, 1995; R E Hester & R M Harrison (Eds), *Risk Assessment and Risk Management*, 1998; R Lofsted & L Frewer (Eds), *Risk and Modern Society*, 1998; Red Cross/Red Crescent, *World Disasters Reports*, (Annual); P Pritchard, *Environmental Risk Management*, 2000.

Teaching: Two lectures per week ML; Ten classes at fortnightly intervals.

Written work: Students will be expected to produce three essays during the year and give class papers.

Assessment: A formal three-hour unseen examination in the ST (75%) together with a course essay of no more than 2,500 words (25%).

GY321

Environmental Politics and Policy

Teachers responsible: Mr A Gouldson, S414 and Dr Y Rydin, S413

Pre-requisites and excluded combinations: Available to all Geography and Environment 3rd year students and to other students as permitted by the regulations for their degrees.

Core syllabus: An analysis of the issues, actors, structures and processes that shape the nature of environmental politics and the character and influence of the policy process in different settings.

Content: The Evolution of Environment as a Policy Issue; Institutional Structures, Actors and Networks; Science, Public Opinion, the Media; Environment Pressure Groups; Interest Group Mediation and Agenda Setting; Decision Making: Structures and Processes; Policy Instruments and the Policy Mix; Regulatory Styles, Implementation and Enforcement; Evaluation; Policy Learning and the Capacity for Policy Reform; Case studies at different levels of the policy process.

Reading list: Ham & Hill, *The Policy Process in the Modern Capitalist State*, 1993; Rees, *Natural Resources*, 1990; Connelly & Smith, *Politics and the Environment*, 2000; Hanf & Janssen, *Governance and Environment in Western Europe*; Gouldson & Murphy, *Regulatory Realities*, 1998.

Teaching: A weekly lecture accompanied by a weekly seminar through the MT and LT.

Written work: Three non-assessed class essays/projects of 1500 words and one assessed course essay of 2500 words.

Assessment: There is a three-hour formal examination (75%) in the ST. In addition there is a course essay (25%) of 2,500 words maximum.

GY322

Applied Location and Spatial Analysis

Teacher responsible: Dr H G Overman, S510

Pre-requisites and excluded combinations: Intended for 3rd year BSc

Geography with Economics. Also available for BA Geography. Students should have taken one or more from: EC100, GY201, GY221.

Core syllabus: To develop theoretical and empirical understanding of spatial economic processes in order to study and evaluate a wide range of issues and policies. Material covered in second year courses will be developed and applied to current policy issues. There will be a particular emphasis on urban and regional growth and business and worker location decisions.

Content: Topics covered include: Empirical tools for the analysis of location and development. Urban and regional development and growth - theory, measurement and policy. Globalisation and the location of economic activity. Policy, planning and administration in transport and land use. Migration, commuting and capital flows. Cases studies will be drawn from selected regions, cities and sectors.

Reading list: A detailed reading list will be given out at the beginning of the course. Reading will include journal articles and policy documents. Some important items include: E Mills & B W Hamilton, *Urban Economics* (5th edn); H Armstrong & J Taylor, *Regional Economics and Policy* (3rd edn); K J Button, *Transport Economics* (2nd edn); W Isard *et al.*, *Methods of Interregional and Regional Analysis*.

Teaching: 20 two hour sessions (lectures and classes) in the MT and LT.

Written work: Students will be expected to produce a minimum of three essays during the year.

Assessment: A formal three-hour unseen examination paper (75%) and one essay of no more than 2,500 words (25%).

GY340

Geographical Information Systems

Teacher responsible: To be announced

Pre-requisites and excluded combinations: Available to General Course students. Students should be familiar with computing and handling geographical data to the level of GY240.

Core syllabus: Main principles of GIS. Spatial representation in GIS. Map generalisation. Data quality. Analytical functions of a GIS. General principles of Remote Sensing. Digital Terrain Modelling. The future of GIS.

Content: Following an introduction to the main principles of GIS. The course covers seven main areas:

1. SPATIAL REPRESENTATION IN GIS: What is special about spatial data. Spatial data input into a GIS. Handling natural objects with indeterminate boundaries. Principles of fuzzy logic.
2. MAP GENERALISATION: Scale and generalisation. Modifiable Areal Unit Problem. Zone design solutions. Automating map generalisation. Generalisation errors.
3. DATA QUALITY: Data quality parameters. Types of error. Sources of error. Error propagation. Digitising error and how to combine it with other sources of error. Legal aspects of mapping and GIS.
4. ANALYTICAL FUNCTIONS: Spatial query and analysis using GIS. Interfacing models with GIS.
5. REMOTE SENSING: General principles of RS and RS sensors and platforms. Remote sensing pixels. From data to information: image processing. Raster data interoperability.
6. DIGITAL TERRAIN MODELLING: The role of representations of terrain in environmental modelling and landscape visualisation. Interpolation methods and quality assessment.
7. FUTURE OF GIS: Geographical Information Science. State-of-the-art applications of GIS. Main challenges to be solved.

Reading list: A full list of references is provided for each part of the course. Key textbooks include: I Heywood, S Cornelius & S Carver, *An Introduction to GIS*, Longman 1998; P Longley, M Goodchild, D Maguire & D Rhind, *GIS: Principles, technical issues, management issues and applications*, John Wiley & Sons 1999; D Martin, *GIS: socioeconomic applications*, Routledge 1996; J Pickles (Ed), *Ground truth: the social implications of GIS*, Guilford Press 1995; M Worboys, *GIS: A computing perspective*, Taylor and Francis 1995.

Teaching: Lectures: GY340, one-hour weekly ML; Classes: GY340.A, 2-hour weekly ML (starting week 2 of M).

Written work: 2,500 words essay reviewing relevant literature in a field of application of GIS, and two GIS projects (2,000 words each).

Assessment: a) Formal 3-hour examination [50%]; b) Literature review essay [20%] submitted beginning of LT in submission box; c) Two pieces of GIS project work [15% each], submitted MT and LT, in submission box.

GY350

Independent Research Project

Teachers responsible: Third year tutors

Pre-requisites: For students required to, or choosing to, submit an independent research project (IRP) as part of a Bachelor's degree within the Department of Geography and Environment. GY240 **Geographical Research Techniques** is a pre-requisite.

Core syllabus: A demonstration of geographical investigation conducted on an individual basis.

Content: Individual tutorials in MT and LT of the third year.

Teaching: Approximately five hours of individual tutorials in the MT and LT of third year of study concerning problems encountered in geographical investigations in the field and in presentation of the findings.

Written work: Students will be expected to hand-in regular progress reports.

Assessment: IRPs should not exceed 7,500 words, exclusive of appendices and other supportive material. Two bound copies of the IRP must be submitted to the Departmental Administrator in S409 not later than 22nd March 2002.

GOVERNMENT

GV100

Introduction to Political Theory

Compulsory course for Bachelor's degrees in Government and as an option to students in other departments.

Core syllabus: An introduction to some of the major western political theorists.

A. The Foundations of Western Political Thought

Teacher responsible: Dr P Kelly, L100

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: There will be 10 weekly lectures (GV100) in MT and 10 classes (GV100.A) (one hour each) in the MT and LT.

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 list: Plato, *The Apology and Republic*; Aristotle, *Politics*; Cicero, *Republic*; Augustine, selections from *The City of God*; Aquinas, selections from the *Summa Theologiae*; Machiavelli, *The Prince*.

B. Modern Political Theory

Teacher responsible: Dr C Fabre, K301

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: 20 weekly lectures (GV100) in MT and LT and 20 weekly classes (GV100.A) (one hour each) in the MT, LT and ST. Two revision lectures in the ST, one relating to the first term's teaching (Professor Coleman).

Written work: Students are required to write two essays.

Reading list: 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*.

Assessment: Three hour examination in the ST 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.

GV101

Introduction to the Study of Politics

Teachers responsible: Dr Mads H Qvortrup

Availability: This course is compulsory for students on Bachelor' degrees in Government. This course has an examination in two parts:

- A. Political Analysis.
- B. Modern British Government.

Teaching: Dr Qvortrup will deliver twenty one hour lectures in the MT and LTs. A revision lecture will be held in the second week of the ST. Students will attend twenty one hour classes in the MT, LT and ST.

A. Political Analysis.

Core syllabus: An introduction to theories of the state and democracy, paying special attention to pluralism, neo-pluralism, public choice, Marxism and elite theory. Students will be introduced to a series of topics which will then be empirically explored in Part B.

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 list: 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.

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 list: Jeffrey Jowell & Dawn Oliver, *The Changing Constitution*; P Dunleavy (Ed), *British Politics 5* (1997).

Assessment: Three hour examination paper in the ST 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

Teachers responsible: Dr J Hughes, L102 (on leave 2001-02), Professor D Lieven, K208 and Dr G Sasse, J207

Availability: Optional course for Bachelor's degrees in Government. Also available to students in other degrees where regulations permit, General

Course students. Students will normally be expected to have taken GV101 **Introduction to the Study of Politics**, or equivalent, in a previous year.

Content: The main themes are: Patterns in Russian History; Modernisation, Nationalism and Revolution in the late Tsarist era; Slavophile and Westernising thought; dilemmas of empire; the Russian revolution; Stalinism; Tsarist and Soviet security issues; Soviet federalism and nationalities policy; Destalinisation; reformism and conservatism in the post-Stalin era; Gorbachev and perestroika; nationalism and the collapse of the Soviet regime; transition theories and democratisation in Russia; post-Soviet state and nation-building; the political economy of transition; nationalism and ethnic conflicts in post-soviet Russia; Russia and the CIS.

Teaching: 20 lectures (GV217) and classes (GV217.A) in the MT and LT.

Written work: Four essays are expected from each student.

Reading list: D Lieven, *Nicholas II*; R Pipes, *The Russian Revolution*; 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), *New Nations New States*; R Szporluk, *National Identity and Ethnicity in Russia and the New States of Eurasia*; M Bowker & C Ross (Eds), *Russia After the Cold War*; B Parrot & K Dawisha, *Democratization and Authoritarianism in Postcommunist Societies*.

Assessment: A three hour written examination in the ST.

GV218

NA 01/02

Ancient and Early Christian Political Thought

Availability: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course students, with permission. Students will normally be expected to have taken GV100 **Introduction to Political Theory**, or equivalent, in a previous year.

Core syllabus: A thematic study of ancient Greek, Roman and early Christian political thought from about the 4th century BC to the fifth century AD.

Content: This course will deal with the major themes of Greek, Roman and early Christian political theory demonstrating the continuities and discontinuities in political thinking from the ancient Greek world to the Christianised Roman world. Some of the themes discussed will include different views concerning the nature of 'man', his relation to the social and political spheres, the origin and purpose of law and the changing conceptions of justice. Central to the discussions will be an assessment of the importance of political activity, in what it consists, the differences between constitutional regimes (democracy, monarchy, tyranny, republic etc), the respective fates of the Greek polis, the Roman 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: Twenty weekly lectures followed directly by a weekly seminar (GV218) in the MT and LT. Two revision lectures and classes in the first two weeks of ST.

Written work: Two essays per term. The course divides as follows: the first term treats the ancient Greek and Roman thinkers. The second term treats the Christian literature from the New Testament to Augustine.

Reading list: A reading list referring to modern commentaries and works on historical context will be handed out at the beginning of the year. Janet Coleman, *A History of Political Thought: the ancient Greeks to the Renaissance*, (Blackwell, 1999) is central.

Texts for study: Plato, *Apology, Crito, Republic, Aristotle, Nicomachean Ethics, Politics*; Cicero, *The Republic and the Laws*, selections from *On Duties*; Selected readings from the *New Testament*; Selected readings from *The Dead Sea Scrolls* and the *Gnostic Gospels*; Augustine, *The City of God* and other selected writings.

Assessment: One three hour paper taken in the ST. This paper is divided into two sections, following the division of terms.

GV219

NA 01/02

Medieval and Renaissance Political Thought

Availability: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course students, with permission. Students will normally be expected to have taken GV100 **Introduction to Political Theory**, or equivalent, in a previous year.

Core syllabus: A thematic study of medieval and Renaissance/ Reformation political thought from about 800 AD to 1600 AD.

Content: This course will deal with the major themes in western European political thought during the middle ages, Renaissance and Reformation periods. The historical context within which theories of sovereignty and law emerged will be emphasised and a substantial amount of historical background reading is expected. The period covered will be largely that from AD c800-1600 although emphasis on certain themes and periods in which they became prominent may alter from year to year. Such themes include monasticism, feudalism, natural law, Roman and canon law, the revival of the Aristotelian tradition, relations between church and state (the spiritual and temporal jurisdictions), monarchy and representative institutions, monarchical and papal absolutism, individual rights and collective/communal rights, conciliarism, republicanism, conceptions of legitimate sovereignty and resistance theories to unjust government. The overall focus is on the medieval, Renaissance and Reformation legacy to the early modern period concerning such themes as rights, legitimate sovereignty, discussions on the nature of man and his relation to the political, and the medieval origins of the early modern state.

Teaching: Twenty weekly lectures followed directly by a weekly seminar (GV219) in the MT and LT. Two revision lectures and classes in the first two weeks of ST.

Written work: Two essays per term. The course divides as follows: the first term treats the period from the Carolingians (c800 AD) until the 14th century (John of Paris). The second term treats Marsilius of Padua to Luther (14th-16th centuries).

Reading list: Texts for study: *The Cambridge History of Medieval Political Thought*, 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. Janet Coleman, *A History of Political Thought: the ancient Greeks to the Renaissance* (Blackwell, 1999) is central. Quentin Skinner, *The Foundations of Modern Political Thought*, 2 volumes, is used as the background text for the latter part of the course. A reading list referring to modern commentaries and works on historical context will be handed out at the beginning of the year.

Texts by theorists: Bernard of Clairvaux, *On Consideration*; John of Salisbury, *Policraticus*; *Magna Carta*; Aquinas, selected texts from the *Summa Theologiae* and other writings; John of Paris, *On Royal and Papal Power*; William of Ockham, selected writings; Marsilius of Padua, *The Defender of Peace*; Machiavelli, *The Prince* and *The Discourses*; Thomas More, *Utopia*; Luther, selected writings.

Assessment: One three hour paper taken in ST. The paper is divided into two sections following the division of terms.

GV220

Modern Political Thought

Teacher responsible: Dr C McBride, L204

Availability: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course students. Students will normally be expected to have taken GV100 **Introduction to Political Theory**, or equivalent, in a previous year.

Core syllabus: A thematic study of European political thought from about 1550 to around 1914.

Content: The themes covered may include the sovereignty of the State; theories of natural law and natural rights; contractarianism; constitutionalism and the doctrine of the separation of powers; idealist political theory; utilitarianism; nationalism; liberal, conservative and socialist traditions of thought; anarchism and feminism. Not all themes will be taught every year.

Teaching: 20 weekly lectures (GV220) and 20 weekly classes (GV220.A) of one hour each.

Reading list: The reading list will be given out at the beginning of the year according to the themes selected for that year.

Assessment: One three hour paper will be taken in ST.

GV221

Political Philosophy

Teachers responsible: Professor J Charvet, K207 and Dr C McBride, R28

Availability: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course students. Students will normally be expected to have taken GV100 **Introduction to Political Theory**, or equivalent, in a previous year.

Core syllabus: This is a course in the main concepts and theories of contemporary political philosophy.

Content: Political philosophy in this course is understood as an enquiry into the normative principles of political action. The course will begin with an analytic examination of the primary concepts used in the construction of normative political theories. These concepts are justice, freedom, equality, rights and power. The course then examines the main contemporary comprehensive theories of normative political action. These are utilitarianism, Rawlsian liberalism, communitarianism and libertarianism. The course will end with a study of the place of the state and citizenship in such political theories.

Teaching: 20 one-hour lectures (GV221) and 20 one-hour classes (GV221.A) in the MT and LT.

Reading list: (A) S Mulhall & A Swift, *Liberals and Communitarians*; W Kymlicka, *Contemporary Political Philosophy*; J Rawls, *A Theory of Justice*; Sir I Berlin, *Two Concepts of Liberty*; R Flathman (Ed), *Concepts in Social and Political Philosophy*; R. Nozick, *Anarchy, State and Utopia*.

Assessment: A three hour unseen written examination in the ST.

GV223

Democracy and Democratisation

Teacher responsible: Professor G Philip, K205

Availability: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course students. Students will normally be expected to have taken GV100 **Introduction to the Study of Politics**, or equivalent, in a previous year.

Core syllabus: The aim is to consider the nature of democracy, transitions to democracy and threats to democracy. The course will be concept-based and will focus on the analysis of historical cases and contrasting theories with a particular emphasis on Western and Eastern Europe, Latin America and East Asia.

Content: Democracy: the concept and interpretation. Historical development of Western political institutions. Comparative historical studies of democracy. Modernisation theory. New waves of democratisation, in East Asia, Latin America and Eastern Europe. Democracy and

development in Third World countries. The concept of democratic legitimation.

Teaching: 20 weekly lectures (GV223) in the MT and LT and 10 two hour weekly classes (GV223.A) in the LT.

Reading list: A Lijphart, *Democracies*; J Schumpeter, *Capitalism, Socialism and Democracy*; R Dahl, *Democracy and its Critics*; L D Rueschemeyer et al, *Capitalist Development and Democracy*; A Przeworski, *Democracy and the Market*.

Assessment: Three hour unseen written examination in the ST.

GV224

Voters, Parties and Elections

Teachers responsible: Professor K Dowding, K206 and Mrs F Boucek, K300

Availability: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course students. Students will normally be expected to have taken GV100 **Introduction to the Study of Politics**, 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.

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.

Teaching: 20 one hour lectures (GV224) and 20 one hour classes over the MT and LT and 2 two hour revision classes in the ST.

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).

Assessment: Three hour unseen examination in the ST.

GV225

Public Choice and Politics

Teachers responsible: Professor K Dowding, K206 and Mr V Larcinese, K300

Availability: Compulsory course for Government/Economics Bachelor degree optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course students. Students will normally be expected to have taken GV100 **Introduction to the Study of Politics**, or equivalent, in a previous year. An introductory knowledge of economics would be useful.

Core syllabus: This course is concerned with public choice theory as it applies to the study of political conflicts, political issues, political institutions and policy analysis. The course covers the main topics in public choice from theoretical – social choice theory and the theory of games, and to the empirical – the study of institutional public choice.

Content: This course will cover the main topics in institutional public choice including electoral competition and voting behaviour; political parties; the problems of collective action; solutions to collective action problems; the theory of coalitions, and the behaviour of committees and legislatures; budget-maximizing and bureau-shaping models of bureaucracy; public choice accounts of decentralized government and central-local relations; voting paradoxes and cycles; simple game theory and different ways; in which public choice is used to underpin different political ideologies.

Teaching: Twenty weekly one-hour to one-and-a half hour lectures (GV225) in the MT and LT and twenty weekly one-hour classes (GV225) 8 in the MT, 10 in the LT and 2 in the ST.

Basic reading list:

Text Books: P Dunleavy, *Democracy, Bureaucracy and Public Choice*; D Mueller, *Public Choice II*; 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*.

Assessment: The course will be assessed in two ways:

(i) One quarter (25%) of the overall mark will be assessed by a long essay of up to 5000 words. The essay must apply some aspect of public choice theory to the analysis of a political or social problem. Students must devise a question and secure approval of their topic from the course teachers by Week 1 of LT. The essay itself must be submitted by Week 1 of the ST.

(ii) Three quarters (75%) of the overall mark will be assessed by one three hour unseen written examination in the ST.

GV226

Executive Government and its Modernization in Selected OECD Countries

Teacher responsible: Dr M Barzelay, G507

Availability: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course students. Students will normally be expected to have taken GV100 **Introduction to the Study of Politics**, 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'.

Content: The MT 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 the 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 LT 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: 22 one-hour lectures (GV226) and 21 one-hour classes (GV226.A) in MT, LT and ST. The Cabinet Seminar will be run in conjunction with this course.

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*; M Barzelay, *The New Public Management*.

Assessment: The course is examined by a three hour unseen written paper in the ST. Candidates must also submit one essay for assessment by the beginning of May. In the overall assessment for the course, the unseen examination will count as 75% of the final mark and the essay as 25%.

GV227

The Politics of Economic Policy

Teachers responsible: Dr C Schonhardt-Bailey, Dr M Thatcher, K305 (on leave 2001-2002), Dr L Talani and Professor D Held, L104

Availability: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course students. Students will normally be expected to have taken GV100 **Introduction to the Study of Politics**, or equivalent, in a previous year. An introductory knowledge of economics would be useful.

Core syllabus: The aim of this course is to look at the political science literature which tries to explain major reversals in public policy, and to apply that literature to major cases of economic policy reversal (both contemporary and historical). In particular, it aims to examine the extent to which economic policy change is affected by ideas, economic interests and institutions. The material for the course is drawn mainly from the comparative literature on the politics of economic policy-making in the developed countries, and in all cases the aim is to assess rival interpretations of policy dynamics.

Content: Course topics will include the study of policy dynamics and political science explanations of policy reversals; including the political economy of European Monetary Union; the political economy of central bank independence; the political economy of trade policy; and extensive coverage of various aspect of globalization.

Teaching: 14 one hour lectures/research sessions (GV227), 6 workshops (GV227) and 20 one hour classes (GV227.A) in MT and LT.

Reading: D Held & A McGrew, *The Global Transformations Reader*; K McNamara, *Currency of Ideas: Monetary Politics in the European Union*; C Schonhardt-Bailey, *The Rise of Free Trade*; A. El-Agraa, *The European Union: History, Institutions, Economics and Politics*; A. Blinder, *Central Banking in Theory and Practice*; J. Frieden & B. Eichengreen, *The Political Economy of European Monetary Unification*

Assessment: The course is examined by a two hour unseen written paper in the ST. Candidates must also submit one essay for assessment by the beginning of May. In the overall assessment for the course, the unseen examination will count as 75% of the final mark and the essay as 25%.

NA 01/02

GV229

Politics and Society

Pre-requisites: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course students. Students will normally be expected to have taken GV100 **Introduction to the Study of Politics**, 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: Dr B Kissane, L101

Content: The course examines the impact of nationalism and ethnic conflict on the politics of the modern world. Nationalist doctrines are explored, as well as explanatory theories of nationalism. The course also examines how modern states seek to eliminate or manage ethnic conflict, using both normative and explanatory approaches in the social sciences. Students are expected to familiarize themselves with some empirical case-studies, which vary from year to year, but will normally include literature focused on the Balkans, Eastern Europe, the Middle East, Northern Ireland and South Africa.

Teaching: 10 weekly lectures (GV229) and 10 weekly classes (GV229.A) of one hour each in the MT.

Reading list: B Anderson, *Imagined Communities*; E Gellner, *Nations and Nationalism*; E Kedourie, *Nationalism*; A Lijphart, *Democracy in Plural Societies*; J McGarry & B O'Leary (Eds), *The Politics of Ethnic Conflict Regulation*.

B. Religion and Politics

Teacher responsible: Mr J Madeley, K304

Core syllabus: The course provides 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.

Content: The course begins with an examination of theoretical issues associated with 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. Two case studies on, respectively the Northern Ireland conflict and the Iranian Revolution, are used to illustrate some core issue before moving to the influence of the religious factor in the politics of liberal democracy and debates about the nature and impact of religious fundamentalism.

Teaching: 10 weekly lectures (GV229) and 10 weekly classes (GV229.A) (one hour each) in the LT.

Reading list: J Haynes, *Religion in Global Politics*; F Halliday, *Islam and the Myth of Confrontation*; G Moyser (Ed), *Religion and Politics in the Modern World*; J Casanova, *Public Religions in the Modern World*; G Kepel, *The Revenge of God*.

Assessment: 3 hour unseen written examination in the ST.

GV230

Political Change in Modern Britain

Teacher responsible: Mr J Barnes

Availability: Optional course for Bachelor's degrees in Government and Government and History. Also available to students on other degrees where regulations permit, General Course students. Students will normally be expected to have taken GV100 **Introduction to the Study of Politics**, or equivalent, in a previous year.

Content: (1) The historical development of British institutions, policies and party alignments since the second world war.

(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. Not all themes will be handled in any one year.

Teaching: 22 one-hour weekly lectures (GV230) and 22 one-hour weekly classes (GV230.A) in the MT, LT and ST.

Reading list: K O Morgan, *The People's Peace* (2nd edn); P Hennessy & A Seldon, *Ruling Performance*; A Seldon & S Ball, *Conservative Century*; 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); H Glennister, *British Social Policy since 1945*.

A comprehensive bibliography and topic list will be available at the beginning of the term.

Assessment: 75% written unseen examination in the ST and 25% coursework.

GV231

British Political Ideas

Teacher responsible: Dr R Barker, K100

Availability: Optional course for Bachelor's degrees in Government. Also available to students on other degrees, and General Course, where regulations permit. Students will normally be expected to have taken GV100 **Introduction to Political Theory**, or equivalent, in a previous year.

Core syllabus: The aim of the course is to familiarise students with the principal political arguments that have been articulated in the United Kingdom over the last 100 years.

Content: A critical and historical study of political ideas, and political argument in the United Kingdom; liberalism, socialism, conservatism, anarchism, feminism.

Teaching: 20 one hour lectures (GV231), Sessional Classes (GV231.A) in the MT and LT.

Written work: Students will write two essays in the MT and two in the LT.
Reading list: Rodney Barker, *Political Ideas in Modern Britain In and After the Twentieth Century*; Rodney Barker, *Politics, Peoples, and Government*; L T Hobhouse, *Liberalism*; G B Shaw (Ed), *Fabian 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.)
Assessment: A three hour unseen written examination.

GV241

Government, Politics and Public Policy in Germany

Teacher responsible: Dr E Thielemann, L207
Availability: Optional course for Bachelor's degrees in Government. Students will normally be expected to have taken GV101 **Introduction to the Study of Politics**, or equivalent. Also available to students on other degrees where regulations permit and General Course students.
Core syllabus: The course examines the legal, institutional and socio-cultural context and framework of politics, government and public policy in the Federal Republic of Germany. 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.
Content: The course consists of two parts. Part I focuses on key aspects of German government and politics such as the Federal executive, federalism and intergovernmental relations, the Basic Law, the Federal Constitutional Court, political parties and 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 such as constitutional policy, economic policy, asylum and immigration and foreign 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.
Teaching: 10 weekly one-hour lectures in the MT, 10 weekly one-hour lectures in the LT, and 22 weekly one-hour classes in the MT, LT and ST.
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?*; C Jeffery, *Recasting German Federalism*, 1999; K H Goetz, *Germany*, 2 vols, 1997; K H Goetz & P J Cullen, *Constitutional Policy in Unified Germany*, 1995; S Bulmer, C L Helms, *Institutions and Institutional Change in the Federal Republic of Germany*, 2000; S Padgett, *Adenauer to Kohl*, 1994; G Smith *et al*, *Developments in German Politics 2*, 1996.
Assessment: Three hour unseen written examination held in the ST.

GV242

Government, Politics and Public Policy in Latin America

Teachers responsible: Professor G Philip, K205 and Dr F Panizza, L201
Availability: Optional course for Bachelor's degrees in Government. Students will normally be expected to have taken GV101 **Introduction to the Study of Politics**, or equivalent, in a previous year. Also available to students on other degrees where regulations permit, General Course students.
Core syllabus: Political institutions, organisations and the politics of economic policymaking in Brazil, Argentina, Chile, Mexico, Peru and Venezuela. Some thematic issues.
Content: An introduction to Latin American politics, focusing mainly on the downfall and reconstruction of democracy, the politics of development and the character of political institutions in the region.
Teaching: 20 weekly one-hour lectures (GV242) in the MT and LT and 20 one-hour classes (GV242.A) 10 MT and 10 LT.
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*.
Assessment: Three hour unseen written examination held in the ST.

GV243

Government, Politics and Public Policy in the USA

Teacher responsible: Dr C Schonhardt-Bailey, L105
Availability: Optional course for Bachelor's degrees in Government. Students will normally be expected to have taken GV101 **Introduction to the Study of Politics**, or equivalent, in a previous year. Also available to students on other degrees where regulations permit. There is a limit on the number of students on the course.
Core syllabus: The course introduces a variety of approaches to the study

of American government, politics and public policy. Particular attention will be paid to the causes and effects of interests, ideas and institutions on public policy.

Content: The course is divided into two parts. In the first half the course examines the basic governmental structure and politics of the USA. Topics covered include (1) the unique nature of American political institutions and political culture; (2) voting behaviour and elections; (3) the role of public opinion in policy making; (4) interest group politics; and (5) elites in US 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: economic and trade policy, foreign policy, environmental policy, agricultural policy, and business policy.
Teaching: 10 weekly one-hour lectures in the MT, 10 weekly one-hour lectures in the LT, and twenty weekly classes (GV243.A) of one-hour each in MT and LT.
Written work: Two essays per term.
Reading list: J Rosati, *The Politics of U.S. Foreign Policy* (2nd edn); W P Browne, *Cultivating Congress*; E P Weber, *Pluralism by the Rules*; W H Flanagan & N H Zingale, *Political Behavior of the American Electorate*, 9th edn; J R Hibbing & E Theiss-Morse, *Congress as Public Enemy*, J Gerring, *Party Ideologies in America, 1828-1996*; L Fisher, *The Politics of Shared Power*, 4th edn; J Q Wilson & J J Dillo, *American Government, The Essentials*, 7th edn.
Assessment: Three hour unseen written examination held in the ST.

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GV244

Government, Politics and Public Policy in the European Union

Teachers responsible: Dr R Leonardi, J108, Dr S Hix, L305 and Dr F Franchino, L305
Pre-requisites and excluded combinations: Pre-requisite: GV101 **Introduction to the Study of Politics**, or equivalent. No forbidden combination or limitations on its availability.
Core syllabus: The institutional framework of political competition, representation and institution-building; theories of the Union as a political system, theories of policy-making in the EU, specific policy areas, the impact of the single market.
Content: The course is divided into two parts: (i) *Government and Politics*: the EU as a political system, the Council, the Commission and the Parliament in the policy process, Court of Justice and judicial politics, public opinion and elections, EU party system and parties; (ii) *Public Policy*: interest representation, administration and policy implementation, single market, social and environmental policies, cohesion policies, CAP, EMU, free movement and interior affairs, implications of enlargement.
Reading list: S Hix, *The Political System of the European Union*; J Richardson (Ed), *European Union: Power and Policy-making*; H Wallace & W Wallace (Eds), *Policy-Making in the European Union*; D Dinan, *Every Closer Union? An Introduction to the European Community*; R Leonardi, *Convergence, Cohesion and Integration in the European Union*; S Hix, *Political Parties and the European Union*; L Tsoukalis, *The New European Economy Revisited*, 3rd edn.
Teaching: 20 weekly lectures (GV244) in MT and LT and 20 weekly classes (GV244.A) in the MT and LT. One revision lecture in the ST.
Written work: Two essays per term; students preparedness for the examinations will depend on this written work and on private reading.
Assessment: A 3-hour unseen written examination held in the ST.

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INDUSTRIAL RELATIONS

ID100

Industrial Relations

Teachers responsible: Dr Sarah Ashin, H709 and Mr Stephen Dunn, H711
Pre-requisites: Compulsory for 1st year BSc Industrial Relations & HRM, available for other Bachelor's degrees or Diplomas where permitted. No pre-requisites required.
Core syllabus: The syllabus introduces students to the complex relationships among employers, managers, workers, trade unions and the state. It builds from the perspective of the individual worker and his/her job and proceeds, via discussion of management strategies and trade union responses, to contemporary views on globalisation and its impact on state policy.
Content: The employment relationship in theory. Work and work methods. Job design. Emotional labour, Japanisation, Human resource management. Individual and collective resistance at work. Collective bargaining, trade unions and their impact. Industrial conflict and the right to strike. The role of the state. Employment law. The state as employer: Emerging economies, Globalisation.
Reading list: The lecture course does not follow a single prescribed textbook. A detailed reading list will be supplied. However the following are useful: M Noon & P Blyton *The Realities of Work*, 1997; P Blyton & P Turnbull, *The Dynamics of Employee Relations*, 1998.
Teaching: Weekly lectures (ID100) in MLS are given by Dr Sarah Ashwin and Mr Stephen Dunn. Associated weekly classes (ID100) start in the second week of the first term.
Written work: As well as contribute to class discussion, students are expected to provide two pieces of written work per term (ML).
Assessment: Three-hour unseen examination in the ST. Students will be required to answer four out of twelve questions which will be related to material covered in lectures and classes.

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ID203

Economics of the Labour Market: Pay

Teacher responsible: Professor David Metcalf, H707
Pre-requisites: None, but some familiarity with basic economics and statistics is an advantage.
Core syllabus: Examination of pay distribution, structures, institutions and managerial approaches using economic analysis. Lectures are anglo-centric but classes use international evidence.
Content:
 – pay distribution
 – pay structures by occupation, industry and gender
 – institutions: public sector, unions and national minimum wage
 – inside the firm: internal labour market, choice and consequences of alternative pay systems, bosses pay.
Reading list: A full reading list will be provided at the start of the course. Useful preliminary reading: is; S Polachek & S Siebert, *The Economics of Earnings*, Cambridge University Press, 1993 (paperback); E Lazear, *Personnel Economics for Managers*, John Wiley, New York, 1998.
Teaching:
 Lectures ID201 10 weekly MT.
 Classes ID201 14 weekly MT, ST.
 (Note undergraduates and graduates have separate classes).
Written work: One essay on topic to be decided. Written work is of less importance than active class contribution. Every student must come prepared to discuss the class topic each week.
Assessment: Formal 2 hour examination. One compulsory question and two other questions chosen from about five questions.

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H

Economics of the Labour Market: Pay

Teacher responsible: Professor David Metcalf, H707
Pre-requisites: None, but some familiarity with basic economics and statistics is an advantage.
Core syllabus: Examination of pay distribution, structures, institutions and managerial approaches using economic analysis. Lectures are anglo-centric but classes use international evidence.
Content:
 – pay distribution
 – pay structures by occupation, industry and gender
 – institutions: public sector, unions and national minimum wage
 – inside the firm: internal labour market, choice and consequences of alternative pay systems, bosses pay.
Reading list: A full reading list will be provided at the start of the course. Useful preliminary reading: is; S Polachek & S Siebert, *The Economics of Earnings*, Cambridge University Press, 1993 (paperback); E Lazear, *Personnel Economics for Managers*, John Wiley, New York, 1998.
Teaching:
 Lectures ID201 10 weekly MT.
 Classes ID201 14 weekly MT, ST.
 (Note undergraduates and graduates have separate classes).
Written work: One essay on topic to be decided. Written work is of less importance than active class contribution. Every student must come prepared to discuss the class topic each week.
Assessment: Formal 2 hour examination. One compulsory question and two other questions chosen from about five questions.

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H

Economics of the Labour Market: Economic Analysis of Unions

Teacher responsible: Professor David Metcalf, H707
Pre-requisites: None, but some familiarity with basic economics and statistics is an advantage.
Core syllabus: Examination of union membership, power and impact using economic analysis. Lectures are anglo-centric but classes use international evidence.
Content:
 – labour market deregulation
 – collective bargaining, union membership and objectives
 – closed shop, industrial action, arbitration
 – Impact on firm performance, pay and jobs.
Reading list: A full reading list will be provided at the start of the course. Useful preliminary reading: A Booth, *The Economics of the Trade Union*, CUP, 1995.
Teaching:
 Lectures ID201 10 weekly LT.
 Classes ID201 14 weekly LT, ST.
 (Note: undergraduates and graduates have separate classes).
Written work: One essay on topic to be decided. Written work is of less importance than active class contribution. Every student must come prepared to discuss the class topic each week.
Assessment: Formal 2 hour examination. One compulsory question and two other questions chosen from about five questions (lbc).

Assessment: Formal 2 hour examination

Reading list: A full reading list and seminar programme will be issued at the beginning of the course.
Assessment: Three hour unseen examination.

ID314

Industrial Psychology

Teacher responsible: Dr Hyun-Jung Lee, H710
Availability: Available to students on the BSc Industrial Relations and Human Management and to other students as regulations permit. The lecture programme is the same as for ID405, but students attend separate classes.

Core syllabus: The aims of the course are to provide a psychological framework for the analysis and understanding of the behaviour of individuals as workers and as members of 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.

Content: Motivation theories; job satisfaction; incentives and rewards; goal setting, participation, culture. The psychology of unemployment. Stress at work. Psychology and industrial relations; joining and getting involved in trade unions; collective bargaining; intergroup conflict and cooperation; job design; leadership; sexual harassment.

Arrangements: The course is taught by Dr Hyun-Jung Lee.

Lectures: (ID310) 14 weekly LT, ST and MT.

Classes: (ID310.A) 14 weekly LT, ST and MT.

Written work: Students are required to write two essays and two class papers throughout the year.

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.

Assessment: Students are required to write two essays during the year. The average mark comprises one-third of the final total. There is a formal three-hour examination in the ST. Candidates should answer three questions out of a choice of twelve.

ID399

Industrial Relations Project

Teacher responsible: Mr Stephen Dunn, H711

Availability: Optional for BSc Industrial Relations and Human Resource Management, may only be taken in the third year.

Content: To be determined in each particular case by the supervisor and the student.

Teaching: Individual tutorials by arrangement.

Written work: 10,000 word project.

Assessment: Project to be handed in to the Administrative Secretary in H807 by 5.30pm on Monday 23 April 2002.

ID600

Labour/Management Problems Seminar

Teachers responsible: Ms Sue Fernie, H804 and Professor Hugh Collins, A342

Availability: For Post-graduate and Undergraduate students currently attending a course in the Industrial Relations Department and Law Department.

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: One and a half hour seminars in MT and LT.

Written work: None.

IS340

Information Systems in Business

Teacher responsible: Dr C Avgerou U509

Availability: This is an optional course for any Bachelor's degree where the regulations permit it. Students are expected to have knowledge of information systems to a level equivalent to IS143 **Information Technology for the Social Scientist**.

Core syllabus: The course deals with management issues regarding the use of information technology in contemporary organisations. Questions addressed include:

What is the process of information systems development from conception to use?

How can we decide what new information systems an organisation should develop?

How are information systems introduced and implemented in organisations?

How do organisations change as a result of utilising the potential of new technology?

What value and advantage can be gained by investing in information technology systems?

What new organisational forms (virtual, e-business, e-markets) are enabled by information systems?

This is *not* a technical, hands-on course, rather it involves the study of a body of literature on management and socio-technical perspectives on information systems.

Content: Understanding requirements for information systems; the systems development process and methodologies; strategic perspectives of information systems; organisational change and information systems; inter-organisational information systems and new organisational forms; evaluation of information systems.

Teaching: 20 lectures in MT, 10 seminars in LT, 20 classes in the MT and LT.

Reading list: C Avgerou & T Cornford, *Developing Information Systems*, 2nd edn, Macmillan, 1998; K C Laudon & J P Laudon, *Management Information Systems: Organisation and Technology in the Networked Enterprise*, 6th edn, Prentice Hall International, 2000; R D Galliers & W R Baets, *Information Technology and Organizational Transformation: Innovation for the 21st Century Organization*, Wiley, 1998.

Assessment: The course is examined on projects and exercises completed during the year worth 40% and a 3 hour formal examination that counts for 60% of the final mark.

Core syllabus: An examination of the relationship between national tensions and international conflict in Europe from the emergence of German economic power and imperialist restlessness in the 1890s to the collapse of the Soviet Bloc one hundred years later.

Content: The course examines the relationship between the increase in social and economic tensions within the Powers of Europe from ca.1890 and the concurrent increase in nationalism, imperialism and the threat of war. It considers the initial effect of the Great War in suppressing domestic social conflict, and the implications of the breakdown of the home front, particularly in Russia. This is followed by consideration of the efforts of the Western Powers in the post-war period to reconstruct their internal political and economic systems in order to build defences against the left; and the rise of fascism in countries facing acute social crisis. The course examines

the relationship between the inter-war fascist powers and aggression and the crises in the democratic capitalist powers and appeasement. The Popular Front movement and the Spanish Civil War are treated as instances of the wider European civil war. The main focus in the Second War period is the continuation of the struggle through the collaboration and resistance. In the post-liberation period it is on the consolidation of liberal capitalist régimes in the West and Communist régimes in the East, the significance of American influence upon the re-shaping of Western Europe in the 1940s and 1950s, and the political project that informed moves towards European integration. This is followed by examination of the upsurge of student activism in 1968 in Eastern and Western Europe, the rise and fall of Eurocommunism, the recovery of democracy in southern Europe, and the breakdown of the Soviet-dominated Eastern bloc.

Teaching: Twenty-two lectures (HY101) and twenty classes (HY101.A). Professor Preston, Dr Prazmowska and Dr Boyce.

Written work: Students will be expected to write at least 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.

M Mazower, *Dark Continent: Europe's Twentieth Century*; E Hobsbawm, *Age of Extremes: The Short Twentieth Century, 1914-1991*; F Claudin, *The Communist Movement: from Comintern to Cominform*; Robert Boyce & Esmonde M Robertson (Eds), *Paths to War: New Essays on the Origins of the Second World War*; James Joll, *Europe since 1870*; Martin McCauley, *The Soviet Union since 1917*; Paul Preston, *The Spanish Civil War*; Donald Sassoon, *One Hundred Years of Socialism: The West European Left in the 20th Century*; A J Meyr, *Politics and Diplomacy of Peacemaking: Containment and Counterrevolution at Versailles, 1918-1919*; Tony Judt (Ed), *Resistance and Revolution in Mediterranean Europe, 1939-1948*; David Cate, *Sixty-eight: The Year of the Barricades*; Charles Gati, *The Block that Failed: Soviet-East European Relations in Transition*.

Assessment: Three-hour written examination in the ST.

HY112

Race, Sex and Slavery: the Western Experience

Teacher responsible: Dr A Sked, E503

Availability: 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.

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: Twenty-two lectures (HY112) and twenty-two 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 Wippermann, *The Racial State, Germany 1933-1945*.

Written work: Four essays and two class papers during the academic year.

Assessment: A three-hour written examination in the ST, in which the candidates will be required to answer four questions.

HY113

From Empire to Independence: The Extra-European World in the Twentieth Century

Teacher responsible: Dr Antony Best, E408

Availability: For first year and General Course students. Available as an outside option for first and second year students where regulations permit.

Core syllabus: An introductory survey of events outside Europe in the twentieth century, with a particular emphasis on the collapse of the Western colonial empires, the development of relations between the West and new states within Asia, Africa and Latin America, and the rise of non-Western models of political development.

Content: The state of the European empires in the first half of the century; the Japanese challenge to the West; the Chinese revolution; Indian independence; the Palestinian issue and the birth of Israel; the decolonization process in Asia and Africa; the Japanese developmental state; US relations with Latin America; the rise of the non-aligned movement; the development of the Arab and non-Arab Middle East; American and Soviet relations with the Third World; post-independence South Asia; the modernization and underdevelopment debates; the development of ASEAN and the Asian 'tiger' economies; post-independence Africa; China under Mao and Deng; the rise of Islamic fundamentalism; the Gulf War and the Arab-Israeli peace process.

Teaching: Twenty-one lectures (HY113) and twenty-one classes (HY113.A). Lectures to be given by Dr Best, Dr Chatterji 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: W G Beasley, *The Rise of Modern Japan* (1990); J Darwin, *Britain and Decolonization* (1988); J P Dunbabin, *International Relations since 1945, Vol. 1, The Cold War, the Great Powers and their Allies* (1994), *Vol. 2, The Post-Imperial Age, The Great Powers and the Wider World* (1994); D Fieldhouse, *Black Africa, 1945-1980* (1986); Goldschmidt, *A Concise History of the Middle East*; R Holland, *European Decolonization, 1918-81* (1985); W Kaylor, *The Twentieth Century World* (1984); S Sarkar, *Modern India, 1885-1947* (1983); J Spence, *The Search for Modern China* (1990); M Yapp, *The Near East since the First World War* (1991).

Assessment: Three-hour written examination in the ST.

HY114

War and Society from the Renaissance to the Napoleonic Era, c1500-1815

Teachers responsible: Dr Janet Hartley, E405, Dr T Hochstrasser, E407 and Dr J-P Rubies, E500

Availability: Primarily for first year students, and General Course students, and as an outside option where regulations permit.

Core syllabus: A broad, thematic study of war and society from the early sixteenth century to the end of the Napoleonic Wars. It will include substantive analysis of the ethos, causes and impact of wars during this period, as well as the role of war in the development of states and national identities. At the heart of the course is the lively debate relating to the 'Military Revolution' in the West, which ranges from questions of tactics and weaponry, to absolutism and finance. However, attention will also be paid to the technological clashes between different cultures and systems across the globe, embracing the conflicts between European states and those in the Americas, Africa and Asia, as well as the Ottoman empire. National armies and navies will be studied and compared with irregular land and naval forces. The way that war was justified and presented through various artistic media will also be considered. The lectures will offer wide-ranging thematic analyses, whilst the classes will focus on the study of specific wars and war-fronts.

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, militias and Cossacks, ranging from the Mediterranean to the Atlantic, from North America to the Ukraine. The enduring question of whether Europeans succeeded in establishing huge colonial empires due to military advantages will be analysed in some detail. A case study of the Ottoman empire offers interesting comparisons and broadens the analysis of ideological factors.

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, finance, commercial expansion and systems of taxation. Classes, in contrast, will frequently focus on a specific military system, war or campaign, which will serve to illustrate a type of warfare or to illuminate a particularly important moment of change. Classes will therefore include: the Wars of Italy; the dynastic conflict between Charles V and Francis I; the Dutch revolt; the Armada; the Thirty Years' War; the Ottoman threat to Austria and Hungary; The wars of Louis XIV; Russia's emergence as a world power; the wars of Frederick the Great; Britain's colonial wars; the Revolutionary and Napoleonic Wars. Students will be encouraged to consider the literature, art and music of the period.

Teaching: There will be twenty lectures and twenty classes, as well as two revision sessions. Students are required to do some reading for each class and offer three essays and two presentations, one of which will be formally-assessed.

Reading list: A full reading list will be provided at the start of the course. Useful introductory works include: M Howard, *War in European History*; G Parker, *The Military Revolution: Military Innovation and the Rise of the West, 1500-1800*; J Black, *A Military Revolution? Military Change and European Society, 1550-1800*; F Tallett, *War and Society in Early Modern Europe, 1495-1715*; J R Hale, *War and Society in Renaissance Europe, 1450-1620*; J Black (Ed), *War in the Early-Modern World*; M S Anderson, *War and Society in Europe of the Old Regime, 1618-1789*; G Best, *War and Society in Revolutionary Europe, 1770-1870*. The recommended surveys for the political background are: R Bonney, *The European Dynastic States, 1494-1660*; D McKay & H Scott, *The Rise of the Great Powers, 1648-1815*.

Assessment: Three-hour written examination in the ST.

HY115

National Identity in the British Isles c1707-1951

Teacher responsible: Dr A C Howe, E600

Availability: For first year historians primarily and for General Course students, but not to be combined with HY201. Available as an outside option where regulations permit.

Core syllabus: A general thematic introduction to the history of the British Isles from the eighteenth to the mid-twentieth century, focusing on the flourishing 'national' and cultural history of Britain in this period.

Content: This course focuses on the construction of national identities in Britain, c1705-1951. It is concerned both with the emergence of 'Britishness' in the eighteenth century but sets this against the rise of alternative Welsh, Scottish, and Irish identities. It traces the development of patriotism under the impact of the wars against France (1793-1815), during the expansion of empire on the later nineteenth century, and in the First and Second World Wars. It traces both the integration of ethnic identities within British Empire but also looks at the emergence of separatist nationalism and Unionism in Ireland, the roots of Scottish and Welsh nationalism, and the rise of the colonial nationalism within the British empire.

Teaching: 20 lectures and 21 weekly classes to be given by Dr A C Howe and others.

Written work: Each student is required to write at least four essays during the year, as well as contributing occasional short oral presentations to the class.

Reading list: L Colley, *Britons: the forging of the nation state* (1992); Special Number, 'Britishness', *Journal of British Studies*, 1992; H F Kearney, *The British Isles: a History of Four Nations* (1989); K Robbins, *Nineteenth Century Britain: Integration and Diversity* (1988); G Newman, *The Rise of English Nationalism* (1986); R Samuel (Ed), *Patriotism: the making and unmaking of British National Identity* (3 vols, 1988); C Kidd, *British Identities before nationalism: ethnicity and nationhood in the Atlantic World, 1600-1800* (1999); L Brockliss & D Eastwood (Eds), *A Union of Multiple Identities?* (1997); T M Devine, *The Scottish Nation, 1709-2000* (1999); R F Foster, *Modern Ireland, 1600-1972* (1989).

Assessment: Three hour written examination in the ST.

HY201

British History 1760-1914

Teacher responsible: Dr A C Howe, E600

Availability: For second and third year historians. Other students may take this course as permitted by the regulations for their degrees. No special qualifications are required. Students wishing to follow the course, however, are advised to acquire an outline knowledge of the period in advance by consulting the works listed in the reading list below.

Core syllabus: The course surveys the history of the British Isles between the accession of George III and the outbreak of the First World War. While primarily concerned with parliamentary and extra-parliamentary politics, attention is also given to economic and social change, to religion and the history of ideas, and to Britain's foreign and imperial relations.

Content: Politics in the age of George III, oligarchic and popular; movements of popular protest, radicalism and parliamentary reform; the changing social basis of political power; the development of political parties and their ideologies; the emergence of Labour; the Irish Question; Britain's imperial and foreign policy; related themes in religious, economic, social, urban, cultural and women's history.

Teaching: Teaching is by a combination of lectures, classes and (most important) individual study and written work. The principal lecture course is HY201.

Students may also wish to attend the lectures given by Dr Hunt in the Economic History Department on the Economic and Social History of Britain from 1830 (EH210).

Weekly classes (HY201.A) will be given during the MT and LT and during the first two weeks of the ST. Attendance at these classes is a course requirement.

Written work: Students will be expected to produce at least four essays during the year, for marking by and discussion with their class teacher. They should also be prepared to give short class papers. It should be stressed that it is primarily on this written work and on private reading that students' preparedness for the examination will depend.

Reading list: The following list contains recommended introductory surveys. A full bibliography will be provided at the beginning of the MT. I R Christie, *Wars and Revolutions: Britain, 1760-1815* (Arnold); L Colley, *Britons: The Forging of a Nation* (1993); K T Hoppen, *The Mid-Victorian Generation, 1846-86* (1998); M Bentley, *Politics without Democracy: Britain, 1815-1914*; N Gash, *Aristocracy and People: Britain, 1815-1865* (Arnold); N McCord, *British History, 1815-1906* (Oxford); R T Shannon, *The Crisis of Imperialism, 1865-1915* (Granada); J Parry, *The Rise and Fall of Liberal Government in Victorian Britain* (1993).

Assessment: Three-hour question paper in the ST. Candidates are expected to answer four questions.

HY202

International History since 1890

Teacher responsible: Professor M Knox, E410

Availability: Intended primarily for second-year undergraduates. Available as an outside option where regulations permit.

Core syllabus: The history of international relations from the 1890s through the 1990s. The course emphasises the changing character of international politics over the course of the 'long twentieth century'.

Content: Lectures and classes fall into six distinct chronological and analytical phases. The first segment of the course covers the 'globalization' of the European balance-of-power system after 1890 through the advent of extra-European great powers: Russia-in-Asia, Japan, and the United States, and the crisis and collapse of the system in the First World War. The second segment covers the failure of both attempts to tame the resulting chaos: Wilson's new vision of international politics and British and French efforts to reconstitute the 1914 world. The consequences of failure

— the successful revolt against world order of four discontented powers, Imperial Japan, Fascist Italy, National Socialist Germany, and the Soviet Union — and the outbreak of the 'second round of the German War', close the third phase. The fourth phase opens with the expansion of European war into global war and closes with the birth of a bipolar world order dominated by the United States and the USSR. The ensuing era of superpower rivalry forms the fifth segment; themes covered include the origins of the Cold War in both Europe and Asia, decolonisation, European unity, the 'American war' in Vietnam, and the rise and fall of superpower détente. The final phase of the course examines the causes and consequences of the collapse of the Soviet empire, the rising power of China, the ascendancy of American neo-liberalism and the responses of its adversaries, and the fate of war and the state in the post-Cold War world.

Course objectives: (i) To equip students with comprehensive knowledge of the international politics of the 'long twentieth century'; (ii) To offer a firm basis for more advanced historical work in this and other areas; (iii) To provide the factual grounding and conceptual apparatus necessary to understand the contemporary world.

Teaching: Twenty-two lectures and twenty-two classes. Participating lecturers: Professor Stevenson, Professor Knox, Dr Westad, Dr Ludlow, Dr Ashton.

Written work: Students will be required to write three 2,000-word essays during the course of the year, two in MT and one in LT, from topics selected from the course examinations for the previous two sessions (available from the departmental public folders), and in addition complete a one-hour mock examination in ST. Essays and mock examination do not form part of the final course assessment, but they are required components of the course, and students must complete them in order to be admitted to the course examination.

Introductory readings: A detailed course outline and reading list, subdivided by weekly topics, will be provided at the first lecture, and can also be found, along with other course materials, in the departmental public folders. The following works offer useful background: 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* (vols I & II).

Assessment: The course is assessed entirely through a three-hour formal examination in the ST. The paper has two sections that cover (respectively) the periods 1890-1945 and 1945 to the present. Students must answer at least one question from each of the two sections, and four questions in all.

HY205

The Witchcraze and Modern Witch-hunts

Teacher responsible: Professor M J Rodríguez-Salgado, E603

Availability: Primarily for second and third year undergraduates. Available to General Course students and as an outside option where regulations permit.

Core syllabus: 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, eg 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 Stalinist persecution, and child abuse cases.

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, sexuality 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 final section of the course compares the witchcraze to the persecution of several "out-groups" and dissidents in the twentieth century, and explores the concept of moral panics.

Teaching: Forty contact hours consisting of lectures (HY205), and classes (HY205.A). Two revision classes. An opportunity to discuss essays individually. Students are required to do reading for classes and to write four essays.

Reading list: A full reading list will be issued at the beginning of the course. The following are essential reading: 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 Larner, *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).

Assessment: Three-hour examination in the ST.

HY208

The History of the United States since 1783

Teacher responsible: Dr A Sked, E503

Availability: Primarily for second year historians. Other students may take this course as permitted by the regulations for their degrees. A commitment to work, an analytical mind, and an ability to write are pre-requisites.

Core syllabus: A survey of the political, diplomatic, social, economic and constitutional history of the USA since 1783.

Content: Topics covered will include the framing of the constitution; the establishment and development of federal institutions; the politics of the founding fathers; the 'age of good feelings'; Jacksonian democracy; slavery and the South; the Civil War; reconstruction; the moving frontier; the era of the 'robber barons'; populism and progressivism; Jim Crow; US imperialism; isolationism and world wars; the US and the Cold War; civil rights and the 'great society'; the war in Vietnam; politics and society in contemporary America. General interpretations of US history will also be covered.

Teaching: One lecture (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*.

Assessment: Three-hour examination in ST in which students will have to answer four questions out of at least twelve.

HY209

The Spanish Civil War: Its causes, course and consequences

Teacher responsible: Professor P Preston

Availability: Primarily for second year historians. Other students may take this course as permitted by the regulations for their degrees.

Core syllabus: An examination of the relationship between levels of social and economic development and political structures in Spain through a survey of the history of contemporary Spain in its European context from the revolutionary upheavals of 1917 to the consolidation of the Franco regime in the 1940s.

Content: The course traces the tensions between progressive and reactionary forces in Spain in the twentieth-century which culminated in the Spanish Civil War. It begins in the period of industrial take-off during the First World War, examining the consequent social upheaval and the imposition of the military dictatorship of General Primo de Rivera in 1923. Thereafter, it deals with the failure of the dictatorship, the breakdown of the democratic Second Republic, 1931-1936. The Spanish Civil War, 1936-1939 is dealt with in detail with considerable attention to its international context, its military course and the revolutionary events in the Republican zone. The social and political consequences of the war are considered in both their domestic and international contexts; the making of the Franco dictatorship; the relationship with the Axis; the consolidation of the relationship with the USA.

Teaching: Twenty-two lectures (HY209) and 22 classes (HY209.A).

Written work: Students will be expected to write 4 essays and to present a number of brief class reports.

Reading list: A preliminary list of important works follows. Fuller bibliographies will be given throughout the course. Titles available in paperback are marked with an asterisk: Gerald Brenan, *The Spanish Labyrinth* (*Cambridge University Press, 1943); Raymond Carr, *Spain, 1808-1975* (*Oxford University Press, 1982); Paul Preston, *The Coming of the Spanish Civil War*, 2nd edn (*Routledge, 1994); Paul Preston, *Franco: A Biography* (*HarperCollins, 1993); Paul Preston, *A Concise History of the Spanish Civil War* (*Fontana Press, 1996); Paul Preston, *The Politics of Revenge: Fascism and the Military in Twentieth Century Spain* (*Routledge, 1994); Paul Preston (Ed), *Revolution and War in Spain 1931-1939* (Routledge, 1984); Paul Preston & Ann Mackenzie (Eds), *The Republic Besieged: Civil War in Spain 1936-1939* (Edinburgh University Press, 1996); Paul Preston, *The Triumph of Democracy in Spain* (*Routledge, 1986).

Assessment: Three-hour written examination in the ST.

HY211

Japan in the Twentieth Century

Teacher responsible: Dr Antony Best, E408

Availability: 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.

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: The course will be taught by both lectures and classes. There will be 21 lectures (HY211) and 21 classes (HY211.A) held in the MT, LT and ST.

Written work: Students will be required to submit two essays in the MT and LT and to present a number of class papers.

Reading list: A detailed reading list will be issued at the start of the course, but the following books cover most aspects of the 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*.

Assessment: Three-hour formal examination taken in the ST. 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.

HY214

The Middle East in the Twentieth Century

Teacher responsible: Dr Kirsten Schulze, E507

Availability: Primarily for second year historians. Other students may take this course 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: The course will be taught by both lectures and classes. There will be 20 lectures (HY214) and 20 classes (HY214.A) held in the MT and LT.

Reading list: A full reading list will be provided at the start of the course. Useful introductory works are: 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*; M E Yapp, *The Near East since the First World War*.

Assessment: Three-hour written examination.

HY221

The History of Russia, 1682-1917

Teacher responsible: Dr Janet Hartley, E405

Availability: 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.

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: Twenty-two lectures (HY221) and 22 classes (HY221.A) in the MT, LT and ST.

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 Dukas, *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 Hartley, *A Social History of the Russian Empire 1650-1825*; 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 Raëff, *Understanding Imperial Russia: State and Society in the Old Regime*; R Pipes, *Russia under the Old Regime*; R Pipes, *The Russian Intelligentsia*.

Assessment: Three-hour formal examination in the ST. The examination will normally contain 16 questions, of which four must be answered.

HY222

NA 01/02

France in International Affairs, 1940-1981: European, Colonial and East-West Conflict

Teacher responsible: Dr R Boyce, E506

Availability: Primarily for second year historians. Other students may take this course as permitted by the regulations for their degrees.

Core syllabus: The course examines the history of French external relations from the collapse of the Third Republic to the start of the Mitterrand presidency. It deals not only with conventional foreign policy but also the period of German occupation between 1940 and 1944, the struggle to maintain a colonial empire until the 1960s, and relations with France's partners in the European Community. French external policy, whether that of Pétain, de Gaulle or their postwar successors, has frequently diverged sharply from the policies of other Western powers and occasionally brought them into confrontation. The course seeks to explain the domestic origins and the peculiarities of French policy.

Content: Foreign and defence policy in the Phoney War; the Vichy 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, North African and Black African empires and the strategy of informal empire; Franco-German relations and Europe; France as a nuclear power; Gaullism and the French foreign policy tradition.

Teaching: Twenty 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 Home, *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.

Assessment: Three-hour written examination in the ST.

HY223

From Reich to Nation: The Contest for Hegemony in Germany, 1648-1871

Teacher responsible: Dr Tim Hochstrasser, E407

Availability: Primarily for second year historians, but is also available to General Course students and as an outside option. Students are advised to do some preparatory reading from the list below. The course will include extensive document-based study of original sources.

Core syllabus: The course will examine the political, constitutional, military and intellectual history of German Central Europe from the final phase in the history of the Holy Roman Empire through to the decisive victory of Prussia over Austria in 1866.

Content: The course offers an examination of the struggle within German Central Europe between the Habsburg Monarchy and Prussia in the period from the end of the Thirty Years War to the Austro-Prussian War of 1866. This structure is used as the basis for an examination specific to the early modern period of the question of whether there is a *Sonderweg* or 'special path' in German History. Therefore intellectual and cultural history will also be touched upon to provide a wide coverage of the complex mentalities as well as the international and regional politics of this period. The first term will cover the period up to 1789 and topics analysed will include the reconstruction of Prussia under the Great Elector; the consolidation and expansion of the Habsburg Monarchy under Leopold I; the impact of Louis XIV within Germany; the significance of Pietism and the culture of the Baroque; the continuing importance of the structures of the Holy Roman Empire amidst attempts to reform them; the role of enlightened absolutism and cameralism; the diplomacy of the *Pragmatic Sanction*; the political and military achievements of Frederick the Great and the Habsburg response under Maria Theresa and Joseph II.

In the second term there will be detailed assessment of the impact of the Revolutionary and Napoleonic Wars and the reconstructed Austrian Empire; the emergence of nationalism, liberalism and conservatism before 1848; the different ways in which the 'German Problem' might have been resolved; the reasons for the ultimate emergence of unification upon Prussian terms. The course will end with a review of the overarching explanations for this outcome, and an assessment of its significance for later German history.

Teaching: Forty contact hours consisting of twenty lectures (HY223) and twenty classes (HY223.A).

Written work: Students are required to produce four essays in the course of the year, to do preparatory reading for the classes and give short talks in class.

Reading list: A full reading list will be issued at the start of the course, but the following works may be considered essential reading: *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); J Breuille, *The Formation of the First German Nation State, 1800-1871* (1996); H James, *A German Identity, 1770-1990* (1991); *B Simms, *The Struggle for Mastery in Germany 1779-1850* (1998).

Assessment: Three-hour written examination in the ST.

HY224

NA 01/02

The Rise and Fall of the Spanish Monarchy and Empire

Teacher responsible: Professor M J Rodriguez-Salgado, E603

Availability: 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.

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: Forty hours of lectures (HY224) and classes (HY224.A). Two revision classes. A chance to discuss essays individually.

Written work: Students are required to do reading for classes and to write four essays.

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).

Assessment: Three-hour unseen examination in the ST.

HY226

The Great War, 1914-1918

Teachers responsible: Professor M Knox, E410 and Professor D Stevenson, E604

Availability: This course is intended primarily as a second- or third-year option for undergraduate students. It is also available to General Course students and as an outside option for students taking other LSE first degrees as regulations and timetabling permit.

Core syllabus: The international and comparative history of the First World War. The military, diplomatic, political, economic, social, and cultural aspects of the conflict will all receive attention.

Content: The origins and outbreak of the war; the military campaigning on the Western, Eastern, Italian, and extra-European Fronts; the war at sea and in the air; the intervention of neutral Powers, war aims and attempts to negotiate peace; domestic politics in the belligerents; the war's economic and social effects; the experience of combat; the Russian Revolution and the road to the Armistice; the impact of the war on the international system and on individual and collective consciousness.

Teaching: Twenty lectures (HY226) will be given by Professor Knox and Professor Stevenson. Twenty-two classes (HY226.A) will be given by Professor Knox and Professor Stevenson.

Written work: Students will be required to write two essays in the MT and two essays in the LT. One of the latter will count towards continuous assessment.

Reading list: N Ferguson, *The Pity of War* (1998); H Herwig, *The First World War: Germany and Austria-Hungary, 1914-1918* (London, 1997); G Hardach, *The First World War, 1914-1918* (1977); J Joll, *The Origins of the First World War* (1984); J Keegan, *The First World War* (1998); A Millett & W Murray (Eds), *Military Effectiveness, Volume I. The First World War* (1988); D Stevenson, *The First World War and International Politics* (1988); H Strachan (Ed), *The Oxford Illustrated History of the First World War* (1998).

Assessment: 75% of the final mark will be awarded on the basis of performance in a three-hour written examination taken in the ST. Candidates will be expected to answer four out of twelve questions. 25% of the final mark will be awarded on the basis of a 2,500-word essay submitted in the LT.

HY227

From Adam Smith to Globalisation: the international history of free trade since 1776

Teacher responsible: Dr A C Howe, E600

Availability: Primarily for second and third year students. Available as an outside option where regulations permit.

Core syllabus: The course provides a historical background to current debates on globalisation by tracing the history of free trade since Adam Smith's *Wealth of Nations* (1776) with reference to its intellectual background, its impact upon the international trade policies of the leading world powers, and their attempts to construct an international economic order, which in recent years has been an integral part of the trend towards globalisation.

Content: Adam Smith's *Wealth of Nations*, the ideal of a 'free trade world' and the critique of mercantilism; the diffusion of free trade ideas in Britain, Europe and America; the Repeal of the Corn Laws (1846) and British economic hegemony in the 19th century world order; the 'free trade interlude' in France, Germany, customs unions, and the rise of economic nationalism; the genesis of a common market in nineteenth century Europe; the impact of the 'Great Depression' and the German protectionist model; free trade and Europe's imperial expansion, 1860-1914; the climax of free trade, 1890-1914; the First World War and the breakdown of the international economic order; attempts to reconstruct world trade and the emergence of freer trade in the United States; the Second World War and the rethinking of the international economic system (including the LSE contribution of Meade and Robbins); American hegemony and international trade diplomacy from GATT to WTO; the re-emergence of a Smithian economic world order and the debate on globalisation.

Teaching: Teaching is by a combination of lectures, classes and individual study. The principal lecture course is HY227. Weekly classes will be given during the MT and LT, with two revision classes in the ST. Students may also wish to attend lectures for EH101 The Internationalisation of Economic Growth.

Written work: Students will be expected to produce at least four essays during the year, and should also be prepared to give short class presentations.

Reading list: No one book covers the whole course, but the following cover substantial segments of it: H Mizuta & C Sugiyama, *Adam Smith: International Perspectives* (1993); D Verdier, *Democracy and International Trade* (1994); A C Howe, *Free Trade and Liberal England* (1997); D Irwin, *Against the Tide: An Intellectual History of Free Trade since 1776* (1996); A Morrison (Ed), *Free Trade and its Reception, 1815-1960* (1998); T Zeiler, *Free Trade, Free World: the Advent of GATT* (1999); P Hirst & G Thompson, *Globalisation in Question* (1996).

Assessment: Three-hour written examination in the ST.

HY229

China and the World, 1840-1990

Teacher responsible: Dr O A Westad, E502

Availability: Primarily for second year historians. Other students, including general course students, may take this course as permitted by the regulations of their degrees.

Core syllabus: The main purpose of this course is to provide an overview of the history of China with special emphasis on its international relations from the Opium War and up to the end of the 1980s. Particular attention will be paid to the interaction between domestic history and foreign affairs, and to the role played by the Chinese Communist Party.

Content: China and the eighteenth century world; the Opium Wars; the Taiping rebellion; the late Qing crisis; the end of imperial China; SunYat-sen and the Guomindang; Mao Zedong and the founding of Chinese Marxism; the Northern Expedition; the Guomindang state; the Long March; the war against Japan; the effects of World War II; the civil war; the establishment of the People's Republic; the Korean War; the Sino-Soviet alliance; the Great Leap Forward; the Cultural Revolution; Deng Xiaoping's reforms; China and the world in the 1980s.

Teaching: The course will be taught by both lectures and classes. There will be 20 lectures and 22 classes held in the MT, LT and ST.

Written work: Students will be required to submit 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 survey texts are essential: J Spence, *The Search for Modern China*; L Eastman, *Family, Fields and Ancestors*; L Eastman, *The Nationalist Era in China*; R MacFarquhar, *The Politics of China, 1949-1989* (2nd edn).

Assessment: Three-hour examination in the ST. Students will be expected to answer four questions.

HY230

The Early Colonial Empires: Europe and the World 1400-1750

Teacher responsible: Dr J-P Rubiés, E500

Availability: For second and third year historians and general course students. Available as an outside option for second and third years where regulations permit.

Core syllabus: The purpose of this course is to introduce the theme of the early expansion of Europe by analysing in some detail the Spanish and Portuguese imperial systems in Asia, Africa and America. The course will then go on to study seventeenth century commercial companies and their

impact on European politics through the development of rival colonial projects. The emphasis of the course will be on comparing different colonial systems rather than studying them in isolation. It will consider both European activities and non-European reactions.

Content: Frontier societies in the Latin Christian world and the medieval expansion of Europe; Exploration and discoveries in the Atlantic: explaining Vasco de Gama and Columbus; The Portuguese in Asia: trade, mission, conquest; The Spanish in America: a successful conquest?; Mission and acculturation in the Catholic world; The Dutch and British companies and the question of political economy; Trade and slavery before the eighteenth century; Asia in the seventeenth century; America in the seventeenth century; Colonial competition before and after the war of Spanish succession; The Golden century in Brazil; The British conquest of Bengal.

Teaching: 20 lectures and 20 seminars combined in a weekly two-hour session.

Written work: Students will be required to write 3 essays, and prepare two seminar presentations, one of which will be formally assessed.

Reading list: A full bibliography divided by topics will be provided at the start of the course. Introductory reading includes: J H Parry, *The Age of Reconnaissance. Discovery, exploration and settlement, 1450-1650* (1981); F Fernández-Armesto, *Before Columbus* (1987); L Bethell (Ed), *Colonial Spanish America* (1987); J H Parry, *The Spanish Seaborne Empire* (1990); J H Elliott, *The Old World and the New, 1492-1650* (1970); L McAlister, *Spain and Portugal in the New World, 1492-1700* (1984); C R Boxer, *The Portuguese Seaborne Empire 1415-1825* (1989); B W Diffie & G Winius, *Foundations of the Portuguese Empire 1415-1580* (1977); S Subrahmanyam, *The Portuguese Empire in Asia, 1500-1700* (1993); C R Boxer, *The Dutch Seaborne Empire, 1600-1800* (1998); A M McFarlane, *The British in the Americas, 1480-1815* (1994); K R Andrews, *Trade, plunder and settlement. Maritime enterprise and the genesis of the British empire 1480-1630* (1984); C R Boxer, *The Christian century in Japan* (1993); I Clendinnen, *Ambivalent Conquests* (1987); K N Chaudhuri, *Trade and civilisation in the Indian Ocean* (1985); N Steensgaard, *The Asian trade revolution of the seventeenth century* (1974); P Curtin, *The rise and fall of the plantation complex* (1990); H Furber, *Rival empires of trade in the Orient, 1600-1800* (1976).

Assessment: Three-hour written examination in the ST.

HY232

Frontiers of Nationalism, Statehood and Independence. The History of Eastern and South-Eastern Europe 1914-1990

Teacher responsible: Dr Anita J Prazmowska, E494

Availability: Primarily for second and third year historians. Other students may take this course as permitted by the regulations for their degrees.

Core syllabus: The course will explain the complex route taken by the peoples of East and South East Europe from constituents of the 19th Century empires to full independence at the end of the 20th Century.

Content: The course aims to explain the history of these regions as expressed and moulded by the peoples and their leaders. Particular attention will be paid to international developments and to the two European wars, which had a profound impact on these countries' freedom to determine their destiny. The study of the inter-war period will include a debate of the reasons for the collapse of democratic institutions, the emergence of patriotic and anti-Semitic movements, economic failures and responses to German and Italian aggression. The establishment, development and the collapse of Soviet domination of the region will be discussed. In addition political, economic and cultural theories which formed the background to the emergence of the independent states of Eastern and South Eastern Europe will be considered. The course will develop these themes in the history of Poland, Czechoslovakia, Hungary, Bulgaria, Romania, Yugoslavia, Albania and the Baltic States.

Teaching: The course will be taught through 20 weekly lectures and 22 weekly classes.

Written work: Students will be required to write two essays in MT and two essays in LT.

Reading list: Richard J Crampton, *Eastern Europe in the Twentieth Century* (1994); Stevan K Pavlowitch, *A History of the Balkans 1804-1945* (1999); Ivan Y T Berend, *Decades of Crisis. Central and Eastern Europe before World War II* (1998); Anita J Prazmowska, *Eastern Europe and the Outbreak of the Second World War* (1999); Paul G Lewis, *Central Europe since 1945* (1994); T Rakowska-Harmstone, *Communism in Eastern Europe*, (1979); Geoffrey Swain & Nigel Swain, *Eastern Europe since 1945* (1993); Francois Fejtó, *A History of the People's Democracies: Eastern Europe since Stalin* (1971); Joseph Rothschild, *Return to Diversity. A Political History of East Central Europe since World War II* (1990); Gale Stokes, *The Walls Came Tumbling Down. The Collapse of Communism in Eastern Europe* (1993).

A full bibliography will be provided at the beginning of the academic year. **Assessment:** 75% of the final mark will be awarded on the basis of performance in a three-hour written examination taken in the ST. Candidates will be expected to answer four out of sixteen questions. 25% of the final mark will be awarded on the basis of the one 2,000 word essays submitted in the LT.

HY233

Empire and Nation: Britain and India since 1750

Teacher responsible: Dr J Chatterji, E602

Availability: Primarily intended for second and third year students in the BA History, BSc International History, BSc International Relations and

History, BSc Government and History. Available to General Course students and as an outside option where regulations permit.

Core syllabus: By studying the imperial relationship between Britain and India in the nineteenth and twentieth centuries, the course will investigate the power of imperial rule to shape colonial societies as well as the nature of the colonial nationalisms which have challenged its hegemony.

Content: This course will explain how and why Britain acquired her Indian empire and the techniques by which she sought to derive profit and power from it. It will ask why and to what effect Britain attempted to reform India and look at Indian responses and reactions to these initiatives. The course will describe how India was governed in the heyday of imperialism and look at the ideas that informed imperial policies. It will assess the impulses behind the emergence of Indian nationalism. Gandhi's philosophy, political strategy and campaigns will be discussed; and also the character of the 'mass nationalism' and outbreaks of popular protest associated with these campaigns. The course will examine the growth of political conflict between Hindus and Muslims and explain why Partition accompanied the transfer of power and independence in 1947.

Teaching: There will be twenty lectures and twenty classes. An additional two revision classes will be given in the ST.

Written work: Students will be required to write four essays.

Reading list: A full reading list will be provided at the beginning of the course. The following are essential reading: C A Bayly, *Indian society and the making of the British empire* (Cambridge University Press, 1988); A Seal, *The Emergence of Indian Nationalism* (Cambridge University Press, 1971); P Chatterjee, *Nationalist thought and the colonial world* (Zed Books, 1986); R Guha & G Chakravorty-Spivak (Eds), *Selected Subaltern Studies* (Oxford University Press, Delhi); Judith Brown, *Gandhi's rise to power* (Cambridge University Press, 1972); M K Gandhi, *Hind Swaraj and other writings* (Ed A J Parel), (Cambridge University Press, 1997); Aysha Jalal, *The sole spokesman* (Cambridge University Press, 1985).

Assessment: Three-hour written examination in the ST.

HY300

Essay Option

Teacher responsible: Dr N Piers Ludlow, E508

Availability: For third year historians.

Core syllabus: An essay of not more than 10,000 words on a topic to be approved by the candidate's teachers. It is designed to allow a detailed and thorough exploration of an area of interest to the candidate. The essay should be on a topic within the field of the degree course. It should normally include the examination of some primary sources, printed or in manuscript form, although it may also be limited to the analysis and appraisal of existing literature.

Teaching: Candidates should secure the agreement of their personal tutor on a suitable topic before the end of the LT of their second year, and submit a title to Dr Ludlow by 1 May in their second year. Tutors can be expected to offer advice on reading, guidance on the construction of the work, and will read an outline of up to 1,000 words. Where appropriate, another teacher in the Department may serve in place of the personal tutor, if he or she is willing to do so.

Assessment: The essay must be submitted to the LSE Undergraduate Office by the second week of the ST in the student's third year. It should be typewritten. Precise details on format, presentation and deadline will be issued by the Department at the end of the second year of study. Candidates may be called for an oral examination if the Examiners wish to satisfy themselves that the essay is the candidate's own work.

HY302

Anglo-Spanish Relations in the Age of Elizabeth I and Philip II

NA 01/02

Teacher responsible: Professor M J Rodríguez-Salgado, E603

Availability: Primarily for second and third year undergraduates. Available to General Course students and as an outside option where regulations permit. Students who have not studied this period are advised to read at least some of the general texts before embarking on this course.

Core syllabus: A document-based study of relations between England and Spain in the second half of the sixteenth century, concentrating on political, ideological and military developments, but also looking at commercial and cultural exchanges.

Content: This course examines one of the best known and least understood periods of Anglo-Spanish relations. Many myths have arisen about the first Elizabethan age. The conflicts with Spain in Europe (especially the Armada of 1588) and the Americas have become a fundamental part of English identity, nurturing a sense of superiority, while the inverse has happened in Spain. The course separates fact from fiction and propaganda; it looks at the policies and personalities of both rulers, their aspirations and problems. There is a brilliant cast of supporting characters: Drake, Leicester, Burleigh, Hawkins, Raleigh, Granvelle, Don Carlos etc. The course charts the progress of relations from closest amity to irreconcilable enmity, focusing on the internal circumstances (religious and political divisions, commercial benefits etc), and the international elements (religious wars, rebellions in Europe etc) that shaped relations. It will use documents and visual materials, from woodcuts to film.

Teaching: Forty contact hours of lectures (HY302), and classes (HY302.A). Two revision classes. An opportunity to discuss essays individually. Students are required to do reading for classes and to write four essays.

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*.

Assessment: Three-hour examination in the ST.

HY303

Russia in Revolution 1914-1921

Teacher responsible: Dr Janet Hartley, E405

Availability: 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.

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: Twenty-two meetings of two hours (HY303) throughout the Session.

Written work: Students are required to write four pieces of written work.

Reading list: Documents from Martin McCauley (Ed), *The Russian Revolution and the Soviet State, 1917-21*. Introductory reading: E Acton, *Rethinking the Russian Revolution*; S Fitzpatrick, *The Russian Revolution*; R Service, *Society and Politics in the 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*.

Assessment: Three-hour examination in the ST 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 ten questions.

HY304

Germany's New Order in Europe, 1939-1945

Teacher responsible: Professor M Knox, E410

Availability: Primarily for third year historians. 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 domination of Europe during the Second World War, and of the salient debates on its nature, actions and place in European and world history. Topics covered in lectures and discussion 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 the officer corps and big business; the radicalization of Nazi domestic and foreign policy; the murder of the European Jews; Nazi long-range racial-demographic planning; Nazi rule, collaboration and resistance in occupied Europe; the German people and the processes of domination and extermination; Gestapo terror and the Germans: an interactive process; the German resistance; the regimes ruinous end; and its imprint on post-war German society.

Teaching: 20 lectures and 22 one-hour classes, all to be conducted by Professor Knox.

Written work: Students will be expected to submit two 2,000-word essays each term in MT and LT, from topics selected from the course examinations for the previous two sessions (available from the departmental public folders).

Essays do not form part of the final course assessment, but they are a required component of the course, and students must complete them in order to be admitted to the course examination.

Reading list: A detailed course outline and reading list, subdivided by weekly topics, will be provided at the first lecture, and can also be found, along with other course materials, in the departmental public folders. The following works are fundamental to the course: J Noakes & G Pridham (Eds), *Nazism 1919-1945: A Documentary Reader*, Vols 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, 4th edn, 2000); 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).

Assessment: A three-hour form examination in the ST. Candidates will be expected to answer four questions, one of them a required document question.

HY311

The United States and the Vietnam War: An International History, 1945-1975

Teacher responsible: Dr Steven Casey, E601

Availability: Primarily for third-year historians. Students will find it of great benefit to have taken one of the following courses: HY113, HY202, HY208, or HY220.

Core syllabus: The evaluation of the United States' involvement in Vietnam from the end of World War II to the unification of Vietnam.

Content: The Vietnam War remains a defining event not only for Americans and Vietnamese but for the understanding of Cold War international history and modern warfare. This course will weave together the various aspects of this lengthy conflict and its impact on American and Vietnamese society and politics as well as the general development of international relations. The topics covered include: World War II and Indochina, the origins of American involvement, the French Indochina War, the division of Vietnam in 1954, the deepening American commitment during the Eisenhower, Kennedy and Johnson presidencies, the domestic (American and Vietnamese) context of the war, the role of the Soviet Union and the People's Republic of China, the impact of the Vietnam conflict on United States relations with its allies, the strategies of war, the 'Vietnamization' of the war during the Nixon presidency, the end of American involvement, the legacies of the war.

Teaching: There are 20 seminars and 2 revision classes. Students should prepare for seminars by reading material listed under the recommended reading.

Written work: Students are required to write 3 essays and 2 gobbet exercises during the year.

Reading list: A full bibliography accompanies the course and the teacher will advise on reading. Students are encouraged to use primary sources, such as the course pack, in their reading. The following books are examples of the many works that cover most of the issues explored in this course: G Herring, *American's Longest War* (1979, or later edn); M Young, *The Vietnam Wars* (1991); J Rowe & R Berg, *The Vietnam War and American Culture* (1991); I Gaiduk, *The Soviet Union and the Vietnam War* (1996); J Olson & R Roberts, *Where the Domino Fell* (1991); L Gardner, *Approaching Vietnam* (1988); R Schulzinger, *A Time for War* (1997).

Assessment: There will be a three-hour unseen written examination in the ST 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).

HY312

From Suez to the Six Day War: Britain, the United States and Arab Nationalism, 1952-70

Teacher responsible: Dr N Ashton, E409

Availability: Primarily intended for third year historians.

Core syllabus: This course will examine British and American responses to the challenge of Arab Nationalism during the years 1952-1970.

Content: This special paper covers the period from the Egyptian Revolution of 1952, through the Suez Crisis of 1956, to the Arab-Israeli War of 1967. It will also consider the attempts of successive British Governments to hold on to Britain's role in the Middle East, and the interests which underpinned this strategy. It will also look at the increasing involvement of the United States in the region, both in competition and co-operation with Britain. The responses of both governments to the challenge posed by the Egyptian leader, Gamal Abdel Nasser, whose tenure of power corresponds to the period covered here, will be central to the paper. Key events covered will include: the creation and expansion of the Baghdad Pact; the Anglo-American attempt to broker an Arab-Israeli peace through 'Project Alpha'; the crisis in Jordan in the winter of 1955; the Suez crisis; the crises in Syria in the summer of 1957 and Lebanon in 1958; and the Iraqi threat to Kuwait in 1961; the Yemeni Civil War; the Arab Cold War of the 1960s; the June 1967 Arab-Israeli War; British withdrawal from East of Suez; the 1970 Jordanian Civil War.

Teaching: The course will be taught by means of twenty-two weekly classes of two hours duration.

Written work: Students will be required to submit two essays and one document answer during the MT and LT. There will be a timed class essay in the ST.

Reading list: A detailed reading list and document pack will be available at the start of the session. The majority of the documents are drawn from recently declassified collections in British and American archives. For introductory reading see: N J Ashton, *Eisenhower, Macmillan, and the Problem of Nasser: Anglo-American Relations and the Arab Nationalism, 1955-59* (1996); M Kerr, *The Arab Cold War* (1971); R Owendale, *Britain, The United States and the Transfer of Power in the Middle East, 1945-62* (1996); P Seale, *The Struggle for Syria* (2nd edn 1987); P Woodward, *Nasser* (1992).

Assessment: A formal three-hour examination in the ST. Students will be required to answer four questions, including a compulsory document question.

HY313

The International History of East Asia, 1917-1950

Teacher responsible: Dr Antony Best, E408

Availability: Primarily for third-year historians. Other students may take this course as permitted by the regulation for their degrees. There are no formal requirements, but some knowledge of the history of East Asia would be useful.

Core syllabus: The course will examine the major events in the international history of East Asia from the outbreak of the Bolshevik Revolution to the origins of the Korean War.

Content: Subjects covered by the course include: the impact of the Bolshevik revolution on East Asia and the Siberian intervention; the rise and fall of the Washington system; the international consequences of the Northern Expedition; the origins and course of the Manchurian crisis; the rise of Soviet-Japanese antagonism; the origins and course of the Sino-Japanese war; the road to Pearl Harbor; the course of the Pacific war and the dropping of the atomic bombs; the international aspects of the Chinese Civil war; the US occupation of Japan; the decolonization of South East Asia; the rise of McCarthyism and its effect on American policy towards China; the origins of the Korean war.

Teaching: The course will be taught by both lectures and classes. There will be 22 lectures and 22 classes held in the MT, LT and ST.

Written work: Students will be required to submit two essays in the MT and LT and to present a number of class papers.

Reading list: A detailed reading list will be issued at the start of the course, but the following books cover most aspects of the course and should be regarded as essential:

M Barnhart, *Japan and the World since 1868*; A Best, *Britain, Japan and Pearl Harbor*; P Calvo-coressi, G Wint & J Pritchard, *Total War*; W Cohen (Ed), *Pacific Passage*; B Cumings, *Korea's Place in the Sun*; A Iriye, *The Origins of the Second World War in Asia and the Pacific*; M Schaller, *The American Occupation of Japan*; O A Westad, *Cold War and Revolution*.

Assessment: Three-hour formal examination in the ST, worth 75%, and one 2,500 word essay to be submitted in LT, worth 25%.

HY314

Representing the Past: Historiography and Historical Methods

Teachers responsible: Dr T J Hochstrasser, E407 and Dr N P Ludlow, E508

Availability: For third year historians (BA History).

Core syllabus: The purpose of the course is twofold: first, to provide advanced undergraduate students with a comprehensive overview of historiography from ancient times to the present; second, to complete the basic training of these same students in methods of historical research and presentation in conjunction with their work on the Third Year Essay (HY300).

Content: The syllabus offers a blend of historiography- and method-related topics. For historiography, the course combines a mixed thematic and chronological overview of the writing of history from antiquity to post-modernism (presented in lectures) with discussions of key texts and important historiographic controversies. The philosophy of history will be dealt with as necessary, but will not form a central component of the course. The methods element of the syllabus, concentrated in the MT, will address types of historical sources, library and archival research strategies, organization of notes and data, types of historical output (monographs, surveys, bibliographies, biography, essays, journal articles, reviews) conventions of presentation and the elements of good historical writing.

Teaching: Twenty-two seminar sessions (two hours in duration) given by Dr Hochstrasser, Dr Ludlow and selected members of the departmental staff.

Written work: Students will be required to complete four different written projects. In the LT, each student will submit a detailed bibliography of primary and secondary sources relevant to their HY300 project, plus one review essay of three related works on a single historical subject of their own choosing. In the MT, each student will write one essay on any of the historiographic controversies dealt with in the syllabus, and a historiographic essay on the subject of their HY300 paper.

Reading list: A full reading list will be provided at the start of the course but will include the following introductory surveys: E H Carr, *What is History?*; J Tosh, *The Pursuit of the Past*; R Evans, *In Defence of History*; M Bloch, *The Historian's Craft*; R G Collingwood, *The Idea of History*; G R Elton, *The Practice of History*.

Assessment: Three hour written examination in ST.

HY315

The European Enlightenment, c1680-1830

Teacher responsible: Dr Tim Hochstrasser, E407

Availability: Primarily for second and third year historians. Available to General Course students and as an outside option where regulations permit.

Core syllabus: The eighteenth century European Enlightenment is frequently regarded as the defining category of modernity and as the chief source of many of the liberal humanist assumptions that underpin present-day Western ideology and culture.

This document-based course will attempt to outline its origins, varieties and historical significance. Particular attention will be given to the creation of a 'science of man' which reshaped philosophical, religious and political priorities in elite culture which in turn made an impact upon the realm of popular culture and belief.

Content: The Enlightenment is conventionally taken to be the period in which the disciplines of philosophy, history, economics and anthropology, and other social sciences began to emerge as discrete disciplines independent of state and church control. This course sets out to explore the new ideas generated in these areas as a result of a fresh understanding of man's place in the physical world. But while the course aims to investigate ideas and concepts in detail, it is also concerned with the way that they were applied in political practice and adapted to provide new understanding of social structures, or as contemporaries put it, a 'Science of Man'. The chronological context of the Enlightenment is taken to be Europe between the reign of Louis XIV and the end of the Bourbon Restoration in France in 1830.

Within this broad framework the following large themes provide the subject matter of both lectures and classes in the MT: the impact of the Scientific Revolution upon institutionalised religion; the emergence of a 'Republic of Letters'; English and French critiques of absolutist ethics and politics; the political theory of enlightened despotism; the intellectual origins of the French Revolution; intellectual encounters with the New World; the concept of a Counter-Enlightenment; and the move from a private to a public sphere of cultural inquiry. The contributions of Newton, Locke, Voltaire, Montesquieu, Rousseau and Kant – among others – will be highlighted using primary texts. In the LT the focus will be more narrowly directed to the study of individual key authors and texts and on the impact of enlightened ideas in particular countries, notably England, France, Prussia, Russia and the Habsburg Monarchy. Space will also be found for an examination of the contribution of enlightened thought to the visual arts and music in the eighteenth century. The course will end with a consideration of the image of the Enlightenment in the nineteenth and twentieth centuries and of its alleged role in the 'foundation myth' of modernity.

Teaching: The course will be taught by both lectures and classes. There will be 20 lectures (HY315) and 20 classes (HY315.A) held in the MT and LT, and two revision sessions.

Written work: Students are required to do reading in preparation for classes and to write four essays.

Reading list: A full reading list will be provided at the start of the course. The following represent basic introductory reading only, and an indication of some primary sources: 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); I Krannik (Ed), *The Portable Enlightenment Reader* (1995).

Anthologies: Simon Eliot & Beverley Stern (Eds), *The Age of Enlightenment* (2 vols, 1979).

Assessment: Three-hour written examination in the ST.

HY316

The Independence and Partition of India

Teacher responsible: Dr J Chatterji, E602

Availability: Primarily for third year students in the BA History, BSc International History, BSc International Relations and History, BSc Government and History. Available to General Course students and as an outside option where regulations permit.

Core syllabus: What were the forces which led to the Partition of India in 1947: British policy; Muslim separatism or the unitary impulses of Indian nationalism?

Based upon specific sources and documents, this course will explore why the end of British rule in India was accompanied by Partition and the creation of Pakistan and assess some of the consequences of Partition for the subcontinent after independence.

Content: The course will be divided into two parts. In the first part, students will be introduced to Indian society, culture and politics under British rule, with a view to explaining the forces behind the emergence of separate and antagonistic 'Hindu' and 'Muslim' communal identities. In the second part the course will examine, in considerable detail and with the use of documents, politics in India between 1937 and 1947, with a particular emphasis on the complex negotiations for the transfer of power. It will explain why Partition was the outcome of these negotiations.

It will also discuss some of the unresolved legacies of Partition and explain why these have continued to cause instability and conflict in South Asia.

Teaching: There will be twenty lectures and twenty-two classes.

Written work: Students will be required to read documents and secondary literature for classes and to write four essays.

Reading list: A full reading list will be issued at the beginning of the course. The following are essential reading: F C R Robinson, *Separatism among Indian Muslims* (Cambridge University Press, 1974); G Pandey, *The construction of communalism on colonial North India* (Oxford University Press, Delhi, 1990); Ayesha Jalal, *The sole spokesman* (Cambridge University Press, 1985); Mushirul Hasan (Ed), *India's Partition* (Oxford University Press, Delhi, 1993); Mushirul Hasan, *Legacy of a divided nation* (Oxford University Press, Delhi, 1997); J Chatterji, *Bengal divided* (Cambridge University Press, 1994); Alistair Lamb, *The incomplete partition: the genesis of the Kashmir dispute* (Roxford Books, 1997).

Assessment: Three-hour written examination in the ST.

HY317

Politics and Culture in Early Modern Europe: From the Renaissance to the Scientific Revolution (1500-1640)

Teacher responsible: Dr J-P Rubiés, E500

Availability: Primarily intended for third year historians. Available for General Course students, and as an outside option where regulations permit.

Core syllabus: This course will study a number of central texts in the cultural revolution of the sixteenth and seventeenth centuries, reading them contextually and in a coherent sequence. It will aim at understanding the way in which fundamental processes of the period were debated or analysed by a number of significant writers, and how these debates transformed the cultural horizons of the Europeans. There will be a particular emphasis on the relation between religious controversy, secular learning and the formation of the state.

Content: A series of introductory lectures will focus on major events like Humanism and the Renaissance, the Reformation and the Counter Reformation, the discovery and conquest of America, Europe and the Ottomans, the French Wars of Religion, the Dutch revolt, the rise and decline of Spain, the Thirty Years War, and the Scientific Revolution. Each of these topics will be used as background for a more focused analysis of the cultural and intellectual history of the period, including texts by Machiavelli, Castiglione, Erasmus, Luther, Ignatius Loyola, Cortés, Las Casas, Bodin, Montaigne, Bacon, Galileo, Grotius and Descartes.

Teaching: 20 lectures and 20 seminars combined in a weekly two-hour session.

Written work: Students will be required to write 3 essays, and prepare two seminar presentations, one of which will be formally assessed.

Reading list: A full bibliography will be provided at the start of the course, including a wide selection of primary texts.

Background reading includes: J H Burns & M Goldie (Eds), *The Cambridge History of Political Thought 1450-1700*; E Cameron, *The European Reformation* (1991); A G Dickens, *The Counter Reformation* (1968); J H Elliott, *Spain and its World 1500-1700* (1989); F Gilbert, *Machiavelli and Guicciardini* (1965); J Franklin, *Jean Bodin and the rise of Absolutist Theory* (1976); J Henry, *The scientific revolution and the origins of modern science* (1997); M P Holt, *The French Wars of Religion, 1562-1629* (1995); H G Koenigsberger, *Politicians and Virtuosi. Essays in early Modern History* (1986); P Kristeller, *Renaissance thought* (1961); H G Koenigsberger & G Mossé, *Europe in the sixteenth century* (1989); G Parker, *The Dutch Revolt* (1985); R Popkin, *The history of scepticism from Erasmus to Spinoza* (1979).

Assessment: Three-hour written examination in the ST.

HY318

Leadership or Detachment? British Policy Towards Western Europe, 1947-1973

Teacher responsible: Dr N Piers Ludlow, E508

Availability: Primarily intended for third year students in the BA History, BSc International History, BSc International Relations and History, and BSc Government and History, although it is also available to students from other disciplines and general course students.

Core syllabus: The course will focus on Britain's relations with and policy towards its Continental neighbours during the first three post-war decades. A variety of published and unpublished documents will be used to explore Britain's role in this vital formative period for Western Europe.

Content: Britain's response to the Marshall Plan, Britain's role in the birth of NATO, the Empire and Atlantic alternatives to Europe in British planning, the Schuman Plan and the 1950 split, the European policies of the 1951-4 Churchill government, Britain and the issue of German rearmament, Britain's rejection of the Messina process and the EEC, the 1956-8 free trade area scheme, the formation of EFTA, the first British application to the EEC, the nuclear politics of Macmillan's EEC membership bid, the European policies of Wilson's first and second terms, the successful entry negotiations under Heath, the legacy of late arrival, and the political, economic and popular determinants of British policy.

Teaching: The course will be taught through 20 weekly lectures (10 in MT and 10 in LT) and 22 compulsory weekly classes. The latter will be centred around the discussion and analysis of a variety of primary documents. The final three classes are intended for revision.

Written work: Student are required to write at least four essays.

Reading list: A detailed reading list will be issued at the start of the course, but key titles include: Bayliss, *The Diplomacy of Pragmatism: Britain and the Formation of NATO, 1942-9* (1993); Young, *Britain, France and the Unity of Europe, 1945-51* (1984); Bartlett, *The Special Relationship: A Political History of Anglo-American Relations since 1945* (1992); Dell, *The Schuman Plan and the British Abdication of Leadership in Europe* (1995); Dockrill, *Britain's Policy for West German Rearmament 1950-1955* (1991); Kaiser, *Using Europe, Abusing the Europeans. Britain and European Integration, 1945-1963* (1996); Camps, *Britain and the European Community, 1955-63* (1964); Ludlow, *Dealing with Britain: the Six and the First UK Application to the EEC* (1997); Wilkes, *Britain's Failure to Enter the European Community, 1961-3: the enlargement negotiations and crises in European, Atlantic and Commonwealth relations* (1997); Kitzinger, *Diplomacy and Persuasion: How Britain joined the Common Markets* (1973).

Assessment: Three-hour written examination in the ST.

INTERNATIONAL RELATIONS

IR300.1	Foreign Policies of the Powers
IR300.3	Decisions in Foreign Policy
IR416.1	The External Relations of the European Union
IR421	Concepts and Methods of International Relations
IR902	New States in World Politics
IR903	Disarmament and Arms Limitation
IR904	International Verification

The courses listed above 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. **Second-year students who will be taking IR300 in their third year are asked to attend as many lectures as possible in the IR300.1 lecture series in their second year. Third-year BSc International Relations students who will be taking the IR200 examination at the end of their third year will be offered eight IR200 revision classes in the LT.**

IR100

The Structure of International Society

Teacher responsible: Professor C J Brown, D410

Availability: Where regulations permit.

Core syllabus: An examination of the theories and concepts designed to explain the nature of contemporary international relations.

Content: 1. The modern international system and the emergence of the academic study of international relations: realism, idealism and the 'English School'; contemporary theories. 2. State-centric international relations: power and statecraft, the balance of power, and war. 3. International organisation: The UN System, regional organisations, international regimes, 'global governance'. 4. The politics of the world economy: globalisation, 'north-south' relations. 5. Global social movements and the new agenda of international relations.

Reading list: A full course description and guide to reading will be provided: relevant course texts include J Baylis & S Smith (Eds), *Globalisation and World Politics*, 2nd edn, (Oxford UP, 2001); C Brown, *Understanding International Relations*, 2nd edn (Macmillan, 2001).

Teaching: Lectures: IR100.20 Lectures, MT and LT.

Classes: IR100.A.20 classes, beginning week 3 MT, two revision sessions in ST.

Written work: Students are required to write four essays of approximately 1,500 words, and to give at least one class presentation.

Assessment: A formal three hour examination in the ST (100%). Sample papers are included in the full course description.

IR200

International Political Theory

Teacher responsible: Dr P Wilson, D516

Availability: Course intended primarily for BSc International Relations and BSc International Relations and History.

Core syllabus: This is the core subject for specialists in international relations. It consists of a survey, in two parts, of thinking about international relations, with emphasis on the political aspects. The first part deals with classical theory, the second with modern.

Content: Ways of explaining and understanding international relations from Machiavelli, Grotius and Hobbes to the present day. The chief concerns are war, peace, international law and order, international justice, power, intervention and non-intervention, sovereignty, diplomacy, revolution and counter-revolution, nationalism and national self-determination, stability, change, human rights, international organization.

Teaching: There are twenty lectures (IR200) in the MT and LT. For BSc International Relations and General Course students, there are also twenty classes, beginning in the third week of the MT (IR200.A). Tutors will also provide further teaching support for BSc International Relations students in their third year, and eight weekly revision classes will be held for 3rd year students from week one of the LT.

Written work: Students are required to write four essays of a maximum length of 1,500 words each to be set and marked by class teachers. They are also expected to give at least one class presentation. In their third year, BSc International Relations students will write revision essays for their tutors.

Reading list: Chris Brown, *Understanding International Relations*; H Bull, *The Anarchical Society*; E H Carr, *The Twenty Years' Crisis*; I Clark, *The Hierarchy of States*; M Donelan, *Elements of International Political Theory*; A J R Groom & M Light, *Contemporary International Relations: A Guide to Theory*; F H Hinsley, *Power and the Pursuit of Peace*; E Luard (Ed), *Basic Texts in International Relations*; T Nardin & D Mapel (Eds), *Traditions of International Ethics*; M Wight, *International Relations: The Three Traditions*. **Supplementary materials:** At the first lecture a reading list will be distributed setting out the structure and content of the course and providing detailed guidance on reading, sample examination questions, suggested essay titles, and topics for class discussion.

Assessment: A three-hour examination paper in ST which requires that four questions be answered out of twelve. Candidates for the BSc International Relations are required to attend the lectures and classes in their second year of registration, but to sit the examination at the end of their third year of registration. All other students will normally sit the examination in the same year as that in which they attend lectures and classes.

IR201

Europe's Institutional Order

Teacher responsible: Dr K E Smith, D415

Availability: Course intended primarily for BSc International Relations and BSc International Relations and History second year.

Core syllabus: Examination of the development of Europe's institutional order in the post-war era and its evolution since the end of the Cold War. Analysis of the importance of European organisations for both their member states and international relations in general.

Content: The importance of international organisations for European states. Development and evolution of European organisations including: the Council of Europe, NATO, the European Union, the Organisation of Security and Cooperation in Europe, Comecon, and the Warsaw Treaty Organisation. Enlargement of European organisations. Sub-regional organisations in Europe.

Reading list: Useful introductions to the subject include: Clive Archer, *Organizing Western Europe* (Edward Arnold, 1990); Arie Bloed (Ed), *The Conference on Security and Cooperation in Europe: Analysis and Basic Documents* (Kluwer, 1993); Desmond Dinan, *Ever Closer Union? An Introduction to the European Union* (Macmillan, 1999); Brigid Laffan, *Cooperation and Integration in Europe* (Routledge, 1992); Hugh Miall, *Shaping the New Europe* (Pinter, 1993); Peter Stirk & David Weigall, *The Origins and Development of European Integration* (Cassell, 1998); J de Wilde & H Wiberg (Eds), *Organized Anarchy in Europe: The Role of Intergovernmental Organizations* (Tauris, 1996).

Teaching: There will be 19 weekly lectures (IR201), throughout the MT and into LT, and 19 weekly classes (IR201.A), starting in week 3 of the MT.

Written work: Students are expected to write 3 essays of a maximum length of 1,500 words each to be set and marked by the class teachers.

Assessment: One 5000-word long essay (20%), to be submitted on the last day of LT. One three-hour written examination (80%) in the ST.

IR300

Foreign Policy Analysis I

Teacher responsible: Professor M Light, D411

Availability: Students should have attended IR300.1 in their second year. Available to other Bachelor degree and General Course students but note that BSc IR students normally attend IR300.1, IR300.2, IR300.6 and IR902 over two years.

Core syllabus: The course analyses various perspectives on foreign policy, and the means of conduct of the main actors in the international system towards each other. It focuses mainly, but not entirely, on states.

Content: The external and internal influences on decision-making in foreign policy; the importance of bureaucracy, domestic political systems, economic development, and the groups affected by foreign policy; the problem of formulating goals and choosing policy instruments; psychological elements in policy making; the effect of transnationalism on foreign policy. The discussion classes combine a discussion of these theories with their application to the foreign policies of the United Kingdom, the United States and the Soviet Union/Russian Federation.

A detailed programme of lectures will be provided at the start of the session.

Reading list: Chris Brown, 'The State in Foreign Policy' in C Brown, *Understanding International Relations*, Macmillan, 1997, pp. 67-84; M Clarke & B White, (Eds), *Understanding Foreign Policy: The Foreign Policy Systems Approach*, Edward Elgar, 1989; C Hill & M Light, 'Foreign Policy Analysis' in Margot Light & A J R Groom (Eds), *International Relations: A Handbook of Current Theory*, Pinter, 1986, pp. 156-173; L Jensen, *Explaining Foreign Policy*, Prentice Hall, Englewood Cliffs, 1982; M Light, 'Foreign Policy Analysis' in A J R Groom & Margot Light (Eds), *Contemporary International Relations: A Guide to Theory*, Frances Pinter, 1994, pp. 93-108; R Macridis (Ed), *Foreign Policy in World Politics* (8th edn), Prentice Hall, Englewood Cliffs, 1992; P A Reynolds, *An Introduction to International Relations*, (3rd edn), Longmans, 1994, Part II and Part IV. A full list of references will be provided at the start of the course.

Teaching: Lectures: IR300.2, twelve, weekly ML; IR300.3, six, weekly LT; Revision lectures, three, weekly ST. Classes: IR300.2A, fifteen, weekly, ML (starting in week 6 MT). Students will find IR902 (ten lectures, weekly, LT) useful.

Written work: Students are required to write 4 essays of about 1,500 words each for their class teachers during the course and to make presentations in the discussion classes.

Assessment: A formal 3-hour examination in the ST.

IR300.1

Foreign Policies of the Powers

Teacher responsible: Dr D Jacquin-Berdal, D413

Availability: This lecture course is not examinable as a course in itself. It is offered to any interested students on its own, or as part of the teaching for the BSc Foreign Policy Analysis I course (IR300), the Diploma Foreign Policy Analysis II course (IR401) and the MSc Foreign Policy Analysis III course (IR411). It is only available as credit for General Course students as part of IR300 as a whole.

Core syllabus: The foreign policies and foreign policy processes of selected major states since 1945, depending on examination requirements and teachers available.

Content: An analysis of the foreign policies of a selected group of major states, with due regard to their respective national interests, external commitments, traditional values and other relevant factors. The role of internal group interests and electoral considerations. Constitutional

machinery for the formulation of foreign policy. Diplomatic services and techniques. Illustrative material will be drawn mainly from the post-1945 period. This year there will be lectures on Britain, the United States, the Soviet Union/Russia, France, West Germany, Canada, India, China and South Africa.

Teaching: A number of members of the International Relations Department, as well as guest lecturers, participate in the series. There will be thirty lectures in all.

Reading list: Recommended texts include

(a) **The United States:** Michael Hunt, *Ideology and US Foreign Policy*; G John Ikenberry (Ed), *American Foreign Policy: Theoretical Essays*.

(b) **The United Kingdom:** P Byrd (Ed), *British Foreign Policy under Thatcher*; Michael Clarke, *British External Policy-Making in the 1990s*.

(c) **The Soviet Union/Russia:** J Steele, *The Limits of Soviet Power*; M Light, *The Soviet Theory of International Relations*.

(d) **France:** Edward A Kolodziej, *French International Policy under de Gaulle and Pompidou*; Herbert Tint, *French Foreign Policy since the Second World War*.

(e) **Germany:** H Speier (Ed), *West German Leadership and Foreign Policy*.

IR300.3

Decisions in Foreign Policy

Teacher responsible: Professor W Wallace, D508

Availability: This lecture course is not examinable as a course in itself. It is offered to any interested students on its own, and as part of the teaching for the BSc Foreign Policy Analysis I course (IR300), the Diploma Foreign Policy Analysis II course (IR401) and the MSc Foreign Policy Analysis III course (IR411). It is only available as credit for General Course students as part of IR300 as a whole.

Core syllabus: The aim of the course of lectures is to provide case studies of six major decisions in foreign policy, with particular reference to questions of bureaucratic politics, long-range planning, and behaviour in crises.

Content: An examination, through case studies, of decision-making in the field of foreign policy. How can we apply theories of foreign-policy making to particular contexts, pressures and procedures? 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; South Africa and The Two China Policy (1985-95).

Teaching: A course of 6 lectures will be given in the LT which will complement the Foreign Policy Analysis lectures given in the MT (IR300.3). All students are advised to attend the lecture series IR300.2, **Foreign Policy Analysis** and IR300.1, **The Foreign Policies of the Powers** (various lectures). Other relevant lectures will be announced from time to time.

IR301

International Institutions I

Teacher responsible: Mr N A Sims, D609

Availability: Where regulations permit to undergraduate students with solid foundations in International Relations (including international political theory, history and law).

Core syllabus: Elements of international organisation: its theory and practice studied through the experience of selected international institutions.

Content: Major theoretical and empirical aspects of the work of international institutions and the role of international organisation. Integration 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; secretariats and intergovernmental assemblies and councils.

Teaching: Lecture series (IR301). Classes (IR301.A). There will be 24 lectures, throughout the MT and LT, and first 4 weeks of ST, and 20 classes, starting in week 3 of the MT and continuing through the LT (up to ST week 2).

Written work: Students are expected to write four essays of a maximum length of 1,500 words each in addition to at least one presentation (introduction to discussion) given in class. Class teachers will set and mark the essays and presentations.

Recommended reading: David Armstrong, Lorna Lloyd & John Redmond, *From Versailles to Maastricht: International Organisation in the Twentieth Century*, Macmillan, 1996; 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; Iris 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.

Assessment: One three-hour written examination in the ST.

IR302

The Ethics of War

Teacher responsible: Dr Katerina Dalacoura, D412

Availability: Course intended primarily for BSc International Relations 3rd year. Background in international relations, political science or philosophy is a prerequisite.

Core syllabus: The course examines the development of the just war tradition and the ways in which it has influenced (and it has been influenced by) the conduct of war.

Content: The beginnings of the ethical tradition: the right to go to war. Conditions governing the right. The pacifist and realist challenges to the ethics of war. The development of the rules of warfare, Geneva and the Hague. The basis of the rules: innocence and guilt, humanity and necessity. Ethical principles of warfare: discrimination, proportion and minimum force. Guerrilla warfare. Terrorism. The ethics of nuclear deterrence. The arms trade. Contemporary legal developments. Islam and just war.

Reading list: Michael Walzer, *Just and Unjust Wars: A Moral Argument with Historical Illustrations*, Basic Books, 2nd edn, 1992; Lawrence Freeman (Ed), *War*, Oxford University Press, 1994; Gordon Graham, *Ethics and International Relations*, Blackwell, 1997. A detailed reading list is distributed.

Teaching: Lectures: IR302, weekly for 16 weeks, ML. Classes: IR302A, weekly for 18 weeks, ML. 4 compulsory video showings.

Written work: Three essays of approximately 1,500 words and one class presentation.

Assessment: ST, formal, three hours, four questions chosen from twelve.

IR303

Regional Integration in Western Europe I

Teacher responsible: Professor W Wallace, D508

Availability: Familiarity with recent European history, politics and economic development are desirable.

Core syllabus: Development of West European institutions and integration since 1945, major policies, interaction with national governments and politics, external constraints, enlargement, developments since end of cold war.

Content: Emergence of Atlantic Alliance and of West European institutions; the cold war context; West European reconstruction and economic and social developments; contending political and theoretical approaches – federal, functional, neo-functional, intergovernmental; development of community policies, agriculture, budget, transport, etc.; the changing institutional balance among Council of Ministers, Commission, European Court of Justice, European Parliament, and intergovernmental cooperation; US-European relations, NATO and European security; 'civilian power' Europe and external economic relations; impact of German unification and moves towards eastern enlargement of EU and of NATO.

Reading list: D Dinan, *Ever Closer Union*, Palgrave, 1999; M Mazower, *Dark Continent: Europe's 20th Century*, Penguin, 1999; B Rosamund, *Theories of European Integration*, Palgrave, 2000; G Lundestad, *Empire by Invitation: the US and European Integration*, Oxford, 1998; H Wallace & W Wallace Eds, *Policy-making in the European Union*, Oxford, 2000.

Teaching: 20 lectures in MT and LT; 18 classes, starting in week 3 of MT.

Written work: Four essays; maximum length 1,500 words; allocated in class.

Assessment: A three-hour written examination in ST.

IR304

The Politics of International Economic Relations I

Teacher responsible: Dr D Josselin, D515

Availability: Course intended primarily for BSc International Relations 3rd year. Students from other degree programmes will be admitted by permission of the Course Coordinator.

Core syllabus: The economic factor in foreign policy; the development of thought about the relationship between international politics and the international economy.

Content: Power and politics in international economic relations. Major approaches in international political economy: economic nationalism, laissez faire, marxism and comparative political economy. The political economy of money, trade, production and development since 1944. Current debates: economic sanctions, economic security, regionalism, capital market integration, the role of non-state actors, globalisation and the retreat of the state.

Reading list: Basic references are: D Baldwin, *Economic Statecraft*; D Balaam & M Veseth, *Introduction to International Political Economy*; R Heilbroner, *The Worldly Philosophers*; S Strange, *States and Markets*; J Frieden & D Lake, *International Political Economy*. A detailed reading list will be given at the beginning of the course.

Teaching: 15 weekly lectures (IR304) commencing in week 1 of the MT and 18 weekly classes (IR304.A) commencing in week 3 of the MT. Five lectures on **Introduction to Economics** (IR304).

Written work: Students deliver class papers and write four essays of a maximum length of 1,500 words each.

Assessment: A three-hour written examination in ST, four questions chosen from twelve.

IR305

Strategic Aspects of International Relations

Teacher responsible: Dr Christopher Coker, D511

Availability: For second or third year students and General Course

students. Also to students from other institutions by arrangement with the teacher.

Core syllabus: Analyses various perspectives on strategy and war, the way war is conducted by states and within states and focuses on the way different cultures understand strategic outcomes.

Content: The attempt to humanise war; the rise of humanitarian war; the western way of warfare; non-western ways of war, including Asian/Middle East; asymmetrical warfare; the Revolution in Military Affairs; Clausewitz and the western way of warfare; war in the developing world; war and genocide, terrorism, nuclear proliferation and crime; Post-Human warfare. The discussion classes combine a discussion of these topics with their application by states in the international system.

Reading list: Daniel Pick, *The War Machine*; Martin van Creveld, *War and Technology*; Charles Gray, *Post-Modern War*; Martin van Creveld, *On Future War*; John Keegan, *A History of Warfare*.

Teaching: There will be a series of 15 lectures (IR305) running through MT and LT. Fifteen weekly classes will be arranged, commencing in Week 3 of MT followed by revision classes. The classes are compulsory. Students will be expected to contribute to class discussions and present papers each week.

Written work: Students will be required to write 4 essays (c1,500 words each) in the course of the year, in MT and LT.

Assessment: An unseen, 3-hour examination in the ST (100%).

IR306

Sovereignty, Rights and Justice: Issues in International Political Theory

Teacher responsible: Professor C J Brown, D410

Availability: Third year Option for BSc International Relations and BSc International Relations and History. Available as an outside option. No prerequisites.

Core syllabus: Combines insights and concepts from political theory and international relations theory, and focuses on modern debates on sovereignty, the rights of states, individuals and peoples, and international justice.

Content: The cosmopolitan-communitarian debate; sovereignty and the norm of non-intervention; the contemporary international human rights regime; the rights of peoples; the politics of humanitarian intervention (with case studies); justice in classical international thought; global social justice. Further details will be provided at the start of the session.

Reading list: A detailed list of references will be provided: Widely used books include: T Dunne & N J Wheeler (Eds), *Human Rights in Global Politics* (CUP, 1999); N J Wheeler, *Saving Strangers* (OUP, 2000); C R Beitz (Ed), *International Ethics* (Princeton, 1985).

Teaching: 20 weekly lectures (IR306) commencing in week 1 of MT and 18 weekly classes (IR306.A) commencing week 3 of MT.

Written work: Students will write four essays, maximum length of 1,500 words, each during the year, and to introduce class discussions.

Assessment: A formal three-hour written examination (100%).

IR308

Systemic Change in the Twentieth Century: Theories of the Cold War

Teacher responsible: Dr John Kent, D407

Availability: For 3rd year International Relations and General Course students and as an outside option for 2nd and 3rd year students.

Core syllabus: The course examines the nature of the Cold War system, the theories of its origins, causes and consequences, its relationship to systemic change and the reasons for its end.

Content: The course will provide a general analytical overview of the nature of and debates on the Cold War system and why it has been confused with all aspects of Soviet-American relations between the end of the Second World War and the collapse of the Soviet Union. The nature and significance of the systemic changes which its onset and sudden end produced will be analysed. And from a regional and systemic perspective the course will attempt to provide explanations of how the Cold War was fought in different time periods and how the goals changed. There will be coverage of how the Cold War has been explained in the literature and of how the Cold War explains the nature of the literature on great power relations after World War II. Emphasis will be given to the changing nature of the relationship between Cold War and Hot War and their respective military requirements. There will be coverage of how domestic requirements, regional problems and international developments interacted within the Cold War system. And there will be an examination of the distinguishing characteristics of the Cold War world and the nature of the international systems which preceded and followed it.

Teaching: 13 lectures commencing week 1 of MT (IR308) and 19 classes (IR308.A) commencing in week 3 of MT.

Written work: Students are expected to write four essays, each of a maximum length of 1,500 words, during the course of the year.

Reading list: Deborah Welch Larson, *Anatomy of Mistrust* (1997); Odd Arne Westad (Ed), *Reviewing the Cold War: Approaches, Interpretations, Theory* (2000); R L Garthoff, *The Great Transition American-Soviet Relations and the End of the Cold War* (1994); Matthew Evangelista, *Unarmed Forces* (1999); Scott Lucas, *Freedom's War The US Crusade Against the Soviet Union 1945-1956* (1999); W La Feber, *America, Russia and the Cold War 1945-1996* (8th edn, 1997); M Light, *The Soviet Theory of International Relations* (1988); F Halliday, *The Making of the Second*

Cold War (1983); F Fukuyama, *The End of History and the Last Man* (1992); Richard N Lebow & Thomas Risse-Kappen, *International Relations Theory and the End of the Cold War* (1995).

Assessment: A 3 hour unseen written examination divided into two sections with students required to answer questions on both general, theoretical and interpretative issues and more, empirical topics.

IR399

Essay Option

This option is governed by the following provisions:

1. The object of the essay option is to give candidates an alternative opportunity to demonstrate the quality of their unaided work, and Examiners to assess it. The essay should be an independent examination of an issue in which the candidate already has an interest. It should constitute a coherent body of argument expressing the candidate's own understanding of a particular subject; plagiarism must be avoided. It may rely entirely on books and journal articles. No special credit will be given for original material such as unpublished documents, newspapers, files or personal interviews.

2. The essay may be submitted under paper 12. It should normally be on a subject which lies within the field of International Relations as taught at this School. Candidates must secure the approval of their Tutor for the title of their essay, but the Tutor should not be expected to suggest a subject. The Tutor will in turn seek the Department's approval and inform the candidate when this has been given or the title referred back for further consideration. **Approval should therefore be sought in good time, normally before the end of the candidate's second year, but in any case no later than the end of the first term of their final year.**

3. Examiners assessing the essay will look not only for factual accuracy but also for evidence of skill in analysis and logical reasoning and in organisation and relevance of material. The text should be satisfactory as to literary presentation and be accurate in point of spelling, grammar and punctuation.

4. An indication of the sources used in the preparation of the essay should be provided in the form of a bibliography, but it need not be extensive.

5. The number of footnotes should normally be kept to a minimum, but they should be inserted in support of the more particularist or contentious statements. Direct quotations from any published or unpublished work must be accurately cited in the text or by means of footnotes, and normal scholarly practice should be followed in acknowledging the contribution of the ideas of other scholars.

6. The essay option is equal in value to each of the seven papers taken in the third year by the conventional examination method.

7. Tutors may give candidates general guidance only. Thus, they may discuss the broad subject of the essay at the time of its submission for approval and suggest source material. They may also give general advice on points of difficulty which arise during its preparation, including such matters as footnoting and bibliography. But Tutors and any other teachers must not read a draft of the essay or any part of it. Candidates must not, therefore, invite their Tutors or any other teachers to comment on any draft of the essay.

8. **The essay must not exceed 10,000 words in length; to include footnotes but not front page, contents page or bibliography. The 10,000-word limit should be treated seriously.**

It should be typed in double spacing on one side of the paper only and with a wide margin. The pages should be numbered consecutively and adequately secured. The essay must not bear the candidate's name.

Instead, the candidate's number (which will be received in good time from the Examinations Office) should be inscribed on the title page together with this rubric:

BSc International Relations 2002. 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 BSc degree. The essay will not be returned: the candidate is advised, therefore, to retain a duplicate copy.

10. Candidates may be called for an oral examination in which the Examiners may, among other things, wish to satisfy themselves that the essay is the candidate's own work. Any such examination will, of necessity, be arranged at short notice and will probably be held in the last week of June or in the first week of July. Candidates should, therefore, inform the Departmental Administrator as to where they may be contacted during that time if they will not be at the term-time address held in the Undergraduate Office.

Enquiries to the Chairman of Examiners in International Relations who is responsible for the administration of this Essay Option on behalf of the Department.

IR416.1

External Relations of the European Union

Teacher responsible: Professor C J Hill, D409

Availability: This course is primarily part of the teaching for the MSc course IR416 **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 equally with pre-Maastricht events. **Content:** The syllabus deals with the external ramifications of common policies in trade, agriculture, and steel, together with the evolving relations between the Union and the Third World, and the emergence of European Political Cooperation from 1970 onwards, succeeded by The Common Foreign and Security Policy in 1993. Relations with important states or groups of states are given particular attention, namely the United States and Japan, the Eastern and Central European countries, and the Lomé Conventions with the African, Caribbean and Pacific countries. The impact on the Union of the end of the Cold War is also an important focus.

Teaching: There will be twelve one-hour lectures, beginning half-way through the MT and ending half-way through the LT. They will be immediately followed by five guest seminars which will last for ninety minutes each.

Basic reading list: D Buchan, *Europe: The Strange Superpower*, Dartmouth, 1993; 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; Elfriede Regelsberger, Philippe de Schoutheete de Tervarent & Wolfgang Wessels (Eds), *Foreign Policy of the European Union: from EPC to CFSP and Beyond*, Lynne Rienner, 1997; Reinhardt Rummel (Ed), *The Evolution of an International Actor*, Boulder, Westview, 1990; Charlotte Brotherten & John Vogler, *The European Union as a Global Actor*, Routledge 1999; Martin Holland (Ed), *Common Foreign and Security Policy: the Record and Reforms*, Pinter, 1997; Simon Nuttall, *European Political Cooperation*, Clarendon Press, 1992; Christopher Piening, *Global Europe: The European Union in World Affairs*, Lynne Rienner, 1997.

IR421

Concepts and Methods of International Relations

Teacher responsible: Mr M Hoffman, D512

Availability: Course intended primarily for MSc International Relations (Specialist and Research Tracks), MSc History and Theory of International Relations and MSc 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 BSc 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.

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: There are ten lectures (IR421.1) in the MT. A weekly seminar (IR421.2) for MSc and Diploma candidates for examination in the subject will be held in the LT and ST open also to research students.

Written work: At least three essays are set and marked by the seminar teacher.

Reading list: A detailed reading list will be provided at the first meeting. Useful surveys and textbooks are: K Booth & S Smith (Eds), *International Relations Theory Today* (1994); C Brown, *International Relations Theory: New Normative Approaches* (1992); S Burchill & A Linklater (Eds), *Theories of International Relations* (1996); J George, *Discourses of Global Politics* (1994); F Halliday, *Rethinking International Relations* (1994); I Neuman & O Weaver (Eds), *The Future of International Relations: Masters in the Making* (1997); V S Peterson (Ed), *Gendered States* (1994); S Smith, K Booth & M Zaleski (Eds), *International Theory: Positivism and Beyond* (1996); C Sylvester, *Feminist Theory and International Relations in a Postmodern Era* (1994).

Assessment: The MSc examination in Concepts and Methods consists of a three-hour paper taken in mid-June, with three questions out of 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.

IR902

New States in World Politics

Teacher responsible: Dr Peter Lyon, Institute of Commonwealth Studies (020 7862 8838)

Availability: Course intended primarily for BSc International Relations, MSc, Diploma World Politics and other graduate students. This course is not intended as preparation for any particular examination.

Core syllabus: This is a comparative and thematic treatment of the subject, not only of contemporary new states but also viewed historically at least since the 18th century.

Content: Comparative evaluation of the ways in which new states emerge into independence, their assets and liabilities for the conduct of their international affairs, and their roles as producers or consumers of international order. The contemporary new states in terms of: statehood and nationhood; neutralism and non-alignment; imperialism, colonialism and neo-colonialism; praetorianism and populism; autonomy and autarchy; irredentism and secessionism. The viability of statehood and future prospects.

Teaching: One lecture course of one lecture a week taught in the LT (IR902).

Written work: None.

Basic reading: Benedict Anderson, *Imagined Communities*; Hedley Bull (Ed), *The Expansion of International Society*; S E Finer, *The Man on*

Horseback; C Geertz (Ed), *Old Societies and New States*; J 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*; W David McIntyre, *British Decolonisation 1946-1997*. [Further reading will be provided as the course proceeds.]

IR903

Disarmament and Arms Limitation

Teacher responsible: Mr N A Sims, D609

Availability: 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.

Content: Sequences of diplomacy, functions of the League of Nations, United Nations and treaties in the promotion of disarmament as an element in international public policy. Changing conceptions of disarmament and arms limitation. Nuclear arms control. Biological and chemical disarmament. The review conference and its significance as a feature of treaty régimes. Negotiations and proposals for new treaties. Evolution and reinforcement of treaty 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: 15 lectures, MT and LT (IR903).

Written work: None.

Reading list: C D Blacker & G Duffy (Eds) for the Stanford Arms Control Group, *International Arms Control* (2nd edn); H Bull, *The Control of the Arms Race*; N W Gallagher (Ed), *Arms Control*; J A Larsen & G J Rattray (Eds), *Arms Control toward the 21st Century*; S de Madariaga, *Disarmament*; A Myrdal, *The Game of Disarmament*; P J Noel-Baker, *The Arms Race*; N A Sims, *The Diplomacy of Biological Disarmament*. Contextual reading is also advised, for students to derive full benefit from this course, and a longer list is distributed at the first lecture in this series.

Office hour: Mr Sims is normally available to see students briefly without prior appointment during his regular "office hour" in D609. For longer meetings appointments may be made with his secretary in D611.

IR904

International Verification

Teacher responsible: Mr N A Sims, D609

Availability: Course intended 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 IR903 which students should attend in the MT and first half of the LT. Some familiarity with the elements of international organisation, in particular the United Nations system, is also expected.

Core syllabus: The practice and problems of the verification of compliance with international obligations, especially in relation to disarmament and arms limitation treaties, but with some attention paid to other systems of international supervision for comparison of concepts and procedures.

Content: The social and legal bases of compliance. Problems of the Domestic Analogy in International Relations, applied to the conceptual vocabulary of verification. Concepts of compliance diplomacy: the adversarial and 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: 5 lectures, LT (IR904).

Written work: None.

Reading list: I Bellany & C D Blacker (Eds), *The Verification of Arms Control Agreements*; British Medical Association, *Biotechnology, Weapons and Humanity*; 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*; VERTIC, *Verification Yearbook 2000*; O R Young, *Compliance and Public Authority*.

Office hour: See under IR903.

IR905

Disarmament and Verification Seminar

Teacher responsible: Mr N A Sims, D609

Availability: 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 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: Five meetings in the ST (IR905).

Written work: None.

Reading list: None.

LSE LANGUAGE CENTRE

LN100

Russian Language and Society 1

Teacher responsible: Dr Olga Sobolev, C513

Availability: For undergraduates where regulations permit. An A-level pass or foreign equivalent is required.

Core syllabus: Advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of politics, economics and society.

Content: (a) Speaking: individual and group oral presentations; (b) Writing: translation and short essay; (c) Reading: topical texts; (d) Listening: TV, Video and Audio tapes; and (e) Transferable skills.

Reading list: K Kelly & D Shepherd, *Russian Cultural Studies*, Oxford University Press, 1998; Rzhnevsky, *The Cambridge Companion to Modern Russian Culture*, Cambridge University Press, 1998; R Seivice, *Russian History in Twentieth Century*, Penguin, 1999.

Teaching: 4 hours per week, which will feature: (a) Lectures; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using Language Laboratory, IT and Web-based material.

Written work: Weekly exercises.

Assessment: (a) 3 hour examination (60%); (b) Oral presentation (20%); and (c) Portfolio of language work (20%).

LN110

German Language and Society 1

Teacher responsible: Mrs Astrid Küllmann-Lee, C514

Availability: For undergraduates where regulations permit. An A-level pass or foreign equivalent is required.

Core syllabus: Advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of politics, economics and society.

Content: (a) Speaking: individual and group oral presentations; (b) Writing: translation and short essay; (c) Reading: topical texts; (d) Listening: TV, Video and Audio tapes; and (e) Transferable skills.

Reading list: D Grosser, *Politik, Wirtschaft und Gesellschaft*; V Braun, *Unvollendete Geschichte*; M Frisch, *Andorra*; H Böll, *Die verlorene Ehre der Katharina Blum*; O von Horvath, *Eine Kindheit; Tatsachen über Deutschland/Facts about Germany* (Societàs-Verlag).

Teaching: 4 hours per week, which will feature: (a) Lectures; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using Language Laboratory, IT and Web-based material.

Written work: Weekly exercises.

Assessment: (a) 3 hour examination (60%); (b) Oral presentation (20%); and (c) Portfolio of language work (20%).

LN120

Spanish Language and Society 1

Teacher responsible: Ms Mercedes Coca, C515

Availability: For undergraduates where regulations permit. An A-level pass or foreign equivalent is required.

Core syllabus: Advanced study in: (a) Speaking; (b) Writing; (c) Reading (d) Listening, within the framework of politics, economics and society.

Content: (a) Speaking: individual and group oral presentations; (b) Writing: translation and short essay; (c) Reading: topical texts; (d) Listening: TV, Video and Audio tapes; and (e) Transferable skills.

Reading list: E Galeano, *Las Venas Abiertas de América Latina*; H Graham & J Labanyi (Eds), *Spanish Cultural Studies*; J Hooper, *Los Nuevos Españoles*.

Teaching: 4 hours per week, which will feature: (a) Lectures; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using Language Laboratory, IT and Web-based material.

Written work: Weekly exercises.

Assessment: (a) 3 hour examination (60%); (b) Oral presentation (20%); and (c) Portfolio of language work (20%).

LN130

French Language and Society 1

Teacher responsible: Mr Hervé Didiot-Cook, C520

Availability: For undergraduates where regulations permit. An A-level pass or foreign equivalent is required.

Core syllabus: Advanced study in: (a) Speaking; (b) Writing; (c) Reading (d) Listening, within the framework of politics, economics and society.

Content: (a) Speaking: individual and group oral presentations; (b) Writing: translation and short essay; (c) Reading: topical texts; (d) Listening: TV, Video and Audio tapes; and (e) Transferable skills.

Reading list: D Daeninckx, *Meurtres pour Mémoire*; S Berstein & P Milza, *Histoire de la France au XXe siècle*.

Teaching: 4 hours per week, which will feature: (a) Lectures; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using Language Laboratory, IT and Web-based material.

Written work: Weekly exercises.

Assessment: (a) 3 hour examination (60%); (b) Oral presentation (20%); and (c) Portfolio of language work (20%).

LN200

Russian Language and Society 2

Teacher responsible: Dr Olga Sobolev, C513

Availability: For undergraduates who have either successfully completed the first year programme (LN100) or who can show other evidence of the necessary degree of proficiency.

Core syllabus: Further advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of politics, economics and society.

Content: (a) Speaking: individual and group oral presentations; (b) Writing: translation and short essay; (c) Reading: topical texts; (d) Listening: TV, Video and Audio tapes; and (e) Transferable skills.

Reading list: K Kelly & D Shepherd, *Russian Cultural Studies*, Oxford University Press, 1998; Rzhnevsky, *The Cambridge Companion to Modern Russian Culture*, Cambridge University Press, 1998; R Seivice, *Russian History in Twentieth Century*, Penguin, 1999.

Teaching: 3 hours per week, which will feature: (a) Lectures; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using Language Laboratory, IT and Web-based material.

Written work: Weekly exercises.

Assessment: (a) 3 hour examination (60%); (b) Oral presentation (20%); and (c) Extended essay (20%).

LN210

German Language and Society 2

Teacher responsible: Mrs Astrid Küllmann-Lee, C515

Availability: For undergraduates who have either successfully completed the first year programme (LN110) or can show other evidence of the necessary degree of proficiency.

Core syllabus: Further advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of politics, economics and society.

Content: (a) Speaking: individual and group oral presentations; (b) Writing: translation and short essay; (c) Reading: topical texts; (d) Listening: TV, Video and Audio tapes; and (e) Transferable skills.

Reading list: H Plötsch, *Die Deutsche Demokratie*; G Buchner, *Die Bundesrepublik Deutschland. Basiswis-sen für Staatsbürger*; R Menasse, *Erklär mir Österreich*.

Teaching: 3 hours per week, which will feature: (a) Lectures; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using Language Laboratory, IT and Web-based material.

Written work: Weekly exercises.

Assessment: (a) 3 hour examination (60%); (b) Oral presentation (20%); and (c) Extended essay (20%).

LN220

Spanish Language and Society 2

Teacher responsible: Ms Mercedes Coca, C515

Availability: For undergraduates who have either successfully completed the first year programme (LN120) or who can show other evidence of the necessary degree of proficiency.

Core syllabus: Further advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of politics, economics and society.

Content: (a) Speaking: individual and group oral presentations; (b) Writing: translation and short essay; (c) Reading: topical texts; (d) Listening: TV, Video and Audio tapes; and (e) Transferable skills.

Reading list: L De Sebastián, *Mundo rico, Mundo pobre (doce tesis para interpretar América Latina)*; J P Fussi & J Palafox, *España: el Desafío de la Modernidad 1808-1996*; G García Marquez, *Fantasia y creación artística en América Latina y el Caribe*.

Teaching: 3 hours per week, which will feature: (a) Lectures; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using Language Laboratory, IT and Web-based material.

Written work: Weekly exercises.

Assessment: (a) 3 hour examination (60%); (b) Oral presentation (20%); and (c) Extended essay (20%).

LN230

French Language and Society 2

Teacher responsible: Mr Hervé Didiot-Cook, C520

Availability: For undergraduates who have either successfully completed the first year programme (LN130) or who can show other evidence of the necessary degree of proficiency.

Core syllabus: Further advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of politics, economics and society.

Content: (a) Speaking: individual and group oral presentations; (b) Writing: translation and short essay; (c) Reading: topical texts; (d) Listening: TV, Video and Audio tapes; and (e) Transferable skills.

Reading list: Daniel Pennac, *La Fée Carabine*; S Berstein & P Milza, *Histoire de la France au XXe siècle*.

Teaching: 3 hours per week, which will feature: (a) Lectures; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using Language Laboratory, IT and Web-based material.

Written work: Weekly exercises.

Assessment: (a) 3 hour examination (60%); (b) Oral presentation (20%); and (c) Extended essay (20%).

LN250

English Literature and Society

Teacher responsible: Mr Angus Wrenn, C614

Availability: For undergraduates where regulations permit. An A-level pass or equivalent is recommended but not required (especially for General Course students).

Core syllabus: (a) Study of 20th century British literature in its socio-political context; (b) Critical appreciation of British Literature and the elements of style in prose, poetry and drama; (c) Study of major cultural

themes eg Literature of War; Imperialism; Feminism; (d) Study of individual authors.

Content: (a) Modernism; Political Engagement; Social Realism; Theatre of the Absurd; Post-Colonial Literature; Celtic Literature; Post-Modernism; (b) Several trips to theatre productions during the year; (c) Extensive use of archive recordings of authors, and video; (d) Students encouraged to draw upon background in their main discipline, and to read widely.

Reading list: Malcolm Bradbury, *The Modern British Novel*; Raymond

Williams, *Culture and Society*; Edward Said, *Culture and Imperialism*; Camille Paglia, *Sexual Personae*; Paul Fussell, *The Great War and Modern Memory*; John Carey, *The Intellectuals and the Masses*.

Teaching: 2 hours per week, featuring: (a) Lectures on a range of authors and themes; (b) Classes including students' presentations; (c) Revision Workshops; (d) Tutorials.

Written work: 3 essays per term; presentations.

Assessment: 3 hour written examination.

(French) students and BA 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 UK. It also provides an introduction to administrative law, civil liberties and human rights.

Content:

- (1) The characteristics of the British Constitution in the context of European Union.
- (2) The institutions of government: (a) Cabinet Government, Central Government Departments and Civil Service, Police. (b) Devolved and Regional Government and Agencies. Local Government. (c) Legislatures: functions, representation, elections. (d) The Judiciary, Judicial Review of the administrative action. (e) Civil liberties and Human Rights.

Teaching: Lectures (LL106); MT and LT, 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: Reading is contained in the study guide and recommended by individual class teachers.

Supplementary reading list: The study guide with a detailed further reading list including periodical literature is available in the Library and in the Public Folders.

Assessment: Three hour written examination in the ST.

LL108

Criminal Law

Teacher responsible: Professor N Lacey, A463

Availability: The course is compulsory for Intermediate LLB and LLB (French) students and BA Anthropology and Law 3rd year students. There are no pre-requisites for it.

Core syllabus: The course examines the emergence and structure of the 'general part' of criminal law and selected areas of the special part of criminal law in the context of theories of the aims and functions of criminalisation.

Content:

- The contribution of criminal law to social order in modern societies and justification for the exercise of the state's criminal justice power;
- the conceptual framework of criminal liability (conduct, responsibility, capacity, defences);
- criminal law's construction and regulation of interests in property (with particular reference to the offences of theft and deception);
- attempts;
- regulatory offences (with special reference to drugs);
- homicide;
- the criminal regulation of sexuality and the enforcement of morality (with special reference to rape and the regulation of homosexuality);
- criminal law's regulation of non-fatal violence against the person;
- secondary participation in crime.

Teaching: Teaching is by 40 hours of lectures (LL108) and 23 classes. Detailed reading lists are provided and students are expected to be fully prepared beforehand in order to be able to participate in class.

Written work: This will be set by the teacher in charge of the class. A minimum of two pieces of written work will be required, usually one essay and one problem.

Reading list: Students will be expected to read the relevant parts of N Lacey & C Wells, *Reconstructing Criminal Law* (2nd edn, 1998); they may also find it useful to buy Andrew Ashworth, *Principles of Criminal Law* (3rd edn, 1999); or M Allen, *Introduction to Criminal Law* (3rd edn, 1997). They will also be expected to read all cases and materials marked as primary on the detailed reading lists provided. Additional reading in the shape of cases and materials designated as secondary is set out on the reading sheets.

Assessment: One three-hour paper in the ST. Four questions to be answered out of ten.

LL109

Introduction to the Legal System

Teacher responsible: Professor W T Murphy A372

Availability: Compulsory for first year LLB and LLF students.

Core syllabus: The course is designed as a foundation course to make law students familiar with the basic institutions of the legal system.

Content:

1. The legislature, the courts and other methods of dispute settlement.
2. The personnel of the legal system, including judges, lawyers and magistrates.
3. The basic division of substantive law; criminal law and civil law; domestic, transnational and international law.
4. The major differences between Civil Law and Common Law systems.

LAW

LL101

English Legal Institutions

Teacher responsible: Dr Kate Malleson, A357

Availability: Available to students on any Bachelor's degree where regulations permit and to General Course students. Students are not expected to have any prior knowledge of the law.

Core syllabus: To introduce students to the basic features of the legal system; the law making system through legislation and the common law and the civil and criminal justice system.

Content: The structure of the court system; sources of law – case law and statute; civil and criminal processes – pre-trial, trial and appeal; the personnel of the legal system, including judges, magistrates, juries, barristers and solicitors; legal aid and advice.

Reading list: There is no one set text. Suggestions for texts will be given at the start of the course. Additional material will be made available through the course web-site.

Teaching: One lecture per week and one class per week. Lecture notes, course material and other information will also be disseminated via the course web-site.

Written work: One essay to be produced in the MT and one essay in the LT.

Assessment: A three hour essay-based written examination in the ST. Students must answer four questions out of ten.

LL104

Law of Obligations

Teacher responsible: Professor H Collins, A342

Availability: This is a compulsory course for Intermediate LLB and LLB (French Law) students and BA Anthropology and Law first year students.

Core syllabus: An introduction to the basic principles of the law of obligations, which comprises the law of contract, the law of tort, and the law of unjust enrichment (restitution).

Content: Introduction to the law of contract with particular application to consumer transactions, including formation of contracts, express and implied terms, misrepresentation, exclusion clauses, remedies for breach of contract, and regulation of consumer transactions. Introduction to the principles of the law of unjust enrichment or restitution. Liability in tort for personal injuries, including negligence, and special statutory regimes such as occupiers liability, employers liability, and product liability. Remedies for torts, including alternative compensation systems.

Teaching: The course is taught by means of two lectures (LL104) per week and one class (LL104.A) per week. The lectures will be given by a number of different teachers. The basic work is done through the classes, and the lectures are designed to introduce the topics on the syllabus.

Written work: A student will be expected to produce at least four pieces of written work in the course of the year. This will be set, marked and returned by each class teacher.

Reading list: A general reading list will be issued at the commencement of each term. Students should follow the advice of their class teachers as to the textbooks to be read.

Assessment: Three-hour formal examination in the ST, which requires candidates to answer questions in contract, tort, and unjust enrichment (restitution).

There is a resit examination in this paper in September.

LL105

Property I

Teacher responsible: Mr R A Pottage

Availability: This is a compulsory course for Intermediate LLB and LLB (French) students and 2nd year BA Anthropology and Law.

Core syllabus: The aim is to introduce students to the role of property concepts in legal and social thought. Particular attention is paid to the context, development and function of property forms in English law.

Content: The course encompasses a broad range of established and emergent property forms, ranging from questions of copyright and share ownership to aspects of real property. Extensive use will be made of historical and other general commentaries on the question of property.

Teaching: Two lectures a week (LL105) and one 2-hour seminar (LL105.A).

Reading list: Murphy & Roberts, *Understanding Property Law*; Ryan, *Property and Political Theory*; Ryan, *Property*.

Assessment: A two-hour formal examination in the ST on which the entire assessment for the course is based.

LL106

Public Law: Elements of Government

Teacher responsible: Professor C R Harlow, A541

Availability: This is a compulsory course for Intermediate LLB and LLB

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5. Basic techniques of legal reasoning; precedent and statutory interpretation.

6. The provision and delivery of legal services to society.

Reading list: There is no one set text. Suggestions for texts will be given at the start of the course. Additional material will be made available through the public folders.

Teaching: Two lectures per week and one class per week MT.

Written work: One essay.

Assessment: A two hour essay-based written examination in the ST. Students must answer two questions out of ten.

LL201

Administrative Law

Teachers responsible: Professor R Rawlings, A121 and Professor C R Harlow, A541

Availability: This course is optional for 2nd or 3rd year LLB and LLB (French) students and BA Anthropology and Law. The course is available as an outside option in the BSc (Econ) and is especially appropriate for students of government and politics.

Core syllabus: The course examines the law relating to public administration and, in particular, the possibilities, limitations and desirability of legal intervention.

Content: History and theories of Administrative Law; the Administrative Process and its characteristics; Administrative Tribunals; Judicial Review; the Ombudsmen and the Citizens Charter; the European Dimension. Special studies will be made of the relationship between Law and Administration in such subjects as (i) Welfare Benefits; (ii) Asylum; (iii) Regulation; (iv) Parole.

Teaching: 25 2-hour Seminars (LL201) held weekly. These are conducted by Professor R Rawlings and Professor Carol Harlow.

Written work: A minimum of two essays will be required.

Reading list: Harlow & Rawlings, *Law and Administration* (2nd edn, 1997). Further reading includes the following list. Books marked with an asterisk have two copies available in the Teaching Library. Articles will be recommended and supplied. P Craig, *Administrative Law* (4th edn, 1999); P Cane, *Introduction to Administrative Law* (3rd edn, 1996); G Richardson & H Genn (Eds), *Administrative Law and Government Action* (1994). Detailed reading lists will be made available in public folders.

Assessment: One three-hour examination in the ST, containing nine questions of which four are to be answered.

LL202

Commercial Contracts

Teacher responsible: Professor Hugh Collins, A342

Availability: This is an optional course of LLB and LLB (French) part 1 and II, and BA Anthropology and Law. Completion of LL104 **Law of Obligations** is normally a prerequisite.

Core syllabus: A study of the legal regulation of selected types commercial contracts in their business context.

Course content: (A) Sale of goods in the context of transactions between businesses of manufactured goods, focusing on problems for the regulation of quality and the extraction of payment. (B) License of intellectual property rights in the context of a business format franchise, focusing on problems of disclosure, incentives, and agreed remedies. (C) Provision of services in the context of a construction contract, focusing on problems of risk allocation, privity of contract, competition, and alternative dispute processes. (D) Financial instruments in the context of futures contracts for raw materials, focusing on problems of negotiability, regulation of markets, enforceability and remedies.

Teaching: There will be one 2 hour lecture a week, which includes discussion and small group exercises. Additional small classes meet twice each term.

Written work: Written work will be required each term.

Reading list: A complete reading list is distributed at the beginning of the year.

Textbooks: H Collins, *Law of Contract*, Beale, Bishop & Furmston, *Contract: Cases and Materials*.

References: M Bridge, *The Sale of Goods*; R Cranston (Ed), *Commercial Law*; R Goode, *Commercial Law*; L Sealey & R Hooley, *Text and Materials in Commercial Law*; S Worthington, *Personal Property Law*.

Assessment: One three-hour examination in the ST.

LL203

Law of Business Associations

Teachers responsible: Professor P Davies, A457, Dr E Micheler, A356 and Dr S Worthington, A159

Availability: This course is optional for 2nd and 3rd year LLB and LLB (French) students and BA Anthropology and Law. Students are advised, where possible, to take the course as a 3rd year rather than a 2nd year option.

Core syllabus: This course examines the structure of the corporate and other legal vehicles through which business may be carried on in the private sector of the economy.

Content: Introduction to business associations; corporate personality and dealings with third parties; limited liability and creditor protection; shares and shareholding; directors' duties and their enforcement; protection of minority shareholders; corporate governance.

Reading list: L Sealy, *Cases and Material on Company Law* (6th edn, 1996); P Davies (Ed), *Gower's Principles of Modern Company Law* (6th edn, 1997); B Cheffins, *Company Law: Theory, Structure and Operation* (1997).

Teaching: 38 lectures (20 in MT and 18 in LT) plus 12 two-hour seminars, spread over MT, LT and ST.

Written work: At least one piece of written work will be required in each of MT and LT.

Assessment: Three hour written examination, plus 15 minute reading period. Unmarked statutory materials may be taken into the examination.

LL204

Advanced Torts

Teacher responsible: Dr J Fulbrook, A368

Availability: One of the second year qualifying courses for professional purposes. No restrictions.

Core syllabus: The course examines a range of Torts, building on knowledge about the Tort of Negligence gained in Law of Obligations in the first year, but dealing also with several other discrete areas of the subject.

Content: (A) Personal Injuries; Psychiatric Damage; Professional Liability; Trespass to Person. (B) Economic Aspects: Negligence Liability; the Economic Torts; Passing Off. (C) Property Rights: Trespass to Land and to Goods; Nuisance and Environmental Protection; the rule in Rylands v Fletcher. (D) Reputation: Defamation and Privacy. (E) Special Topics (which may evolve or change from year to year): Occupiers' Liability and Defective Premises; Transport Liability; Sports Liability; Tobacco Liability; Industrial Diseases.

Teaching: There will be one 2 hour seminar a week. An outline and weekly worksheets will be given out with advanced reading.

Written work: At least two pieces of written work will be required.

Reading list: Peter Cane, *The Anatomy of Tort Law* (1997); B A Hepple, M H Matthews & D Howarth, *Tort: Cases and Materials* (5th edn, 2000); B S Markesinis & S F Deakin, *Tort Law*; John G Fleming, *An Introduction to the Law of Torts*; Nicholas Mullany & Peter Handford, *Tort Liability for Psychiatric Damage* (1993); Jane Stapleton, *Disease and the Compensation Debate* (1986); Ian Kennedy & Andrew Grubb, *Medical Law* (2nd edn, 1994).

Assessment: A three hour written examination in the ST.

LL205

Medical Law

Teacher responsible: Miss Emily Jackson, A328

Availability: This course is optional for Parts I and II LLB and LLB (French) and BA Anthropology and Law. Students must first have completed Law of Obligations I (LL104). There is a limit on the number of students on this course.

Core syllabus: A study of medical law and ethics.

Content:

1. Malpractice Litigation: negligence, alternative dispute resolution
2. Consent: informed consent; children; emergencies; incompetence
3. NHS responsibilities; patients' rights
4. Medicines, licensing and control
5. Confidentiality
6. Research on humans and embryos
7. Regulation of reproduction: contraception, sterilisation, abortion, control of pregnancy and childbirth; surrogacy; reproductive technologies
8. Genetics: the Human Genome Project; screening; cloning
9. Mental Health
10. Organ transplantation and donation
11. Euthanasia

Reading list: I Kennedy & A Grubb, *Medical Law*; Montgomery, *Health Care Law*; M Davies, *Medical Law*; S Sheldon & M Thomson, *Feminist Perspectives on Health Care Law*.

Detailed reading lists for the subjects studied within the course are available on request.

Teaching: Lectures: weekly MLS

Classes: weekly MLS.

Written work: Students will be expected to prepare outline arguments for weekly classes, in addition to handing in at least one essay each term

Assessment:

- (a) A formal 3 hour examination [75%]
- (b) An assessed essay [25%] to be no more than 4,000 words, submitted by 29th March. Students may choose from 3 subjects, none of which will appear in the examination.

LL207

The Law Relating to Civil Liberties in England and Wales

Teachers responsible: Mr D N Schiff, A153, Dr K Malleson, A357 and Dr J Peay, A462

Availability: This is an optional course for 2nd and 3rd year LLB and LLF students and BA Anthropology and Law students.

Core syllabus: Aspects of freedom of expression and association, freedom of the person and freedom of religion. Particular attention will be paid to developments arising from the coming into force of the Human Rights Act 1998.

Content: Theories of civil liberty and fundamental rights and their protection; public order and the right to protest; the rights of mental patients in and out of hospital; police powers and suspects rights; freedom of expression and censorship, obscenity, indecency and pornography; freedom of religion; rights in emergencies; the Human Rights Act 1998 and its impact.

Reading list: A detailed list will be available at the beginning of the course. Principal books: D Feldman, *Civil Liberties and Human Rights in England and Wales* (2nd edn, 2001); S H Bailey, D J Harris & B L Jones, *Civil Liberties, Cases and Materials* (5th edn, 2001); K Starmer, *European Human Rights Law* (1999); F Klug, *Values for a Godless Age* (2000).

Teaching: This is a seminar course, 21 two-hour seminars are held, some taught jointly. There are no lectures.

Written work: Students are expected to submit two essays during the year.
Assessment: A three-hour unseen written examination will be held in the ST containing nine questions of which four are to be answered.

LL209

Commercial Law

Teachers responsible: Dr S Worthington, A159, and Mrs V Prais, Y121
Availability: Available to Bachelor's degree and Diploma students where regulations permit. There is no pre-requisite law subject.
Core syllabus: An introduction to the fundamental principles of contract law, company law and the law of corporate insolvency.

Content:

- Contract law: essentials of a valid contract; capacity restrictions; privity rules; factors of invalidation; discharge; remedies.
- Company law: incorporation of a company; constitutional documents; capacity and ultra vires problems; liability of the company to third parties; directors' duties; shareholders' powers and protections, including majority rule and minority protection.
- Corporate insolvency law: fund raising; secured lending; receivership; liquidation.

Reading list: Core texts: E McKendrick, *Contract Law*; Griffin, *Company Law: Fundamental Principles*. Supplementary texts: Collins, *The Law of Contract*; Sealy, *Cases and Materials on Company Law*; Davies, *Gower's Principles of Modern Company Law*. Further reading will be recommended at the start of each segment of the course.

Teaching:

Lectures: weekly MLS

Classes: weekly MLS

Written work: Students will be expected to complete two essays during the year, and to prepare outline arguments for weekly classes.

Assessment: One formal three-hour examination in the ST, comprising ten questions of which four must be answered.

LL210

Information Technology and the Law

Teacher responsible: Mr Andrew Murray, A473
Availability: Available to students on Parts I and II LLB and LLB (French) and to students on BA Anthropology and Law.

Core syllabus: The course examines the legal ramifications of computerisation, including electronic contracting, intellectual property rights in computer software and hardware, data protection and privacy rights in relation to electronic information and freedom of speech.

Content:

- Introduction to Computer Technology and Cyberspace: Linking, framing and caching
- Intellectual Property Rights: Copyright in computer software; Patenting software applications; Copyright on the Internet; Trade marks and domain names/meta tags
- Libellous materials, Pornography and other illegal content
- E-Commerce: Electronic contracts; Encryption; Electronic signatures and digital cash
- Computer Hacking
- Data Protection; Interception of communications
- International Aspects: IPL and choice of law; Internet Regulation ICANN, WIPO and the registrars
- Future developments

Reading list: Lloyd, *Information Technology Law* (3rd edn, Butterworths, 2000); Reed & Angel, *Computer Law* (4th edn, Blackstone, 2000); Bainbridge, *An Introduction to Computer Law* (4th edn, Longman, 2000); Edwards & Waelde, *Law and the Internet: A Framework for Electronic Commerce* (Hart, 2000); Susskind, *The Future of Law* (1996, revised 1998, Clarendon Press.)

Teaching: Classes: LL210, weekly MLS.

Written work: Students will be required to produce two essays during the year and are expected to give class papers.

Assessment: A formal three-hour examination in the ST.

LL212

Conflict of Laws

Teacher responsible: Dr Eva Micheler A356

Availability: Students are not recommended to take this course before their third year of the LLB course. A good knowledge of law is required.

Core syllabus: Conflict of Laws examines cases in which the facts giving rise to the litigation contain one or more significant foreign elements. This occurs, for example, when a court is asked to decide on a breach of a commercial contract which was made abroad or is largely to be performed abroad, or on a tort committed there, or on property situated there. The problems involving conflict of laws arise in the context of jurisdiction, choice of the applicable law, recognition and enforcement of foreign judgements.

Content: jurisdiction, foreign judgements and awards, general doctrine relating to the choice of law, contracts, tort, property.

Reading list: Peter North & James Fawcett, *Private International Law*, Butterworths, 1999; David McClean, *Morris: The Conflict of Laws*, Sweet & Maxwell, 2000.

Teaching: 22 weekly two-hour seminars (LL212).

Written work: Two essays.

Assessment: Three-hour written examination paper in ST.

LL221

Law of Domestic Relations

Teacher responsible: Mr David Bradley, A465

Core syllabus: The course is concerned with the evolution and structure of domestic relations law and with legal policy as an aspect of political economy.

Content: The following topics are examined: Foundations of the institution of marriage. Same-sex relationships and domestic relations law. Abortion. Intervention and property relations in marriage. Historical traditions and contemporary legal policy relating to divorce. Children, divorce and parental responsibility. Child support. The family as a source of housing and support on divorce. Unmarried cohabitation. Children of unmarried parents.

Reading list: The core text is S M Cretney, *Family Law*, 4th edn, Sweet & Maxwell, 2000. Students are provided with a detailed reading list.

Teaching: One lecture and one seminar per week.

Written work: Students are expected to submit two essays per year in addition to the assessed essay.

Assessment: (i) Assessed essay on either a prescribed topic or a topic selected by the student and approved by the responsible teacher (25%). (ii) Three hour examination in which students answer three questions (75%). Approved statutory materials may be taken into the examination in accordance with School Regulations.

LL223

Economic Analysis of Law

Teacher responsible: To be announced

Availability: This course is optional for LLB and LLB (French) 2nd and 3rd year students, BA Anthropology and Law and for other degrees where regulations permit. Students would benefit from some knowledge of elementary microeconomics.

Core syllabus: An introduction to applications of elementary microeconomics to law.

Content: Economic theories of legal topics such as:

Property – private and common property rights, trespass, nuisance, compulsory purchase.

Contract – consideration, mistake, frustration, fraud, damages, specific performance, penalty clauses, bargaining power.

Torts – negligence, strict liability, products liability, no-fault insurance schemes, workmens' compensation.

Crime – optimal criminal sanctions, crime prevention.

Other topics may be introduced from time to time.

Teaching: Lectures (LL223): 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.

Assessment: Three-hour formal examination in the ST. Four questions to be attempted from about twelve.

LL226

Elements of Labour Law

Teacher responsible: To be announced

Availability: This course is available to BSc Management Science students and other Bachelor's degree students where regulations permit.

Core syllabus: The first part of the course covers the individual labour relationship between each worker and his/her employer. The second is concerned with collective labour relations between employers and trade unions or other forms of worker representation.

Content: Individual labour law: legal nature of the employment relationship; rights during employment; discrimination including equal pay, maternity and parental rights; rights on business transfers; rights on termination of employment.

Collective labour law: freedom of association; trade union government-membership rights and union democracy; collective bargaining, including trade union recognition; information and consultation rights for workers' representatives; industrial disputes.

Reading list: Students are advised to obtain the latest edition of one of the following: Deakin & Morris, *Labour Law*; Smith & Wood, *Industrial Law*; Pitt, *Employment Law*. Also relevant are Anderman, *Labour Law: Management Decisions and Workers Rights*; Pitt, *Cases and Materials on Employment Law*.

Teaching: Seminars: LL226. 22 weekly MLS.

Written work: Students will be required to do two pieces of written work in each of the first two terms.

Assessment: A formal (three hour) examination in the ST. The paper contains 10 questions of which four have to be attempted.

LL231

The Substantive Law of the European Union

Teacher responsible: Mr D Chalmers, A361

Availability: This course will only be available to third year LLB or LLB (French students) who have already successfully completed LL232 **Law and Institutions of the European Union** or to students who have previously taken a university course on European Union Law.

Core syllabus: An introduction to the substantive law of the European Union.

Content: Governance of the Single European Market. 'The New Approach to the Single Market' and its Consequences; The Development of European Regulatory Agencies; EU migration policy and the area of 'freedom,

security and justice'; EU non-discrimination law in the fields of race, sexual orientation, disability, religion and age; The Institutional Architecture of Economic and Monetary Union; EC regulation of cartels monopolistic practices and mergers; EU, the WTO and globalisation; the Common Foreign and Security Policy.

Teaching: One hour lecture and one class per week.

Written work: In addition to the assessed essay a minimum of two pieces of written work will be required.

Reading list: Chalmers & Szyszczak, *EU Law: Towards a European Polity?* (Ashgate, 1998); Craig & De Búrca (Eds), *The Evolution of EU Law* (OUP, 1999); Soysal, *Limits of Citizenship: Migrants and Postnational Membership in Europe* (Chicago, 1994); Gerber, *Law and Competition in Twentieth Century Europe* (OUP, 1997); Snyder, *International Trade and Customs Law of the European Union* (Butterworths, 1998).

Assessment: 75% of the mark will be a written unseen examination in the ST. 25% will be by an assessed essay of 3,500-5,000 words length, chosen by the student in consultation with the teacher.

LL232

Law and Institutions of the EU

Teacher responsible: Mr D Chalmers, A361

Availability: This course is optional for 2nd or 3rd year LLB and LLB (French) students and BA Anthropology and Law.

Core syllabus: An introduction to the institutional and economic law of the European Union.

Content: Evolution of the European Union. Institutions and Legislative Procedures of the European Union. Interest Representation and the Democratic Deficit within the European Union. Constitutionalism and the EC Legal System. Fundamental Rights. EC Administration and Comitology. Administrative Accountability of the EC and the European Ombudsman. The Judicial Architecture of the European Union and relations between national courts and the Court of Justice. Subsidiarity, Flexibility and Multilevel Governance. The Economic Constitution and Free Movement of Goods. EU Citizenship and Free Movement of Persons. The Social Economy and the Freedom to Provide Services.

Teaching: Two lectures and a class per week.

Written work: A minimum of two essays and a mock exam will be required.

Reading list: Chalmers & Szyszczak, *EU Law* (Vols 1 & 2), (Ashgate, 1998); Craig & De Búrca, *EU Law* (2nd edn), 1998; Weatherill & Beaumont, *EU Law* (3rd edn), 1999; Hartley, *The Foundations of EC Law* (4th edn), 1999; Weller, *The Constitution of Europe* (1999); Hix, *The Political System of the European Union* (1999).

Assessment: One three-hour examination in the ST, containing ten questions of which four are to be answered.

LL233

Law of Evidence

Teacher responsible: Mr Alain Pottage, A358

Availability: This course is optional for LLB and LLB (French) Part I and II and BA Anthropology and Law. It is better viewed as a final year subject. First year law training, and preferably second year as well is required.

Core syllabus: This course explores technologies of proof and information processing in law.

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: 22 weekly two-hour seminars (LL233), Sessional.

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.

Written work: Students will be expected to produce a minimum of four essays during the year.

Assessment: A three-hour examination in the ST.

LL235

Housing Law

Teacher responsible: Mr R L Nobles, A328

Availability: This is an optional course for Part I and II – LLB and LLB (French) degree and BA Anthropology and Law.

Core syllabus: This course will examine the legal framework surrounding the provision of housing.

Content: 1. *The History of Housing Policy*. 2. *Housing Finance*: Mortgages and tax reliefs; Local Authority finance and housing subsidies; Housing Benefit; Housing Corporation funding. 3. *Housing Standards*: Building Regulations; Repair Law; Public Health; Overcrowding and Multioccupancy; Clearance; Improvements. 4. *Rights of Tenure*: Owner occupation; Private rented sector; Council housing. 5. *Right of Access*: Homelessness; Squatting; Housing (Homeless Persons) Act; Racial Discrimination.

Teaching: There will be a two-hour seminar (LL235) each week throughout the MT, and for the first five weeks of the LT. The material covered in these seminars will form the basis of an examination at the end of the year. It will also introduce the students to areas of housing law in which they can undertake a supervised research essay.

Reading list: M Partington, *Landlord and Tenant*; Tiplady, *Housing Welfare Law*; Hudson, *On Building Contracts*; Enid Gouldie, *Cruel Habitations*; T Hadden, *Housing: Repairs and Improvements*; D Hoath, *Homelessness*; S Merrett, *Owner-Occupation in Britain*; A Nevitt, *Housing Taxation and Subsidies*; M Boody, *The Building Societies*; A Pritchard, *Squatting*; Sweet

& Maxwell, *Public Health Encyclopaedias*. Specialist journals, eg *LAG Bulletin*, *ROOF*; statutory material; Rent Acts, Housing Acts and Public Health Acts.

Assessment: The examination and the supervised research essay each count for 50% of the final mark. Where a research essay overlaps substantially a course topic the student will not be allowed to answer a question on that topic in the examination.

LL241

Introduction to Civil Law

Teacher responsible: Dr U-I A Stramignoni, A469

Availability: The course is an option for all LLB students – whilst it constitutes a degree requirement for LLF students.

Core syllabus: An introduction to the French legal culture.

Content: Renaissance, Enlightenment and the Contemporary World: the development of French legal culture throughout time.

Reading list: No one book covering the entire syllabus is presently available. So, students will be expected to read widely in appropriate journals and sections of books. A list of references will be provided at the start of the course.

Teaching: One 2 hour seminar weekly. The seminar is held by Dr Stramignoni in English. However, a very small percentage of the reading list is in French, so some ability to read French is advisable. LLF students (only) are additionally required to attend weekly one extra 1 hour class – when teaching is offered by a French class teacher in French. The class teacher for this class may change from year to year. LLF students whose mother tongue is French may be dispensed from attending such class.

Written work: No written work is normally required but students may be asked to make presentations on select topics covered by the syllabus.

Assessment: A formal 3-hour examination.

LL242

International Protection of Human Rights

Teacher responsible: Dr C Beyani, A456

Availability: This is an optional course for LLB and LLB (French) Parts I and II, BA Anthropology and Law students and other Bachelor's degrees as regulations permit. Students need to have already taken and done well in a course in Public International Law or in Civil Liberties Law. Numbers of those admitted will be restricted.

Core syllabus: Comprehensive study of the expanding international law of human rights and institutions, both at a universal and regional level.

Content: The course is divided in three parts. The first part deals with conceptual issues, namely: definitions of human rights; the role of international law in the protection of human rights; the individual and the state; the relevance of different cultures, stages of development, ideologies; human rights as absolute or qualified rights; the role of non-discrimination; individual and group rights; economic, social and cultural rights. The second part is devoted to a study of specific rights, drawing largely upon the case law of the European Convention, the American Convention and the African Charter as well as the UN Covenants. Among the rights examined through the case law are fair trial; property; freedom of expression; right to life; privacy; freedom from torture; and non-discrimination; minority rights; rights of indigenous groups; the prohibition on genocide; rights of women, children and refugees. The third part is concerned with the system of international protection of human rights. There is the *UN System* in respect of which a detailed examination of the various UN institutions and techniques for the protection of human rights is covered; the *Inter-American System* and the *OAU System* with regard to the standards, the institutions of the Commission and the Court, and procedural requirements for lodging complaints; and the *European System*, with emphasis on the Court, the procedural requirements for lodging complaints, and the incorporation of the *European Convention* in the United Kingdom by means of the *Human Rights Act 1998*. Also various non-institutional methods of promoting human rights, including the role of Non-Governmental Organisations, are studied.

Teaching: This course is taught by 1½ hour weekly seminars (LL242) 11 in MT, 9 in LT; and tutorial classes (Group A and Group B); supplemented by writing requirements and consultation on these.

Reading list: Course materials are available for purchase, refundable if returned unmarked.

Assessment: A three hour formal examination in the ST, based on the syllabus in the MT and LT. There are usually 10 questions, of which 4 are to be answered. The paper comprises both essay and problem questions.

LL247

Land Development and Planning Law

Teacher responsible: To be announced

Availability: This course is optional for LLB and LLB (French) Parts I and II and BA Anthropology and Law.

Core syllabus: The aim of this course is to introduce students to the role of law in planning for land use, regulating land development and regulating environmental pollution.

Content:

- Setting the Scene:* (a) Actors and Institutions: Central and Local Government; the Courts. Planners and Lawyers. (b) Ideas and Ideologies: market, plan; land as private property; land as a national resource; public and private.
- The Plan:* The legal framework; nature; purpose; function; roles of the actors public participation and debate. The future of development plans.
- Land Development:* (a) The regulation of private development; development control; the interaction of law, policy and politics; the

- public/private interface; enforcement; roles of central and local government. (b) Public Development; compulsory acquisition and compensation; joint ventures; public authorities as developers; conflicts of interests. (c) Large-scale Development; EIA; Private Bill procedures; Big Public Inquiries; Statutory Undertakers.
4. *Inner City Regeneration*: UDCs; HATs; derelict land; urban development grants; development trusts; economic development initiatives by local authorities; EZs.
5. *Protection and Use of the Countryside*: National Parks and development therein; AONBs; Management agreements; Mineral development; access to the countryside; regulation of agriculture; caravans; waste disposal.
6. *The European Dimension*: The single European Act; EIAs; the environmental programme of the EEC.
- Teaching**: 20 seminars (LL247) Sessional.
- Assessment**: An essay, counting for 25% of the marks; and an examination in the ST, consisting of three questions over three hours, and counting for 75% of the marks.

LL250

Law and the Environment

Teacher responsible: Dr Veerle Heyvaert, A539

Availability: This course is optional for Parts I and II of LLB, LLB (French), and BA Anthropology and Law; other students with a keen interest in the environment are welcome.

Core syllabus: The aim of this course is to assess from an interdisciplinary perspective the role of UK law in the environmental field.

Content: (i) Issues of the environment: philosophies of the environment; politics of the environment; law, technology and the environment. (ii) Critical analysis of the supranational and international environmental framework. (iii) Domestic approaches to environmental protection: theories of environmental regulation – markets and economics; best practicable environmental options and integrated pollution control; the Environment Agency. (iv) Issues in environmental conflict: adjudication, mediation and negotiation. (v) Policy issues underlying the control of water pollution, air pollution and waste disposal (including nuclear waste). (vi) The relationship between environmental law and planning law; problems raised by the built environment.

Teaching: 20 seminars (LL250) MT and LT.

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. Useful introductory books include: J Young, *Post Environmentalism*, 1990; Churchill, Warren & Gibson (Eds), *Law, Policy and the Environment*, 1991; R Carson, *Silent Spring*, 1962; R Eckersley, *Environmentalism and Political Theory*, 1992.

Assessment: The scheme of examination will be:

(i) 25% assessed essays of between 4,000-5,000 words and (ii) 75% three hour examination in the ST in which three out of at least eight questions will have to be answered.

LL251

Intellectual Property Law

Teacher responsible: To be announced

Availability: This course is optional for Parts I and II LLB, LLB (French)

Core syllabus: An introduction to the law relating to copyright, industrial designs, trademarks and patents in the UK.

Content: The rules and concepts governing the subsistence, scope, duration, ownership and exploitation of copyrights and trade marks, together with a more limited consideration of the criteria for patenting inventions and the scope of the patent right, and an outline of the law relating to unregistered designs. These legal regimes will be considered against the backdrop of an analysis of Intellectual Property Law's history and theoretical foundations; its increasing importance in sustaining an 'information economy'; and trends towards the global harmonisation of Intellectual Property Law.

Reading list: The recommended text will be Lionel Bently & Brad Sherman, *Intellectual Property Law* (Oxford University Press 2001), and students will also be required to purchase one of the available edited collections of statutes. The full reading list will be issued at the beginning of the year.

Teaching: One two-hour seminar per week.

Written work: Students will be expected to submit two pieces of written work during the year.

Assessment: The course will be assessed by way of a three-hour examination in the ST.

LL253

The Law of Corporate Insolvency

Teacher responsible: Vanessa Finch, A540

Availability: This course is optional for Parts I and II LLB, LLB (French) and BA Anthropology and Law. (Not available for General Course students) Students will be required to have either studied **The Law of Business Associations** LL203 or be taking that course concurrently.

Core syllabus: The course examines the law relating to insolvent companies and those concerned with them.

Content:

1. Role & Objectives of Corporate Insolvency Procedures
2. Corporate Borrowing
3. Rescue Procedures: Informal & Formal
4. Liquidation and *Pari Passu* Distribution

5. Repercussions of Corporate Insolvency on Individuals
6. European & International Dimensions
- Reading list**: *Report of the Review Committee on Insolvency Law & Practice* (the Cork Report) Cmnd 8558 (1982); R Goode, *Principles of Corporate Insolvency Law* (2nd edn, 1997); V Finch, 'The Measures of Insolvency Law', 17 *Oxford Journal of Legal Studies* 227, (1997); *CCH British Companies Legislation*. More detailed reading lists will be provided during the course.
- Teaching**: 22 weekly two hour seminars (LL253).
- Written work**: Students will be expected to prepare for participation in weekly seminar discussion. A minimum of two essays will be required.
- Assessment**: A formal three hour examination in the ST based on the full syllabus. Unmarked, approved versions of the relevant legislation may be taken into the examination.

LL257

Labour Law

Teacher responsible: Professor H Collins, A342

Availability: LLB and LLB (French Law), BA Anthropology and Law.

Core syllabus: The law of the UK and relevant European law governing collective labour relations and individual employment.

Content: Collective bargaining, trade unions and their members, industrial conflict, and other forms of worker representation and consultation. Forms of employment, regulation of the employment relation, termination of employment, effects of restructuring of businesses, discrimination, and human rights in the workplace.

Teaching: Weekly 2 hour seminars (LL257).

Reading list: Reading lists are supplied for each week's seminar. Students should read the latest edition of a text book eg S Deakin & G Morris, *Labour Law*; I Smith & J Wood, *Industrial Law*. Students will also need to refer to a current collection of statutes, such as *Butterworths Student Statutes: Employment Law*.

Assessment: A three-hour written examination in the ST. Candidates are permitted to take into the examination an unmarked copy of a collection of statutes.

LL259

Legal and Social Change Since 1750

Teacher responsible: Professor W T Murphy, A372

Availability: This course is optional for LLB and LLB (French) Parts I and II and other degrees as regulations permit, including BA Anthropology and Law. The course assumes a basic knowledge of the history of modern Britain. Students who lack this background should obtain the preliminary reading guide for the course from the teacher named above before the summer vacation.

Core syllabus: The course aims to present aspects of the historical development of English law in their social, political and economic context during the period 1750-1950.

Content: The relationship of legal and social change in England from 1750. The history of the following will be considered.

1. Changes in methods of law-making, administration of the law and dispute adjudication. Influence of ideas and of interest groups upon such changes.
 2. Reforms in one or more of the following areas of substantive law: (a) Land law: settlements, inheritance and land reform; conveyancing reform; tenancies; controls over land use and housing. (b) Commercial law: theories of contract and property; credit and its legal regulation; sale of goods and consumer protection. (c) The law governing the formation of capital; the legal control of market dominance and anti-competitive combination. (d) The legal regulation of labour. (e) The prevention of, and compensation for, accidents. (f) The legal foundations of systems of social welfare and education, public and private. (g) Family law: marriage and divorce; family property; children. (h) Criminal Law: its substance enforcement, and penal consequences.
- Teaching**: The course meets once a week for a two-hour seminar (LL259) in MT and LT.
- Written work**: Students are expected to complete two essays on particular aspects of the course, one at the end of the first term, the other at the end of the second.
- Assessment**: A three-hour formal examination in the ST, based on all the material dealt with in the course during the year or with the approval of the Department (to be obtained no later than the end of the MT), a full-unit essay on a topic approved by the subject examiners.

LL265

Legislation

Teacher responsible: Mr J Jacob, A341

Availability: This is an optional course for LLB and LLB (French) Parts I and II and BA Anthropology and Law.

Core syllabus: The essay should throw new light on the legislative process. This may be done either by a case study of eg the passage of a Bill or the operation of a legislative institution. It is to be noted that some of the most rewarding case studies have been on a basis which includes looking at Departmental files at the Public Record Office. In approving the subject of an essay, account is taken of whether it is within the syllabus and the proposed methodology including the availability of materials.

Content:

1. Ideas for Legislation:
2. Parliamentary Procedure and Scrutiny of Legislation; Standing Committees; Delegated Legislation; Private Bills; The House of Lords.
3. (a) Government Bills and (b) Private Members Bills.

4. Ethics: Lobbying; Conflict of Interest.
 5. Draftsmanship and Parliamentary Counsel.
 6. Interpretation of Statute the Role of the Courts s and.
 7. Statutory Instruments.
 8. Access to Legislation.
 9. The reform of each of the above matters.
- Teaching**: the teaching is by way of frequent supervision of the research method and progress.
- Reading list**: Reading will be suggested during the course.
- Assessment**: The examination is by extended essay of about 10,000-12,000 words on a subject of the student's choice and approved by Joe Jacob rather than by a written paper. It should be word processed. It must be submitted by the end of the LT. There will be an oral examination soon after the beginning of the ST. This will test further the student's knowledge and understanding of the subject on which he has written his essay and the syllabus in general. In assessing the final result both the essay and an oral examination will be taken into account.

LL269

Civil Litigation – Processes and Functions

Teacher responsible: Mr J Jacob, A341

Availability: This course is optional for Parts I and II of the LLB, LLB (French) students and BA Anthropology and Law. Others may take it by permission of the teacher.

Core syllabus: the nature and functions of negotiation within the litigation process; various functions of litigation; what lawyers do and how non-lawyers use the law. The problems of enforcement.

Content: (A) *Lawyers and Lawyering*. Litigation: Disputes and their relation to litigation; Litigation as an authoritative resolver of issues. The symbolism of the forum. Types of party. The supporting cast, professional lawyers, non-lawyers, and enforcing officers. Costs. Types and forms of action. Openness. The powers of the Court.

(B) *Civil Litigation*: Remedies; Enforcement; Commencement; Limitation of actions. Interim Proceedings. Trial; role, effects and limits of orality. Appeals.

Reading list: There no fully suitable text but Jacob, *Shifting Cultures and Civil Dispute Resolution* will be found useful. There is much useful material in, among other journals, *Civil Justice Quarterly*, Neil Andrews's *Principles of Civil Litigation* (1994); J A Jolowicz, *On Civil Procedure* (2000) are among the further reading.

Teaching: 22 2-hour seminars per week, Sessional.

Written work: A minimum of two essays will be required but they will not count towards the examination.

Assessment: One three-hour formal examination in the ST.

LL272

Outlines of Modern Criminology

Teacher responsible: Professor Robert Reiner, A207

Availability: This half-course is optional for LLB and LLB (French) Part I and II, and BA Anthropology and Law. Some familiarity with sociological or psychological literature would be an advantage, but is not a prerequisite. It is also suitable for General Course students, and a limited number may be admitted on application.

Core syllabus: The course examines the main theories about crime and its explanation, including biological, psychological and psycho-analytic perspectives. The emphasis is on sociological theories, including critical approaches. It also considers a number of aspects of contemporary crime and criminal justice issues, such as the overall trends and patterns of contemporary crime, policing and crime prevention, race and sex discrimination in criminal justice, victims of crime, and the role of the mass media.

Content: The history of criminological theory; individualistic explanations of crime (biological and psychological); social theories of crime; critical perspectives on crime and criminal justice; crime trends and patterns, and the problems of interpreting criminal statistics; policing; race and sex discrimination; victims of crime; mass media representations of crime and criminal justice.

Teaching: There will be 10 2-hour seminars held weekly in the MT.

Written work: Two essays are required during this course.

Reading list: Introductory: S Jones, *Criminology*. Core texts: M Maguire, R Morgan & R Reiner, *The Oxford Handbook of Criminology* (2nd edn, 1997); D Downes & P Rock, *Understanding Deviance* (3rd edn, 1998). Detailed reading for each topic will be recommended at the outset of the course.

Assessment: One two-hour examination in the ST, in which candidates have to answer three out of nine questions.

LL275

Property II

Teacher responsible: Mr R Nobles, A156

Availability: This is an optional course for LLB and LLF Part I and II students, and compulsory for BA Anthropology and Law 2nd or 3rd year students requiring exemption from the Law Society's Part I exam. Students must have completed **Property I** (LL105).

Core syllabus: The aim of the course is to explore key conceptual problems in English land transfer law and the law of trusts.

Content: The general principles of English land transfer law: the evolution of the system of registration of titles and the structure of property in land. The general nature of equitable principles and remedies. The structure of commercial interests in land: leases, mortgages and land obligations. A historical introduction to the trust form in commercial and family contexts; perspectives on the judicial approach to the acquisition of shares in family

property; a treatment of the issues raised by pension trusts; the nature of trusteeship; evolution of trusteeship.

Note: the content of this course is under review and may be changed.

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*; Gray, *Elements of Land Law*.

Teaching: Teaching is conducted through seminars. Students are required to give presentations. There are no lectures.

Writing requirement: One essay per term.

Assessment: A three-hour formal examination in the ST on which the entire assessment for the course is based.

LL278

Public International Law

Teachers responsible: Professor Christopher Greenwood QC, A387 and Mr Gerry Simpson A471

Availability: An optional course available in the second and third years of the LLB, LLF and BA in Anthropology and Law, as well as for other bachelor's degrees where regulations permit.

Core syllabus: Law-making and law-enforcement in international society, the concept of Statehood, jurisdiction and jurisdictional immunities, State responsibility, the legal regime of the use of force and an introduction to the law of human rights.

Content: (1) The international constitution: sources of law, treaties, institutions, States and international organizations, the individual in international law, the relationship between international law and national law. (2) Selected issues in international law: jurisdiction and immunities, State responsibility, the treatment of foreign nationals, expropriation of foreign property, the use of force.

Reading list: Detailed guidance is given at the start of the course. Principal books: D J Harris, *Cases and Materials in International Law* (5th edn, 1997); M Shaw, *International Law* (3rd edn, 1997); Evans, *International Law Documents* (4th edn, 1999). For reference: I Brownlie, *Principles of Public International Law* (5th edn, 1998); R Jennings & A Watts, *Oppenheim's International Law*, Vol 1 (9th edn, 1992).

Teaching: Two one hour lectures and one hour of small group teaching each week.

Written work: Student are expected to write four essays during the year. These are organized through the small group classes.

Assessment: A three hour written examination taken in the ST.

LL282

Law of Restitution

Availability: This course is optional for LLB and LLB (French) Part I and II students and BA Anthropology and Law. A general knowledge of the law of contract is essential. A knowledge of the fundamental principles of property law is advisable.

Core syllabus: The aim of the course is to build an analytical framework for the Law of Restitution and to analyse the relationship between restitution on the one hand and contract and tort on the other hand.

Content: Historical and analytical introduction to the structure of the law of restitution. Restitution on the ground of vitiation of consent: payments made in ignorance, payment by mistake, payment under compulsion, over-payment of taxation and payments made as a result of inequality between the payer and payee. Restitution on the ground that the plaintiff did not intend to benefit the defendant in the circumstances which have occurred; the concept of total failure of consideration. Restitution and free acceptance. Restitution and wrong doing. Restitution in the second measure, with particular reference to the rules of tracing. Defences to a restitutionary claim.

Teaching: Teaching is by way of 21 seminars (LL282) of 2 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 & Jones, *The Law of Restitution* (3rd edn, 1986).

Assessment: A three hour formal examination in the ST on which the entire assessment for the course is based.

LL284

Sentencing and Treatment of Offenders

Teacher responsible: Dr Jill Peay, A462

Availability: Optional for LLB and LLB (French) Part I or II and BA Anthropology and Law students. Most students coming to this course will be familiar with the structure of the English courts, both at trial and appeal levels, so the course is not so suitable for General Course students.

Core syllabus: Criminal justice is a topic of considerable political debate and change. The syllabus is liable, therefore, to alter year by year. The course examines the aims and justifications of punishment, how courts carry out their sentencing function, and considers areas for sentencing reform.

Content: Community and custodial punishment; sentencing theory and practice; sentencing of dangerous, persistent and mentally disordered offenders; containment and treatment of offenders; parole and release; reform.

Reading list: A list will be supplied at the beginning of the term together with key questions to be addressed in class. The recommended text for the course is A Ashworth, *Sentencing and Criminal Justice* (3rd edn, Butterworths 2000).

Teaching: Nine 2-hour seminars (LL284) in the LT. Teaching is by a combination of formal student presentations and group discussion.
Written work: Submission of written presentations (as above) is expected.
Assessment: One two-hour examination in the ST.

LL287

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LL288

H

Social Security Law I and II

Teacher responsible: Dr Julian Fulbrook, A368
Availability: These courses are optional for LLB and LLB (French) – Parts I and II, BA Anthropology and Law. SS I is a pre-requisite for SS II.
Core syllabus: The course concentrates on the main benefits of jobseekers' allowances, incapacity benefit, industrial injuries benefits and income support, and the lawyering process that enables claimants to pursue their legal entitlements.
Content:

- (1) *Social Security I (SSI):* General Introduction to National Insurance and Income Support Law. 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. Job Seeker's Allowance. Sickness and Incapacity Benefits. Income Support. Social Security and strikes.
- (2) *Social Security II (SSII):* 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: The course is taught by 2-hour seminars (LL287 weekly MT/LL288 weekly LT). Lectures are used to cover a lot of ground quickly, whereas the seminars enable us to discuss issues and details on the basis of prior reading. The aim is to analyse the technicalities of the law but also to put the issues into context – millions of people who every year rely on social security for their basic income.

Reading list: Neville Harris, *Social Security in Context* (2000); Ogus, Barendt & Wikeley, *The Law of Social Security* (Butterworths, 1995); Julian Fulbrook, *Administrative Justice and the Unemployed* (1978); Max Atkinson, *Our Masters' Voices* (1984); Marcus Stone, *Cross-Examination in Criminal Trials* (1988).

Assessment:

- (1) SS I: There is a two-hour paper with two questions:
 - (a) A *Legal problem* in which the student is expected to demonstrate knowledge and familiarity with the statutes and case law.
 - (b) A *general essay* on a question which will deal with one of the following topics:
 - (i) The historical origins of social security,
 - (ii) The tribunal system;
 - (iii) Social security and strikes.
- (2) SS II: A two-hour paper with two questions based on a transcript of an interview, negotiation or tribunal hearing.

LL293

Taxation

Teacher responsible: Dr I Roxan, A460
Availability: This is an optional course for LLB and LLB (French) second and third year students and BA Anthropology and Law. It is not available to General Course students.

Core syllabus: The aim of the course is to examine the UK tax system against a background of tax law principles and to study selected policy problems as they arise during the course of this examination.

Content: 1. General principles of taxation, objectives of tax system, types of taxation, structure and administration; powers of the Inland Revenue. Application and interpretation of tax legislation by the UK Courts; evasion and avoidance. The individual's tax position. Tax and families. Relationship with social security benefits. Taxation of employment and business income, including corporations. Annual wealth tax and taxes on the transfer of wealth. Capital gains tax and inheritance tax.

Teaching: Two-hour weekly seminars (LL293) plus additional classes as necessary.

Written work: Will form an integral part of the course although it will not be assessed for degree mark purposes.

Recommended reading: Detailed reading lists will be distributed during the course.

Basic texts: Tiley's, *Revenue Law*; Whitehouse, *Revenue Law*; Tiley and Collison's, *UK Tax Guide and Policy Supplement*; Easson, *Cases and Materials*; Kay & King, *The British Tax System*; James and Nobes, *The Economics of Taxation*.

Legislation: Butterworths, *Orange Tax Guide*; *Yellow Tax Guide*; or CCH, *Tax Legislation*.

Detailed reading lists will be provided during the course.

Assessment: One 3-hour paper in the ST. Copies of any books listed under 'Legislation' above may be taken into the examination room, with non verbal markings only.

LL294

NA 01/02

Law, Theory and Policy of Consumer Markets

Teacher responsible: Mr Colin Scott, A340
Availability: Law of Obligations, Public Law

Core syllabus: The course seeks to explore the selected areas of law relating to activity in consumer markets, in the context of theories of consumption and consumer transactions and public policy in relation to such activity.

Content: Rationales and institutions for consumer regulation; regulating marketing and advertising; quality of goods and services; regulating consumer credit and financial services; product safety.

Reading list: C Scott & J Black, *Cranston's Consumers and the Law* (3rd edn, 2000); D Oughton & J Lowry, *Consumer Law* (2nd edn, 2000); S Weatherill, *EC Consumer Law and Policy* (1997); B Harvey & D Parry, *The Law of Consumer Protection and Fair Trading* (6th edn, 2001).

Teaching: 22 weekly two hour seminars (LL294).
Written work: Students will be expected to submit two essays during the year in addition to the assessed essay.

Assessment: (a) assessed essay on a topic to be approved by the responsible teacher (50%); (b) two hour formal exam in the ST in which candidates will be asked to answer 2 out of ten questions (50%). Unmarked statutory materials may be taken into the examination.

LL297

NA 01/02

Women and the Law

Availability: This course is optional for 2nd and 3rd year LLB and LLB (French) students and BA Anthropology and Law.

Core syllabus: The course looks at the position of women in society, discrimination and inequality; and the possibilities and limitations of legal intervention.

Content: Introduction to feminist jurisprudence; women, law and the labour market, the politics of engagement with the law, the regulation of sexuality, reproductive rights; women as victims; women as offenders.

Teaching: One two-hour seminar (LL297) held weekly. 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*.

Assessment: A choice of assessment either by a three-hour examination or on the basis of an essay on an approved topic, of about 12,000 words in length in conjunction with an oral examination. Students opting for assessment by examination will be required to answer three questions, one at least from each of two sections. Students opting for assessment on the basis of an essay must notify the responsible teachers of their decision by the end of the MT.

LL298

Essay on an Approved Legal Topic

The regulations for the LLB degree provide that where a student is taking the equivalent of three-and-a-half subjects he/she may make up the final half-subject by writing an essay on a legal topic approved by the School.

This may be done by either Second or Third Year students (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 LLB Board.

There is no rule that the topic cannot be from an area covered by a subject being taken (or having been taken) as an ordinary examination subject. But in that case the supervisor and the Chairman of the Examiners will need to consider to what extent the subject is different from what would be done in the other course. Obviously it is not possible to do an essay on a subject which simply repeats material covered elsewhere.

The length of the essay should be 6,000 to 8,000 words (excluding footnotes). In the interests of the candidate a typescript is preferred. Footnotes may be placed at the end of the text or at the bottom of the page to which they relate. The latter is preferable. The essay should include a bibliography.

The supervisor will be available to provide some guidance but basically it is intended that the student should do his own research. The essay should be handed in to the Undergraduate Office not later than the first day of the ST.

LL299

Full unit Essay Option

The current regulations permit a student taking the LLB or LLB (French) degree to make up courses to the value of three and a half subjects in either Part I or Part II by writing a half subject essay of about 6,000-8,000 words on a legal topic approved by the School. This option has now been extended to include a full subject essay of about 12,000-15,000 words.

The conditions attached to the full essay option are broadly the same as those which currently apply to the half subject essay option. It is necessary for a student to have the approval of both a member of staff who is willing to supervise the essay and the Chair of the LLB Part I and II Examiners for the proposed essay.

It may be possible to use the essay option to do some work in a subject which is not being offered as a taught course in the year in question. Alternatively, students may be able to use it to do some more detailed work on a topic of particular interest to them, providing that this does not overlap with any course which they are taking to an unacceptable extent. It should be stressed that no member of staff is under an obligation to agree to supervise any proposed essay and that the approval of the chair of examiners must be obtained by 31 October of the year in question. Where this option is taken students can expect to see the essay supervisor to discuss their work on a regular basis in each of the first two terms with at least three meetings in each term. The essay should be handed in to the Undergraduate Office on the first day of the ST. Finally, it should be noted that it will not be possible to submit a full subject essay and half subject essay in the same year.

LL305

Jurisprudence

Teacher responsible: Mr D N Schiff, A153

Availability: This course is compulsory for LLB and LLF Part II students.

Core syllabus: To introduce jurisprudence, legal theory and the philosophy of law. To explore foundation jurisprudence theories and their historical development. To examine selected modern legal theories that represent extensions or negations of those foundation theories.

Content: Foundation theories that are studied include those of ancient and modern Natural Law; British and continental Legal Positivism; Sociological, Realist and Critical reactions to Positivism; modern Post-Positivist theories. Six selected topics (extensions or negations) from the following list: Justice,

Punishment, Disobedience to Law, the Analysis of Rights, Legal Knowledge and Legal Reasoning, Law and Power, the Autonomy of Law, Feminist Legal Theory, Psychoanalytic Jurisprudence, Economic Analysis of Law.

Reading list: The course is supported by course reading materials: commentary and texts.

Teaching: Students should attend 2 lectures and 1 class each week.

Written work: Students will be expected to write one essay each term.

Assessment: A three-hour unseen written examination will be held in the ST. The examination paper will be divided into first (section A) and second (section B) term questions. Students will be required to answer three questions from a wide choice of questions, but at least one question from each section.

Microeconomic Principles I (EC201) or Microeconomic Principles II (EC202).

Core syllabus: The objective of the course is to provide students with insights from economic theory which are relevant to applications in managerial decision making. The emphasis is on problem solving and applying microeconomics ideas.

Content: Consumer behaviour, labour market, economics of the firm, government intervention, competitive structure, monopoly, oligopoly, product differentiation, pricing, game theory, decision analysis, moral hazard, bargaining, auctions.

Reading list: No textbook covers the whole course but Hal R Varian, *Intermediate Microeconomics* (1990) is a good reference book for the course. In addition students are advised to use T C Bergstrom & H R Varian, *Workouts in Intermediate Microeconomics* (1990); P Milgrom & J Roberts, *Economics, Organisation and Management* (1992) and J Tirole, *The Theory of Industrial Organisation* (1990) will also be referred to.

Teaching: Lectures (MN201): 2 hours x 10 MT and LT, 2 hours x 2 ST. Classes (MN201.A): 1 hour x 8 MT: 1 hour x 10 LT: 1 hour x 2 ST.

Written work: Students are expected to prepare answers to set problems on a weekly basis. Some of this work will be assessed. Assiduous preparation for the weekly tutorials is essential to achieve a good exam performance.

Assessment: Two, two-hour, end of term written exams counting for 15% each and a three-hour written final exam counting for the remaining 70%.

MN202

NA 01/02

Seminar for 2nd Year Management Students

Teacher responsible: Dr Ray Richardson, G509

Pre-requisites and excluded combinations: Voluntary course, exclusively for 2nd year BSc Management students.

Core syllabus: There is no pre-determined core syllabus; the students choose what they want the meetings to consider.

Content: The course consists of informal seminars covering topics chosen by the students. Outside speakers may be invited to give sessions on specific topics.

Reading list: There is no reading list for the course.

Teaching: Up to 8 seminars (MN202) are held in the MT.

Written work: There is no written work for this course.

Assessment: This course is not examined.

MN302

International Marketing: A Strategic Approach

Teacher responsible: Dr Rafael Gomez, G508

Pre-requisites and excluded combinations: This course is compulsory for all the BSc Management 3rd years. BSc Management students must have already taken MN200.

Core syllabus: The course covers the main theories in Marketing Management. It emphasises theories as a way of understanding the marketing behaviour of firms in an international setting. It also involves a case study that applies theoretical concepts to industry.

Content: The course focuses on the 'theory' of marketing. One of its important aims is to emphasise the range of social science disciplines that are relevant if marketing is to be properly understood. It will be a critical course, in the sense that the marketing taught here will not involve 'how to' or intensely 'practical' applications. Rather, the emphasis in the MT will be on understanding strategic concepts with broader applicability. The lectures will force students to question the limitations and problems of marketing management. In the LT, attention is paid to applied marketing concepts and a case study where students learn to adapt the knowledge learned in MT lectures to a marketing based problem in industry.

Teaching: Lectures: 25 one-hour lectures. Fifteen one-hour classes (MN302.A) in the MT, LT and ST beginning in the fourth week of the MT. Case study meetings in the LT.

Reading list: Some useful texts are J-J Lambin, *Strategic Marketing Management*, The McGraw-Hill Company (1997). And S Jagpal, *Marketing Strategy and Uncertainty*, Oxford University Press, New York (1999). Further references will be given during the course.

Assessment:

1. One case study report – 30%.
2. One formal three hour examination – 70%

MN303

H

The International Context of Management

Teacher responsible: To be announced

Availability: This is a compulsory course for the BSc Management third year.

MANAGEMENT

MN100

Orientation for Management Students

Teacher responsible: Dr Michael Barzelay, G507

Pre-requisites and excluded combinations: Compulsory course, exclusively for first year BSc Management students.

Core syllabus: In addition to administrative matters as they arise in the first term, the course introduces some or all of the IIM course which students will subsequently attend.

Content: The course consists of informal seminars covering broad management issues and general institute matters. Outside speakers may be invited to give sessions on specific topics.

Reading list: There is no reading list for the course.

Teaching: Seminars (MN100) are held weekly in the MT.

Written work: There is no written work for this course.

Assessment: The course is not examined.

MN101

Compulsory for and exclusive to all first year management students

Teacher responsible: Professor Peter Abell

The course comprises:

- (a) 20 lectures PS102 **Introduction to Social and Applied Psychology**
- (b) 10 lectures (term 2) – **Introducing management/sociology**
- (c) 20 classes covering (a) and (b) and applied to management issues – organised by the IIM

Syllabus for (a) – See PS102

Syllabus for (b) – The lectures will introduce students to the following topics: the analysis of decisions; actions, interactions, norms and roles; the relationship between individuals, groups, organisation; strategic analysis (game theory); bargaining and power; exchange in social networks; organisations; incentives and norms; ideas of corporate culture.

Reading list: Jon Elster, *Nuts and Bolts*, CUP, 1996; Garry J Miller, *Managerial Dilemmas*, CUP, 1992; John McMillan *Games, Strategies and Managers*, OUP, 1992.

Assessment: A three-hour written examination

MN200

The Process of Management

Teacher responsible: Dr Michael Barzelay, G507

Availability: This course is compulsory for the BSc 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.

Content: The development of management, ownership and control. The boundaries of the organisation: markets, hierarchies, and networks. Organisational structure and behaviour. Strategic management. Human resources management. Corporate culture. Public management. Cross-cultural management. Women in management.

Teaching: Lectures: (MN200.1) 10 MT and 10 LT. Classes (MN200.1A) 22: MT (10) LT (10) ST (2). Case study classes (MN200.2) are organised in the LT (10).

Written work: Students are expected to produce two pieces of written work per term.

Reading list: There is no suitable textbook. A reading list will be available to students taking the course.

Assessment:

1. A formal 3 hour examination – 70%
 2. Case study reports – 30% (15% each)
- Two case study reports are to be submitted, each report is expected to be a maximum of 3,000 words in length. Reports are to be submitted by the end of the eighth week of the LT and the first week of the ST.

MN201

Economics for Management

Teacher responsible: To be announced

Pre-requisites and excluded combinations: EC102 **Economics (B)** or equivalent is a pre-requisite. This course cannot be combined with

Core syllabus: The course aims to apply social science theory to the analysis of the conduct and management of transnational activities; to critically appraise concepts such as globalisation, regionalisation, national competitiveness, transnationality of firms, etc. in the context of international management structures and processes; to delineate the international political, economic, social and legal structures and environments within which the activity of management takes place.

Content: The nature of the contemporary global political economy. The globalisation of business, finance and trade in goods and services. Global competition. The transnational corporation in the global economy. The tension between globalisation and regionalisation. The international trading order. The international monetary regime. The impact of culture on global business. The changing position of the state in the global economy. The new diplomacy of states and firms.

Teaching: 10 lectures and 10 classes in the MT.

Reading list: P Dicken, *Global Shift: Transforming the World Economy* (3rd edn), Paul Chapman (1998); R W Griffen & M W Pustay, *International Business: A Managerial Perspective* (2nd edn), Addison-Wesley (1999); Financial Times, *Mastering Global Business*, Financial Times-Pitman Publishing (1998).

Assessment: Two-hour unseen paper in the ST.

MN304

Introduction to Strategy

Teachers responsible: To be announced

Pre-requisites and excluded combinations: The course is compulsory for the BSc Management third year.

Core syllabus: The aim of this course is to introduce students to strategic analysis and its relevance for management. The success of a firm depends on the decisions it makes, and these decisions have to take the reactions of other strategic forces (competitors, suppliers, customers and employees) into account who act in their own self-interest. This course aims at a strategic understanding of the decision situations that a firm faces. Starting from game theory and industrial organisation, we will outline general principles of consistent strategic thinking, and apply these principles to specific interactions in managerial settings.

Content: The course is an interaction of game theory, economics and strategic management. Roughly, the following topics will be covered. Basic concepts from game theory. Cooperation. Commitment. Entry and Exit. Dynamics of market structure. Contracts. Economics of scale/scope.

Vertical Integration. Adding and Capturing Value. Network Effects. Distinctive Capabilities. **Reading list:** There is no single fully adequate textbook. Among the main sources are: A Dixit & B Nalebuff, *Thinking Strategically*, Norton (1991); B J Nalebuff & A M Brandenburger, *Co-opetition*, Harper Collins (1996); R Gardner, *Games for Business and Economics*, Wiley (1995); J Kay, *Foundations of Corporate Success*, Oxford University Press (1993); D Besanko, D Dranove & M Shanley, *The Economics of Strategy*, Wiley (1996); K Shapiro & H R Varian, *Information Rules – A Strategic Guide to the Network Economy*, HBS Press (1999). A detailed reading list will be provided at the beginning of the course.

Teaching: There will be 10 two-hour lectures and 8 one-hour classes in the LT.

Assessment: Two-hour unseen paper.

MN307

Aspects of Marketing Management

Teacher responsible: Dr Rafael Gomez, G508

Pre-requisites and excluded combinations: This course is for non BSc Management Students. It is available to students in Management Science, General Course and students in other degrees as an outside option with approval from the instructor. The course can be taken in conjunction with ST307 **Aspects of Market Research**.

Core syllabus: The course covers the main theories in **Marketing Management** (MN302). No case study is part of this course.

Content: The course focuses on the 'theory' of marketing. One of its important aims is to emphasise the range of social science disciplines that are relevant if marketing is to be properly understood. It will be a critical course, in the sense that the marketing taught here will not involve 'how to' or intensely 'practical' applications. Rather, the emphasis will be on understanding strategic concepts with broader applicability. The course will force students to question the limitations and problems of marketing management.

Teaching: Lectures: 15 one-hour lectures (MN302) in MT and LT.

Classes: Ten one-hour classes (MN307.A).

Reading list: Some useful texts are J-J Lambin, *Strategic Marketing Management*, The McGraw-Hill Company (1997). And S Jagpal, *Marketing Strategy and Uncertainty*, Oxford University Press, New York (1999). Further references will be given during the course.

Assessment: 1. One formal two-hour examination (70%); 2. One exam in MT (30%).

Pre-requisites: A Level Mathematics or equivalent.

Core syllabus: Introduction to the use of formal definitions and proofs in mathematics, and to basic results of elementary set theory, number theory, linear algebra, algebra and analysis.

Content: Logic, integers, sets and functions, prime numbers, relations, real and complex numbers, greatest common divisor and modular arithmetic, vector spaces and dimension, groups, infimum and supremum, sequences, limits, continuity, differentiation (if time allows).

For further information see <http://www.maths.lse.ac.uk/Courses/ma103.html>

Reading list: *Numbers and Proofs*, by R Allenby; *Discrete Mathematics* by N L Biggs; *Yet another Introduction to Analysis* by Victor Bryant; *Introduction to Real Analysis* by R G Bartle & D R Sherbert.

Teaching: 40 lectures (MA103) and 20 classes (MA103.A, for BSc in Mathematics and Economics students; MA103.B) in MT and LT. Revision classes in ST.

Written work: Weekly exercises are set and marked.

Assessment: A 3 hour formal examination in the ST.

MA106

Introductory Quantitative Methods (Mathematics)

Teacher responsible: To be announced

Pre-requisites: This course is not available to students with A Level Mathematics, or to students with other experience of calculus. Students with (eg) AS Level Mathematics should normally take MA107 Quantitative Methods (Mathematics) instead.

Core syllabus: This course is intended to provide elementary quantitative skills for students without mathematics or statistics to A level standard. Students will be introduced to basic mathematical concepts and manipulations. The presentation will indicate some applications of quantitative methods for economics and management.

Content: Arithmetical operations, powers and roots; basic algebra; series, logarithms and exponential growth; sets, functions and graphs; linear and quadratic equations; differentiation of functions of one variable; optimisation; integration; matrix algebra; systems of linear equations. Applications to economic situations are included throughout. For further information see <http://www.maths.lse.ac.uk/Courses/ma106.html>

Reading list: Notes covering all essentials will be handed out throughout the term. The following books provide additional material. Ian Jacques, *Mathematics for Economics and Business*; Mike Rosser, *Basic Mathematics for Economists*; E T Dowling, *Mathematical Methods for Business and Economics*, Schaum's Outline series; T Bradley & P Patton *Essential Mathematics for Economics and Business*.

Teaching: Lectures MA106: 20 hours MT. Classes MA106.A: 10 hours MT. Revision lectures will be arranged in the ST.

Written work: Weekly example sheets will be set and students are expected to submit solutions each week.

Assessment: A two-hour formal examination in the ST.

MATHEMATICS

MA100

Mathematical Methods

Teachers responsible: Dr J Davies and Dr M Harvey, B404

Pre-requisites: This course assumes knowledge of the elementary techniques of mathematics including calculus, as evidenced for example by a good grade in A Level Mathematics. It is **not** available to students who have previously taken **Quantitative Methods (Mathematics)** (MA107). 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 course for those who wish to use mathematics seriously in social science, or in any other context. A range of basic mathematical concepts and methods in calculus of one and several variables and in linear algebra are covered and some applications illustrated. It is an essential pre-requisite for any mathematically orientated economics options and for many further mathematics courses.

Content: Matrices, reduced row echelon form, rank. Systems of linear equations, Gaussian elimination. Determinants. Vector spaces, linear independence, basis, dimension. Linear transformations, similarity. Eigenvalues. Diagonalization. Orthogonal diagonalization. Complex numbers. Vectors. Functions of several variables, derivatives, gradients, tangent hyperplanes. Optimisation including Lagrange's method. 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. For further information see <http://www.maths.lse.ac.uk/Courses/ma100.html>

Teaching: The lecture course MA100 is 2 hours each week (1 hour of linear algebra and 1 hour of calculus) in the MT, LT and early ST (44 lectures in all). In addition weekly classes MA100.A are given (MA100.B for BSc Mathematics and Economics, MA100.C for BSc Actuarial Science and MA100.D for BSc BMS only).

Written work: Students will be expected to complete exercises assigned weekly in the lectures. Written answers to specified exercises are submitted to the appropriate class teacher for evaluation. Success in this paper depends on dealing with this written work as it is assigned, in a regular and systematic manner.

Reading list: *Calculus* (CUP) by K G Binmore. *Elementary Linear Algebra* by Howard Anton.

Assessment: The course assessment is based exclusively on a 3 hour formal examination in the ST.

MA103

Introduction to Pure Mathematics

Teachers responsible: Professor N Biggs, B412 and Dr B von Stengel, B408

MA107

Quantitative Methods (Mathematics)

Teacher responsible: Dr A Ostaszewski, B406

Pre-requisites: This is a basic course in mathematics intended primarily for students who have already reached A level standard in Mathematics. It is also accessible to students who have performed well at a level slightly lower than A level (eg AS Level) and are proficient in basic calculus.

Core syllabus: Additional mathematical tools necessary for further study in economics. Ideas are taught systematically, with emphasis on applicability to economic problems. Liberal use of examples throughout for motivation and illustration.

Content: This course is to give students the additional mathematical tools necessary for further study in economics or related disciplines as used in the description and forecasting of some selected economic phenomena and to develop basic mathematical modelling skills for these phenomena. Techniques of calculus (partial differentiation, integration, optimisation), methods of linear algebra (use of matrices), the solution of difference and differential equations are the focal points. Specific topics are as follows: sets, functions, equations, graphs. Difference equations, sequences, limits. Differentiation, inverse functions, exponential and logarithmic functions. Partial differentiation, chain rule, homogeneous functions. Optimisation in two variables: unconstrained and constrained. Lagrange multipliers. Vector notation, geometry of lines and planes, convexity. Matrix notation, solution of linear systems, inverse matrices. Integration. Differential equations.

Note: Each mathematical section will be intimately linked to one or more economic models; for details see

<http://www.maths.lse.ac.uk/Courses/ma107.html>

Reading list: The course follows M Anthony & N L Biggs, *Mathematics for Economics and Finance: Methods and Modelling*, CUP, 1996. A useful background text which is the basis of a follow-on course is A Ostaszewski, *Mathematics for Economics: Models and Methods*, Blackwell, 1993. There are many other books with titles like *Mathematics for Economists* but none of them are close to this course. Further information will be provided in the lectures.

Teaching: Lectures MA107: 20 during MT and LT. Classes MA107A: 10 during MT, LT and ST. Revision lectures will be arranged in the ST.

Written work: Written answers to set problems will be expected on a weekly basis.

Assessment: A two-hour examination in the ST.

MA200

Further Mathematical Methods (Calculus)

Teacher responsible: Professor G Brightwell, B411

Pre-requisites: Ideally **Mathematical Methods** (MA100) or equivalent, entailing intermediate-level knowledge of calculus, and proficiency in techniques of differentiation and integration.

Core syllabus: This course develops ideas first presented in MA100. It studies how integrals may be calculated, or transformed by a variety of manipulations, and how they may be applied to the solution of differential equations.

Content: Limiting processes. The Riemann integral. Multiple integration. Improper integrals. Manipulation of integrals. Laplace transforms. The Riemann-Stieltjes integral.

For further detail, see <http://www.maths.lse.ac.uk/Courses/ma200.html>

Reading list: *Advanced Mathematical Methods* by A Ostaszewski. Useful background texts include: *Calculus* by K Binmore, *Laplace Transforms* by M R Spiegel, *Calculus* by R A Adams.

Teaching: 20 lectures (MA200) MT accompanied by weekly classes MA200.A MT. Revision lectures in ST.

Written work: Written answers to set problems will be expected on a weekly basis.

Assessment: A 2 hour formal examination in the ST.

MA201

Further Mathematical Methods (Linear Algebra)

Teacher responsible: Dr Adam Ostaszewski

Pre-requisites: Students should ideally have taken the course **Mathematical Methods** (MA100) or equivalent, entailing familiarity with linear independence, eigenvalues and diagonalisation.

Core syllabus: This course develops the ideas and results first presented in the algebra part of **Mathematical Methods** MA100.

Content: This course makes connection between formal method and geometrical insight (visual intuition). It develops a selection of optimisation problems in a number of application areas including statistics and finance; it develops vector and matrix methods including orthogonal representation of vectors and representation of projections by matrices, and representation of matrices in canonical form. Specific topics are as follows: Vector spaces, Wronskians, Inner Products, Orthogonality, Geometry of \mathbb{R}^n , Direct Sums, Projections, Least Squares, Spectral Theory, Generalized Inverses, and selected applications of the theory (including Linear Regression, Capital Asset Pricing Model, Population Dynamics and Differential Equations). For further information see <http://www.maths.lse.ac.uk/Courses/ma201.html>

Reading list: *Advanced Mathematical Methods* by A Ostaszewski and *Elementary Linear Algebra: Applications version* by H Anton & C Rorres (Wiley, 1994). Additional background reading: *Mathematics for Economists* by C Simon & L Blume (Norton, 1994). *Investment Science* by D Luenberger (1998).

Teaching: 20 lectures (MA201) LT accompanied by weekly MA201.A

classes (MA201.B for BSc Mathematics and Economic students). Revision lectures will be held in the ST.

Written work: Written answers to set problems will be expected on a weekly basis.

Assessment: A 2 hour formal examination in the ST.

MA203

Real Analysis

Teacher responsible: Professor G Brightwell B411

Pre-requisites: **Introduction to Pure Mathematics** (MA103), or some equivalent giving experience with formal proofs.

Core syllabus: A course in real analysis for those who have already met the basic concepts. The emphasis is on functions, sequences and series in real n -dimensional space, and the more general concept of a metric space.

Content: We study the formal mathematical theory of: series of real numbers; series and sequences in n -dimensional real space \mathbb{R}^n , limits, continuity and derivatives of functions mapping between \mathbb{R}^m and \mathbb{R}^n , uniform convergence of continuous functions, closed and open sets, and compactness. These topics are set in a more general context by introducing metric spaces. For further detail, see <http://www.maths.lse.ac.uk/Courses/ma203.html>

Reading list: Lecture notes will be provided. The following may prove useful. Robert G Bartle & Donald R Sherbert, *Introduction to Real Analysis*; K G Binmore, *Mathematical Analysis: a straightforward approach*; Victor Bryant, *Yet Another Introduction to Analysis*; W A Sutherland, *Introduction to Metric and Topological Spaces*.

Teaching: 20 lectures (MA203) MT accompanied by weekly classes MA203.A MT. Revision lectures in ST.

Written work: Written answers to set problems will be expected on a weekly basis.

Assessment: A 2 hour formal examination in the ST.

MA207

Further Quantitative Methods (Mathematics)

Teacher responsible: Dr M Harvey, B404

Pre-requisites: This course is intended primarily for students of Management, Management Sciences, Economics and Accounting and Finance who have previously taken **Quantitative Methods (Mathematics)** (MA107). It is **not** available to students who have taken **Mathematical Methods** (MA100), or equivalent, nor higher level methods courses.

Core syllabus: This is a second course in quantitative methods, following on directly from **Quantitative Methods (Mathematics)** (MA107). This course will contain further algebra and calculus. As with the course MA107, the emphasis will be on applications in economics and finance. It is suggested that this course be taken in conjunction with **Further Quantitative Methods – Statistics** (ST204), which will take place in the Michaelmas term.

Content: Matrix methods in portfolio analysis. Linear independence. Rank of a matrix. Eigenvalues and eigenvectors. Diagonalisation. Linear system of recurrence equations. Second-order recurrence equations. Macroeconomic models. Vector geometry. Gradient and directional derivative. Tangent hyperplanes and the optimal bundle. Resource allocation and Pareto efficiency. Orthogonal matrices and quadratic forms. Critical points of quadratic functions. Taylor's approximation. Optimisation of functions of two or more variables.

For further information see <http://www.maths.lse.ac.uk/Courses/ma207.html>

Teaching: 20 Lectures (MA207) and 10 classes (MA207.A) in the LT and ST.

Written work: Written answers to set problems will be expected on a weekly basis.

Reading list: M Anthony & N Biggs, *Mathematics for Economics and Finance* (Cambridge, 1996); A Ostaszewski, *Mathematics in Economics* (Blackwell, 1993).

Assessment: One 2 hour paper in the ST.

MA208

Optimisation Theory

Teacher responsible: Dr Jan van den Heuvel, B410

Pre-requisites: **Mathematical Methods** (MA100) is a pre-requisite. Some background in rigorous mathematical methods, such as provided in **Introduction to Pure Mathematics** (MA103) or **Real Analysis** (MA203), is desirable.

Core syllabus: The course describes various techniques of continuous optimisation, gives a mathematical presentation of the relevant theory, and shows how they can be applied.

Content: Introduction and review of relevant parts from real analysis, with emphasis on higher dimensions. Weierstrass' Theorem on continuous functions on compact set. Review with added rigor of unconstrained optimisation of differentiable functions. Lagrange's Theorem on equality constrained optimisation. Kuhn-Tucker's Theorem on inequality constrained optimisation. Linear programming and duality. Finite and infinite horizon dynamic programming.

For further information see <http://www.maths.lse.ac.uk/Courses/ma208.html>

Reading list: *A first Course in Optimisation Theory* by R K Sundaram is the required textbook, which will be accompanied by notes handed out throughout the course. Useful background reading can be found in *Optimization in Economic Theory* by A U Dixit.

Teaching: 20 lectures (MA208) and 10 classes (MA208.A) in the LT. Revision lectures will be arranged in the ST.

Written work: Written answers to set problems will be expected on a weekly basis.

Assessment: A 2 hour written examination in the ST.

MA209

Differential Equations

Teacher responsible: Dr Jan van den Heuvel, B410

Pre-requisites: **Mathematical Methods** (MA100) is a pre-requisite. Some background in rigorous mathematical methods, such as provided in **Introduction to Pure Mathematics** (MA103) or **Real Analysis** (MA203), is desirable.

Core syllabus: The course concentrates on the theory and qualitative analysis of (ordinary) differential equations, although some solution techniques will be considered as well. Special attention will be paid to geometric concepts and the role of differential equations in the theory of dynamical systems. Examples and applications will illustrate the use in economical or financial contexts.

Content: Review of relevant mathematical background. First examples; illustrations of use of the computer package Maple. Nonlinear autonomous systems in the plane; phase portraits and vector fields. Existence and uniqueness of solutions. Linear equations and systems; classification of systems in the plane; higher dimensional systems and higher order equations; inhomogeneous equations and systems. Nonlinear systems in the plane: local and global behaviour; linearisation and stability at fixed points; Lyapunov functions. General nonlinear systems: attracting sets and attractors; conservative systems and integrals. Boundary value problems.

For further information see <http://www.maths.lse.ac.uk/Courses/ma209.html>

Reading list: The required text book will be *Dynamical Systems - Differential Equations, Maps and Chaotic Behaviour* by D K Arrowsmith & C M Place. Notes containing additional material will be handed out throughout the course. Useful material closely related to parts of the course are *Nonlinear Ordinary Differential Equations* by R Grimshaw and *Differential Equations, Stability and Chaos in Dynamic Economics* by W A Brock & A G Malliaris.

Teaching: 20 lectures (MA209) and 10 classes (MA209.A) in the LT. Revision lectures will be arranged in the ST.

Written work: Written answers to set problems will be expected on a weekly basis.

Assessment: A 2 hour written examination in the ST.

MA300

Game Theory

Teacher responsible: Dr B von Stengel, B408

Pre-requisites: Basic knowledge of matrices as covered in **Mathematical Methods** (MA100) or **Further Quantitative Methods** (MA207). Some knowledge of probability. Knowledge of economics as covered in **Microeconomic Principles II** (EC202).

Core syllabus: Concepts and methods of non-cooperative game theory with applications to economics.

Content: Part I: same as for Game Theory I (MA301). Part II: Repeated games, folk theorems, dynamic models of oligopolistic competition. Static games with incomplete information. Dynamic games with incomplete information.

For further information see <http://www.maths.lse.ac.uk/Courses/MA300/>

Reading list: Part I: K G Binmore, *Fun and Games*, 1992. Part II: R Gibbons, *A Primer in Game Theory*, 1992.

Teaching: 40 lectures (MA300), 20 classes (MA300.A) in MT and LT. Revision lectures in ST.

Written work: Weekly exercises are set and marked.

Assessment: A 3-hour written examination in ST.

MA301

Game Theory I

Teacher responsible: Dr B von Stengel, B408

Pre-requisites: Basic knowledge of matrices as covered in **Mathematical Methods** (MA100) or **Further Quantitative Methods** (MA207). Some knowledge of probability.

Core syllabus: The theory of games and its applications in economics.

Content: Game trees with perfect information, NIM. Backward induction. Extensive and strategic (normal) form of a game. Nash equilibrium. Von Neumann-Morgenstern utility theory. Commitment. Multistage bargaining, the Nash bargaining solution. Zero sum games, mixed strategies. Maxmin strategies. Nash equilibria in mixed strategies. Computation of equilibria for two-person games, geometric illustration. Extensive games with information sets, behaviour strategies, perfect recall.

For further information see <http://www.maths.lse.ac.uk/Courses/ma301.html>

Reading list: K G Binmore, *Fun and Games*, 1992.

Teaching: 20 lectures (MA301), 10 classes (MA301.A) in MT. Revision classes in ST.

Written work: Weekly exercises are set and marked.

Assessment: A 2 hour formal examination in the ST.

MA303

Chaos in Dynamical Systems

Teacher responsible: Professor S Alpern, B407

Pre-requisites: Ideally **Mathematical Methods** (MA100) or equivalent,

entailing intermediate-level knowledge of calculus. Some familiarity with proving theorems would be useful.

Core syllabus: This course introduces the useful notion of a dynamical system to describe the evolution of a system over time. Particular emphasis is given to systems with chaotic behaviour. The connection with fractal sets is explained.

Content: Dynamical Systems. Orbit analysis. Bifurcations. Symbolic Dynamics. The quadratic systems $f(x) = r x (1-x)$. Devaney's definition of chaos. Sarkovskii Theorem. Fractal sets.

For further information see <http://www.maths.lse.ac.uk/Courses/ma303.html>

Reading list: Required Text: *A First Course in Chaotic Dynamical Systems* by R Devaney. Also *An Introduction to Chaotic Dynamical Systems* by the same author. *Invitation to Dynamical Systems*, by E Scheinerman.

Teaching: 20 lectures in Lent Term accompanied by weekly classes. Revision lecture in ST.

Written work: Weekly exercises will be set and graded.

Assessment: A 2 hour formal examination at the end of the ST.

MA305

Control Theory and Calculus of Variations

Teacher responsible: Dr A Ostaszewski, B406

Pre-requisites: Students should have attended a course in **Mathematical Methods**, ideally **Further Mathematical Methods (Calculus)** MA200.

Core syllabus: A course in optimisation theory using the methods of the Calculus of Variations. No specific knowledge of functional analysis will be assumed and the emphasis will be on examples.

Content: This course develops a geometric approach to those optimisation problems which involve the choice of functions. Applications relevant to Economic Theory are studied. It introduces key methods of continuous time optimisation in a deterministic context, and later under uncertainty, including the Calculus of Variations, Pontryagin's Principle and Bellman's Principle. Specific topics include: Introductory examples including problems in Finance. Calculus of variations. Euler-Lagrange Equations. Necessary conditions. Maximum Principle. Extremal controls. Transversality conditions. Linear time-invariant state equations. Bang-bang control and switching functions. Dynamical programming. Control under uncertainty. Applications to Economics and Finance.

For further information see <http://www.maths.lse.ac.uk/Courses/ma305.html>

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.

Teaching: 20 lectures (MA305) and 10 classes (MA305.A), in the MT. Revision lectures will be arranged in the ST.

Written work: Written answers to set problems will be expected on a regular basis.

Assessment: A 2 hour formal examination paper in the ST.

MA310

Mathematics of Finance and Valuation

Teacher responsible: Dr A Ostaszewski, B406

Pre-requisites: Students should have attended courses in **Mathematical Methods** and **Statistics**. For example MA107, ST107 and MA207, or the pair MA100 and ST102 would be suitable. An intermediate level course in mathematics and/or statistics may prove helpful.

Core syllabus: Main mathematical ideas in the modelling of asset price evolution and the valuation of contingent claims (eg calls, puts); discrete methods will dominate. Introductory treatment of the Black-Scholes continuous-time model.

Content: This course introduces the main mathematical ideas involved in the modelling of asset price evolution and the valuation of contingent claims (such as call and put options) in a discrete and a continuous framework. It develops a formulation of the principles of risk-neutral valuation including some No-Arbitrage Theorems. Replication and pricing of contingent claims in certain simple models (discrete and continuous) are central themes. Derivation of the Black-Scholes equation, its solution in special cases and the Black-Scholes formula are its focal points. Specific topics followed are these: Two-period and multi-period modelling of asset price evolution. Relation to mean-variance portfolio analysis. Risk-neutral valuation of call and put options in the absence of arbitrage. Hedging and replicating portfolios. Martingale measure. Weak and strong forms of arbitrage (Law of One Price). Binomial modelling and Tree-form representation of price evolution. American options. Path dependent options. Brief and informal treatment of Itô's Lemma and the Black-Scholes equation. Kac-Feynman formula. Girsanov's Theorem (discussion only). For further information see <http://www.maths.lse.ac.uk/Courses/ma310.html>

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 derivatives*, Prentice-Hall, 1977; P Wilmott, S Howison & J Dewynne, *The Mathematics of Financial Derivatives*, CUP, 1995; M Baxter & A Rennie, *Financial Calculus*, CUP, 1996.

Teaching: 20 lectures (MA310) and 10 classes (MA310.A), in MT. Revision lectures will be arranged in the ST.

Written work: Written answers to set problems will be expected on a weekly basis.

Assessment: A 2 hour formal examination in the ST based on the full syllabus for the lecture course.

MA311

Discrete Mathematics

Teacher responsible: Professor Norman Biggs, B312 and Dr Jan van den Heuvel, B410

Pre-requisites: **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 third-year students who have previously taken the **Introduction to Pure Mathematics** (MA103) course.

Content: Introduction to counting. Combinations and selections. Properties of binomial numbers. The principle of inclusion-exclusion. Recurrence relations and generating functions. Order of functions. Graphs, their degree sequences, Eulerian and Hamiltonian properties. Trees, maximum spanning trees, greedy algorithm. Vertex-colouring, the five-colour theorem. Edge-colouring and applications to Latin squares.

For further information see <http://www.maths.lse.ac.uk/Courses/ma311.html>

Reading list: *Discrete Mathematics* by N L Biggs; *A First Course in Combinatorial Mathematics* by Ian Anderson; *Discrete Mathematics, Numbers and Beyond* by S Barrett; and *Introduction to Graph Theory* by R J Wilson.

Notes containing the core material will be handed out throughout the term.

Teaching: 20 lectures (MA311) and 10 classes (MA311.A) in the MT. Revision lectures will be arranged in the ST.

Written work: Written answers to set problems will be expected on a weekly basis.

Assessment: A 2 hour formal examination in the ST.

MA312

Convexity and Fixed Point Theorems

Teacher responsible: Professor S Alpern, B407

Pre-requisites: Prerequisites are ideally **Mathematical Methods** (MA100) and **Real Analysis** (MA203). To provide background in writing formal proofs, a course such as **Introduction to Pure Mathematics** (MA103) would be very useful.

Core syllabus: This course covers the basic properties of convex subsets of n-dimensional Euclidean space, and the maximization of linear functions on such sets (Linear Programming). It also gives a formal presentation (with proofs) of some of the main Fixed Point Theorems.

Content: Convex sets, convex functions. Separation Theorems and supporting hyperplanes. The Duality Theory for Linear Programs (but not computational methods for their solution). The fixed point theorems of Banach, Brouwer and Kakutani. For further information see <http://www.maths.lse.ac.uk/Courses/ma312.html>

Reading list: Lectures notes written by J van den Heuvel. Background reading: *Advanced Mathematical Methods* by Adam Ostaszewski, *Fixed Points* by Yu A Shashkin, *Convex Structures and Economic Theory* by H Nikaido.

Teaching: 20 lectures (MA312) and 10 classes (MA312.A) in the LT and ST.

Written work: Students are expected to submit written solutions to the weekly problem sheets.

Assessment: A 2 hour formal examination in the ST.

MA313

Probability for Finance and Economics

Teacher responsible: Professor G Brightwell, B411

Pre-requisites: MA103 **Introduction to Pure Mathematics**, or equivalent, together with MA100 **Mathematical Methods** and ST102 **Elementary Statistical Theory**. Attendance at more advanced courses, eg MA203 **Real Analysis**, MA200 **Further Mathematical Methods (Calculus)** and/or ST202 **Probability, Distribution Theory and Inference** would be highly desirable.

Core syllabus: The purposes of this course are (i) to explain the formal basis of abstract probability theory, and the justification for basic results in the theory, and (ii) to explore those aspects of the theory most used in advanced analytical models in economics and finance.

OPERATIONAL RESEARCH

OR201

Operational Research for Management

Teacher responsible: Dr D Read, G313

Availability: For second and final-year students on the BSc degrees in Accounting and Finance, in Economics, in Management, 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**.

Core syllabus: An elementary introduction to the formal techniques of Management Science/Operational Research, which is an approach to the structuring and solution of managerial decision problems in business, industry, government, and in everyday life. The techniques are mathematical, although this course requires only a basic understanding of mathematics. Because many of the concepts are probabilistic, OR201 also contains an introduction to probability theory.

Content: The approach taken will be formal. Probability spaces and probability measures. Random variables. Expectation and integration. Convergence of random variables. Conditional expectation. Martingales. Stochastic processes. Brownian motion. The Itô integral. For further information see <http://www.maths.lse.ac.uk/Courses/ma313.html>

Reading list: Full lecture notes will be provided. The following may prove useful: G R Grimmett & D R Stirzaker, *Probability and Random Processes*; D Williams, *Probability with Martingales*; N H Bingham & R Kiesel, *Risk-Neutral Valuation: Pricing and Hedging of Financial Derivatives*.

Teaching: 20 lectures and 10 classes in the LT and ST.

Written work: Exercises will be set and marked on a weekly basis.

Assessment: A 2 hour formal examination in the ST.

MA314

Theory of Algorithms

Teacher responsible: Dr B von Stengel, B408

Pre-requisites: Familiarity with abstract concepts, advisable course **Introduction to Pure Mathematics** (MA103). Willingness to cope with technical details of computer usage.

Core syllabus: Introduction to the theory of algorithms, data structures, and computational complexity.

Content: Basics of programming in Java. Sorting and searching. Running times. Stacks. Linked lists. Tables. Graphs and graph traversal. Polynomial-time algorithms.

For further informations see:

<http://www.maths.lse.ac.uk/Courses/ma314.html>

Reading list: T H Cormen, C E Leiserson & R L Rivest, *Introduction to algorithms*, MIT Press 1990. D Flanagan, *Java in a Nutshell* 3rd edn, O'Reilly 1999.

Teaching: 20 lectures (MA314), 10 classes (MA314.A), and optional computer help sessions, in LT.

Revision lectures will be arranged in the ST.

Written work: Weekly exercises are set and marked. Some are programming exercises in the programming language Java on school computers.

Assessment: A 2-hour written examination in the ST.

MA315

Algebra and its Applications

Teacher responsible: Professor N.L. Biggs, B412

Pre-requisites: Students must have passed MA103 **Introduction to Pure Mathematics**. The course is intended for 3rd year students on the Mathematics and Economics or Business Mathematics and Statistics degrees. Students on other degrees may take this course provided that they satisfy the pre-requisite.

Core syllabus: The aim of the course is to introduce abstract algebraic structures, such as groups, rings and fields, and show how these structures can be used to solve concrete problems.

Content: Basic results about permutations. Abstract groups: cyclic groups, subgroups, Lagrange's theorem. Permutation groups: orbits and stabilizers, the orbit-stabilizer theorem; applications to counting problems. Rings and polynomials: the Euclidean algorithm for polynomials. Finite fields: construction, the primitive element theorem, applications to orthogonal latin squares, symmetric designs. Error-correcting codes: linear codes, cyclic codes, perfect codes. Cryptography: basic notions, public-key systems.

Reading list: The main text is *Discrete Mathematics* by N L Biggs, specifically Chapters 13-17, together with some introductory material from earlier chapters. Students may also find the following useful: *Coding Theory and Cryptography* by D J A Welsh.

Teaching: 20 lectures (MA 315) and 10 classes (MA 315.A) in LT, plus revision sessions in the ST.

Written work: Sets of exercises will be distributed regularly, and students' solutions will be collected, marked, and discussed in the classes.

Assessment: A 2 hour formal examination in the ST.

Content: OR201.1 **Elements of Probability:** Definitions and rules of probability; Bayes theorem; random variables and expectation; discrete and continuous distributions.

OR201.2 **Operational Research:** Techniques treated include linear programming, critical path analysis, Markov chains, queueing theory, computer simulation, inventory management, decision analysis, game theory, problem structuring methods, etc. Full lecture notes will be provided.

Reading list: Recommended books

OR201.1: M Arthurs, *Probability Theory*; L Lapin, *Statistics for Modern Business Decisions*; T H Wonnacott & R J Wonnacott, *Introductory Statistics*.

OR201.2: D R Anderson, D J Sweeney & T A Williams, *Introduction to Management Science*; F S Hillier, M S Hillier & G J Lieberman, *Introduction to Management Science*; P Goodwin & G Wright, *Decision Analysis for Management Judgment*; J Rosenhead (Ed), *Rational Analysis for a Problematic World*.

Teaching:

Lectures: OR201.1: 6 MT; OR201.2: 25 MT, LT and ST.

Classes: OR201.2A: 32 MT, LT & ST.

Written work: Written answers to set exercises will be expected on a regular basis.

Assessment: One three-hour formal examination in the ST, covering both component courses.

OR202

Operational Research Methods

Teacher responsible: Dr G Appa, G312

Availability: Mathematics, Statistics and Probability Theory to the level of the course **Quantitative Methods** is required. In particular, students should have covered elementary distribution theory and the Poisson Process, and have a knowledge of linear algebra sufficient to handle matrix inversion. Students must be prepared to use computer packages when required. It is possible to take a further course **OR301 Model Building in Operational Research** which extends the Mathematical Programming component and covers Simulation in some detail.

Core syllabus: An introduction to all the main theoretical techniques of Operational Research.

Content: OR202.1 **Operational Research Techniques.** Some methodological aspects of operational research, and some of the main OR techniques, including: Critical Path Analysis, Production, Scheduling, Markov Chains, Queueing Theory, Replacement, Simulation, Stock Control, Dynamic Programming, Decision Theory, Theory of Games.

OR202.2 **Mathematical Programming.** Linear programming: from the most basic introduction to sufficient conditions for optimality; duality; sensitivity of the solution; discovery of the solution to small problems by graphical methods, and proof of optimality by testing the sufficient conditions; solution to larger problems by using a computer package. Unimodular linear programming (transportation): properties of solution, connection with graph theory, an algorithm for hand computation. Full lecture notes are provided.

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 Phillips & J J Solberg, *Operations Research*; H P Williams, *Model Building in Mathematical Programming*, Wiley; H P Williams, *Model Solving in Mathematical Programming*, Wiley; Wayne L Winston, *Operations Research*, Duxbury Press.

Students may also wish to consult R L Ackoff & M W Sasieni, *Fundamentals of Operations Research*; N A J Hastings, *Dynamic Programming with Management Applications*; F S Hillier & G J Lieberman, *Operations Research*; E Page, *Queueing Theory in OR*; M Sasieni, A Yaspan & L Friedman, *Operations Research: Methods and Problems*.

Teaching:

Lectures: OR202.1 24 in MT, LT and ST; OR202.2 10 MT.

Classes: OR202.1A 25 in MT, LT and ST; OR202.2A 12 MT and LT with 4 revision classes in the ST; 12 x 2 hours computer help in the MT and LT, and 4 x 2 hours computer help in the ST.

Written work: Written answers to set problems will be expected on a regular basis.

Assessment: A two-and-a-half-hour written examination (80% of the marks) and a one-hour computer examination (20%) in the ST. The computer-based examination will be based upon software taught in OR202.1 and OR202.2.

OR301

Model Building in Operational Research

Teacher responsible: Dr S Powell, G308

Availability: Students must also complete OR202 **Operational Research Methods**. (For third year students who have not taken **OR Methods** in their second year, **OR Methods** may be a co-requisite, taken in the same year).

Core syllabus: The concepts, techniques and practical aspects of the development and analysis of discrete event simulation models and of mathematical programming models for management decision support. A critical assessment of the use of Operational Research models in a range of applications paying attention to the power and limitations of a mathematical model when applied to the complexities and uncertainties of practical decision making.

Content: There are three lecture courses.

ST325 (See separate entry in Statistics course guide).

OR301.1 **Mathematical Programming Models in Operational Research.** Introduces more complex models, including integer programming, so extending the mathematical programming models of the course **Operational Research Methods**. The emphasis is on large-scale models necessitating the use of an algebraic modelling system.

OR301.2 **Operational Research in Practice.** Students are required to present critical reviews of two published papers and then to write reports on them, the second of which is assessed.

Reading list: ST325: see entry in Statistics course guide. OR301.1: H P Williams, *Model Building and Mathematical Programming*. OR301.2: suitable papers from OR journals will be available.

Teaching: ST325 (See separate entry in Statistics course guides)

OR301.1 10 lectures and, OR301.1A 10 classes MT.

OR301.2 10 seminars MT.

Written work: ST325 and OR301.1: students will be expected to prepare answers to set problems for discussion. OR301.2: students will be expected to present a paper.

Assessment: Examined entirely by course work and projects as follows: 40% for a report on the simulation project, 40% for the mathematical programming project, and 20% for a critical review of a published paper.

OR302

Applied Management Sciences

Teacher responsible: Professor M F Shuttler, G307

Availability: Only to students in the final year of the BSc (Management Sciences). Students must also have taken or be taking the course **OR301 Model Building in Operational Research**. Any student intending to offer this course in the third year should contact Professor Shuttler before the beginning of the ST of her or his second year.

Core syllabus: The student will carry out and report on a substantial piece of operational research.

Content: See Core syllabus above.

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.

Teaching: Students will be assigned to Professor M Shuttler who will continuously monitor progress and give tutorial guidance as required.

Written work: Each student will produce terms of reference by week 4 of the MT and write a project report during the Easter vacation.

Assessment: Assessment is based entirely on the report submitted to the supervisors by the end of the second week of the ST. Guidance will be given on the basis of a draft report.

OR303

Combinatorial Optimization

Teacher responsible: Dr G Appa, G312

Availability: Mathematical Programming to the level of OR202.2 (given in the MT).

Core syllabus: Discrete and combinatorial techniques for solving optimization problems: both those involving graphs and networks, and those of a more general structure.

Content: Shortest path algorithms in networks, various matching algorithms, the Chinese postman problem, solution techniques for Travelling Salesman and other Combinatorial Optimization problems. Also polyhedral combinatorics, heuristic approaches and a brief introduction to complexity theory.

Reading list: Relevant sections from the following texts will provide useful supplementary reading — *Graph Theory: An Algorithmic Approach* by N Christofidis; *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 Papadimitiou & K Steiglitz; *Discrete Mathematics using Latin Squares* by C F Laywine & G L Mullen, Wiley & Sons 1998. As concise reference material for the graph theoretic part of the course R Wilson's book *Introduction to Graph Theory* should prove useful.

Teaching: OR303 18 lectures LT, OR303A 18 classes LT.

Written work: Lecture notes containing problems are supplied. Written answers will be expected by the lecturer on a regular basis, and the problems will be discussed in the problem class.

Assessment: A 2 hour formal examination in the ST.

OR304

Decision Analysis

Teacher responsible: Dr J Howard, B602

Availability: Pre-requisites are Mathematics, Probability Theory, and Statistics to the level of the course **Quantitative Methods**. The course must not be taken with ST331, **Decision Theory and Bayesian Statistics**. **Core syllabus:** The fundamentals of the theory of decision analysis, its use in Bayesian statistics, behavioural decision theory, and the application of decision analysis in practice. The course is intended to be genuinely interdisciplinary.

Content: Topics covered are: the foundations of decision theory; descriptive models of human decision making; Bayesian statistical methods with applications; the use of decision analysis in practice. There are four lecture courses, as follows:

ST331.1 **Fundamentals of Decision Theory** (Dr J Howard) The normative theory of subjective probability and expected utility.

OR304.1 **Behavioural Decision Theory** (Professor L D Phillips). An exposition of descriptive models of human decision making, with an emphasis on the relationship between descriptive and normative theories.

ST331.2 **Bayesian Statistical Methods** (Dr B Blight) General discussion of the Bayes approach and comparison with other approaches to statistical inference. Applications to some statistical problems.

OR304.2 **Decision Analysis in Practice** (Professor L D Phillips). Applications of Decision Theory in both public and private sectors, illustrating how Decision Theory is modified and supplemented to provide a workable technology.

Reading list: H Raiffa, *Decision Analysis: Introductory Lectures on Choices Under Uncertainty*; S R Watson & D M Buede, *Decision Synthesis*; P M Lee, *Bayesian Statistics: An Introduction*; P R Goodwin & G Wright, *Decision Analysis for Management Judgment*; D von Winterfeldt & W Edwards, *Decision Analysis and Behavioural Research*; D V Lindley, *Making Decisions* (2nd edn); J Baron, *Thinking and Deciding* (2nd edn); R Clemen, *Making Hard Decisions: An Introduction to Decision Analysis* (2nd edn).

Teaching: There are four lecture courses, each accompanied by a fortnightly class.

ST331.1 10 MT; ST331.1A 5 MT;

OR304.1 10 MT; OR304.1A 5 MT;

ST331.2 10 MT; ST331.2A 5 LT;

OR304.2 10 LT; OR304.2A 5 LT.

Written work: Written answers to set problems will be expected weekly. Up to six projects will be set during the year.

Assessment: One three-hour formal examination in the ST, covering the full syllabus for the four lecture courses.

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PHILOSOPHY, LOGIC AND SCIENTIFIC METHOD

PH101

Logic

Teacher responsible: Dr Genoveva Marti, T501C

Availability: This course is available as an outside option.

Core syllabus: The formalisation of deductive arguments within propositional and predicate languages and the use of syntactic and semantic methods to evaluate validity. General considerations on the scope of formal logic.

Content: The syntax and semantics of propositional and predicate logic. The semantic characterisation of validity. A system of derivation. The soundness and completeness of the system of derivation.

Teaching: Lectures PH101 x 30 (ML), Classes PH101.A x 20 (ML).

Written work: Problem-sheets, requiring written answers, will be distributed on a weekly basis.

Reading list: M Bergmann, J Moor & J Nelson, *The Logic Book*.

Assessment: A three-hour written examination in the ST.

PH103

Reason, Knowledge and Values: An Introduction to Philosophy

Teacher responsible: Professor John Worrall, T501B

Availability: The course is available as an outside option.

Core syllabus: A critical introduction to some of the central problems of modern western philosophy from the theory of knowledge, metaphysics, philosophy of science, moral and political philosophy, and ethics.

Content:

1. **Introduction to Philosophical Reasoning:** Proof and evidence; case studies: attempted proofs of the existence of God, reasoning about infinity.

2. **Metaphysical Problems:** Free will and fatalism; the mind-body problem; can computers think?

3. **Theory of Knowledge and Philosophy of Science:** Perception; scepticism; *a priori* knowledge; causation; the problem of induction; explanation in science and social science.

4. **Moral, Ethical and Political Philosophy:** Facts and values; the nature of moral properties; moral relativism; theories of good: utilitarianism, deontological theories, and virtue ethics; the nature of political freedom.

Teaching: Lectures PH103 x 20 (ML), Classes PH103.A x 20 (ML).

Written work: Students will be expected to write at least two essays per term and to give class papers.

Reading and course material: 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 all topics.

Assessment: A three-hour written examination in the ST.

PH200

NA 01/02

Further Logic

Availability: This course is not available as an outside option. **Logic** (PH101) or a similar first course in deductive (symbolic) logic, including propositional and predicate logic, is a pre-requisite for this course.

Core syllabus: A second course in deductive logic giving detailed proofs of the fundamental meta-theorems concerning the power and limitations of formal theories based on first-order logic; and a detailed analysis of the general notion of a computation or algorithm.

Content: Propositional logic: its decidability. The propositional calculus; its soundness and completeness. First-order languages; their (Tarskian) semantics. The first-order predicate calculus; its soundness; the Gödel-Henkin completeness theorem; compactness; the Löwenheim-Skolem theorem; Skolem's paradox. Computers; recursive functions and relations; recursively enumerable relations. Church's thesis. The MRDP theorem (every re relation is diophantine) stated without proof. Formal first-order theories of arithmetic. Non-categoricity of complete first-order arithmetic. Code-numbering. Tarski's theorem.

Teaching: This is an intercollegiate course. Lectures are taught at one of the colleges of the University of London, classes are held at LSE. Lectures PH200 20 x 2hr (ML); Classes PH200.A x 20 (ML).

Written work: Written answers to set problems will be expected on a regular basis.

Recommended reading: The text for the course is M Machover, *Set Theory, Logic and their Limitations* (CUP, 1995).

Assessment: A 3-hour written examination in the ST at the end of the course.

PH201

Scientific Method

Teacher responsible: Dr Carl Hoefer, T11

Availability: 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, and some issues in the metaphysics of science.

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; 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; 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 – relativity theory, evolutionary biology and quantum mechanics.

Teaching: Lectures PH201 x 20 (ML); Classes PH201.A x 20 (ML).

Written work: Students will be expected to write at least two essays per term and to give class presentations.

Reading list: Detailed reading lists will be distributed during the course as part of handouts. **Preliminary reading:** T S Kuhn, *The Structure of Scientific Revolutions*; K R Popper, *Conjectures and Refutations*.

Assessment: A three-hour written examination in the ST.

PH203

Philosophy of the Social Sciences

Teacher responsible: Dr Richard Bradley, T301A

Availability: No formal pre-requisites, but PH103 or equivalent is recommended.

Core syllabus: Philosophical issues concerning the nature of social scientific theory and its applications.

Content: Topics to be covered will include some or all of: the explanation and interpretation of action, naturalist and hermeneutic social theory; the nature of 'social facts'; reductionism and methodological individualism; functional and structural explanations; rationality and relativism; the role values in social science. Philosophical problems of particular social sciences such as anthropology, sociology, and history will also be addressed.

Teaching: Lectures PH203 x 20 (ML), Classes PH203.A x 20 (ML).

Written work: Students will be expected to write at least two essays per term and to give class presentations.

Reading list: A detailed reading list will be provided at the beginning of the course. Useful background readings are: D Little, *Varieties of Social Explanation*; A Rosenberg, *Philosophy of Social Science*; M Hollis, *The Philosophy of Social Science*. A useful anthology is M Martin & L McIntyre (Eds), *Readings in the Philosophy of Social Science*.

Assessment: A three-hour written examination in the ST.

PH206

NA 02/03

Nineteenth Century Continental Philosophy

Teacher responsible: Professor Colin Howson, T301C

Availability: This course is not available as an outside option.

Core syllabus: The philosophies of Hegel, Schopenhauer, and Nietzsche. **Content:** (a) Hegel (10 lectures). The philosophy of Hegel, with reference to *The Phenomenology of Spirit*; (b) Schopenhauer (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: This is an intercollegiate course and is only offered in alternate years. Lectures are taught at one of the colleges of the University of London, classes are held at LSE. Lectures PH206 x 20 (ML); Classes PH206.A x 20 (ML).

Written work: Students will be expected to write at least two essays per term and to give class papers.

Reading list: R Solomon, *In the Spirit of Hegel A Study of Hegel's Phenomenology of Spirit*; M J Inwood, *Hegel*; C Taylor, *Hegel*; T Pinkard, *Hegel's Phenomenology of Spirit*; C Janaway, *Schopenhauer*; C Janaway, *Self and World in Schopenhauer's Philosophy*; A Danto, *Nietzsche as Philosopher*; A Nehamas, *Nietzsche: Life As Literature*; M Clark, *Nietzsche on Truth and Philosophy*. Also the works mentioned in the **Content**.

Assessment: A three-hour written examination in the ST.

PH207

NA 01/02

Phenomenology

Availability: This course is not available as an outside option.

Core syllabus: The course covers the tradition of Continental phenomenology.

Content: (a) Husserl, with reference to Husserl's foundation of phenomenological philosophy. (b) Heidegger, with reference to *Being and Time*. (c) Sartre, with reference to *Being and Nothingness*. (d) Merleau-Ponty, with reference to *Phenomenology of Perception*.

Teaching: This is an intercollegiate course and is only offered in alternative years. Lectures are taught at one of the colleges of the University of London, classes are held at LSE. Lectures PH207 x 20 (ML); Classes PH207.A x 20 (ML).

Written work: Students will be expected to write at least two essays per term and give class papers.

Reading list: David Bell, *Husserl*; P Caws, *Sartre*; 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*; L Kolakowski, *Husserl and the Search for Certitude*; Christopher Macann, *Four Phenomenological Philosophers*; M Merleau-Ponty, *Eye and Mind*; P A Schilpp (Ed), *The Philosophy of Jean-Paul Sartre*. Also the works mentioned in the **Content**.

Assessment: A three-hour written examination in the ST.

PH209

Philosophical Logic and Metaphysics

Teacher responsible: Dr Genoveva Marti, T501C

Availability: This course is not available as an outside option.

Core syllabus: Some of the main contemporary philosophical problems in philosophical logic and in metaphysics.

Content: Topics vary by year. Please see departmental Course Handbook for information on topics covered in a particular year. **(a) Philosophical Logic:** reference, names and descriptions, validity, truth, logical truth, conditionals, necessity and modality, existence and quantification, vagueness and non-classical logics; **(b) Metaphysics:** universals and particulars, materialism and dualism, free-will and determinism, personal identity, substance, events, causation, time, realism and idealism.

Reading list: **(a) Philosophical Logic:** P Geach & M Black (Eds), *Translations from the Philosophical Writings of G Frege*; B Russell, *Logic and Knowledge*; S Kripke, *Naming and Necessity*; R M Sainsbury, *Logical Forms*; J Etchemendy, *The Concept of Logical Consequence*; R Stalnaker, *Inquiry*; D Lewis, *On The Plurality of Worlds*; M Loux (Ed), *The Possible and the Actual*.

(b) Metaphysics: P Geach, *Reference and Generality*; D Wiggins, *Identity and Spatio-Temporal Continuity*; J Perry, "The Same F" in *Philosophical Review*; D Davidson, *Essays on Actions and Events*; P Horwich, *Asymmetries in Time*; J Perry (Ed), *Personal Identity*; R Le Poidevin & M Macbeath (Eds), *The Philosophy of Time*; E Sosa & M Tooley (Eds), *Causation*; G Watson (Ed), *Freewill*. The specific list of readings for the year will be announced in the Course Handbook.

Teaching: This is an intercollegiate course. Lectures are taught at one of the colleges of the University of London, classes are held at LSE. 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. PH209 x 30 (ML); Classes PH209.A x 20 (ML).

Written work: Students will be expected to write at least two essays per term and to give class presentations.

Assessment: A three-hour written examination in the ST.

PH210

Philosophy of Mathematics

Teacher responsible: Professor John Worrall, T501B

Availability: This course is not available as an outside option. Some knowledge of set theory is helpful but not essential. Advanced knowledge of mathematics is not required since the emphasis is on the broad philosophical issues raised by mathematics.

Core syllabus: The course is concerned with the metaphysics and epistemology of mathematics – what its subject matter is, and how we can have knowledge of it.

Content: The metaphysics and the epistemology of mathematics: what mathematical objects are, if there are any, and how we know about them, if we do. Is mathematics reducible to logic? The paradoxes of set theory. Can mathematics be thought of as the science of formal axiomatic systems? Hilbert's programme and the philosophical impact of Gödel's theorems. The intuitionist challenge to classical mathematics and to classical logic – is the principle of excluded middle valid in mathematics? How can we come to know about mathematical objects if they are purely abstract? What are numbers? The role of visualisability in mathematics and in mathematical proofs.

Teaching: Lectures for this course are taught within the London intercollegiate system at one of the other colleges of the University of London; classes are held at LSE. Lectures PH210 x 20 (ML); Classes PH210.A x 20 (ML).

Written work: Students will be required to write two essays per term and to give class papers.

Reading list: P Benacerraf & H Putnam (Eds), *Philosophy of Mathematics: Selected Readings*. Students will also need to consult: W D Hart (Ed), *The Philosophy of Mathematics*; F Waismann, *Introduction to Mathematical Thinking*; C Parsons, *Foundations of Mathematics in the Encyclopaedia of Philosophy Vol 5*. Further readings will be announced during the course.

Assessment: A three-hour written examination in the ST.

PH211

Philosophy of Economics

Teacher responsible: Dr Sang Wook Yi, T301B

Availability: 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.

Content: The status of economic theories and laws. Explanation and idealisation in economics, theory assessment, the role of models in economic theory, causal reasoning in economics. Positive/normative economics. The nature of rationality. Implications of Game theory. The liberal paradoxes. Social choice theory and social welfare. Contractarianism and libertarianism. Welfareism and utilitarianism. Interpersonal comparisons of utility. Distributive justice and the economics of redistribution. Institutional theory.

Teaching: Lectures PH211 x 20 (ML); Classes PH211.A x 20 (ML).

Written work: Students will be expected to write at least two essays per term and to give class papers.

Reading list: D Hausman, *The Inexact and Separate Science of Economics*; D Hausman (Ed), *The Philosophy of Economics*; L Robbins, *The Nature and Significance of Economic Science*; J Rawls, *A Theory of Justice*; R Nozick, *Anarchy, State and Utopia*; J Elster & J E Roemer (Eds), *Interpersonal Comparisons of Well-Being*; A Sen & B Williams (Eds), *Utilitarianism and Beyond*; J Buchanan & G Tullock, *The Calculus of Consent*.

Assessment: A three-hour written examination in the ST.

PH212

Frege and Russell

Teacher responsible: Dr Genoveva Marti, T501C

Availability: This course is not available as an outside option. An introductory logic course and some knowledge of elementary set theory would be an advantage.

Content: The central philosophical and logical ideas of Frege and Russell.

Teaching: This is an intercollegiate course. Lectures are taught at one of the colleges of the University of London, classes are held at LSE. Students attend the first year of the intercollegiate lectures **Frege, Russell and Wittgenstein**. Lectures PH212 x 20 (ML), PH210 x 20 (ML); Classes PH212.A x 20 (ML).

Written work: Students will be expected to write at least two essays per term and to give class presentations.

Reading list: 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*; Herbert Hochberg, *Logic, Ontology and Language*; A J Ayer, *Russell*; D Pears, *Bertrand Russell and the British Empiricist Tradition*; M Sainsbury, *Russell*. Further readings will be announced during the course.

Assessment: A three-hour written examination in the ST.

PH213

NA 01/02

Scientific Revolutions: Philosophical and Historical Issues

Availability: 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).

Content: Philosophical and foundational issues concerning certain fundamental theory-changes in physics and biology. Topics to be covered may include:- 1. The Copernican revolution: falsifiability and the Duhem problem; prediction and accommodation; simplicity, harmony. 2. Galileo: observationality, 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. 6. The Darwinian Revolution: testability (is 'survival of the fittest' a tautology?); underdetermination (can creationists explain everything that Darwin can?); particular aspects of Darwinian theory and the empirical support for them (altruism, sexual selection and humans as Darwinian animals).

Teaching: Lectures PH213 x 20 (ML); Classes PH213.A x 20 (ML).

Written work: Students will be expected to write at least two essays per term and to give class papers.

Reading list: 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. Darwinism: J Barkow, L Cosmides & J Tooby (Eds), *The Adapted Mind: Evolutionary psychology and the generation of culture*, pp. 3-15; C 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; R Dawkins, *The Blind Watchmaker*; John Maynard Smith, *On Evolution*, chapters 1, 2, 6, 7; M Ruse, *The Darwinian Revolution*; also H Cronin, *The Ant and the Peacock* (background reading; pick out what is relevant to your interests).

Assessment: A three-hour written examination in the ST.

PH214

Morality and Values

Teacher responsible: Professor Edward McClennen, T402

Availability: No formal pre-requisites, but PH103 or equivalent is recommended.

Core syllabus: Central topics in moral and political philosophy.

Content: A survey of important texts in moral, social and political theory: From Plato through to the 20th Century.

Teaching: Lectures PH214 x 20 (ML); Classes PH214.A (ML).

Written work: Students will be expected to write at least two essays per term and to give class presentations.

Reading list: A detailed reading list will be provided at the beginning of the course. Useful background readings include: A MacIntyre, *A History of Moral Philosophy from the Homeric Age to the Twentieth Century* (1997); S M Cahn & P Markie, *Ethics: History, Theory and Contemporary Issues* (1998); R M Stewart, *Readings in Social and Political Philosophy* (1996).

Assessment: A three-hour written examination in the ST.

PH215

NA 01/02

History of Modern Philosophy A

Availability: The course is available as an outside option.

Core syllabus: A critical historical review and an introduction to some of

the main problems of philosophy. The main philosophers of the seventeenth and eighteenth centuries.

Content: The main philosophical ideas of Descartes, Hume and Spinoza.

Teaching: This is an intercollegiate course. Lectures are taught at one of the colleges of the University of London, classes are held at LSE. Lectures PH215 x 20 (ML); Classes PH215.A x 20 (ML).

Written work: Students will be expected to write at least two essays per term and to give class papers.

Reading list: **Descartes:** (a) Primary Sources: Descartes, *Meditations on First Philosophy and Discourse on Method*. (b) Modern Secondary Literature: J Cottingham, *Descartes*; E M Curley, *Descartes Against the Skeptics*; A Kenny, *Descartes*; B Williams, *Descartes*.

Hume: (a) Primary Sources: Hume, *A Treatise of Human Nature and An Enquiry Concerning Human Understanding*. (b) Modern Secondary Literature: J Bennett, *Locke, Berkeley, Hume*; A Flew, *Hume's Philosophy of Belief*; R J Fogelin, *Hume's Skepticism in the Treatise of Human Nature*; D Hume, *Treatise of Human Nature, Book 1*; B Stroud, *Hume*.

Spinoza: (a) Primary Sources: Spinoza, *Ethics*. (b) Modern Secondary Literature: E M Curley, *Behind the Geometrical Method: A Reading of Spinoza's Ethics*; E M Curley, *The Metaphysics of Spinoza*; S Hampshire, *Spinoza*; R Scruton, *Spinoza*.

Detailed readings will be circulated through the class system on particular philosophers and particular topics.

Assessment: A three-hour written examination in the ST.

PH216

History of Modern Philosophy B

Teacher responsible: Dr Carl Hoefler, T11

Availability: The course is available as an outside option.

Core syllabus: A critical historical review and an introduction to some of the main problems of philosophy. The main philosophers of the seventeenth and eighteenth centuries.

Content: The main philosophical ideas of Leibniz, Locke and Berkeley.

Teaching: This is an intercollegiate course. Lectures are taught at one of the colleges of the University of London, classes are held at LSE. Lectures PH216 x 20 (ML); Classes PH216.A x 20 (ML).

SOCIAL POLICY

SA100

Foundations of Social Policy

Teacher responsible: Dr S Morris, A236

Pre-requisites: Compulsory for Bachelor's degrees in social policy, and available to students on other degrees where regulations permit.

Core syllabus: The course examines changes in the way in which social welfare provision has been made over time. The focus is on change in the responses made to particular social issues in nineteenth and twentieth century Britain in comparison with other developed countries.

Content: The course: considers how social problems are defined and policies formulated with reference to the fields of poverty, health, education, housing and income maintenance; discusses the implications of these policies for the equality and citizenship of different class, gender, generational and racial groupings; explores the changing boundaries between the roles of the state, the market, the family and the voluntary sector in the mixed economy of welfare; examines the role of ideology, social need, institutional interests and economic conditions in explaining development and historical change in social welfare provision.

Reading list: P Alcock, A Erskine & M May (Eds), *The Student's Companion To Social Policy*, (1998); J Baldock, N Manning, S Miller & S Vickerstaff (Eds), *Social Policy*, (1999); H Glennerster, *British Social Policy Since 1945*, 2000; R Lowe, *The Welfare State in Britain Since 1945*, 1999; M May, E Brundson & R Page (Eds), *Understanding Social Problems*, 2001; R Page & R Silburn (Eds), *British Social Welfare in the Twentieth Century*, 1999; C Pierson, *Beyond the Welfare State 1998*; P Thane, *The Foundations of the Welfare State*, 1996. These are introductory texts; a full reading list will be provided in the first lecture of MT.

Teaching: Lectures: 22 x SA100. Classes: 24 x SA100.A.

Written work: Students are expected to submit two pieces of written work per term, and to read for and prepare contributions to class discussion each week.

Assessment: A three-hour written examination in the ST.

SA101

Sociology and Social Policy

Teacher responsible: Professor D Downes, A237

Pre-requisites: This course is required for Bachelor's degrees in Social Policy. Available for undergraduates as an 'outside option' with the approval of the course organiser.

Core syllabus: The course will examine a series of policy issues in contemporary British society, viewed sociologically. Basic concepts in the analysis of social stratification, the distribution of power, modes of organisation, professionalisation, race and gender are discussed in relation to questions of social and political choice and social policy.

Content: The core of the course consists of the examination of a series of topics including class and social status in Britain, political power and elite formation, demographic change, race relations and the position of women, bureaucracy, the role of expertise, the family, poverty and deprivation, health and illness, education, crime and deviance, housing, development planning, the individual and the state, social care and ageing. The variable

Written work: Students will be expected to write at least two essays per term and to give class papers.

Reading list: **Leibniz:** G W Leibniz, *Discourse on Metaphysics; The Monadology; New Essays on Human Understanding; Correspondence with Clarke and with Arnauld*; S Brown, *Leibniz*; N Rescher, *The Philosophy of Leibniz*.

Locke: J Locke, *An Essay Concerning Human Understanding*; E J Lowe, *Locke on Human Understanding*; R Woolhouse, *Locke*; N Jolley, *Locke*; J L Mackie, *Problems from Locke*.

Berkeley: M R Ayers, *Berkeley's Philosophical Works*; J Bennett, *Locke, Berkeley, Hume*; D Berman, *George Berkeley: Idealism and the Man*; J Dancy, *Berkeley*; A C Grayling, *Berkeley: The Central Arguments*; G Pitcher, *Berkeley*; G J Warnock, *Berkeley*; K Winkler, *Berkeley: An Interpretation*.

Detailed readings will be circulated through the class system on particular philosophers and particular topics.

Assessment: A three-hour written examination in the ST.

PH299

Essay on an Approved Subject in Philosophy

Teacher responsible: Dr Genoveva Marti, T501C

Availability: This course is not available as an outside option.

Core syllabus: The essay may be on any topic falling within the scope of the philosophy courses for Philosophy.

Selection of topic: Candidates should have the subject of their essay approved by their tutor.

Arrangements for supervision: The essay should reflect the candidates' own views but must develop out of some established part of the philosophical literature. Students should carefully discuss the topic and approach of the essay with their tutor who will also advise on background reading. Students may ask a member of the Department other than their tutor to supervise the essay if this is more appropriate. Students must have regular meetings with their supervisor and keep a formal record of their work and progress.

Assessment: Essays must be submitted by June 7. They should be 5,000-7,000 words, and should be typewritten.

contribution of sociology to policy formation and the understanding of policy issues and processes are emphasised.

Reading list: There is no set text for the course, and a full reading list is provided at the first class.

D Lee & H Newby, *The Problem of Sociology*; A Giddens, *Sociology*; 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*; P Alcock (Ed), *Student's Companion to Social Policy*; V George & R Page (Eds), *Modern Thinkers on Welfare*.

Teaching: Lectures: 24 x SA101. Classes: 24 x SA101.A.

Written work: One essay per term is required.

Assessment: A three-hour written examination in the ST.

SA102

Social Economics

Teachers responsible: Professor D Piachaud, A243 and to be announced

Pre-requisites: This course is intended for Bachelor's degrees in Social Policy.

Core syllabus: An introduction to economics and its application to social policy.

Content: The nature of the economic problem. The role of prices in a market economy. Demand and consumer choice; supply, production costs and market structure. State and market provision of health services, social care, housing and education. Market and state failure. Quasi-markets in social policy. Unemployment and government economic management. The determination of wages; the role of trade unions; minimum wage legislation. Low pay and poverty; the distribution of incomes; policies of income redistribution.

Reading list: J Le Grand, C Propper & R Robinson, *The Economics of Social Problems*; A B Atkinson, *The Economics of Inequality*; N Barr, *Economics of the Welfare State*; J Stiglitz, *Economics of the Public Sector*; J Le Grand & W Bartlett, *Quasi-markets and Social Policy*.

Written work: Essays, problem sets and presentations will be required.

Teaching: Lectures: 20 x SA102. Classes: 22 x SA102.A.

Assessment: A three-hour written examination in the ST.

SA103

Population, Economy and Society

Teacher responsible: Dr E Coast, A232

Pre-requisites: This is a core course for Bachelor's degrees in Population Studies. It is available to students on other degrees as permitted by the regulations. As a general introduction to Population Studies, it assumes no previous knowledge of the subject.

Core syllabus: The course deals with the inter-relationships between the demographic characteristics of a society (fertility, mortality and migration) and their economic and social context. The causes of demographic change and their consequences are examined. The approach of the course is comparative, both across time and between developed and less developed societies.

Content: A wide range of topics are covered, including: the relationship between population size and available resources; social, biological and economic influences on population growth rates, especially the role of famine, disease and war; the demographic and health transitions; HIV/AIDS; fertility decline and the role of family planning programmes; the changing characteristics of the family; global trends in population ageing and their social and economic consequences for the elderly; theories and trends in migration; urbanisation.

Reading list: Detailed reading lists are provided at the beginning of each term, and are also available in the course public folder. Key overview texts include: M Livi-Bacci, *A concise history of world population*; H Jones, *Population Geography*; E A Wrigley, *Population and History*; W Lutz, *The Future Population of the World*.

Teaching: Lectures: 24 x SA103. Classes: 22 x SA103.A.

Written work: Students are expected to prepare at least two class presentations per term and submit two essays per term.

Assessment: A three-hour written examination in the ST.

SA201

Research Methods for Social Policy

Teachers responsible: Dr G Wilson, A270, Dr E Munro, A272 and other

Pre-requisites: This is a compulsory course for most Bachelors' degrees in Social Policy, and is available to students on other degrees where regulations permit.

Core syllabus: The paper aims to give students a comprehensive introduction to methods of social research in social policy.

Content: The design and analysis of social policy research. The nature of social measurement. Elements of sampling theory and the concept of statistical inference. Data collection by means of social survey, participant observation and documentary methods. The use of official data. Basic descriptive and inferential statistics. Analysis of data particularly from surveys and censuses. The use of computers in data analysis. Ethics and politics of Social Policy Research. Strengths and weaknesses of commonly used research methods. Methods of analysing qualitative data.

Reading list: F Clegg, *Simple Statistics*; C Robson, *Real World Research*; D Rowntree, *Statistics Without Tears*; HMSO, *Social Trends* (annually); SCPR, *British Social Attitudes* (annually); HMSO, *General Household Survey* (annually).

Teaching: The course combines two elements:

SA201.1 Data Analysis for Social Policy: To be announced.

Lectures: 10 x SA201.1 MT and LT. Classes: 15 x SA201.1.A MT and LT.

SA201.2 Research Methods for Social Policy: G Wilson and E Munro.

Lectures: 20 x SA201.2 MT and LT. Classes: 20 x SA201.2.A MT and LT.

Written work: For the **Research Methods** class, students are required to write two essays of 1,500-2,000 words, one each term. Participation in group work in class, and in preparation for classes, is essential.

For the **Data Analysis** class, students will use a computer to analyse data, and will be expected to produce summaries and interpretations of their results. Successful completion of a Project Report (by the end of the LT) is a condition of examination entry.

Assessment: A three-hour written examination in the ST (70%) and a project report (30%). The project topic will be given out during the LT, and the project report must be handed in to the Undergraduate Office (H310) by the end of the LT.

SA203

Finance and Organisation of Human Services

Teachers responsible: To be announced

Pre-requisites: This is a compulsory course for Bachelor's degrees in Social Policy, and is available to students on other degrees where the regulations permit.

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.

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, charges and charitable giving, local government finance and current debates about paying for each of the major areas of social provision.

Teaching: 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 MT and LT.

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*; H Glennerster & J Hills (Eds), *The State of Welfare* (2nd edn).

Supplementary reading list: Full bibliographies will be given to students at the start of the session.

Assessment: A three-hour written examination in the ST.

SA204

Educational Policy and Administration

Teacher responsible: Dr A West, A208

Pre-requisites: This is an optional course for Bachelor's degrees in Social Policy, and for other degrees where the regulations permit.

Core syllabus: An introduction to the main issues in educational policy and administration. It draws on interdisciplinary research literature and focuses on contemporary Britain although there is a comparative component. The course will aim to show how major concepts in social policy can be applied to the study of education – for example, inequality (in terms of class, ethnicity and gender), social justice (special educational needs) and redistribution of resources.

Content: The first part of the course focuses on broad issues of educational policy, from the end of the 19th century onwards, including the 1944 Education Act, recent education reforms, further and higher education including market oriented reforms in the UK and elsewhere. The second part of the course focuses on specific issues that have implications for equality of opportunity, equity and social justice – social class and education, ethnicity/race and education, special educational needs, gender and education and early years education.

Reading list: Some introductory texts are recommended: M Flude & M Hammer, *The Education Reform Act 1988: its origins and implications*, 1992; P Gordon, R Aldrich & D Dean, *Education and Policy in England in the Twentieth Century*, 1991; D Lawton, *Education and Politics in the 1990s: conflict or consensus?* 1992; A H Halsey et al., *Education: Culture, Economy, Society*, 1997; A Hayton (Ed), *Tackling Disaffection and Social Exclusion*, 1999. A comprehensive bibliography will be provided

Teaching: Lectures: 10 x SA204 MT. Classes: 24 x SA204.A.

Written work: Presentation of 2 or 3 short class papers during the session and two essays per term.

Assessment: A three-hour written examination in the ST.

SA205

Social Care Policy and Planning

Teacher responsible: Miss S Sainsbury, A250

Pre-requisites: This is an optional course for bachelor's degrees in Social Policy, and for other degrees where the regulations permit.

Core syllabus: The development and operation of the personal social services in Britain since the Second World War are discussed in the context of economic, political, social and demographic change.

Content: Social care services for children at risk, young offenders, those with physical and learning disabilities and mental health problems and frail older people; their goals and functions, the ethical and political issues they raise, and the concepts and values they assume; manpower, training, management and inter-organisational issues they experience, and the performance assessment criteria by which they are assessed. Relationships between central government and local authorities, the voluntary, private and informal sectors.

Reading list: The following are useful introductory texts. G Wistow, *Social Care in the Mixed Economy*, 1994; S Sainsbury, *Regulating Residential Care*, 1989; K Jones, *Asylums and After: A Revised History of the Mental Health Services*, 1993; N Parton, *Child Protection: risk and the moral order*, 1998. A full bibliography will be provided with the programme of class topics.

Teaching: Lectures: 10 x SA205 MT. Classes: 25 x 1½ hours, MLS.

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.

Assessment: A three-hour written examination in the ST.

SA206

Housing and Urban Structure

Teacher responsible: Dr R Tunstall, A240

Pre-requisites: This is an optional course for Bachelor's degrees in Social Policy, and for other degrees where regulations permit.

Core syllabus: The course introduces students to the development of urban areas since the mid-19th century and to the development of housing and urban policy through the 20th century, with coverage of very topical issues. It deals mainly with the UK, but also examines housing in several other European countries. It aims to equip students to explore and analyse the processes at work in cities and in the housing system.

Content: Industrialisation and urbanisation, garden city ideas, slums and slum clearance, state involvement in housing development, the growth of home ownership, the decline of council housing, the private rented sector, the role of housing associations, homelessness, housing and social exclusion, housing and social policy, urban decline and regeneration, urban areas and the environment. There will also be time to investigate issues of interest to individual students.

Reading list: J Burnett, *A Social History of Housing*; Wohl, *The Eternal Slum*; M Harloe, *The People's Home*; A Power, *Hovels to High Rise*; P Saunders, *A Nation of Homeowners*.

Teaching: Lectures: 10 (SA479) MT and 10 (SA464) LT. Classes: 24 x SA206, MT and LT.

In addition there will be a number of field trips by arrangement with the class teacher.

Written work: Each student will be expected to give two or three 10-minute presentations and to submit two essays during the year.

Assessment: A three-hour written examination in the ST.

SA207

Health Policy and Administration

Teacher responsible: Dr J Carrier, A238

Pre-requisites: 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: An introduction 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.

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.

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*, 1999; 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.

A supplementary reading list will be given out at the beginning of the course, and reflects the special interests of the subject lecturers.

Teaching: 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.

Assessment: A three-hour written examination in the ST.

SA212

Family, Gender and Society

Teacher responsible: Professor K Kiernan, A279

Pre-requisites: This is an optional course for Bachelor's degrees in Social Policy and other degrees where regulations permit.

Core syllabus: This course examines the dimensions of family change over the post-war period and their implications for the private and public domains of life. The approach is interdisciplinary and although primarily concerned with Britain has a substantial comparative component.

Content: The course provides an overview of the history of the family and reviews the theoretical perspectives and current debates on the family. Gender differences will be a focus. The major themes covered include: partnership and parenthood; family conflict and disruption; work and family issues; intergenerational links between parents and children and the elderly and their families; social change and the public and private family; family, state and social policy.

Reading list: A detailed reading list will be provided at the beginning of the session. General reading: 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; K Kiernan, H Land & J Lewis, *Lone-Motherhood in the twentieth century: from footnote to front page*, OUP, 1998.

Teaching: Lectures: 20 x SA212, Classes: 22 x SA212.A.

Written work: Presentation of 2 or 3 short class papers during the session and two essays.

Assessment: A three-hour written examination in the ST.

SA213

European Social Policy

Teacher responsible: Dr S Mangen, A261

Pre-requisites: This course is available to students on Bachelor's degrees where regulations permit, and to General Course students. The course is not available to students of the Department of Social Policy for the session 2001-02.

Core syllabus: The course examines the emergence and subsequent development of welfare states and contemporary social policies in Western Europe, focusing particularly on EU countries. Social policy-making at the EU level also forms an important component.

Content: A cross-national analysis of the development of Western European welfare states in their political, social and economic contexts. The first part of the course traces the emergence of collective social provisions from the last quarter of the nineteenth-century. In the second part, lectures and classes focus on current processes of policy-making and implementation, and these are discussed in the context of contemporary issues in social policy; demographic trends and the planning of welfare; the fiscal crisis and the funding of social security; health care; social exclusion; women and the welfare state; labour market and training issues; urban problems. Teaching in the third part is devoted to social policy-making at the EU level and to the issue of the 'social dimension' of the Single European Market.

Reading list: No one book covers the whole course. A detailed graduated reading list will be available at the beginning of the session.

Some introductory texts are: L Hantrais, *Social Policy in the EU*, Macmillan (2nd edn); J Bailey, *Social Europe*, Longman (2nd edn); A Cochrane & J Clarke, *Comparing Welfare States*, Sage; M Wise & R Gibb, *Single Market to Social Europe*, Longman; Esping-Andersen, *The Three Worlds of Welfare Capitalism*, Polity.

Teaching: Lectures: 20 weekly lectures in MT and LT, but twice weekly in weeks 2 to 4 of the MT. Classes: 21 x SA213.A.

Assessment: An essay of 2,000 words in both the MT and LT (30%). A three-hour written examination in the ST (70%).

SA215

Ageing and Social Policy

Teacher responsible: Dr G Wilson, A270

Pre-requisites: For Bachelor's degrees in Social Policy, 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.

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.

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; G Wilson, *Understanding Old Age: Critical and Global Perspectives*, Sage, 2000.

Teaching: 10 lectures and 10 classes in the MT.

Assessment: A two hour written examination in the ST (75%). Undergraduates will present one essay at the beginning of the LT (25%).

SA216

Issues in Social Policy

Teacher responsible: Professor D Piachaud, A243 and others

Pre-requisites: 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.

Content: The 'underclass' debate: theory and evidence; the growth in equality-evidence, trends and causes; family change and family issues; long term unemployment and welfare-to-work; is there an 'educational underclass'; area segregation and 'welfare ghettos'; the built environment and social exclusion; social exclusion and marginalisation in Europe; crime and social exclusion.

Reading list: R Lister, *Charles Murray and the Underclass: the developing debate*, IEA, 1996; D J Smith, *Understanding the Underclass*, PSI, 1992; W J Wilson, *When Work Disappears*; J Hills (Ed), *New Inequalities*, 1996; Con 4445, *Opportunity for All: tackling poverty and social exclusion*, 1999.

Teaching: 10 Lectures (SA429), LT. 10 Classes (SA216), LT.

Assessment: A two-hour written examination in the ST.

SA217

Psychology of Crime and Criminal Justice

Teachers responsible: Dr J Rumgay, A258 and Mr D Cornish, A118

Pre-requisites: This is an optional course for Bachelor's degrees in Social Policy and for other degrees where regulations permit. General Course students are welcome.

Core syllabus: The course examines the contribution of psychology to our contemporary understanding of crime and criminal justice processes. It explores the application of psychological theory and research to policy development in relation to prevention and treatment of criminal behaviour, prevention and investigation of crime and the effectiveness of the criminal justice system.

Content: The course examines the development of individual criminality and criminal careers; social group processes in criminal activity; drug and alcohol related crime; varieties of criminal behaviour including violent, sexual and property crime; mental disorder and crime; victims and victimisation; situational crime prevention; offender profiling; criminal investigation and interviewing of suspects; courtroom testimony; jury deliberations and verdicts; and sentencing decisions.

Reading list: P B Ainsworth, *Psychology and Crime: Myths and Reality*, 2000; D A Andrews & J Bonta, *The Psychology of Criminal Conduct*, 1994; R Blackburn, *The Psychology of Criminal Conduct: Theory, Research and Practice*, 1993; D Canter & L Alison, *The Social Psychology of Crime: Groups, Teams and Networks*, 1999; E Leyton (Ed) *Serial Murder: Modern Scientific Perspectives*, 2000; P Feldman, *The Psychology of Crime: A Social Science Textbook*, 1993; J Maguire, T Mason & A O'Kane (Eds)

Behaviour, Crime and Legal Processes: A Guide for Forensic Practitioners, 2000; G M Stephenson, *The Psychology of Criminal Justice*, 1992.

Teaching: 20 lectures and 20 classes (MT and LT), plus two revision classes (ST).

Written work: Two essays per term (MT and LT) will be required. Students will be expected to present class papers.

Assessment: A three hour written examination in the ST.

SA250

Demographic Description and Analysis

Teacher responsible: Dr A Gjonca, A229

Pre-requisites: Compulsory for Bachelor's degrees in Population Studies, but may also be taken as an option by students on other degrees where regulations permit. It assumes no previous knowledge of the subject. The course is not particularly mathematical or statistical and students with non-mathematical backgrounds should not be at a disadvantage.

Core syllabus: An introduction to the techniques of demographic analysis and the interpretation of demographic data. The main style of presentation is to introduce and discuss techniques of analysis and then examine examples of their use to illustrate demographic concepts and trends.

Content: This course provides an introduction to the techniques of demographic analysis and the interpretation of demographic data. Topics covered include sources of information about populations; period and cohort methods of description and analysis; the construction of life tables; measurement of fertility, mortality and nuptiality; the determinants of age structure and the intrinsic growth rate; use of survey data; the interpretation of demographic statistics; tests of consistency and reliability.

Reading list: A general reading list is circulated at the start of the course. In each lecture attention is drawn to the relevant readings. The following, however, are useful introductions: C Newell, *Methods and Models in Demography* and R Pressat, *The Dictionary of Demography*, edited by C Wilson.

Teaching: Lectures: 22 x SA250, MT, LT & ST. Classes: 24 x SA250.A, MT, LT & ST.

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.

Assessment: A three-hour written examination in the ST.

SA251

European Population History

Teacher responsible: Dr A Gjonca, A229

Pre-requisites: This course is an option for Bachelor's degrees in Population Studies, and other degrees where regulation permits. The course assumes a basic familiarity with demographic terminology and measures.

Core syllabus: The population history of Western societies over 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.

Content: The long-run population history of England and other European populations; 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.

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: M Livi-Bacci, *A Concise History of World Population*; A J Coale & S C Watkins, *The Decline of Fertility in Europe*, and E A Wrigley, *Population and History*.

Teaching: Lectures: 20 x SA251, Classes: 20 x SA251.A.

Written work: A minimum of two written essays will be required from students and each student will be asked to make a short presentation for discussion in class at least once each term.

Assessment: A three-hour written examination in the ST.

SA252

Third World Demography

Teacher responsible: Professor J Hobcraft, A251

Pre-requisites: This is an optional course for Bachelor's degrees in Population Studies, and for other degrees where regulations permit.

Core syllabus: The course provides an overview of both the causes and consequences of population trends in developing countries.

Content: The course covers the size, distribution and growth of the populations of the main developing regions and countries; levels, trends and differentials in fertility, mortality and marriage in developing countries; the causes of mortality decline in the Third World – disease control, sanitation and water supply, economic betterment, nutrition, health service provision etc; synergistic interactions associated with infectious diseases and child malnutrition; the social and economic consequences of rapid population growth; possible costs and benefits of having children for peasant couples; other factors affecting fertility – child mortality, maternal education, breast feeding patterns, the status of women, income levels and distribution. Additionally, the course will cover topics such as Aids in the

Third World; famine demography; world food prospects; patterns and trends in migration and urbanisation in developing countries; the populations of India and China; the development of family planning programmes, and an assessment of the efficiency of population programmes.

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.

A supplementary reading list is available upon request from the Course Administrator in A253.

Teaching: Lectures: 24 x SA252. Classes: 24 x SA252.A.

Assessment: A three-hour written examination in the ST.

SA253

The Population of Developed Societies

Teacher responsible: Professor M Murphy, A234

Pre-requisites: An option for Bachelor's degrees in Population Studies, and other degrees where regulations permit.

Core syllabus: Major determinants and consequences of recent changes in population composition, distribution and size are examined. This includes patterns of cohabitation, marriage, divorce, and fertility and their implications for the family and for household structure: ageing populations, principal trends over time and patterns of inequality in mortality and morbidity.

Content: Trends in marriage and the upsurge in divorce. Fertility change and its consequences for family structure. The rise of cohabitation and illegitimacy. Economic and social explanations for differentials in fertility and family formation: similarities and differences among developed societies. Ageing in a European context. Household structure, the rise of solo living. Existence of wider kin and support networks. Population distribution, migration and the 'flight from cities'. Immigrants, refugees and ethnic minorities. Measurement of morbidity and health. Changing patterns of mortality by cause and gender; prospects for mortality and morbidity. Inequalities in health.

Reading list: A reading list is handed out at the start of each term and additional material is recommended during lectures. The following items are among the more useful general works on the reading list: D Coleman (Ed), *Europe's Population in the 1990s*, Oxford, 1996; S MacRae (Ed), *Changing Britain: Families and Households in the 1990s*, Oxford, 1996; M Murphy & J Hobcraft (Eds), *Population Research in Britain*, Population Investigation Committee, 1991; A Smith & B Jacobson, *The Nation's Health: A Strategy for the 1990s*, King's Fund/OUP, 1991; P Townsend, N Davidson & M Whitehead (Eds), *Inequalities in Health: The Black Report and The Health Divide*, Penguin, 1988; R Wilkinson, *Unhealthy Societies*, Routledge, 1996.

Teaching: Lectures: 24 x SA253. Classes: 24 x SA253.A.

Written work: Students will be expected to do the reading associated with the classes and to give at least one presentation per term in these classes. In addition, a minimum of four essays will be set.

Assessment: A three-hour written examination in the ST.

SA254

The Population of the Indian Subcontinent

Teacher responsible: Professor T Dyson, A224

Pre-requisites: 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 subcontinent. It covers the period from the mid-nineteenth century to the present day. The course deals with 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.

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 (eg variations in female status); sex differentials in mortality; changes in patterns of marriage and widowhood; the development and current status of policies on health and family planning; trends in urbanisation and urban growth; aspects of both internal and international migration in the region; micro-demographic studies on a variety of topics; the demography of South Asia in the context of experience in other countries (eg China); the future population of the subcontinent.

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 Mari 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.

Teaching: Lectures: 24 x SA254. Classes: 24 x SA254.A.

Assessment: A three-hour written examination in the ST.

SA301

Social and Political Theory

Pre-requisites: This is an optional course for Bachelor's degrees in Social Policy, Population Studies, and other degrees where regulations permit. Normally, students will have taken Sociology and Social Policy (SA101), but comparable introductory course material would suffice.

Core syllabus: The course examines major issues in social and political theory, and their relation to social policy.

Content: The course covers the major traditions of social and political thought which have relevance to the study of social policy and it relates these traditions to the policy ends and means espoused by the main political parties and other interest groups.

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); 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*; J Gray, *Enlightenment's Wake*; P Alcock, *Student's Companion to Social Policy*.

Teaching: Lectures: 24 x SA301. Classes: 24 x SA301.A of 1½ hours.

Students are also encouraged to attend Lectures: 20 x SO201: Sociological Theory MT and LT.

Written work: One essay per term is strongly recommended. One introductory paper per term is expected in class.

Assessment: A three-hour written examination in the ST.

SA305

Principles of Social Policy

Teacher responsible: Dr J Carrier, A238

Pre-requisites: This is a compulsory course for Bachelor's degrees in Social Policy, and is available to students on other degrees where the regulations permit. There are no pre-requisites for students from other degrees.

Core syllabus: The range of theoretical approaches to social policy, and the economic and social impact of such policies.

Content: The course is divided into three parts. The first deals with the contrasting theories of the state and what each imply for the role the state plays in meeting human need. It contrasts the ways in which different states have evolved different modes of intervention based on varied traditions of the role of the state, family and individual. The second part deals with issues involved in translating these values and policies into practice – the implementation of social policy. Concepts like rationing, need, poverty and social exclusion are explored. The final part examines research evidence to study the impact of social policies on society.

Reading list: V George & P Wilding, *Welfare and Ideology*; M Hill, *The Policy Process: A Reader*; H Glennerster & J Hills (Eds), *The State of Welfare: the economics of social spending*; P Dunleavy & B O'Leary, *Theories of the State*; C Pierson & F G Castles, *The Welfare State: a reader*.

Those new to social policy should begin with, H Glennerster, *British Social Policy since 1945* (2nd edn). A detailed reading list will be provided for each class.

Teaching: Lectures: 20 x 1 hour MT and LT. Classes: 22 x 1 hour MT, LT and ST. Students will be required to give individual and group presentations in class.

Written work: Each student will be required to submit an essay to the class teacher at the end of the MT and LT.

Assessment: A three-hour written examination in the ST.

SA308

Sociology of Deviance and Control

Teacher responsible: Professor D Downes, A237

Pre-requisites: This is an optional course for Bachelor's degrees in Social Policy, and other degrees where regulations permit.

Core syllabus: An introduction to the major theories of deviance and control, and their relevance for social policy, with special reference to the criminal justice and penal spheres.

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.

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* (3rd 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* (2nd edn).

Teaching: Lectures: Crime, Deviance and Control 20 x SO210, MT & LT; Classes: 24 x SA308.A.

Written work: One essay per term is required. One introductory paper per term is expected in class.

Assessment: A three-hour written examination in the ST.

NA 01/02

SA309

Criminal Justice Policy

Teachers responsible: Dr J Rungay, A258 and Mr D Cornish, A118

Pre-requisites: This is an optional course for Bachelor's degrees in Social Policy and for other degrees where regulations permit. General Course students are welcome.

Core syllabus: The purpose of the course is to provide students with an understanding of, and critical perspective on, criminal justice policy and its administration. Particular attention will be paid to current policy issues and debates.

Content: The course examines: statistical measures of crime and victimisation; social and situational crime prevention; policing; courts; prisons; probation, community service and non-custodial disposals; juvenile justice; restorative justice; rehabilitation; community safety; mentally disordered offenders; gender and crime; race and crime; victims. The course offers a comparative perspective, particularly drawing on examples from the USA.

Reading list: S Ballintyne, K Pease & V McLaren, *Secure Foundations: Key Issues in Crime Prevention, Crime Reduction and Community Safety*, 2000; A Crawford & J Goodey (Eds), *Integrating a Victim Perspective: International Debates*, 2000; H Croall, *Crime and Society in Britain*, 1998; M Davies, H Croall & J Tyrer, *Criminal Justice: An Introduction to the Criminal Justice System in England and Wales*, 1998; A James & J Raine, *Tackling Crime: The Politics of Criminal Justice*, 1998; L Johnston, *Policing Britain: Risk, Security and Governance*, 2000; M Maguire, R Morgan & R Reiner (Eds), *The Oxford Handbook of Criminology* (2nd edn), 1997; T Newburn, *Crime and Criminal Justice Policy* (2nd edn), 1999.

Teaching: 20 lectures and 20 classes (MT and LT), and two revision classes (ST).

Written work: Two essays per term (MT and LT) will be required. Students will be expected to present class papers.

Assessment: A three-hour written examination in the ST.

SA349

A Long Essay on an Approved Topic

Teacher responsible: Departmental Tutor, Department of Social Policy

Availability: This is a compulsory course for the BSc Social Policy and Administration, and an option for the BSc Social Policy and Government and BSc Social Policy with Social Psychology.

Core syllabus: An essay of not more than 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 fieldwork, or the analysis and appraisal of existing literature.

Teaching: Students will have preliminary discussions about the topic of their essay with their tutor in the ST of their second year. They will pursue their long essay under the supervision of their new personal tutor during the third year of their studies. They will agree with their tutor, and submit to the departmental tutor, a final title for the essay by 7 December in the third year. Tutors can be expected to offer advice on reading, guidance on the construction of the work and comment on an initial draft, which should be handed in before the end of the LT.

Assessment: Students in the third year must submit their essay to the Undergraduate Office in the first week of ST – the exact date and time will be notified in the LT. It should be typewritten. Precise details on format and presentation will be issued by the Department at the beginning of the third year of study. Candidates may be called for an oral examination if the Examiners wish to satisfy themselves that the essay is the candidate's own work.

SA399

Special Essay in Population Studies

Teacher responsible: Professor J Hobcraft, A251

Pre-requisites: This is an optional course for Bachelor's degrees in Population Studies and certain joint degrees.

Core syllabus: The essay may be on any subject that is considered to be related to Population Studies and which is agreed by the candidate's tutor. The tutor will be concerned that there is an adequate body of relevant material available for interpretation and analysis, and that the topic is not unmanageably large.

Content: There is no formal course content. Candidates will be expected to demonstrate their understanding of basic demographic methods and draw widely on their reading from other courses in Population Studies.

Teaching: An hour of formal instruction is provided to candidates in order to give general information as to what is expected. In addition, tutors will advise candidates during their normal tutorial meetings on scope, topic and relevant reading, as well as on general approaches. However, tutors are not permitted to read or comment on drafts of the essay. Students who decide to do the essay should not expect additional tutorial meetings to discuss it.

Written work: The essay may not be more than 8,000 words of main text, including footnotes and appendices, but excluding bibliography and tables. In students' own interests the essay should preferably be typed, double-spaced, using the reference procedures of the journal *Population Studies*. It must be handed in at the Undergraduate Office by the date announced by the School, which will normally be May 1. The student is advised to retain a copy.

Assessment: See written work above.

SOCIAL PSYCHOLOGY

PS102

Self, Others and Society: Perspectives on Social and Applied Psychology**Teacher responsible:** Dr Bradley Franks, S313**Availability:** No restrictions or pre-requisites.**Core syllabus:** Introduction to major perspectives on social and applied psychology: theories used to explain social perception, cognition and behaviour, and their application to real, practical social problems.**Content:** Theories and concepts including: Personality, self and identity; relationships, bonds and family; making sense of the social world; communication, influence and persuasion; groups, organisations and crowds. Applications including: health and illness, sexuality and intimate relationships; crime and eyewitness testimony; effects of media on children; leadership and motivation.**Teaching:** Lectures, 23 weekly, MLS (PS102), classes 23 weekly, MLS (PS102A).**Written work:** Students are expected to write 4 essays during the Session, which will be assessed by the class teachers, and to give class presentations.**Reading list:** Recommended reading: C Brotherton, *Social Psychology and Management*, Open University, 1999; J L Carroll & P R Wolpe, *Sexuality and Gender in Society*, Harper Collins, 1996; M Hogg & G Vaughan, *Social Psychology*, 2nd edn, Prentice Hall, 1998; C R Hollin, *Criminal Behaviour: a Psychological Approach to Explanation and Prevention*, Falmer Press, 1992; R M Kaplan, J F Sallis & T C Patterson, *Health and Human Behaviour*, McGraw-Hill, 1993; A Lewis, P Webley & A Furnham, *The New Economic Mind*, Prentice Hall, 1995; E R Smith & D M Mackie, *Social Psychology*, Worth, 1995; V Walkerdine & L Blackman, *Psychology and the Media*, Macmillan, 1999. Additional references and a synopsis of lectures and class topics are distributed in the first lecture of the series and available in S302.**Assessment:** A formal three-hour examination in ST; 4 questions from a choice of 12.

PS203

Societal Psychology: Theory and Applications**Teacher responsible:** Dr Jan Stockdale, S366**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:** This course discusses major areas of application of social psychology to real-world issues. Emphasis is put on the complexities of translating theory into practice and on the theoretical developments which are prompted by research on topical social issues. A recurrent theme is the reciprocal interaction between theory and practice in relation to social issues of theoretical interest and practical import.**Content:** The interplay of theory and practice will be examined in relation to specific topics which illustrate the application of social psychology in real world settings, such as: living with new technology; consumer behaviour; illness and lifestyle; leadership and communication; mass media; crime and anti-social behaviour; gender and sexuality; evolutionary perspectives on mating; social relationships; identity, self and others; language and communication; psychological assessment.**Reading list:** Detailed reading lists will be distributed at the beginning of the course. The following are useful general works.D M Buss, *The Evolution of Desire. Strategies of Human Mating*, Basic Books, New York, 1994; R East, *Consumer Behaviour: Advances and Applications in Marketing*, Prentice Hall, 1997; R Harre, *Social Being*, Blackwell, 1979; H Himmelweit & G Gaskell, *Societal Psychology*, Sage, 1990; S W Sadara, & D R McCreary (Eds), *Applied Social Psychology*, Prentice Hall, 1997; E H Schein, *Organizational Psychology* (3rd edn), Prentice Hall, New York, 1998; E P Serafino, *Health Psychology: Biopsychological Interactions* (2nd edn), Wiley, 1994. Additional references and a synopsis of lectures and class topics are distributed in the first lecture of the series and are also available in Outlook/Public Folders/Departments/Social Psychology/PS203.**Teaching:** 20 weekly lectures (PS203) and 20 weekly classes (PS203).**Written work:** Students are expected to write 4 essays during the Session, which will be assessed by the class teachers, and to give class presentations. These will not count towards the final examination result.**Assessment:** A formal three-hour examination in ST; 4 questions from a choice of 10.

PS303

Social Psychology and Society**Teacher responsible:** Dr Catherine Campbell, S387**Availability:** Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.**Core syllabus:** Applications of social psychology to social problems and contemporary issues; the study of society from a socio-psychological perspective; the interface between theoretical concepts and the real world.**Content:** In exploring the theory-practice interface, emphasis will be placed on the complexities involved in applying social psychological theories and principles in a range of contexts, such as: the public understanding of science, economic psychology, health-related behaviours, understanding new media, organisational processes, policing communities, gender at work, moral choices, communities and multiculturalism, cultural psychology, survey questionnaires and opinion polls and ideology in social psychology.**Teaching:** One hour lectures/seminars 20 in MT; 20 in LT.**Written work:** Students will be expected to write two essays of 2,500 words each.**Reading list:** A detailed reading list will be handed out at the beginning of the course.M Billig, *Ideological dilemmas: a social psychology of everyday thinking*, Sage, 1988; H Coolican, *Applied Psychology*, Hodder and Stoughton, 1996; A Lewis, *The new economic mind*, Harvester Wheatsheaf, 1995; F Moghaddam, *Social psychology: exploring universals across cultures*, Freeman, 1998; J Ogden, *Health Psychology*, Open University Press, 2000; R Brown, *Prejudice: its social psychology*, Blackwell, 1995; J Turner, *Rediscovering the Social Group: A self-categorisation theory*, Blackwell, 1987; M Wetherell & J Potter, *Mapping the Language of Racism: Discourse and the legitimization of exploitation*, Harvester Wheatsheaf, 1992; R Farr & S Moscovici (Eds), *Social Representations*, Cambridge University Press, 1984; J Orford, *Community psychology: theory and practice*, Wiley, 1992; G Gardner & P Stern, *Environmental problems and human behaviour*, Allyn and Bacon, 1996; D Lupton, *The imperative of health*, Sage, 1995.**Assessment:** A three hour examination in the ST: 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.

PS321

Evolutionary Psychology**Teacher responsible:** Dr Andy Wells, S384**Availability:** The course is intended primarily for students on the BSc 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.**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:** Lecture (PS321) (1 hour) x 23 MLS; Class (PS321.A) (1 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; S Pinker, *The Language Instinct*, Penguin, 1994; C Crawford & D Krebs, *Handbook of Evolutionary Psychology. Ideas, Issues and Applications*, Lawrence Erlbaum Associates, 1998.**Assessment:** A formal 3 hour unseen examination in the ST: 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.

PS399

Essay on an Approved Subject in Psychology**Teacher responsible:** Dr Andy Wells, S384**Availability:** For BSc Psychology and Philosophy third year students only. This course is not available as an outside option.**Core syllabus:** The essay may be on any topic falling within the scope of the psychology courses for the BSc Psychology and Philosophy. **Selection of topic:** Candidates must have the agreement of a member of the academic staff to supervise the essay, and must have the subject approved by the supervisor.**Essay content:** The essay should reflect the candidate's own views, but must develop out of an established part of the psychological literature. Students must have regular meetings with their supervisor and keep a formal record of their work and progress.**Assessment:** The essay must be submitted by the deadline set out in the Coursework Requirements documents for the third year of the BSc Psychology and Philosophy. The essay should be 7,500-10,000 words and should be typewritten.

SOCIOLOGY

SO100

Principles of Sociology**Teacher responsible:** Dr Nigel Dodd, S283**Pre-requisites and excluded combinations:** 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).**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 the media 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:** Twenty lectures and twenty-three discussion classes.**Written work:** Four 2,000 word essays (two in MT; two in LT), for feedback from class teachers.**Reading list:** A detailed reading list will be available at the first lecture, but for 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*.**Assessment:** A three-hour unseen examination in the ST. 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:** Dr Ursula Henz, S218**Pre-requisites and excluded combinations:** Compulsory course for Bachelor's degrees in Sociology and the Diploma in Sociology. Students must be concurrently taking, or must have completed, the course ST103 **Statistical Methods for Social Research** (or an equivalent course).**Core syllabus:** The aim of the course is to introduce students to central issues and basic techniques in the conduct of research in sociology.**Content:** The course examines issues and methods of social research. It covers elementary aspects of the philosophy of science, the relationship between research and theory, study design and sampling, social surveys, experiments and quasi-experiments. Students are made familiar with the concepts of reliability and validity, with specific techniques of data-gathering (such as interviews and questionnaires) and with the measurement devices appropriate for particular tasks (eg, various types of attitude measurement). The course covers differing approaches to data analysis, in particular various techniques for handling confounding variables and the construction of simple causal models.**Teaching:** The course comprises a series of fifteen lectures and five computer workshops (SO101) and twenty weekly classes in small groups (SO101.A).Lectures: SO101 **Issues and Methods of Social Investigation** MT and LT.

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*.**Assessment:** A three-hour written examination in the ST 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**Teacher responsible:** Dr C T Husband, S287**Pre-requisites and excluded combinations:** While constructed primarily for first- and second-year undergraduates reading for the BSc course unit degree in sociology and for other Bachelor degrees where regulations permit, the course does not assume a detailed knowledge of sociology. It is also intended to be suitable as an outside option for undergraduates reading for a range of other degrees. Overseas students, including General Course students, may find it a useful means of improving their knowledge of British society.**Core syllabus:** The course considers important social, economic, and political issues relevant to contemporary Britain. It is strongly empirical and makes much use of quantitative material, drawing upon comparisons with other countries, where appropriate.**Content:** The lectures and classes of this course are taught primarily by Dr Husband, but with assistance from one or more colleagues with some of the lecturing and class teaching. The following subjects indicate the nature of material presented in the course: class structure and occupational change; forms of inequality and the distribution of income and wealth; economic structure; employment relations and the labour market; politics and voting; gender; demographic patterns and family structure; the mass media; ethnic relations; political reactions to blacks' and Asians' presence in Britain; multiculturalism; the education system; crime and deviance; and health.**Teaching:** A series of 21 lectures (SO103) in the MT, LT and ST, with 19 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, *Contemporary British Society* (3rd edn). It is also important that students are aware of the standard reference works needed for this course, such as those that appear on a regular basis; particular attention is drawn to Office for National Statistics, *Annual Abstract of Statistics*, *Social Trends*, and *Labour Market Trends*.**Written work:** Classes will be given using a variety of teaching techniques, some requiring students to produce written work. Each student should also expect to prepare two formal essays for his/her class teacher, one in the MT and one in the LT.**Assessment:** The course examination will be in two parts, each contributing 50 per cent to the final course mark. The first part will be two essays, each of a maximum of 2,000 words, to be prepared during the Easter vacation from a selection of topics and to be submitted to the Undergraduate Office by Noon on Wednesday 1 May 2002. The second part will be a two-hour unseen examination in the ST in which candidates will be required to answer two questions selected from a choice of eight or so.

SO105

Industrial Enterprise in Comparative Perspective**Teacher responsible:** Mr M Burrage, S265**Availability:** Compulsory for first year of BSc 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.**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 wherever possible explain them. In this syllabus, and in the course guide, five societies are considered: Britain, the United States, France, Russia, and Japan. Examination candidates are expected to show detailed knowledge of at least **three** of these.

The course presumes some basic knowledge of sociology, and in particular how sociological analysis differs from that of economics and psychology. For those who lack such knowledge, there will be, in addition to the main lecture course, 10 weekly, optional lectures of 1 hour duration. The main body of the course reviews comparative research on entrepreneurs, managers, workers, professionals, and state officials to identify major differences in the way they have been recruited and/or trained, their forms of organization, their resources, ideologies and strategies, and considers how such variations may affect their behaviour within industrial enterprises. The concluding two lectures review attempts that have been made to explain cross-cultural variations in the internal structure and functioning of industrial enterprises.

Teaching: 20 two hour lectures (SO105) MT and LT, 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; Toru Ishii *et al*, *Engineers, Organization and Innovation: Training Systems and Organisation of Technical Skill in Japanese and French Firms in the Electronics and Chemicals Industries*, 1995; Sarah Aswin, *Russian Workers: the Anatomy of Patience*, Manchester University Press, 1999.**Assessment:** One three-hour unseen examination in the ST.

SO106

Sociology of Religion**Teacher responsible:** Professor Eileen Barker, S217**Pre-requisites and excluded combinations:** 1st, 2nd and 3rd year Bachelor's degree but other students may take this course as permitted by the regulations for their degree. No background knowledge is required.**Core syllabus:** The course is concerned with the relationship between religion and other areas of society; the ways in which and extent to which religion can affect and be affected by individuals, social groups, institutions and cultures.

Content: The course concentrates primarily, but not exclusively, on the role of religion in industrial societies during the past 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:

Lectures: (SO106) 25 weekly MLS.

Classes: (SO106.A) 25 weekly MLS.

Field trips: Visits will be arranged to religious services and/or to meet adherents of about 6 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).

Reading list: (More detailed reading lists are available for specific topics). M McGuire, *Religion: the Social Context* (Wadsworth, 4th edn, 1997); P Berger, *The Social Reality of Religion* (Faber, 1967); M Weber, *The Sociology of Religion* (Methuen, 1965); B Wilson, *Religion in Sociological Perspective* (Oxford University Press, 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).

Assessment: A three-hour formal paper in the ST (60% of the marks) and a 4,000 max word essay, to be handed in to the Undergraduate Office in H310 on Friday 3 May 2002 before 4.30pm. This is to be a comparison of three (or more) religious services which the student visits during the course. Further details will be given in lectures.

SO201

Sociological Theory

Teachers responsible: Dr Nigel Dodd, S283 and Professor Nicos Mouzelis, S280

Pre-requisites and excluded combinations: Compulsory course for Bachelor's degrees in Sociology. Available to other students as permitted by regulations.

Core syllabus: An exploration of modern and postmodern social theory.

Content: In the first term (Dr Dodd) modern and postmodern sociological theories will be examined with particular reference to classical themes. The syllabus is ordered chronologically: through neo-Marxism, the Frankfurt School, Habermas, Lyotard, Bauman, Baudrillard, Giddens, and Beck. In the second term (Professor Mouzelis), a more in-depth and analytical approach will be taken to core problems in sociological theory, for example, the relationship between structure and action, and the analysis of language and culture.

Teaching: Lectures: SO201 Twenty lectures, weekly in MT and LT. Classes: SO201 A Twenty classes, weekly in MT and LT.

Selected reading: Z Bauman, *Postmodernity and its Discontents*; J Baudrillard, *Fatal Strategies*; U Beck, *Democracy Without Enemies*; U Beck, A Giddens & S Lash, *Reflexive Modernization*; M Berman, *All that is Solid Melts into Air*; N Dodd, *Social Theory and Modernity*; M Foucault, *Power/Knowledge*; D Frisby, *Fragments of Modernity*; A Giddens, *The Consequences of Modernity*; A Giddens, *Capitalism and Modern Social Theory*; J Habermas, *The Philosophical Discourse of Modernity*; M Horkheimer, *Critical Theory*; J-F Lyotard, *The Postmodern Condition*; N Mouzelis, *Sociological Theory: What went wrong?*; G Ritzer, *Sociological Theory*; R Rorty, *Achieving Our Country*; J H Turner, *The Structure of Sociological Theory*.

Assessment: One three-hour formal examination in the ST, based on the whole syllabus of the lecture course and the classes.

SO202

The Social Analysis of Russia and the CIS

Teacher responsible: Dr E A Weinberg, S266

Pre-requisites and excluded combinations: Optional course for Bachelor's degrees in Sociology. Other students may take this course as permitted by the regulations for their degrees.

Core syllabus: Major aspects of Soviet and Russian social structure will be examined in relation to problems of industrialisation and social change. The course draws on a wide range of contemporary materials, but places these within an historical perspective.

Content: Particular attention will be given to the analysis of: women, the family, population policy, urban and rural structure, the distribution of power, the economy, collectivisation, social stratification and mobility, the education system, social welfare, trade unions, religion, nationalities, and the military. Problems of information, the role of ideology, cohesion, conflict and social change will also be discussed.

The course will also include the comparative analysis of the Soviet Union as a model of industrialisation.

Teaching: The lectures and classes are given by Dr Weinberg and as such are entirely integrated.

Lectures: SO202 23 in a two-hour session MLS.

Written work: Each student is required to produce several papers for class presentation throughout the year.

Reading list: The following should be consulted for relevant topics throughout the course:

C Black (Ed), *The Transformation of Russian Society*; E A Weinberg, *The Development of Sociology in the Soviet Union*; J Pankhurst & M P Sacks,

Contemporary Soviet Society; D Lane, *State and Politics in the USSR*; *Soviet Economy and Society*; S Cohen, *Rethinking the Soviet Experience*; D Lane, *Soviet Society under Perestroika*; M Buckley, *Redefining Russian Society and Polity*; R Sakwa, *Russian Politics and Society*.

Assessment: A three-hour formal examination in the ST.

SO203

Political Sociology

Teacher responsible: Dr A W G Stewart, S276

Pre-requisites and excluded combinations: Optional course for Bachelor's degrees in Sociology.

Core syllabus: The aim of the course is to discuss central theoretical and empirical issues in the political sociology of modern societies.

Content: The course presents competing arguments regarding the nature of power relations and political processes in modern societies.

Alternative models of power analysis in modern societies are presented and analysed, including Marxist, elite institutional, pluralist, and postmodernist. The development of the modern system of states and its relationship with capitalist modernity is examined. The changing nature of relations between states and economic processes is considered, including the question as to whether states and economic processes is considered, including the question as to whether states are increasingly powerless in relation to globalisation. Theories of revolutions are examined in relation to the development of modernity. Contemporary arguments about and possibilities for democratisation are identified and discussed, including debates about the public sphere, citizenship and social movements.

Teaching:

Lectures: SO203 Sessional.

Classes: SO203.A 22 Sessional.

Written work: At least one class presentation and a termly paper in the MT and LT.

Reading list: D Beetham, *Max Weber and the Theory of Modern Politics*; R Michels, *Political Parties*; P Bacrach, *The Theory of Democratic Elitism*; S Lukes, *Power: A Radical View*; A Stewart, *Theories of Power and Domination*; A Giddens, *The Nation-State and Violence*; R Holton, *Globalization and The Nation-State*; S Benhabib (Ed), *Democracy and Difference*; T H Marshall, *Citizenship and Social Class*; S Tarrow, *Power in Movement*; A McGrew, *The Transformation of Democracy?*

Assessment: A three-hour written examination in the ST.

SO204

Political Processes and Social Change

Teacher responsible: Dr A W G Stewart, S276

Pre-requisites and excluded combinations: Optional course for Bachelor's degrees in Sociology.

Core syllabus: The aim of the course is to familiarise students with major concepts and theories concerned with the role of political processes in relation to different patterns of social change.

Content: Role attributed to political processes in different theories of social change; theories of state development and their relation to other theories of change in and of modern societies; processes of state formation and their relation to other social processes; world-systems approaches to political processes; determinants of major modern socio-political regimes; states, capitalism and collective actors; fascist movements and regimes; theories of the declining significance of states in relation to other sites of political action.

Teaching:

Lectures: SO204 – Sessional.

Classes: SO204.A – Sessional.

Together these represent a complementary and entirely integrated series of twenty-three lectures and twenty-three classes.

Written work: Two papers per term, MT and LT.

Reading list: P Abrams, *Historical Sociology*; A Giddens, *The Nation-State and Violence*; M Mann, *The Sources of Social Power*; G Poggi, *The Development of the Modern State*; C Chase-Dunn, *Global Formations*; B Moore Jr, *Social Origins of Dictatorship and Democracy*; T Skocpol, *States and Social Revolutions*; P Anderson, *English Questions*; J A Hall, *The State: Critical Concepts*.

Assessment: A three-hour formal examination in the ST based on the full syllabus.

SO205

Sociology of Development

Teacher responsible: Dr L A Sklair, S200

Pre-requisites and excluded combinations: Optional course for Bachelor's degrees in Sociology.

Core syllabus: Development and underdevelopment in the Third World. The course will deal with social, political and economic processes in selected third world societies.

Content: The main theories of modernisation, development and underdevelopment; the new international division of labour; globalisation; gender and development; problems of 'socialist' development. Such topics as urbanisation, agrarian structure, peasant movements, urban class formation, the state, and differences between Third World countries will be discussed.

Teaching: 24 lectures MLS including a weekly class (SO205).

Reading list: The textbook for the course is L Sklair (Ed), *Capitalism and Development* (1994).

Supplementary reading list: The set chapters from the course textbook will be supplemented by a detailed reading list.

Assessment: A three-hour examination in the ST.

NA 01/02

NA 01/02

NA 01/02

NA 01/02

SO208

Gender and Society

Teacher responsible: Dr Virginia Morrow

Availability: Optional course for Bachelor's degrees in Sociology, and other degrees where permitted by regulations.

Core syllabus: The nature and explanation of various aspects of gender relations.

Content: An examination of the importance of gender and the forms of gender inequality in society. Contrasting theoretical explanations will be applied to a number of substantive issues of contemporary concern.

The main topics are: social control; work; families; violence; age; health; reproductive technologies; sexuality; culture; state and politics; gender and ethnicity.

Teaching: The course will consist of 20 lectures (SO208) and 23 classes (SO208.A).

Written work: Students will be expected to prepare one essay per term and at least one class paper per term which will be written up and handed to the class teacher.

Reading: The following indicates some of the books. P Abbott & C Wallace, *An Introduction to Sociology: Feminist Perspectives*, (2nd edn) 1996; R W Connell, *Gender and Power*, 1987; Doyal, *What Makes Women Sick*, 1995; M Mac an Ghaill, *Understanding Masculinities*, 1996; *The Polity Reader in Gender Studies*, 1994; R Tong, *Feminist Thought*, 1989; S Walby, *Theorizing Patriarchy*, 1990; E Silva (Ed), *Good Enough Mothering*; S Lees, *Ruling Passions*, 1997; C Smart, *Regulating Womanhood*, 1992; E Silva & C Smart, *The New Family?*, 1999; H Bradley, *Men's Work, Women's Work*, 1989.

A more detailed reading list will be provided at the beginning of the course.

Assessment: A three hour unseen written paper in the ST.

SO210

Crime, Deviance and Control

Teachers responsible: Professor S Cohen, S277 and Dr Janet Foster, S268

Pre-requisites and excluded combinations: Optional course for Bachelor's degrees in Sociology. Students should have completed introductory courses in sociological theory and social structure.

Core syllabus: Criminological theories used to explain crime and deviance; applications; social control.

Content: The social construction of crime and deviance, sources of information about crime, the major sociological perspectives on deviance and control, informal and formal social controls, crime prevention.

Teaching: There is a lecture course and classes.

Lectures: SO210: 10 MT, 10 in LT.

Classes: SO210.A: 23 (1 hour) MT, LT and ST.

Written work: Two essays per term.

Reading list: There is no set text for the course, and a full reading list covering all classes is provided at the first class. The following is basic reading: R White & F Haines *Crime and Criminology* (2nd edn), 2000; J Muncie & E McLaughlin *The Problem of Crime*, 1996; D M Downes & P E Rock, *Understanding Deviance*, 1998; J Tierney, *Criminology: Theory and Context*, 1996; J Muncie et al (Eds), *Criminological Perspectives*; M Maguire et al, *The Oxford Handbook of Criminology*, 1997.

Assessment: A 3-hour examination in the ST.

SO211

Sociology of Health and Medicine

Teacher responsible: Ms M Kinloch, S264

Pre-requisites and excluded combinations: Optional Course for Bachelor's degrees in Sociology and other subjects where regulations permit.

Core syllabus: Key sociological perspectives on health, sickness, health care and the development of medicine as a social institution.

Content: The role of medicine, medicalisation and the social production of medical knowledge and practices; the social bases of health, health inequality and the politics of health, stress, social support and health; the sociology of sickness, sick role, stigma, illness and identity; the social causes of mental disorder, mental illness and social control, sociological perspectives on suicide and self harm; the crises in health care provision in modern societies, managerialism, consumerism and health care.

Reading list: S Taylor & D Field, *Sociology of Health and HealthCare*, (2nd edn), 1997; D Field & S Taylor, *Sociological Perspectives on Health, Illness and Medicine*, 1998; M Bury, *Health and Illness in a Changing Society*, 1997; B Davey *Health and Disease*, 1995; Townsend, N Davidson & M Whitehead, *Inequalities in Health*, 1992; B Turner, *Medical Power and Social Knowledge*, (2nd edn), 1995.

Teaching:

Lectures SO211, weekly MLS.

Classes SO211, weekly MLS

Written work: Students will be expected to produce 2 essays and one class paper per term.

Assessment: a) a three-hour unseen examination [75%] from which three questions are to be attempted; b) an assessed essay of 2,000 words to be handed in during the first week of the ST [25%].

SO212

Sociology of Work, Management and Employment

Teacher responsible: Dr Patrick McGovern, S275

Pre-requisites and excluded combinations: Optional course for Bachelor's degrees in Sociology, Management and Industrial Relations.

Outside option for Course Units (BA and BSc).

NA 01/02

Core syllabus: Coverage of contemporary sociological perspectives on the employment relationship, labour market divisions, economic restructuring, globalization and contemporary developments in management.

Content: The employment relationship; control and consent at work; scientific management and McDonaldization; emotion work; labour market divisions; employers and labour markets; women in the labour market; discrimination at work; developments in contemporary management such as Total Quality Management, lean production and management gurus; globalization and labour; employment practices of multinational corporations; the future of work.

Teaching: There will be 20 lectures (SO212) given by Dr P McGovern (convener) and some guest speakers (Professor S Hill; Dr C Hakim).

Written work: One essay and one class paper per term.

Reading list: There is no recommended textbook. Books of a general nature that cover substantial parts of the syllabus are: K Grint, *The Sociology of Work* (2nd edn); C Lane, *Industry and Society in Europe*; C Tilly & C Tilly, *Work under Capitalism*; T Watson, *Sociology, Work and Industry* (3rd edn). A more comprehensive bibliography will be available to students taking this course.

Assessment: A three-hour formal examination in the ST (70%) and an assessed essay (30%) of approximately 2,500 words. The essay must be submitted on the first Friday of the ST.

SO214

The Psychoanalytic Study of Society

Teacher responsible: Dr C Badcock, S282

Pre-requisites and excluded combinations: Optional course for Bachelor's degrees in Sociology and other subjects where regulations permit; also for General Course students.

Core syllabus: The course aims to provide students of the social sciences with a basic grounding in the aspects of psychoanalysis relevant to their discipline.

Content: The first part of the course begins with a short introduction to Freud's basic ideas and covers Freud's writings on the social sciences treated as set texts.

The second part of the course reviews a number of key concepts in classical and post-classical psychoanalytic theory and compares them with parallel sociological concepts.

Teaching:

Lectures: SO214 23 Sessional.

Classes: SO214.A Sessional.

Written work: Entirely at the class teacher's discretion. There is no formal course work.

Reading list: (Part 1) S Freud, *Introductory Lectures and New Introductory Lectures on Psychoanalysis*; *Totem and Taboo*; *Civilisation and Its Discontents*; *Group Psychology and the Analysis of the Ego*; *Moses and Monotheism*. (Part 2) L Gomez, *Introduction to Object Relations*; S Freud, *On Narcissism: An Introduction* in *Pelican Freud Library*, Vol 11; M Klein, *Envy and Gratitude*; D W Winnicott, *Playing and Reality*.

Supplementary reading list: A supplementary reading list associated with class topics will be issued to students at the beginning of the course.

Assessment: A three-hour unseen examination in the ST.

SO215

Evolution and Social Behaviour

Teacher responsible: Dr C Badcock, S282

Pre-requisites and excluded combinations: Optional course for Bachelor's degrees in Sociology and Social Psychology, and other subject where regulations permit.

Core syllabus: The course aims to give students of the social sciences an introduction to evolutionary biology and its applications to human societies. The course also deals with the relevance of evolution and its insights into fundamental questions of social science such as the problem of order, the origins of motivation and social co-operation, altruism, kinship, family co-operation and conflict, sex roles, and so on.

Content: Fundamentals of evolution; selection and adaptation; heredity, genes and development; the group-selectionist fallacy; the evolution of co-operation; inclusive fitness and kin altruism; the theory of parental investment; the sociobiology of sex; parent-offspring and genetic conflict; reciprocal altruism, deceit and the evolution of consciousness and the emotions; PsychoDarwinism; incest; the nature/nurture controversy; genes, memes co-evolution and culture; the relevance and validity of evolution; the Standard Social Science Model and the crisis in sociology.

Teaching: Weekly lecture (SO215) accompanied by a class (SO215.A).

Written work: No formal course work.

Reading list: C Badcock, *Evolutionary Psychology: A Critical Introduction*; M Berg & M Singer, *Dealing with Genes: The Language of Heredity*; L Betzig (Ed), *Human Nature: A Critical Reader*; L Betzig, M Bergerhoff Mulder & P Turke (Eds), *Human Reproductive Behaviour*; C Crawford & D Krebs (Eds), *Handbook of Evolutionary Psychology*; M Daly & M Wilson, *Sex, Evolution & Behaviour* (2nd edn); D Buss, *The Evolution of Desire: Strategies of Human Mating*; R Dawkins, *The Selfish Gene*; W D Hamilton, *Narrow Roads of Gene Land*; J R Harris, *The Nurture Assumption*; J Lopreato & T Crippen, *Crisis in Sociology: The Need for Darwin*; R Plomin et al, *Behavioural Genetics* (3rd edn); M Ridley, *The Origins of Virtue*; S C Stearns, *Evolution in Health and Disease*; R Trivers, *Social Evolution*; J Wind (Ed), *Essays in Human Sociobiology*, Vols 1 & 2; G Williams, *Plan & Purpose in Nature*; R Wright, *The Moral Animal: The New Science of Evolutionary Psychology*.

Assessment: A three-hour unseen examination in the ST.

SO216**Cults, Sects and New Religions****Teacher responsible:** Professor Eileen Barker, S217**Pre-requisites and excluded combinations:** 1st, 2nd and 3rd year Bachelor's degree but other students may take this course as permitted by the regulations for their degree. No background knowledge is required.**Core syllabus:** The course is concerned with a sociological understanding of the wave of new religious movements that have become visible since the Second World War, concentrating mainly on North America, Western and Eastern Europe, the FSU and Japan.**Content:** Definitions and statistics; historical and comparative perspectives; the rise, spread and distribution of new religious movements (NRMs) in the West and Japan; the range of beliefs, practices, organisations, leadership (charismatic authority), life-styles, attitudes to violence, sex, women, children; membership profiles; case studies of a variety of types of NRMs (eg Christian, Eastern, New Age, 'Self-religions' Satanism, UFO-cults and millenarian movements). Conversion and the brainwashing thesis; apostasy. Changes with emergence of second and subsequent generations; the spread to former Soviet societies. Social responses to NRMs from government agencies, the media and the general public; and the rise of the anti-cult movement. Social issues (human rights; education, medical and legal rights, etc). Methodological and ethical issues involved in the sociological study of NRMs.**Videos:** Arrangements will be made for students to watch videos about NRMs.**Field trips:** Visits will be arranged to visit about 6 different NRMs as a group. Students will also be expected to make their own arrangements to visit 3 different NRMs for their Examination Essay.**Teaching:**

(SO216) 25 weekly lectures MLS.

(SO216.A) 25 weekly classes for Undergraduates MLS.

Written work: Students will be expected to produce 4 pieces of written work during the year as well as their Examination Essay (see below).**Reading list:** (More detailed reading list is given out in lectures). E Barker, *The Making of a Moonie: Brainwashing or Choice?* (Gregg Revivals, 1993); *New Religious Movements: A Practical Introduction* (HMSO 1989); J Beckford, *Cult Controversies* (Tavistock, 1985); D Bromley & J Hadden (Eds), *The Handbook on Cults and Sects in America* (JAI Press, 1993); J G Melton, *Encyclopedic Handbook of Cults in America* (Garland, 1992); A Shupe & D Bromley, *The New Vigilantes: Deprogrammers, Anti-Cultists, and the New Religions* (Sage, 1980); R Wallis, *The Elementary Forms of the New Religious Life* (Routledge, 1984); B Wilson, *The Social Dimensions of Sectarianism* (Clarendon, 1990).**Assessment:** A three-hour formal paper (60% of marks) and a 4,000 max word essay (40%), to be handed in to the Undergraduate Office in H310 on Friday 3 May 2002 before 4.30pm. This is to be a comparison of three (or more) NRMs which the student will have visited during the course. Further details will be given during lectures.**SO219****Culture and Economy****Teacher responsible:** Dr Don Slater, S218a**Pre-requisites and excluded combinations:** Optional course for Bachelor's degrees in Sociology and Social Psychology, and other subjects where regulations permit.**Core syllabus:** The course explores the relation between culture and economy by looking at 'consumer culture' and 'market society' as characterizations of modern social life, investigating how these terms have structured social thought and critical traditions. It also looks substantively at institutions and processes of consumption and commerce through key themes and case studies.**Content:** Traditions of theorizing the relation between culture and economy; theories of consumption and consumer culture; commercial institutions and processes in contemporary economic life; consumer culture

and market society in modern thought and critique; postmodernization, 'new economy' and other concepts of the 'enculturation' of economy in contemporary society; globalization and localization; case studies.

Teaching: Weekly lecture/seminar.**Written work:** All students are expected to submit one piece of non-assessed written work and prepare seminar presentations.**Reading list:** P Bourdieu, *Distinction*, (1984); M Callon Ed, *The Laws of the Market*, (1998); J G Carrier Ed, *Meanings of the Market: The Free Market in Western Culture*, (1997); P du Gay (Ed), *Production of Culture, Cultures of Production* (1997); J K Gibson-Graham, *The End of Capitalism (as we knew it?): A Feminist Critique of Political Economy* (1996); M Granovetter & R Swedberg (Eds), *The Sociology of Economic Life* (1992); R J Holton, *Economy and Society* (1992); S Lash & J Urry *Economies of Signs and Space* (1994); N Klein, *NoLogo* (2001); M Lee (Ed), *The Consumer Society Reader* (2000); D Miller, *Material Culture and Mass Consumption* (1987); D Miller (Ed), *Acknowledging Consumption: A Review of New Studies* (1995); L Ray & A Sayer (Eds), *Culture and Economy: After the Cultural Turn* (1999); D R Slater, *Consumer Culture and Modernity* (1997); D Slater & F Tonkiss, *Market Society: Markets and Modern Social Thought* (2001); V A Zelizer, *The Social Meaning of Money* (1997).**Assessment:** A three-hour unseen examination in the ST.**SO302****The Sociological Project****Teacher responsible:** The Departmental Tutor, Dr Christopher Badcock, S777**Pre-requisites and excluded combinations:** A compulsory paper for Sociology students.**Core syllabus:** The project is to be in the form of an essay on a sociological topic to be approved by the Convener of the Department of Sociology. The purpose is to allow the student to study in depth an interest of his or her own choosing. Many approaches are possible in the work for the essay, but there are three main variants: original fieldwork, secondary analysis, and literature review.**Selection of topic:** The topic must be within the general field of sociology and should fall within the range of competence of a member of the staff, normally a member of the Sociology Department. However, it need not be chosen from those areas of sociology which are at present taught within the Department. The topic should not overlap too closely with the content of other units that the student is taking. Students may follow up a theme suggested to them by their course-work, but the topic must allow the material and arguments to be developed in greater depth than is possible in the lectures and seminars for the course.**Arrangements for supervision:** During the first term there will be a one hour Project Workshop, convened by the Departmental Tutor, who will also make himself available for individual consultations with students during the second term. Students should also consult their tutors. The role of the third year tutor is not to give detailed instruction, but to 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. Students must submit a final title to the Departmental Tutor by the fourth week of the third year in order for that title to be approved.**Assessment:** The completed essay must be of not more than 10,000 words in length; it may include tables and diagrams as appropriate. It must be submitted to the Undergraduate Office by 4.30pm on the second Friday of the ST. 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.Mathematics Pass. (Students with A-level Mathematics should take ST102 **Elementary Statistical Theory**.)**Core syllabus:** The course is an introduction to statistical methods and their use in the social sciences.**Content:** Describing populations and samples using charts, parameters and statistics. Probability and probability distributions used for describing particular types of population. Sampling and sampling distributions. Statistical inference including confidence intervals and hypothesis testing for means and variances and related non-parametric procedures. Analysis of frequency data by goodness-of-fit and in contingency tables. Correlation and simple linear regression. The analysis of variance.**Reading list:** Handout material will be distributed to accompany the lectures but this should be supplemented with additional background reading. Readings from P Newbold, *Statistics for Business and Economics* and R J Wonnacott & T H Wonnacott, *Introductory Statistics* will be recommended.**Teaching:**

Lectures ST100: 15 MT, 15 LT, 3 ST.

Classes ST100.A: 8 MT, 10 LT, 2 ST. Review lectures may be arranged during ST.

Written work: Students will be expected to hand in solutions to class exercises every week.**Assessment:** 3-hour written examination in the ST.**ST102****Elementary Statistical Theory****Teacher responsible:** Mr D W Balmer, B604**Availability:** Primarily for BA/BSc students, BSc Business Mathematics and Statistics, BSc Actuarial Science. Pre-requisite: A-level Mathematics or equivalent. No previous knowledge of statistics assumed.**Core 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.**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.**Reading list:** Purchase of a main textbook should be delayed until after the first lecture. D A Berry & B W Lindgren, *Statistics: Theory and Methods*; P Newbold, *Statistics for Business and Economics*, 2nd/3rd edn.**Teaching:**

Lectures ST102: 20 MT, 20 LT, 4 ST.

Example Workshops: 5 MT, 5 LT, 2 ST fortnightly.

Classes ST102.A: 4 MT, 5 LT, 1 ST fortnightly.

Help Sessions: 6 MT, 10 LT, 3 ST.

Written work: Students will be given weekly exercises which will be studied in the workshops and classes; 4 pieces of coursework will be marked during the MT and LT.**Assessment:** 3-hour written examination in the ST.**ST103****Statistical Methods for Social Research****Teacher responsible:** Dr B Blight, B615**Availability:** Primarily for 1st Year BSc Sociology students. Cannot be taken with 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.**Content:** The place of statistics in the social sciences. Descriptive statistics: levels of measurement. The summarization and presentation of data using graphic methods. The normal distribution. Basic ideas of sampling and statistical inference. Sampling from finite populations. The sampling distributions of proportions and means estimation and hypothesis testing. Testing goodness of fit. The measurement of association and correlation and simple tests of significance. Simple linear regression. Two-sample tests for means.**Reading list:** Each week a set of notes covering the lecture topics for that week will be distributed. These notes will provide a framework for further reading, and will indicate where further material on the topics may be found.**Teaching:**

Lectures ST103: 10 MT, 20 LT, 3 ST.

Classes ST103.A: 25 MT, LT and ST.

Written work: Written answers to set exercises are expected weekly. The exercise marks form part of the course assessment.**Assessment:** Exercise assessment [30%]; 3-hour open-book examination in the ST [70%].**ST105****Quantitative Methods (Statistics for Economists)****Teacher responsible:** Dr B Blight, B615**Availability:** BSc degrees in Economics. Pre-requisites: A-level Mathematics or equivalent.(Students without A-level Mathematics should consider taking ST100 **Basic Statistics**.)**Core syllabus:** The elementary statistical tools necessary for further study in economics. The applicability of statistical methods to economic problems.**Content:** 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.**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.**Teaching:**

Lectures ST105: 10 MT, 7 LT.

Classes ST105.A: 4 MT, 5 LT fortnightly.

Written work: Weekly example sheets will be set and students are expected to submit solutions to the class teacher each week.**Assessment:** 2-hour written examination in the ST.**ST106****Introductory Quantitative Methods (Statistics)****Teacher responsible:** Dr B Blight, B615**Availability:** This course is not available to students with A-level Mathematics, or any courses giving substantial experience of calculus.**Core syllabus:** The elementary quantitative skills in statistics. An introduction to the basic ideas and formulations of statistics with some applications of quantitative methods for management.**Content:** The nature of statistics. Descriptive statistics. Probability. Probability distributions, for discrete and continuous random variables. Sampling distributions. Point estimation. Confidence intervals. Hypothesis testing. Simple regression.**Reading list:** T H Wonnacott & R J Wonnacott, *Introductory Statistics for Business and Economics*, 4th edn.**Teaching:**

Lectures ST106: 10 MT, 10 LT, 3 ST.

Classes ST106.A: 4 MT, 5 LT, 1 ST fortnightly.

Written work: Weekly example sheets will be set and students are expected to submit solutions to the class teacher each week.**Assessment:** 2-hour written examination in the ST.**ST107****Quantitative Methods (Statistics)****Teacher responsible:** Dr B Blight, B615**Availability:** Pre-requisites: A-level Mathematics or equivalent. Also accessible to students who have performed well at a slightly lower level and are proficient in basic calculus.**Core syllabus:** The elementary statistical tools necessary for further study in economics with an emphasis on the applicability of the methods to economic problems.**Content:****(a) Probability and Statistics**

An introduction to statistical concepts. Centre and spread of a distribution. Probability, conditional probability. The binomial and normal distributions. Covariance and linear combinations of random variables. Random sampling, sampling distribution. Efficiency, biased and unbiased estimators. Confidence intervals for means and difference in means, the 't' distribution. Hypothesis tests, power.

(b) Regression

Fitting a line, OLS. Sampling variability of the estimates. Confidence intervals and tests. Predicting Y.

Reading list: T H Wonnacott & R J Wonnacott, *Introductory Statistics for Business and Economics*, 4th edn.**Teaching:****(a) Probability and Statistics**

Lectures ST107: 10 MT, 7 LT.

Classes ST107.A: 4 MT, 5 LT fortnightly.

(b) Regression

Lectures ST107: 3 LT, 3 ST.

Classes ST107.A: 1 ST.

Written work: Weekly example sheets will be set and students are expected to submit solutions to the class teacher each week.**Assessment:** 2-hour written examination in the ST.**ST201****Statistical Models and Data Analysis****Teacher responsible:** Mr C Chalmers, B710**Availability:** Primarily for BSc Management students, also available to students who have studied statistics and mathematics to the level of MA107/ST107 **Quantitative Methods**. Not to be taken in conjunction with ST203 **Statistics for Management Sciences**. (Full unit).**Core syllabus:** A second course in statistics with an emphasis on problems of practical importance and statistical analysis using computers.**Content:** Statistical models. Estimation and testing. Simple linear regression. Multiple regression. Model selection and diagnostics. Time series models. Smoothing and seasonal adjustment. Autocorrelation.**Reading list:** S Albright, W L Winston & C J Zappe, *Managerial Statistics*.**Teaching:**

Lectures ST201: 18 MT.

Classes ST201: 3 MT, 1 ST.

Computer Workshops ST201: 8 MT.

Written work: One assessed project.**Assessment:** 2-hour formal written examination in the ST [80%]. Course work [20%].**ST202****Probability, Distribution Theory and Inference****Teacher responsible:** Dr Q Yao, B609**Availability:** Pre-requisites: MA100 **Mathematical Methods** and ST102 **Elementary Statistical Theory**. Students who have not taken these courses should consult Dr Yao.**Core syllabus:** The course covers the probability, distribution theory and statistical inference needed for third year courses in statistics and econometrics.**Content:**ST202.1 **Probability and Distribution Theory** (Dr J Penzer and Dr Q Yao) Discrete and continuous distributions. Joint distribution. Marginal and conditional densities. Multinomial and bivariate normal distributions. Moment generating functions. Functions of random variables. Law of large numbers and central limit theorem. Sampling distributions. Poisson processes.ST202.2 **Estimation and Tests of Hypotheses** (Dr Q Yao) Criteria of estimation: consistency, unbiasedness, efficiency, minimum variance. Sufficiency. Maximum likelihood estimation. Confidence intervals. Tests of simple hypotheses. Likelihood ratio tests. Wald tests, score tests.**Reading list:** R Bartoszyński & M Niewiadomska-Bugaj, *Probability and Statistical Inference*; H J Larson, *Introduction to Probability Theory and Statistical Inference*; G C Casella & R L Berger, *Statistical Inference*; R V Hogg & E A Tanis, *Probability and Statistical Inference*.**STATISTICS****STOR****Orientation for Mathematics and Statistics Students****Teachers responsible:** Dr A Dassios, B603, Dr J van den Heuvel, B410 and Dr C Phillips, B608**Availability:** Compulsory for BSc Actuarial Science, BSc Business Mathematics and Statistics, BSc Mathematics and Economics first year students.**Core syllabus:** A series of seminars covering study skills and career development.**Content:** Topics covered include: capitalising on your time at university; part-time and vacation work; completion of application forms and CVs; guest speakers to talk about financial and business careers. There will be meetings to advise on second year course choices in the LT.**Meetings:** 20 MT & LT.**ST100****Basic Statistics****Teacher responsible:** Mr Colin Chalmers, B710**Availability:** Primarily for 1st year BA/BSc students. Pre-requisite: GCSE

Teaching:

Lectures ST202.1: 20 MT, 5 LT.

Classes ST202.1A: 9 MT, 5 LT.

Lectures ST202.2: 15 LT.

Classes ST202.2A: 5 LT, 1 ST.

Written work: Written answers to set problems will be expected on a weekly basis.**Assessment:** 3-hour written examination in the ST.**ST203****Statistics for Management Sciences****Teacher responsible:** Mr C Chalmers, B710 and Mrs J I Galbraith, B615**Availability:** Primarily for BSc Management Sciences, BSc Management.

Pre-requisite: mathematics and statistics to the level of MA107/ST107

Quantitative Methods Not to be taken with: ST201 **Statistical Models and Data Analysis**, or ST205 **Sample Surveys and Experiments**.**Core syllabus:** A second course in statistics encompassing a wide range of practical issues from the design of surveys and data collection to building models and making inferences. Computer packages used throughout.**Content:** There are two lecture courses.ST203.1: **Statistical Models and Data Analysis** (Mr C Chalmers).

Statistical models. Estimation and testing. Simple linear regression. Multiple regression. Model selection and diagnostics. Time series models.

Smoothing and seasonal adjustment. Autocorrelation.

ST203.2: **Sample Surveys and Experiments** (Mrs J I Galbraith).

Observational and experimental data. Data quality. Sampling from finite populations. Simple random sampling. Stratified random sampling. Cluster sampling. Survey design. Analysis of survey data. Principles of experimental design. Factorial experiments.

Reading list: S Albright, W L Winston & C J Zappe, *Managerial Statistics*.**Teaching:**

Lectures ST203.1: 18 MT.

Classes ST203.1: 3 MT, 1 ST.

Computer Workshops ST203.1: 8 MT.

Lectures ST203.2: 18 LT.

Classes ST203.2: 6 LT, 1 ST.

Workshop (2 Hour) ST203.2: 1 LT.

Computer Workshops ST203.2: 2 LT.

Written work: Two assessed projects.**Assessment:** 3-hour written examination in the ST [80%], course work [20%].**ST205****Sample Surveys and Experiments****Teacher responsible:** Mrs J I Galbraith, B615**Availability:** Primarily for BSc Business Mathematics and Statistics, also for students who have studied mathematics and statistics to the level of MA107/ST107**Quantitative Methods**. Not to be taken with ST203 **Statistics for Management Sciences**. (Full unit)**Core syllabus:** An introduction to the ideas of sample surveys and the design of experiments.**Content:** Data quality. Sampling from finite populations. Simple random sampling. Stratified random sampling. Cluster sampling. Survey design. Analysis of survey data. Principles of experimental design. Factorial experiments.**Reading list:** S Albright, W L Winston & C J Zappe, *Managerial Statistics*.**Teaching:**

Lectures ST203.2: 18 LT.

Classes ST203.2: 6 LT, 1 ST.

Workshop (2 Hour) ST203.2: 2 LT.

Computer Workshops ST203.2: 2 LT.

Written work: One assessed project.**Assessment:** 2-hour written examination in the ST [80%], course work [20%].**ST218****Projects in Applied Statistics****Teacher responsible:** Dr C Phillips, B608**Availability:** Primarily for BSc Business Mathematics and Statistics, 2nd year. BSc Actuarial Science students admitted by permission. Pre-requisite: ST102 **Elementary Statistical Theory**.**Core syllabus:** Introduction to practical data analysis using computer statistical packages, primarily MINITAB.**Content:** Tabulation, Graphical Presentation, Regression, Analysis of Variance.ST218.1 **Regression with MINITAB** (Dr I Moustaki) This course will link use of MINITAB to practical statistical modelling with an emphasis on diagnostics.ST218.2 **Applied Statistics Project** (Dr C Phillips). A project on a subject of interest to the student involving a critical investigation and collation of applied statistics.**Reading list:** S Weisberg, *Applied Linear Regression*, 2nd edn; J Neter, M H Kutner, C J Nachtsheim & W Wasserman, *Applied Linear Regression Models*, 3rd edn; D C Montgomery, *Design and Analysis of Experiments*, 3rd edn.**Teaching:**

Lectures ST218.1: 20 MT computer sessions using MINITAB.

Classes ST218.1: 10 MT.

Lectures ST218.2: 10 MT, 1 presentation day ST.

Written work: Three assessed reports.**Assessment:** ST218.1: two reports on data analyses using MINITAB [50%]; ST218.2: 5,000 word report submitted by Week 3 ST [50%].**ST226****Actuarial Investigations: Financial****Teacher responsible:** Professor R Norberg, B601**Availability:** Primarily for BSc Actuarial Science; BSc Business Mathematics and Statistics. Pre-requisites: MA100 **Mathematical Methods**, ST102 **Elementary Statistical Theory**.**Core syllabus:** The application of compound interest techniques to financial transactions.**Content:** Time value of money using concepts of compound interest and discounting. Present and accumulated values of a stream of payments.

Expressing possibly time-varying interest and discount rates in terms of different time periods. Compound interest functions. Equations of value.

Discounted cash flow techniques, investment appraisal. Discounted payback periods. Analysis of simple compound interest rate problems.

Valuing forward contracts. Arbitrage and forward contract pricing. Term structure of interest rates. Immunisation. Stochastic interest rate models.

Reading list: R Norberg, *Basic Life Insurance Mathematics*; J J McCutcheon & W J Scott, *An Introduction to the Mathematics of Finance*, Heinemann; Institute of Actuaries, *Formulae and Tables for Actuarial Examinations*. Core reading notes obtainable from the Institute of Actuaries.**Teaching:**

Lectures ST226: 20 MT.

Seminars: 10 MT.

Written work: Compulsory written answers to one set of problems.**Assessment:** 3-hour written examination in the ST.**ST227****Survival Models****Teacher responsible:** Professor R Norberg, B601**Availability:** Primarily for BSc Actuarial Science, BSc Business Mathematics and Statistics. Pre-requisites: MA100 **Mathematical Methods**, ST102 **Elementary Statistical Theory**.**Core syllabus:** Survival models and an introduction to actuarial mathematics.**Content:** Lifetime distributions, the concept of a survival model, censoring, multiple state models, exposed-to-risk, the census method, estimation procedures for the models described. Graduation, tests for graduation.

Simple assurance and annuity contracts and calculating premiums and reserves.

Reading list: R Norberg, *Basic Life Insurance Mathematics*; IA, *Formulae and Tables for Actuarial Examinations*; A S Macdonald & M R Hardy, *IA Core Reading 104*; R G Miller *et al*, *Survival Analysis*; R C Elandt-Johnson & N L Johnson, *Survival Models and Data Analysis*; J D Kalbfleisch & R L Prentice, *The Statistical Analysis of Failure Time Data*.**Teaching:**

Lectures: 20 LT, 2 ST.

Seminars: 10 LT.

Written work: Compulsory written answers to one set of problems.**Assessment:** 3-hour written examination in the ST.**ST300****Regression and Generalised Linear Models****Teacher responsible:** Dr J Howard, B602**Availability:** Primarily for BSc Actuarial Science, BSc Business Mathematics and Statistics. Pre-requisites: ST102 **Elementary Statistical Theory** and either ST202 **Probability, Distribution Theory and Inference** or ST218.1 **Projects in Applied Statistics**.**Core syllabus:** A solid coverage of the most important parts of the theory and application of regression models, generalised linear models and the analysis of variance.**Content:** Least Squares, analysis of variance models for simple designed experiments and observational studies, multiple regression, regression diagnostics, two-level factorial experiments, and generalised linear models.

The use of a statistics package will be an integral part of the course. About half of the classes will be sessions using the package in a computer room.

Reading list: D C Montgomery, *Design and Analysis of Experiments*; P McCullagh & J A Nelder, *Generalized Linear Models*; A J Dobson, *An Introduction to Generalised Linear Models*; A C Atkinson, *Plots, Transformations and Regression*; A C Atkinson & M Riani, *Robust Diagnostic Regression Analysis*.**Teaching:**

Lectures ST300: 10 MT, 10 LT.

Classes ST300.A: 10 MT, 10 LT.

Written work: Three assessed projects.**Assessment:** 2-hour written examination in the ST [81%]; Assessed projects [19%].**ST302****Stochastic Processes****Teacher responsible:** Dr A Dassios, B603**Availability:** Primarily for: BSc Actuarial Science and BSc Business Mathematics and Statistics. Pre-requisite: ST202 **Probability, Distribution Theory and Inference**.**Core syllabus:** An introduction to the theory and application of stochastic processes.**Content:** Markov chains (discrete and continuous time); processes with jumps; Brownian motion and diffusions; Martingales; stochastic calculus; applications in insurance and some applications in finance. For moreapplications in finance students should take ST330 **Stochastic and Actuarial Methods in Finance**.**Reading list:** S Karlin & H M Taylor, *A First Course in Stochastic Processes*; S Karlin & H M Taylor, *A Second Course in Stochastic Processes*; S Ross, *Stochastic Processes*; B Øksendal, *Stochastic Differential Equations*; Institute of Actuaries core reading notes.**Teaching:**

Lectures: 20 MT.

Seminars: 10 MT.

Written work: Written answers to set problems will be expected on a weekly basis.**Assessment:** 3-hour written examination in the ST.**ST304****Time Series and Forecasting****Teacher responsible:** Professor H Tong, B711**Availability:** Primarily for BSc Actuarial Science; BSc Business Mathematics and Statistics, BSc Mathematics and Economics. Pre-requisite: a good level of regression theory and distribution theory.**Core syllabus:** The course introduces the student to the statistical analysis of time series data.**Content:** Stationary stochastic processes, simple time series models, ARIMA modelling, spectral analysis, forecasting.**Reading list:** C Chatfield, *The Analysis of Time Series*, 5th edn; P J Brockwell & R A Davis, *Introduction to Time Series and Forecasting*.**Teaching:**

Lectures ST304: 20 LT.

Classes ST304.A: 10 LT.

Computer Workshops: 3 LT (Weeks 6-8).

Written work: Written answers to set problems will be expected on a weekly basis.**Assessment:** 2-hour written examination in the ST.**ST305****Actuarial Mathematics: Life****Teacher responsible:** Professor R Norberg, B601**Availability:** Primarily for BSc Actuarial Science, BSc Business Mathematics and Statistics. Pre-requisites: ST202 **Probability, Distribution Theory and Inference**, ST227 **Survival Models**.**Core syllabus:** An introduction to actuarial work in life insurance, health care and pensions.**Content:** Life contingency functions: two lives functions and select functions. Disability and long-term care contracts. Effects of inflation and expenses in various contracts; calculating premiums and reserves.

Technique of discounted emerging costs. Asset shares; the relationship of the asset share to the retrospective reserve. Early termination of contracts. Guarantees and options. Heterogeneity and selection. Population projections. Computational techniques for disability insurance contracts.

Profit testing. Multiple decrements and pension fund valuation factors.

Reading list: R Norberg, *Basic Life Insurance Mathematics*; Institute of Actuaries core reading notes.**Teaching:**

Lectures: 20 MT, 20 LT.

Seminars: 10 MT, 10 LT.

Written work: Compulsory written answers to one set of problems.**Assessment:** 3-hour written examination in the ST.**ST306****Actuarial Mathematics: General****Teacher responsible:** Dr Angelos Dassios, B603**Availability:** Primarily for BSc Actuarial Science, BSc Business Mathematics and Statistics. Pre-requisites: ST202 **Probability, Distribution Theory and Inference**, ST302 **Stochastic Processes** should be taken in conjunction with this course.**Core syllabus:** An introduction to actuarial work in non-life insurance.**Content:** Elementary decision theory. Bayesian statistics. Loss distributions. Reinsurance. Short term insurance contracts: moments, moment generating functions and recursive procedures. Ruin theory. Credibility theory. Experience rating systems. Run-off triangles.**Reading list:** Notes are given out in the lectures. For additional reading students could look at Core Reading Notes – Subject 106, Institute of Actuaries.**Teaching:**

Lectures: 20 LT.

Seminars: 10 LT.

Written work: Written answers to set problems will be expected on a weekly basis.**Assessment:** 3-hour examination in the ST.**ST307****Aspects of Market Research****Teacher responsible:** Dr C Phillips, B608**Availability:** Primarily for BSc Management Science, BSc Management, BSc Actuarial Science. Pre-requisites: probability and statistics to the level of ST107 **Quantitative Methods**. Not to be taken in conjunction with ST327 **Market Research: An Integrated Approach**.**Core syllabus:** The main ideas and applications of market research techniques.**Content:** Problem formulation and research designs for market and opinion research. Random sampling and statistical inference. Quota sampling.

Survey stages and sources of error. Data collection methods. Attitude measurement. Market models, advertising and public opinion research. The analysis of market research data.

Reading list: T C Kinnear & J R Taylor, *Marketing Research: An Applied Approach*; C A Moser & G Kalton, *Survey Methods in Social Investigation*; P Chisnall, *Marketing Research*; R W Worcester & J Downham (Eds), *Consumer Market Research Handbook*; C Phillips, *Understanding Marketing*.**Teaching:**

Lectures: 15 MT.

Classes: 8 MT, 2 LT, 2 Revision ST.

Written work: 2 essay assignments.**Assessment:** 2-hour examination in the ST.**ST325****Simulation Modelling and Analysis****Teacher responsible:** Mr D W Balmer, B604**Availability:** Primarily for: BSc Actuarial Science, BSc Business Mathematics and Statistics. Pre-requisites: some elementary statistics and experience of computer packages programming assumed.**Core syllabus:** The aim of the course is to introduce students to the concepts, techniques and practical aspects of the development and analysis of simulation models.**Content:** Model formulation, diagramming techniques including activity cycle diagrams, computer systems for simulation modelling, random number generation, design of simulation experiments, variance reduction, analysis of output.**Reading list:** A M Law & W D Kelton, *Simulation Modelling and Analysis*; M Pidd, *Computer Simulation in Management Science*.**Teaching:** Workshops: 20 MT & LT.**Written work:** Assessed course work in the form of projects involving the development, implementation and analysis of simulation models.**Assessment:** Course work [100%].**ST327****Market Research: An Integrated Approach****Teacher responsible:** Dr C Phillips, B608**Availability:** Primarily for BSc Business Mathematics and Statistics. Pre-requisites: probability and statistics to the level of ST203 **Statistics for Management Sciences**. Not to be taken with ST307 **Aspects of Market Research**.**Core syllabus:** The main methods of data collection and analysis used in market and opinion research.**Content:**ST327.1 **Research Methods:** Problem formulation and research designs for market and opinion research. Random sampling and statistical inference. Quota sampling. Survey stages and sources of error. Data collection methods. Attitude measurement. Market models, advertising and public opinion research. The analysis of market research data.ST327.2 **Case Studies** Students use the information and techniques gained from ST327.1 to carry out a co-operative Marketing Case Study. Individual write up of the Case Study forms part of the assessment.**Reading list:** T C Kinnear & J R Taylor, *Marketing Research: An Applied Approach*; C A Moser & G Kalton, *Survey Methods in Social Investigation*; P Chisnall, *Marketing Research*; R W Worcester & J Downham (Eds), *Consumer Market Research Handbook*; C Phillips, *Understanding Marketing*.**Teaching:**

Lectures: ST327.1 24 MT, 2 ST.

Lectures: ST327.2 10 two-hour case-study meetings LT.

Classes: ST327.1A 16 MT, LT and ST.

Written work: ST327.1: exercises and presentations. ST327.2: assessed presentation and case study project.**Assessment:** ST327.1: 3-hour written examination in the ST [70%]; ST327.2 course work [30%].**ST330****Stochastic and Actuarial Methods in Finance****Teacher responsible:** Dr R Kiesel, B709**Availability:** Primarily for BSc Actuarial Science, BSc Business Mathematics and Statistics. Pre-requisites: ST202 **Probability, Distribution Theory and Inference**; ST302 **Stochastic Processes** should be taken in conjunction with this course.**Core syllabus:** Applications of stochastic processes and actuarial models in finance.**Content:** Utility theory. Stochastic dominance and portfolio selection. Measures of investment risk. Mean-variance portfolio theory. Single and multifactor models. Asset liability modelling for actuaries. The Capital Asset Pricing Model. The efficient market hypothesis. Stochastic models for security prices and estimating their parameters. The term structure of interest rates: the Vasicek, the Cox-Ingersoll-Ross and other models. Option pricing: the Black-Scholes analysis and numerical procedures. Exotic options.**Reading list:** N H Bingham & R Kiesel, *Risk Neutral Valuation*; J Hull, *Options, Futures & Other Derivatives*; R Jarrow & S Turnbull, *Derivative Securities*; D Luenberger, *Investment Science*;

Institute of Actuaries core reading notes – Subject 109.

Teaching:

Lectures ST330: 20 MT, 20 LT.

Seminars ST330.A: 10 MT, 10 LT.

Written work: Written answers to set problems will be expected on a weekly basis.
Assessment: 3-hour written examination in the ST.

ST331

Decision Theory and Bayesian Statistics

Teachers responsible: Dr J Howard, B602 and Dr B Blight, B615
Availability: Primarily for BSc Business Mathematics and Statistics. This course must not be taken with OR304 **Decision Analysis**. Prerequisites: MA105/ST105 **Quantitative Methods**.

Core syllabus: The fundamentals of the theory of decision analysis and its use in Bayesian statistics.

Content: Topics covered are the foundations of decision theory and Bayesian statistical methods with applications.

ST331.1 Fundamentals of Decision Theory (Dr J Howard) The normative theory of subjective probability and expected utility.

ST331.2 Bayesian Statistical Methods (Dr B Blight) General discussion of the Bayes approach and comparison with other approaches to statistical inference. Applications to some statistical problems.

Reading list:

ST331.1: S French, *Decision Theory: An Introduction to the Mathematics of Rationality*; S R Watson & D M Buede, *Decision Synthesis: The Principle and Practice of Decision Analysis*; J T Buchanan, *Discrete and Dynamic Analysis*; D V Lindley, *Making Decisions*; H Raiffa, *Decision Analysis: Introductory Lectures on Choices under Uncertainty*; R Clement, *Making Hard Decisions*.

ST331.2: P M Lee, *Bayesian Statistics: An Introduction*.

Teaching:

Lectures ST331.1: 10 MT.

Classes ST331.1A: 5 MT.

Lectures ST331.2: 10 LT.

Classes ST331.2A: 5 LT.

Written work: Written answers to set problems will be expected weekly.

Assessment: 2-hour written examination in the ST.

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