



Calendar 2002-2003

(incorporating the Undergraduate and Graduate School Handbooks)

Library

British Library of Political and Economic Science

10 Portugal Street London WC2A 2HD

he London School of conomics and Political Science



-landar 2002 2003

LSE School Handbooks)

Library

Please return this item by the date/time shown below

If another user requests this item, we will contact you with an amended date for return.

Fines are charged for overdue items.

Renew via the Library catalogue at www.library.lse.ac.uk or Tel: 020 7955 7229 (10am–5pm Monday–Friday)

Thank you



British Library of Political and Economic Science

10 Portugal 5 London WC2

The London School of Economics and Political Science



Calendar 2002-2003

(incorporating the Undergraduate and Graduate School Handbooks)

Postal address: Houghton Street London WC2A 2AE

Telephone:

URL:

020 7405 7686 020 7242 0392 http://www.lse.ac.uk

Printed by Linney Print, Mansfield, Nottinghamshire

Copyright 2002 The London School of Economics and Political Science

ISBN 0 7530 1576 5 ISSN 0308-9681

Contents

Inside front cover	Official Publications of the School Dates of Terms
Page	
3	Calendar of Events
Go	vernance and Staff
7	The Governance of the School
23	Honorary Fellows
24	Academic Departments
28	Research Centres and Institutes
30	Academic and Research Staff
40	Emeritus Professors and Emeritus Readers
41	Other Staff
	vices and Facilities
48	Library
48	University Library
48	Information Technology Services
49	The Economists' Bookshop
49	Short courses, Contract Teaching and Executive Education
49	LSE Executive Education
49	LSE Summer School
49	LSE External Study
50	Office of Development and Alumni Relations
50	Residential Accommodation
51	LSE Health Service
51	Careers Service
51	Students' Union and Athletics Union
52	Code of Practice for Compliance with the Education Act 1994
	search and Academic Publications
53	Research
53	Institutes
54	Research Centres
62	Academic Publications of the School
Rul	es and regulations
63	Regulations as to Honorary Fellows
63	General Academic Regulations
64	Policy Statement on Equality and Diversity
64	School's Policy on Disability
65	Regulations for Short Courses and Summer Schools
	pendices
66	History of the School
68	Statistics of Students
86	Statistics of Staff
Inde	
Inside Back Cover	Map of School Locations
Outside Back Cover	Map of School Locations
Information previously	published in the Calendar will be published elsewhere as follows:
Academic staff listed	by department, institute, research centre, etc: LSE Experts

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

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.

			ashiming a real problem to some			
Septe	mber 2002		Chardi ratio mini la charan ya kampila i birung	0.00	99	- 50
17	T	17.30	Campaign Committee			
18	W					
19 20	T F					
100		10.00				
23	M	16.30	Nominations Committee			
25	W					
26	T	13.00	Agenda Committee of the Academic Board			
27	F		Omorrius States Subographies -	24.00	W	
2-4-6	er 2002					
		41	Cahaal Michaelman Torm Poning		-	
3	F		School Michaelmas Term Begins			
7	M	13.00	Meeting of the Professors of Economics	TH UD		U
В	T	10.00	Library and Information Services Committee			
		14.00	Academic Planning and Resources Committee [pre-meeting]			
		14.30	Summer Schools Board			
9	W	17.15 17.00	Council Finance & General Purposes Committee			
10	T	16.00	Athletics Committee			
11	F	, 0.00	Groot Paramather Consucer adjunctor 2019			
14	М	13.0	South President and President Control		1	
15	T	14.00	Residences User Group			
16	W	14.00	Academic Board			
17 18	T F	13.00	Research Committee			
		12.00	Decemb Students' Forum		2.6	-
21	М	12.00 14.00	Research Students' Forum Estates Management Committee			
		14.00	External Studies Subcommittee			
22	T	14.00	Academic Planning and Resources Committee			
23	W	14.00	Consultative Forum for Programme Directors for Taught Graduate			
		14.00	Academic Nominations Committee Short Courses Subcommittee			
		14.00 14.15	Promotions Committee			
24	T	12.30	LSE Nursery User Group			
		14.00	Consultative Forum for Undergraduate Admissions Tutors			
25	-	14.00	Academic Support Staff Committee			
25	F	12.12		2-44		
28	М	13.15	Security Advisory Group			
		14.00 14.00	Consultative Forum for LSE Health Service Consultative Forum for Departmental Tutors			
29	T	14.00	Residences Management Committee			
		17.15	Council			
30	W	14.00	Graduate Studies Subcommittee			
		14.00 14.00	Consultative Forum for External Degree Co-ordinators Disability Consultative Forum			
		16.00	Undergraduate Studies Subcommittee			
		17.00	Investments Subcommittee			
31	T	- 92.66	Transfer transfer to the contract of the contr			
Novei	mber 2002 F					
1	M	12.00	Tought Graduate Students' Forum	00.50	1/1	
*	IVI	13.00	Taught Graduate Students' Forum Meeting of the Professors of Economics			
5	T	14.00	Consultative Forum for Admissions Selectors for Taught Graduate	Students		
3	W	10.00	Director's Meeting With Conveners			
		14.00	Teaching Learning and Assessment Committee			
7	Т	16.30 13.00	Audit Committee Agenda Committee of the Academic Board			
		16.00	Personnel Strategy Committee			
		16.30	Library User Committee			
3	F	10.00		00 11		
11	M	14.00	Estates Strategy Committee	08.57		
	-	16.00	Consultative Forum for Undergraduate Students			
12	Т	14.30	Health and Safety Committee			
13	W	17.00 14.00	Finance and General Purposes Committee Student Affairs Committee			
10	*	14.15	Promotions Committee			
		17.00	Joint Negotiating and Consultative Committee			
1.4	-	18.00-20.30	Graduate Open Evening			
14 15	T F					
-			The Control of the Co		- 9	
18	M T	14.00	Academic Planning and Passurose Correcition			
20	W	14.00	Academic Planning and Resources Committee Academic Board			
21	T	13.00	Research Committee			
12	14	14.00	Consultative Forum for Undergraduate Admissions Tutors			
20	-	16.00	Athletics Committee			
22	F	14.00	School Board of Examiners for BA and BSc Degrees			

25	М		HTS 2002-2003	R.OF EVE	ENDA	JAO
26 27	T	10.00 17.15	Library and Information Services Committee Council (followed by the end of term buffet supper)			
		14.15	Appointments Committee			
28	Т	15.00 15.00	Secretary and Director of Administration Briefing for Staff Catering Services User Group			
29	F	11.00	Secretary and Director of Administration Briefing for Staff	70.00	14	-61
Decer	mber 200	2				
2	M T	13.00 17.30	Meeting of the Professors of Economics Campaign Committee			
4	w	14.00	Graduate Studies Subcommittee			
5	Т	16.00	Undergraduate Studies Subcommittee			
6	F		Colon Missas Force Toma Parline		-	-
9	M	14.00	Academic Planning and Resources Committee			
11	W	17.30	School Carol Service			
12	Т	16.00 17.00	Informal Court of Governors Court of Governors			
13	F		School Michaelmas Term ends	2011		
16 17	M					
18	W		School Presentation Ceremonies (afternoon only)			
19	T F		School Presentation Ceremonies			
1000	ol buildings	are closed from	24 December until January inclusive	JR 111		
Janua	ry 2003		ban in California	00.51	T	- 37
13	М	13.00	School Lent Term Begins Meeting of the Professors of Economics			
14	T	10.00	Library and Information Services Committee Resource Distribut	ion Exercise meet	ing	
		14.30 17.15	Summer Schools Board Council			
15	W	14.00	Teaching Learning and Assessment Committee			
16 17	T F	13.00	Agenda Committee of the Academic Board			
20	М	1.1.00				
21	T	14.00 14.00	Academic Planning and Resources Committee Residences User Group			
22	W	14.00	Student Affairs Committee			
		14.15 17.00	Promotions Committee Finance and General Purposes Committee			
23	Т	13.00	Research Committee			
		14.00 16.00	Consultative Forum for Doctoral Programme Directors Athletics Committee			
24	F	14.00	School Board of Examiners for BA and BSc Degrees	31.11		
27	М	12.00 14.00	Research Students' Forum External Studies Subcommittee			
28	Т	14.00	Short Courses Subcommittee			
29 30	W	14.00	Academic Board			
31	F					
Februa	ary 2003				Fillia Fiol	- 194
3	М	12.00	Taught Graduate Students' Forum	10.01		
		13.15 14.00	Security Advisory Group Estates Management Committee			
4	T	14.00	Academic Planning and Resources Committee			
5	W	10.00 14.00	Director's Meeting with Conveners of Academic Departments Graduate Studies Subcommittee			
		14.00	Academic Nominations Committee			
6	Т	16.00 13.00	Undergraduate Studies Subcommittee Agenda Committee of the Academic Board			
		14.00	Residences Management Committee			
7	F	14.00 12.30	Academic Support Staff Committee LSE Nursery User Group			
10	М	14.00	Consultative Forum for LSE Health Service	875,071		
11	Т	16.00 17.15	Consultative Forum for Undergraduate Students Council			
12	w	09.30	All day meeting of Promotions Committee			
		14.00 17.00	Disability Consultative Forum Investments Subcommittee			
13	T	16.30	Audit Committee	man and		
14	F	16.30	Library User Committee			
17	М					-
18 19	T W	14.00	Academia Possed (as a table with a first transfer of the first tra			
20	T	14.00 13.00	Academic Board (special meeting) Agenda Committee of the Academic Board			
		13.00 16.00	Research Committee			
21	F	10.00	Personnel Strategy Committee			

24	М				
25	T	14.00	Academic Planning and Resources Committee		
26	W	09.30	All day meeting of Promotions Committee		
20		14.00	- 11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		
14	_	17.00	Finance and General Purposes Committee		
27	T	14.00	Consultative Forum for Undergraduate Admissions Tutors		
		16.00	Athletics Committee		
28	F	09.30	All day meeting of Promotions Committee		
Trans			ACOLOGIC APPLICATION OF THE PROPERTY OF THE PR	100	
March	2003				
2	М	14.00	Estates Strategy Committee	315	- 20
3					
4	Т	10.00			
SME		17.15	Council (followed by end of term buffet supper)		
5	W	14.00	Student Affairs Committee		
		17.00	Joint Negotiating and Consultative Committee		
6	1	17.30	Campaign Committee		
7	F			LAGS	5 mult
10	M				
11	T				
12	W	14.00	Academic Board		
-		16.30	Nominations Committee		
13	Т	16.00	Informal Court of Governors		
		17.00			
14	F	17.00	Court of Governors		
		0.51205	A PERSON DE L'ANDRES DE L'ANDR		
17	M	13.00	Meeting of the Professors of Economics		
18	T	14.00	Academic Planning and Resources Committee		
19	W	14.00	Graduate Studies Subcommittee		
		14.15	Appointments Committee		
		16.00	Undergraduate Studies Subcommittee		
20	T		Maria San San San San San San San San San Sa		
21	F		School Lent Term Ends		
					-
24	М				
25	T	11.00	Secretary and Director of Administration Briefing for Staff		
26	W	15.00	Secretary and Director of Administration Briefing for Staff		
		10.00-16.30	Open Day		
27	T				
28	F				
1, 133	n Cont		TRANSPORT THE PROPERTY OF THE		10
April :	2003				
7					
	M				
8	T	40.00 40.00	The state of the s		
9	W	12.30-16.30	Visit Day for Accepted Applicants		
10	T				
11	F		50.7111/016 402		
School	ol buildings	s are closed from 17	April until 23 April inclusive		
24	T	13.00	Agenda Committee of the Academic Board		
25	F				
28	М		School Summer Term Begins		
20	IVI	12.00			
			Research Students' Forum		
00	-	13.00	Meeting of the Professors of Economics		
29	T	10.00	Library and Information Services Committee		
		14.30	Summer Schools Board		
260		17.15	Council		
30	W	14.00	Teaching and Learning and Assessment Committee		
	dos		1900 5.00 0.00 0.00 0.00		
May 2	003				
1	Т	17.00	Finance and Consul Russian Consults		_
2	F	17.00	Finance and General Purposes Committee		
2	F		AND A STATE OF THE PARTY OF THE		
5	М		Public Holiday		
6	T	14.00	Academic Planning and Resources Committee		
7	W	10.00	Director's Meeting with Conveners of Academic Departments		
7/11/1		14.00	Academic Board		
		16.00	Disability Consultative Forum		
	T	13.00	Research Committee		
8	THE PARTY	14.00	Consultative Forum for Admissions Selectors for Taught Graduate Students		
8		14.00	Residences User Group		
8		14.00	Residences user Group		
	F		20121 20 Entitipen 5 (0.005)		(0)
9	F		Taught Graduate Students' Forum		
	F M	12.00	radgin Graduate Students i Gruni		
9		12.00 16.00			
9			Consultative Forum for Undergraduate Students		
9		16.00 14.00	Consultative Forum for Undergraduate Students External Studies Subcommittee		
9	М	16.00 14.00 14.00	Consultative Forum for Undergraduate Students External Studies Subcommittee Short Courses Subcommittee		
9	Т	16.00 14.00 14.00 14.00	Consultative Forum for Undergraduate Students External Studies Subcommittee Short Courses Subcommittee Consultative Forum for Undergraduate Admissions Tutors		
9 12 13	М	16.00 14.00 14.00 14.00 14.00	Consultative Forum for Undergraduate Students External Studies Subcommittee Short Courses Subcommittee Consultative Forum for Undergraduate Admissions Tutors Student Affairs Committee		
9 12 13	T W	16.00 14.00 14.00 14.00 14.00 14.15	Consultative Forum for Undergraduate Students External Studies Subcommittee Short Courses Subcommittee Consultative Forum for Undergraduate Admissions Tutors Student Affairs Committee Promotions Committee		
9 12 13	Т	16.00 14.00 14.00 14.00 14.00	Consultative Forum for Undergraduate Students External Studies Subcommittee Short Courses Subcommittee Consultative Forum for Undergraduate Admissions Tutors Student Affairs Committee		

ornance	a and	121	aff

19	М	13.15	Security Advisory Group		-	700
		14.00	Estates Management Committee			
20	Т	14.00	Residences Management Committee			
21	w	14.00	Graduate Studies Subcommittee			
21	**	14.00	Academic Nominations Committee			
			Academic Norminations Committee			
22	-	16.00	Ondergraduate Studies Subcommittee			
22	T	12.30	LOL IVUISELY OSCI GIOUP			
		14.00	rioddonia dapport dian doniniitidd			
	_	16.00	Athletics Committee			
23	F				-6005	ALL CASE
26	M		Public Holiday			
27	T	17.15	Council			
28	W					
29	T	16.30	Audit Committee			
30	F					
l	2002		Time 1			- 3
June	10.10	72.22				
2	M	15.00	Catering Services User Group			
3	T	14.00	Academic Planning and Resources Committee			
4	W	14.00	Teaching Learning and Assessment Committee			
		14.15	Promotions Committee			
5	T	13.00	Agenda Committee of the Academic Board			
		14.00	Academic Support Staff Committee			
		16.30	Library User Committee			
6	F					
9	M	14.00	Estates Strategy Committee	(31.4)		
10	T	17.00	Finance and General Purposes Committee			
11	W	14.00	Student Affairs Committee			
	2.0	17.30	Campaign Committee			
12	T	16.00	Personnel Strategy Committee			
13	F	10.00	r ersonner strategy committee			
16	M	44.00	We will be a second of the sec			
17	T	14.30	Health and Safety Committee			
18	W	14.00	Academic Board			
19	T	13.00	Research Committee			
20	F					
21	Sa	72.72	Sports Ground Open Day		- 3	36
23	M	13.00	Meeting of the Professors of Economics			
24	T	10.00	Library and Information Services Committee			
		17.15	Council (followed by end of term buffet supper)			
25	W	10.00-16.30	Open Day			
		11.00	Secretary and Director of Administration Briefing for Staff			
		14.15	Appointments Committee			
		16.00	SCR Strawberry Tea			
26	T	15.00	Secretary and Director of Administration Briefing for Staff			
		17.00	Investments Subcommittee			
27	F	100779				
30	M				- 3	-
			selection of temporal texture		- 11	_
July 20	003					
1	T	14.00	Academic Planning and Resources Committee	10.77		-
2	W	14.00	Graduate Studies Subcommittee			
		16.00	Undergraduate Studies Subcommittee			
		17.00	Remuneration Committee			
3	T	14.00	Academic Support Staff Committee			
		19.00	SCR Annual Dinner			
4	F	13.00	School Summer Term Ends			
7	М		Territoria dell'internationali dell'internatio			Town.
3	T					
,	w					
0		16.00				
U	Т	16.00	Informal Court of Governors			
1	-	17.00	Court of Governors			
1	F	10.00	School Board of Examiners for BA and BSc Degrees			
4	M			DECT F		-
5	T					

School Presentation Ceremonies

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 Vice-Chairmen ⁴Bernard Asher BSc(Econ) ⁴Bryan Sanderson CBE BSc(Econ)

¹Nominated by the Students' Union ²Nominated by the Academic Board ³Nominated by the University of London

Rosalind M Altmann BSc (Econ) PhD S Barclay SCA MBA ²Dr Nicholas Barr MSc (Econ) PhD FRSA Sir Anthony Battishill KCB BSc (Econ) Presiley Baxendale QC BA G Bell BSc(Econ) Cherie Booth QC LLB Virginia Bottomley BA MSc JP MP Sir John Burgh KCMG CB BSc (Econ) MA HonLLD HonMRCM Hon Judge C V Callman BSc (Econ) ¹D Clay Education and Welfare Officer of the LSE Students' Union Professor W R Cornish FBA LLB BCL Rt Hon Lord Croham GCB BSc(Econ) DSc CBIM FRSA Victor Phillip M Dahdaleh BA (Hons) MBA Rt Hon Lord Dahrendorf KBE DrPhil PhD DLitt LittD DHL LLD DSc DrUniv MRIA FRCS FBA FRSA

Roger Davies BSc(Econ) Ian Hay Davison FCA Leslie Dighton BSc(Econ) Christine Downton BSc(Econ) PhD ⁴Professor Anthony Giddens PhD Director Sir Patrick Gillam BA A C Gilmour CVO Cyril Glasser CMG LLB LLM HonPhD FRSA Richard Goeltz AB Hons(Econ) MBA ³D J Goldstone LLB James Goudie QC LLB Hons FCIArb Loyd Grossman BA MSc 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

Lady Howe of Aberavon JP BSc (SocSci) W Hutton BSc (SocSci) MBA Ms M Hyde BSc (Soc) DipSocAdmin Dr Alice Ilchman PhD Hon Justice Jacob QC BA LLB MA Miss K M Jenkins BA MSc (Econ)

Niall Hobhouse

John Avery Jones CBE MA PhD LLM FTII 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 K A V Mackrell BSc(Econ) Sir Gordon Manzie KCB ²Professor H L Moore PhD Sir John Morgan KCMG BSc (Econ) HonDScPol HonLLD FRSA FRAS Sir Claus Moser KCB CBE BSc (Econ) DSc DUniv FBA DSocSc C Myers

¹T Packer Environment & Services Officer LSE Students' Union Anne Page BA Marie Patterson CBE BA DSc M Peacock BSc (Econ) W Plowden BA PhD

Heather Rabbatts CBE BA MSc ⁴Professor Judith A Rees BSc(Econ) MPhil PhD Deputy Director 4Dr Ray Richardson BSc (Econ) MA PhD Deputy Director

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) ²Professor R Silverstone MA PhD

Sir John Sparrow BSc (Econ) Miss R Stephen MBE ¹C 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 2002 when the election of their successors will be confirmed.

ACADEMIC BOARD

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

Accounting and Finance Economics Statistics Mathematics Information Systems Operational Research

GROUP II Government Interdisciplinary Institutes

GROUP III Sociology Anthropology Social Psychology Social Policy

Economic History Geography and Environment Industrial Relations International History International Relations Philosophy, Logic and Scientific Method

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

ACADEMIC OFFICERS

Director Deputy Directors

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

Professor A Giddens Professor J A Rees Dr R Richardson Vacancy Professor Jonathan Rosenhead Vacancy Dr R Richardson Ms K Jenkins Dr R Richardson Dr R Richardson Professor P Taylor Vacancy Vacancy A Deputy Director Dr A Wells Professor J Rees Dr J Carrier Mr M Hoffman Dr S Worthington Vacancy

Mrs R Gosling

ACADEMIC NOMINATIONS COMMITTEE*

Committee of the Academic Board

Terms of Reference

- 1. To devise and implement equitable, transparent and efficient procedures for:
- (a) 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).
- 2. To appoint the Vice-Chairman of the Academic Board, Deans, and Chairs of relevant academic committees.
- 3. 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.
- 4. 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.
- 5. To co-ordinate long term succession planning for academic offices and committee memberships.

Membership.

Status/Structure Professor J Rosenhead Vice-Chairman of the Academic Board (Chairman) Dr M Barzelay Member of the Academic Board Dr J Hartley Member of the Academic Board Dr E Munro Member of the Academic Board To be advised Secretary Mr S Ward

Term of office Ex officio 1 Aug 2001-31 Jul 2004 1 Aug 2001-31 Jul 2004 1 Aug 2001-31 Jul 2004 1 Nov 2002-31 Jul 2003

*This Committee is to be reviewed in summer 2002

Committee of the Academic Board

- 1. Taking into account at all times the range of future environments in which the School might find itself operating, and within the overall planning framework determined by the Council, the strategic remit of the APRC is:
 - to assess and build on the School's existing strengths;

ACADEMIC PLANNING AND RESOURCES COMMITTEE

- to facilitate initiatives that re-enforce and extend such strengths and apply them to new opportunities;
- to identify and seek to rectify the School's weaknesses.
- 2. In pursuance of 1 above, the APRC has the responsibility:
- (a) periodically to set and publicise a strategic framework against which proposals with consequences for expenditure or income generation will be assessed, in respect of which:

- (i) the APRC will make arrangements for at least a biennial strategic review of the range of future medium-term environments in which the School might operate, and propose priorities and general principles to inform decision-taking in the School;
- (ii) the strategic review report shall be subject to confirmation by the Academic Board and the Council, and be publicised to the School community, together with the associated framework of priorities and principles of the APRC for assessing resourcerelated proposals:
- (iii) an annual stock-taking presentation will be made to a special meeting of the Academic Board, with other issues the APRC wishes to raise being brought to the Board at ordinary meetings as required with the agreement of the Agenda Committee;
- (iv) the APRC will have responsibility for monitoring the implementation and achievement of policies agreed to achieve strategic
- (b) to receive proposals with substantial income or expenditure consequences from various sources within the School, and, within the financial framework approved by the Council recommend their acceptance, revision, or rejection by reference to the strategic framework and current position of the School;
- (c) to oversee the periodic reviews of performance of academic and service units of the School as the basis for the allocation of resources for staffing and other expenditure, and for the promotion of academic objectives, taking into account previous and current plans of the units under review.
- 3. The APRC also has the responsibility:
- (a) to advise the Academic Board and the Council on the establishment or disestablishment of Departments, Institutes, Research Centres and services:
- 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	Director	Ex officio
Dr R Richardson	Deputy Director	Ex officio
Professor J Rees	Deputy Director	Ex officio
Professor J Rosenhead	Vice-Chairman of the Academic Board	Ex officio
Professor O Linton	Group 1 Professor	1 Aug 2001-31 Jul 2004
Dr J Board	Group 1 Academic	1 Aug 2002-31 Jul 2005
Professor R Rawlings	Group 2 Professor	1 Aug 2000-31 Jul 2003
Dr D Lane	Group 2 Academic	1 Aug 2001-31 Jul 2004
Vacancy	Group 3 Academic	1 Aug 2002-31 Jul 2005
Professor R Mansell	Group 3 Professor	1 Aug 2001-31 Jul 2004
Professor R Hyman	Group 4 Professor	1 Aug 2000-31 Jul 2003
Vacancy	Group 4 Academic	1 Aug 2002-31 Jul 2005
To be advised	Student	1 Nov 2002-31 Jul 2003
Secretary Ms. I Bone		

ACADEMIC SUPPORT STAFF COMMITTEE

Committee Advisory to the Director

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

Membership

	Status/Structure	Term of office
Professor A Giddens	Director	Ex officio
Professor J Rees	Deputy Director	Ex officio
Dr C J Challis	Secretary and Director of Administration	Ex officio
Ms J M Sykes	Librarian and Director of Information Services	Ex officio
Professor J Rosenhead	Vice-Chairman of the Academic Board	Ex officio
Vacancy	Vice-Chairman of the Appointments Committee	Ex officio
Casual Vacancy	Academic Governor	1 Aug 2000-31 Jul 2003
Dr D Hodgetts	Academic Member	1 Aug 2002-31 Jul 2005
Secretary Me A Johns		= = = = = = = = = = = = = = = = =

AGENDA COMMITTEE OF THE ACADEMIC BOARD

Committee of the Academic Board

- 1. To develop and maintain a plan of the business coming before the Board in a given year.
- 2. To arrange the business to be brought before the Board at each meeting.
- 3. 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.
- 4. To ensure that business coming before the Board is as fully prepared as possible and appears where appropriate with formulated proposals.
- 5. To ensure, following a given meeting, that appropriate action is taken in the light of the Board's decisions.

Membership

Vice-Chairman of the Academic Board	Status/Structure Ex officio	Term of office
Vacancy Dr K Dalacoura	Member of the Academic Board Member of the Academic Board	1 Aug 2002-31 Jul 2005
Vacancy	Member of the Academic Board	1 Aug 2002-31 Jul 2005 1 Aug 2001-31 Jul 2004
Dr E A Whitley Secretary Mr A Webb	Member of the Academic Board	1 Aug 2001-31 Jul 2004

ALUMNI RELATIONS COMMITTEE

Committee of the Council

Terms of Reference

- 1. The Alumni Relations Committee shall:
- 1.1. develop policies and strategies, to be put to Council, for the alumni programme with the advice and assistance of the Alumni Relations staff.
- 1.2. oversee the implementation of the agreed strategy for all alumni relations activities worldwide on behalf of Court and Council.
- 1.3. consider and give voice to the views of alumni to Court and Council.
- 1.4. be serviced by Alumni Relations staff
- 1.5. come under review after three years

Membership: to be confirmed

Status/Structure	Term of office
Chairman	Ex officio
Deputy Director for External Affairs	Ex officio
Secretary and Director of Administration	Ex officio
Director of Development and Alumni Relations	Ex officio
General Secretary of the Students' Union	Ex officio
Lay Council Member	1 Aug 2001-31 Jul 2004
Lay Council Member	1 Aug 2001-31 Jul 2004
Lay Governor	1 Aug 2001-31 Jul 2004
1 Member from UK Alumni Bodies	1 Aug 2001-31 Jul 2004
International Alumni Group representative	1 Aug 2001-31 Jul 2004
Alumni Group representative from graduating cohort of the last 10 years	1 Aug 2001-31 Jul 2004
Alumni Group representative from graduating cohort of the last 20 years Secretary Mr M Horton	1 Aug 2001-31 Jul 2004

APPOINTMENTS COMMITTEE

- 1. To serve as the body responsible for ensuring that the academic standards and purposes of the School are monitored and upheld.
- 2. To consider and make recommendations on:
- (a) the procedures for appointment, interim review, major review, promotion and termination of appointment, and (b) conditions of appointment of members of the teaching and research staff.
- 3. To receive a report of the decisions made, in the context of the Annual Review of the Staff, by the Promotions Committee in respect of individual members of staff and, where members elect to receive the full papers of the Promotions Committee, to receive all the papers relating to review and promotion candidates.
- To receive reports of the decisions taken by the Promotions Committee.
- 5. To consider and make recommendations on the academic standards and purposes of Departments, Institutes and Research
- 6. 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.
- 7. 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.
- 8. The Appointments Committee shall meet once per term to conduct its business.

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

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

Membership

Professor J Worrall Ms J Day A Deputy Director Mr T Kousa Mr R Walker Ms E Walsh Ms C Macdonald Mr J P Wilkinson Mr B Dosanjh Mr J Ficenec Dr E Neumayer	Status/Structure Chairman, Athletics Committee Vice-Chairman and Honorary Senior Treasurer Deputy Director General Secretary of the Students' Union President of Athletics Union Events Officer of Athletics Union Secretary of Athletics Union Communications Officer of Athletics Union Treasurer of Athletics Union Clubs Liaison Officer of Athletics Union Member of Teaching Staff	Term of office Ex officio 1 Aug 2000-31 Jul 2003 Ex officio Ex officio 1 Nov 2002-31 Jul 2005
Vacancy	Member of Teaching Staff Member of Teaching Staff	1 Aug 2002-31 Jul 2005
To be advised	Member of SCR	1 Aug 2002-31 Jul 2005 1 Aug 2002-31 Jul 2005
Mr C Cooper Mr S Gollogly	Member of Economicals Club	1 Aug 2002-31 Jul 2005
Secretary Ms S Macauley	Member of Economicals Club	1 Aug 2002-31 Jul 2005

AUDIT COMMITTEE

Committee of the Council

Terms of reference

STATUS The Audit Committee is a committee of Council which provides an independent assessment of the School's arrangements for internal control, risk management, financial reporting, governance and value for money. Except where indicated below, the Committee has no delegated powers, but makes recommendations to Council and/or Court when specific decisions are required.

The Committee is authorised by the Council to investigate any activity within its terms of reference. It is authorised to seek any information it requires from any employee, and all employees are directed to co-operate with any request made by the Committee. The Committee is authorised by the Council to obtain outside legal or other independent professional advice and to secure the attendance of non-members with relevant experience and expertise if it considers this necessary, normally in consultation with the Director and/or Chairman of the

- DUTIES 1. The Committee will exercise general oversight of operational audit, of accounting policies, and of financial statements and procedures. The Committee will satisfy itself that financial, risk management and other internal control systems are operating effectively and will monitor the performance and effectiveness of external and internal audit. The Committee will comment on aspects of the School's governance arrangements as appropriate. The Committee will seek to ensure that adequate internal audit and external audit resources are available.
- 2. Operational audit:
 - 2.1 The Committee will consider and advise the Council on the basis on which internal audit services will be provided.
 - 2.2 The Committee will review audit needs assessments and approve related annual internal audit plans, receive and consider periodic reports from the Internal Auditor together with management responses and will additionally receive and consider annual reports from the Internal Auditor.
- 2.3 The Committee will satisfy itself that satisfactory arrangements are in place to promote economy, efficiency and effectiveness.
- 2.4 The Committee will seek to promote co-ordination between the internal and external auditors.
- 2.5 The Committee will consider and advise the Court on the selection, appointment and remuneration of the external auditor, the provision of any non-audit services by the external auditor and any questions of resignation or dismissal of the external auditor.
- 2.6 Before each annual audit commences, the Committee will discuss with the external auditors the nature and scope of the
- 2.7 Before the conclusion of each annual audit the Committee will review with the external auditors the annual financial statements and express a view on them to Council and the Court. In carrying out this review, the Committee will have regard to the external auditors' formal opinion, annual management letter and any related reports.
- 3. Accounting and financial policies and procedures:
- 3.1 The Committee will satisfy itself that accounting procedures, including systems of internal check, are adequate to safeguard the School's resources against inefficiency, waste and fraud.
- 3.2 The Committee will oversee the School's policy on fraud and irregularity, including the notification to it of any action taken under that policy.
- 3.3 The Committee will consider any relevant reports from the National Audit Office, the HEFCE and other organisations.
- 4 Risk
- 4.1 The Committee will monitor the School's risk procedures to ensure they are functioning effectively. The Committee may, when they consider it necessary, make recommendations regarding the effectiveness of risk procedures.
- 4.2 Close liaison will be maintained with the Risk Management Group of the Finance and General Purposes Committee to which the Audit Committee will initially report any matters which have risk policy implications. The Council will be informed of any major policy issues which require its attention.
- 5. Governance:
- 5.1 The annual plans for internal audit will include the review of some aspect of the School's governance arrangements so that over a cycle all important features will have been covered.
- 5.2 These regular reports on governance enable the Committee to form a view on overall arrangements and to bring this into play in the review of the governance statement in the annual financial statements.
- 6. The Audit Committee meets up to 3 times a year.
- 7. The Committee reports to the Council annually and provides advice and recommendations from time to time as appropriate.

Membership

STATE OF STREET	Status/Structure	Term of office
Mr J Avery-Jones	Chairman, Audit Committee	Ex officio
Mr P Rutterman	External Member	1 Aug 2000-31 Jul 2003
Mrs P Baxendale	Lay Council Member	1 Aug 2002-31 Jul 2005
Mr I Hay Davison	Lay Governor	1 Aug 2000-31 Jul 2003
Mr W Plowden	Lay Council Member	1 Aug 2002-31 Jul 2003
Mr R Silverstone Secretary Kevin Hayn	Academic Governor es	1 Aug 2000-31 Jul 2003

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.

		rs	

Lord Grabiner of Aldwych Mr B Asher Mr B Sanderson Professor A Giddens Vacancy Professor J Rees Professor J Rosenhead Dr R Richardson Vacancy Sir Michael Lickiss Ms Tuuli Kousa Sir A Battishill Ms P Baxendale Miss K Jenkins Mr R Worcester Dr C Downton Mr L Dighton	Status/ Structure Chairman of the Court of Governors Vice-Chairman of the Court Vice-Chairman of the Court Director Deputy Director Deputy Director Vice-Chairman of the Academic Board Deputy Director Vice-Chairman of the Appointments Committee Chairman, Finance and General Purposes Committee General Secretary of the Students' Union Lay Governor	Term of Office Ex officio Ex offi
	Vice-Chairman of the Appointments Committee	Ex officio
		Ex officio
	General Secretary of the Students' Union	Ex officio
	Lay Governor	Review 31 July 2005
	Lay Governor	Review 31 July 2005
	Lay Governor	Review 31 July 2003
	Lay Governor	Until 31 July 2005
Dr C Downton	Lay Governor	Review 31 July 2004
Mr L Dighton	Lay Governor	Until 31 July 2005
Mr C Glasser	Lay Governor	Until 31 July 2005
Mr R Goeltz	Lay Governor	Review 31 July 2005
Dr W Plowden	Lay Governor	Until 31 July 2003
Ms A Page	Lay Governor	Until 31 July 2004
Dr N A Barr	Academic Governor	Until 31 July 2005
Casual vacancy	Academic Governor	Until 31 July 2003
Professor R Silverstone	Academic Governor	Review 31 July 2003
Professor H L Moore	Academic Governor	Until 31 July 2005
Professor J Le Grand	Academic Governor	Until 31 July 2005
Professor C M Whitehead	Academic Governor	Until 31 July 2003
Vacancy Secretary Mr A N P Hall	Student Governor	

ESTATES MANAGEMENT COMMITTEE

Subcommittee 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

24 12 112 112 112	Status/Structure	Term of office
Mr S Wheatcroft	Co-Chairman of the Estates Management Committee (lay governor)	Ex officio
Professor J Rees	Co-Chairman of the Estates Management Committee (academic)	1 Aug 2000-31 Jul 2003
Vacancy	Lay Council Member of the Estates Strategy Committee	1 Aug 2001-31 Jul 2004
Casual Vacancy	Lay Governor	1 Aug 2000-31 Jul 2003
Dr K Schulze	Academic Member	1 Aug 2000-31 Jul 2003
Professor C Hill	Academic Member	1 Aug 2000-31 Jul 2003
Professor D Lieven	A Convener	1 Aug 2001-31 Jul 2004
Professor D Quah	A non-Convener	1 Aug 2000-31 Jul 2003
Professor B Hutter	Member of the Research Committee	1 Aug 2000-31 Jul 2003
Mr J Madeley	Member of the Graduate School Committee	1 Aug 2000-31 Jul 2003
Mr N Byrne	Member of the Academic Studies Committee	1 Aug 2001-31 Jul 2004
Vacancy	Representative of Central Administration	1 Aug 2000-31 Jul 2004
Vacancy	Student	1 Nov 2002-31 Jul 2003
Secretary Ms A Barlow		1 NOV 2002-31 Jul 2003

ESTATES STRATEGY COMMITTEE

Committee of Council

Terms of Reference

- 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.
- 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.
- 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.

Membershi

	Status/Structure	Term of office
Lord Grabiner of Aldwych	Chairman of the Estates Strategy Committee (lay member of Council)	Ex officio
Professor J Rees	Co-Chairman of the Estates Management Committee (academic)	Ex officio
Mr S Wheatcroft	Co-Chairman of the Estates Management Committee (lay governor)	Ex officio
Mr D Goldstone	Lay member of the Council	1 Aug 2000-31 Jul 2003
Mr B Asher	Lay Governor	1 Aug 2000-31 Jul 2003
Sir Stuart Lipton	Lay Governor	1 Aug 2000-31 Jul 2003
Mr A Rosenfield	External Lay member	1 Aug 2001-31 Jul 2004
Professor N Crafts	Academic Member	1 Aug 2001-31 Jul 2003
Professor D Stevenson	Academic Member	1 Aug 2001-31 Jul 2003
To be advised	Student	1 Nov 2002-31 Jul 2003
Secretary Ms A Barlow		

EXTERNAL STUDIES SUBCOMMITTEE

Subcommittee of the Teaching Learning and Assessment Committee

Terms of Reference

- 1. In respect of courses and programmes forming part of the External Programme of the University of London:
- 1.1 to ensure that the participation of the School in the External Programme meets all the requirements of the School and the University in respect of quality assurance and control
- 1.2 to establish and monitor procedures for the review and updating of programmes, course syllabuses, and subject guides
- 1.3 to make proposals for amendments to programmes and courses
- 1.4 to nominate to the University the authors for revised and new subject guides and materials
- 1.5 to nominate for approval by the University the chief/lead examiners, external examiners and chairs of boards of examiners
- 1.6 to consider a digest of, and take appropriate action on, the reports of external examiners
- 1.7 to supervise the relationship between the School and colleges teaching students on the External Programme.
- 2. In respect of any distance learning course or programme leading to the award of a degree or diploma or any external award of the University of London:
- 2.1 to comment on administrative, logistic and pedagogic aspects of proposals for new programmes, and for courses of an unusual nature
- 2.2 to review and make recommendations on guidelines for such courses and programmes
- 2.3 to monitor and evaluate the performance of students
- 2.4 to supervise the relationship between the School and any other institutions teaching on its behalf
- 3. To advise TLAC on any other strategic matter relating to external study.
- 4. To support the Director of External Study in the sponsorship of new developments
- 5. To conduct any other relevant business remitted to it by the Academic Board or any of its committees.

Membership

	Status/Structure	Term of office
Professor P Taylor	Chairman, External Studies Subcommittee	Ex officio
Mrs R Gosling	Director of External Studies	Ex officio
Dr C Phillips	Group 1 Member	1 Aug 2002-31 Jul 2004
Dr J E Penner	Group 2 Member	1 Aug 2002-31 Jul 2005
Vacancy	Group 3 Member	1 Aug 2002-31 Jul 2004
Vacancy	Group 4 Member	1 Aug 2002-31 Jul 2005
To be advised	Member of Undergraduate Studies Subcommittee	
To be advised	Member of Graduate Studies Subcommittee	
To be advised	Degree Co-ordinator	
To be advised	Degree Co-ordinator	
Secretary To be advised	d	

FINANCE AND GENERAL PURPOSES COMMITTEE

Subcommittee of the Council

Terms of Reference

- . 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

	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
Vacancy	Deputy Director	Ex officio
Dr R Richardson	Deputy Director	Ex officio
Mr T Kousa	General Secretary of the Students' Union	Ex officio
Mr R A Goeltz	Vice-Chairman of the Finance and General Purposes Committee	Ex officio
Professor C M Whitehead	Academic Governor	1 Aug 2001-31 Jul 2003
Dr N Barr	Academic Governor	1 Aug 2002-31 Jul 2005
Professor M Power	Academic Member	1 Aug 2001-31 Jul 2004
Professor D Quah	Academic Member	1 Aug 2002-31 Jul 2005
Sir Gordon Manzie	Lay Governor	1 Aug 2000-31 Jul 2003
Vacancy	Lay Governor	1 Aug 2002-31 Jul 2005
Mr B Smith	External Member	1 Aug 2002-31 Jul 2005
Secretary Mr B Pearce		

GRADUATE STUDIES SUBCOMMITTEE

Subcommittee of the Teaching Learning and Assessment Committee

- 1. To consider proposals from departments and institutes for the establishment and modification of programmes for graduate degrees and
- 2. To consider proposals from departments and institutes for the establishment and modification of component courses to be offered to graduate students in the School within degree and diploma programmes.
- To approve proposals as in (1) and (2) above, subject only to:-
- (i) the approval of the APRC as regards requirements for additional resources,
- (ii) the approval in principle of the TLAC for the establishment or deletion of a degree or diploma programme, and for any other element of a proposal having strategic or policy implications.
- 4. To keep under review all other regulations relating to graduate degrees and diplomas.

Membership

	Status/Structure	Term of office
Vacancy	Chairman, Graduate Studies Subcommittee	Ex officio
Dr S Powell	Group 1 Member	1 Aug 2002-31 Jul 2005
Vacancy	Group 1 Member	1 Aug 2002-31 Jul 2004
Vacancy	Group 2 Member	1 Aug 2002-31 Jul 2005
Vacancy	Group 2 Member	1 Aug 2002-31 Jul 2004
Vacancy	Group 3 Member	1 Aug 2002-31 Jul 2005
Vacancy	Group 3 Member	1 Aug 2002-31 Jul 2004
Dr A Best	Group 4 Member	1 Aug 2002-31 Jul 2005
Vacancy	Group 4 Member	1 Aug 2002-31 Jul 2004
To be advised	Student Member of Taught Graduate Students' Consultative Forum	1 Aug 2002-31 Jul 2003
To be advised Secretary Derek C	Student Member of Research Students Consultative Forum	1 Aug 2002-31 Jul 2003

HEALTH AND SAFETY COMMITTEE

Committee of the Council

Terms of Reference

- 1. 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. 4. To report annually and as required to the Council.

Membership

	Status/Structure	Term of office
Mr C Glasser	Chairman, Health & Safety Committee	Ex officio
Miss M Patterson	Lay Governor	1 Aug 2002-31 Jul 2005
Ms R Stephen	Lay Governor	1 Aug 2002-31 Jul 2005
Mr B Sheerman	Lay Governor	1 Aug 2001-31 Jul 2004
Dr C Husbands	Academic Member	1 Aug 2001-31 Jul 2004
Dr C Dougherty	Academic Member	1 Aug 2001-31 Jul 2004
Professor B Hutter	Academic Member	1 Aug 2002-31 Jul 2005
Dr J Coyle-Schapiro	Academic Member	1 Aug 2002-31 Jul 2005
To be advised	UNISON representative	1 Aug 2002-31 Jul 2005
To be advised	T&GWU representative	1 Aug 2002-31 Jul 2005
To be advised	AUT representative	
To be advised	Students' Union representative	1 Aug 2002-31 Jul 2005
To be advised	Students' Union representative	1 Nov 2002-31 Jul 2003
Secretary Ms A Barlow	olddonia omorrepresentative	1 Nov 2002-31 Jul 2003
Julio / L Dallow		

INVESTMENTS SUBCOMMITTEE

Committee of the Council

Terms of Reference

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

Me		

	Status/Structure	Term of office
Sir Mark Weinberg	Chairman, Investments Committee	Ex officio
Lord Grabiner of Aldwych	Chairman of the Court of Governors	Ex officio
Mr B Asher	Vice-Chairman of the Court	Ex officio
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
Vacancy	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
Professor C Greenwood	Academic Member	1 Aug 2000-31 Jul 2003
Professor C Pissarides	Academic Member	1 Aug 2001-31 Jul 2004
To be advised	Student Member	1 Nov 2002-31 Jul 2003
Secretary Mr B Pearce		11404 2002-01 341 2003

LIBRARY AND INFORMATION SERVICES COMMITTEE

Committee of the Council and the Academic Board

Terms of Reference

- 1. To recommend to Council on strategic objectives and priorities, or changes, for inclusion in the Strategic Plan, including resource
- implications, for the Library, Information Technology Services, Management Information Services and LSE Website Services. To decide on policy issues relating to the above services provided they are consistent with the strategic objectives approved by Council.
- 3. To advise the Librarian & Director of Information Services and Secretary & Director of Administration on any matters they wish to draw to the attention of the Committee
- 4. To make recommendations to Council about the provision of information systems, and to decide on the processes and organisational issues involved in manipulating and distributing information.
- To support through advice to officers, fundraising and revenue-generating activities and the LSE Library as an international resource, recommending to Council about strategic implications.
- To exercise on behalf of the Council the Trusteeship of the BLPES, submitting, with appropriate recommendations, the Annual Report on the Library to the Council, together with any comments on the Report made by the Academic Board.
- To report on Library and Information Services matters to Council and Academic Board on a termly basis.
- To consider and recommend to the Academic Planning and Resources Committee the provision of resources needed to implement the strategic objectives, approved by Council, for the Library, Information Technology Services, Management Information Services and LSE Website Services.
- 9. To ensure that adequate arrangements are in place to solicit and take into account the views of users for the services falling within the Committee's remit, and to make recommendations to Council where strategic implications arise.
- 10. To consider and make recommendations to Council about specific issues.

11. User Groups will be established by LSIC which may be guided by existing consultative arrangements. User groups will not form part of the formal committee structure, but will submit reports (rather than minutes) to LSIC on issues of policy which arise, and issues may be referred to the Groups by LSIC

Membership

	Status/Structure	Term of office
Dr R Richardson	Co-Chairman (Deputy Director)	Ex officio
Ms K Jenkins	Co-Chairman (Lay Governor)	Ex officio
Dr J Leape	Chairman of the Library User Committee	Ex officio
Mr I Roxan	Chairman of the Information Services User Group	Ex officio
Ms J M Sykes	Librarian and Director of Information Services	Ex officio
Dr C J Challis	Secretary and Director of Administration	Ex officio
Mr P Parkash	Students' Union Education and Welfare Officer	Ex officio
Mr W Hutton	Lay Governor	18 Feb 2002-1 March 2005
Dr J Board	Group 1	18 Feb 2002-31 Jul 2005
Professor P Dunleavy	Group 2	18 Feb 2002-31 Jul 2004
Mr C Mills	Group 3	18 Feb 2002-31 Jul 2003
Professor P Johnson	Group 4	18 Feb 2002-31 Jul 2005
Secretary Victoria Caine	The same of the sa	

NOMINATIONS COMMITTEE

Committee of the Council

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

Membership:

Term of office Status/Structure Chairman of the Court of Governors Ex officio Lord Grabiner of Aldwych Ex officio Vice-Chairman of the Court Mr B Asher Vice-Chairman of the Court Ex officio Mr B Sanderson Ex officio Professor A Giddens Director Ex officio Deputy Director Vacancy Ex officio Professor J Rees Deputy Director Ex officio Vice-Chairman of the Academic Board Professor J Rosenhead 1 Aug 2002-31 Jul 2005 Lay Governor Mr K Mackrell 1 Aug 1999-31 Jul 2003 Dr R Altmann Lay Governor 1 Aug 1999-31 Jul 2004 Sir John Sparrow Lay Governor 1 Aug 1999-31 Jul 2003 Academic Member Professor J Le Grand 1 Aug 2002-31 Jul 2005 Academic Member Professor Lord Desai 1 Aug 1999-31 Jul 2004 Academic Member Professor C Whitehead 1 Nov 2002-31 Jul 2005 Student To be advised 1 Nov 2002-31 Jul 2005 Student To be advised Secretary Mr S Ward

PERSONNEL STRATEGY COMMITTEE

Committee of the Council

Terms of Reference

- To decide on policy decisions relating to the achievement of the strategic Human Resource objectives approved by Council in the Strategic Plan, including:
 - recruitment
 - retention pay and conditions of service
 - diversity
- · staff development and training
- · compliance with legislative requirements and good practice.
- To recommend to Council in any changes to the strategic Human Resource objectives in the Strategic Plan approved by Council.
- To monitor the achievement of strategic objectives concerned with Human Resource approved by Council in the Strategic Plan, alerting Council to: -
- · major barriers to the attainment of objectives;
- issues which have the potential seriously to impact on the reputation of the School, or on services provided by it.
- 4. To refer to Council (or in emergency the Chairman's Group) any matters requiring Council's assent for legal reasons, or to meet other external requirements.
- To report to Council as necessary and at least termly.
- To refer to the Finance and General Purposes Committee for examination any financial aspects of issues with which the Committee
- 7. To liaise with the Remuneration Committee to ensure consistency of approach between the policies taken by the two Committees. Note: The School has agreed with HEFCE that the Remuneration Committee will report directly to Council on policy issues relating to the pay and terms and conditions of Professorial and Professorial-equivalent staff.
- To report to the Academic Board at least once a year on issues relating to staffing policy developments affecting the Academic and Senior Research staff.
- 9. To seek advice from the Appointments Committee as necessary on the implications for academic standards of proposed changes to

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

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

Membership

	Status/Structure	Term of office
Sir Anthony Battishill	Chairman, Personnel Strategy Committee	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 J Rosenhead	Vice-Chairman of the Academic Board	Ex officio
Vacancy	Vice-Chairman of the Appointments Committee	Ex officio
Baroness Thornton of Manningham	Lay Governor	1 Aprl 2002-1 Mar 2005
Dr W Plowden	Lay member of the Council	1 Aprl 2002-31 Jul 2005
Mrs C Patterson	Lay member of the Council	1 Aprl 2002-31 Jul 2005
Professor C Whitehead	Academic Governor	1 Aprl 2002-31 Jul 2003
Professor R Silverstone	Academic Governor	1 Aprl 2002-31 Jul 2003
Secretary Alison Johns		

PROMOTIONS COMMITTEE

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

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 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	Term of office
Professor A Giddens	Director	Ex officio
Professor J Rees	Deputy Director	Ex officio
Vacancy	Vice-Chair of the Appointments Committee	Ex officio
Professor M Piccione	Group 1 Member of Appointments Committee	1 Aug 2001-31 Jul 2003
Professor H Shin	Group 1 Member of Appointments Committee	1 Aug 2002-31 Jul 2004
Professor G Phillip	Group 2 Member of Appointments Committee	1 Aug 2001-31 Jul 2003
Professor M Loughlin	Group 2 Member of Appointments Committee	1 Aug 2002-31 Jul 2004
Professor D Downes	Group 3 Member of Appointments Committee	1 Aug 2002-31 Jul 2003
Vacancy	Group 3 Member of Appointments Committee	1 Aug 2002-31 Jul 2004
Professor S Chant	Group 4 Member of Appointments Committee	1 Aug 2002-31 Jul 2004
Professor R Hyman	Group 4 Member of Appointments Committee	1 Aug 2001-31 Jul 2003
Professor R Wade	Group 5 Member of Appointments Committee	1 Aug 2001-31 Jul 2003
Secretary Sally Welch		

RESEARCH COMMITTEE

Committee of the Academic Board

Terms of Reference

- 1. The Committee shall encourage and facilitate research appropriate to the School as an academic centre of scholarship and teaching in
- 2. In particular, the Committee shall keep under review the research activities of the School and:
 - (a) seek to initiate and to secure means for the development of research;
 - (b) develop the research strategy of the School, within the framework approved by Council and set out in the Strategic Plan;
 - (c) have the right to receive for assessment all new proposals for research or for extensions of existing research projects, which involve commitments on School funds and resources, other than the personal research of the staff or research financed from the Staff Research Fund:
- (d) 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
- (e) make recommendations to the Academic Planning and Resources Committee concerning the amount of the allocation to be voted annually to the Staff Research Fund:
- (f) have the right to receive for assessment annual reports on the use of all research funds and grants for which the School is accountable
- (g) be responsible for oversight of policy relating to and distributions from the Staff Research Fund.

Membership

	Status/Structure	Term of office
Vacancy	Chairman of Research Committee	Ex officio
Ms J M Sykes	Librarian and Director of Information Services	Ex officio
Professor F Cowell	Group 1 Member	1 Aug 2001-31 Jul 2004
Professor Q Yao	Group 1 Member	1 Aug 2001-31 Jul 2004
Professor N Lacey	Group 2 Member	1 Aug 2000-31 Jul 2005
Professor S Balfour	Group 2 Member	1 Aug 2000-31 Jul 2005
Dr D Slater	Group 3 Member	1 Aug 2002-31 Jul 2005
Dr C Campbell	Group 3 Member	1 Aug 2000-31 Jul 2003
Mr D Baines	Group 4 Member	1 Aug 1998-31 Jul 2005
Professor N Cartwright	Group 4 Member	1 Aug 2001-31 Jul 2004
Mr J Forder	Group 5 Member	1 Aug 2000-31 Jul 2003
Vacancy	Group 5 Member	1 Aug 2002-31 Jul 2005
Secretary Mr N Gregory	The state of the s	and the second second

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

Terms of Reference

- 1. To advise the Finance & General Purposes Committee and APRC on the longer term strategy and financial oversight of student
- 2. To consider the need for new student residences, their location and the financing of their acquisition and the disposal of current residences, and to make recommendations to the Finance & General Purposes Committee and Academic Planning and Resources Committee thereon

3. To consider and approve annual budgets and accounts for the student residences and to make recommendations for the Ten Year Plan to the Finance & General Purposes Committee

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

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

6. To determine the structure of provision of pastoral care for students in the School's residences.

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

Membership

THO THE STORY	Status/Structure	Term of office
Mr B Asher	A Lay Governor Member of the Finance and General Purposes Committee (Co-Chair)	Ex officio
Professor J Rees	A Deputy Director (Co-Chair)	Ex officio
Mr M Hoffman	Dean of Undergraduate Studies	to alternate on an
Mr J Madeley	Dean of Graduate School	Jannual basis
Mr T Hochstrasser	Chairman of the Residences User Group	Ex officio
Dr V Hajivassiliou	Academic (not member of Residences User Group)	10 May 2002-31 Jul 2005
Mr T Travers	Academic (not member of Residences User Group)	1 Aug 2001-31 Jul 2004
Mr B Franks	Representative of Wardens/Academic Residents	1 Aug 2002-31 July 2005
Dr N Dodd	Member of APRC	1 Aug 2002-31 Jul 2005
To be advised	Sabbatical Officer of Students' Union	1 Aug 2002-31 Jul 2003
To be advised	Student representative of Residences User Group	1 Aug 2002-31 Jul 2003
Secretary Mr D Tyn	nms	

SHORT COURSES SUB-COMMITTEE

Subcommittee of the Teaching Learning and Assessment Committee

Terms of Reference

- 1. In respect of the Summer Schools and of any course or programme not leading to an award of the School or of any other body
- 1.1 to consider and approve proposals for new courses and programmes
- 1.2 to monitor and evaluate the performance of students
- 1.3 to review and make recommendations on guidelines for such courses and programmes
- 1.4 to supervise the relationship between the School and any bodies teaching students on such courses
- 1.5 to ensure that the quality of component parts of Short Courses, and the quality of the Courses overall, is consistent with that on the School's award-bearing courses
- 1.6 to consider and approve arrangements for assessment regarding Short Courses including the appointment of external examiners
- 2. To conduct any other relevant business remitted to it by the Academic Board or any of its committees.

Membership

A Deputy Director Convener of Summer Schools Chairman, Undergraduate Studies Subcommittee	Status/Structure Ex officio Ex officio Ex officio	Term of office
To be advised	ELSE	1 Aug 2002-31 Jul 2005
Vacancy	Group 1	1 Aug 2002-31 Jul 2005
Professor M Loughlin	Group 2	1 Aug 2002-31 Jul 2004
Vacancy	Group 3	1 Aug 2002-31 Jul 2005
Vacancy	Group 4	1 Aug 2002-31 Jul 2004
Secretary To be advised		The state of the state of the state of

STUDENT AFFAIRS COMMITTEE

Committee of the Academic Board

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

Financial Support

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

Student Services

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

Admissions and Access

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

Student Progress

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

Grievances, Discipline and Appeals

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

Relationship with the Student Union

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

Equal Opportunities

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

Student Opinion

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

Membership

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

SUMMER SCHOOLS BOARD

Committee of the Academic Board

Terms of reference

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

4. To appoint external examiners for the Summer School

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

Membership

Status/Structure	Term of office
Deputy Director (Chairman)	Ex officio
Deputy Director	Ex officio
Vice-Chairman of the Academic Board	Ex officio
Convener of Summer Schools	Ex officio
Previous Convener of Summer Schools	Ex officio
Head of Research and Project Development	Ex officio
Academic Director of Summer School	Ex officio
Academic Director of Summer School	Ex officio
Secretary Ms F Aitken	En omoio

TEACHING LEARNING AND ASSESSMENT COMMITTEE

Committee of the Academic Board

Terms of Reference Teaching

- 1. To develop policies and strategies for all aspects of teaching, learning, and assessment in the School. Curriculum
- 2. To develop and monitor the size and balance of the portfolio of taught programmes conducted at undergraduate and graduate levels, within the resources permitted by the School.
- 3. To give approval for the establishment and deletion of degrees, diplomas, and other teaching programmes, including arrangements for collaboration with other institutions.

Research Training

4. To develop strategy for research training in the School and in relation to research council initiatives and changes of policy. Quality Assurance

5. To establish and maintain effective policies and processes throughout the School for academic quality assurance.

- 6. To oversee the School's relationship with relevant external bodies, and the University of London, with particular attention to any Schoolwide academic audit by external bodies.
- To appoint external examiners and the Chairs and Vice-Chairs of the School and LLB Boards of Examiners, having taken the advice of the Chairs of the Undergraduate Studies Subcommittee, Graduate Studies Subcommittee, External Studies Subcommittee or Short Courses Subcommittee as appropriate, and to regulate the conduct of external examiners.
- 8. To receive a digest of reports from external examiners and other external authorities and to ensure that appropriate responses are made to such reports.
- 9. To assess the implications of first and taught postgraduate examination results.

Dr R Richardson	Status/Structure Deputy Director (Chairman)	Term of office Ex officio
Mr M Hoffman	Dean of Undergraduate Studies	Ex officio
Dr J Carrier	Dean of Graduate School	Ex officio
Dr A Wells	Chairman, Undergraduate Studies Subcommittee	
Professor T Murphy	Chairman, Graduate Studies Subcommittee	Ex officio
Professor P Taylor	Chairman, Staduate Studies Subcommittee	Ex officio
Dr N Mitev	Chairman, External Studies Subcommittee	Ex officio
	Group 1	1-Jun-2002-31 Jul 2004
Dr M Schafgans	Group 1	1 Aug 2002-31 Jul 2005

20 Governance and Staff

Dr C Schondhardt-Bailey Mr D Bradley Group 2 Group 3 Dr L Sklair Dr A Stewart Group 3 Dr J Hartley Group 4 Dr H Overman Group 4 Sabbatical Officer of the Students' Union To be advised Research Student To be advised Secretary Simeon Underwood

UNDERGRADUATE STUDIES SUBCOMMITTEE Subcommittee of the Teaching Learning and Assessment Committee

Terms of reference

- To consider proposals from departments and institutes for the establishment and modification of programmes for undergraduate degrees and diplomas.
- To consider proposals from departments and institutes for the establishment and modification of component courses to be offered to undergraduate students in the School within degree and diploma programmes.
- 3. To approve proposals as in (1) and (2) above, subject only to:-
- (i) the approval of the APRC as regards requirements for additional resources,
- (ii) the approval in principle of the TLAC for the establishment or deletion of a degree or diploma programme, and for any other element of a proposal having strategic or policy implications.
- 4. To keep under review all other regulations relating to undergraduate degrees and diplomas, including the General Course.

Membershi

womboromp	Status/Structure	Term of office
Dr A Wells	Chairman, Undergraduate Studies Subcommittee	Ex officio
1 Member of	the academic staff from each department offering undergraduate co	urses and/or degrees
	mber of Undergraduate Students Consultative Forum	
1 Student Me		

CONSULTATIVE FORUM FOR PROGRAMME DIRECTORS FOR TAUGHT GRADUATE STUDENTS

Terms of Reference

Secretary Elena Lo

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

Membership

All Programme Directors for Diplomas and Taught Masters' Degrees

Dean of Graduate Studies

Chair: Chair of the Graduate Studies Sub Committee (ex officio)

CONSULTATIVE FORUM FOR DOCTORAL PROGRAMME DIRECTORS

Terms of Reference

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

Membership

Doctoral Programme Director of each department/institute

Dean of Graduate Studies

Chair: Chair of Graduate Studies Subcommittee (ex officio)

CONSULTATIVE FORUM FOR EXTERNAL DEGREE COORDINATORS

Terms of Reference

To consider any issues of shared interest to External Degree Coordinators

Membership

Each Co-ordinator of an External Degree run by LSE

Chair: Director of External Study (ex officio)

Representatives of the University of London

DISABILITY CONSULTATIVE FORUM

Terms of Reference

To keep under review, consider and make proposals regarding disability issues and policy at LSE

Membershin

Dean of Undergraduate Studies (co-chair)

Dean of Graduate Studies (co-chair)

Advisor to Students with Disabilities and Dyslexia Support Tutor

A Representative of the Graduate School/Undergraduate Office

IT Services Representative

Library Representative SU Welfare Officer

SU Disabilities Officer

Portering & Security Representative

Estates Office Representative

LSE Health Service Representative

Any student or member of staff with a disability

CONSULTATIVE FORUM FOR THE LSE HEALTH SERVICE

Terms of Reference

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

Membership

The Adviser to Students with Disabilities and Dyslexia Support Tutor

The Adviser to Women Students

The SU Education & Welfare Officer

SU Equal Opportunities Officers (male and female)

3 Academic Members

The Group will be chaired by a member of SAC appointed by SAC

CONSULTATIVE FORUM FOR UNDERGRADUATE ADMISSIONS TUTORS

Terms of Reference

To consider issues of shared interest to Undergraduate Admissions Tutors.

Momborshin

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

CONSULTATIVE FORUM FOR ADMISSIONS TUTORS FOR TAUGHT GRADUATE STUDENTS

Terms of Reference

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

Membersh

All Admissions Tutors for Diplomas and Taught Masters' Degrees and departmental administrative staff involved in admission of taught graduate students

Chair: The Deputy Director chairing SAC (ex officio)

CONSULTATIVE FORUM FOR DEPARTMENTAL TUTORS

Terms of Reference

To consider issues of shared interest to Departmental Tutors

Membershi

All Departmental Tutors

Chair: Dean of Undergraduate Studies (ex officio)

STUDENT CONSULTATIVE FORUMS

- (i) Undergraduate Students Forum
- (ii) Taught Graduate Students Forum
- (iii) Research Students Forum

Terms of reference

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

Membership

The Dean of Undergraduate/Graduate Studies (in the chair, ex officio)

One student elected by the students of each department or institute with [Undergraduate] [Masters] [Research] students.

One sabbatical officer of the Students' Union

LSE NURSERY USERS GROUP

Terms of Reference

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

Membership

The Manager of the LSE Nursery

2 parent representatives (one from the Under 2s room and one from the Over 2s)

The Group will be chaired by a Member of SAC appointed by SAC

RESIDENCES USER GROUP

Terms of Reference

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

Membership

Chair, to be elected by the Group from among the Wardens and Academic Residents

The Warden/Academic Resident of each School Student Residence

The Deans

1 student nominated by the Students' Union

1 Student elected from among the residents each of School Student Residence, at present:

Carr Saunders Hall, Passfield Hall, Rosebery Avenue Hall, Butlers Wharf, Silver Walk, Anson & Carleton Road Flats, Bankside, High Holborn and Great Dover Street

IT USER GROUPS

IT Cluster Support User Groups

Terms of Reference

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

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

User Services Manager (Chair)

Business Systems and Services User Group

Terms of Reference To be confirmed

Representation of IT User Groups on Library & Information Services Committee

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

LIBRARY USER COMMITTEE (User Group)

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

Librarian & Director of Information Services Student Union Education & Welfare Officer

Student Union Postgraduate Students Officer

Student Union International Students Officer

Student Union Mature and Part-Time Students Officer

General Secretary of the Students' Union

2 representatives from each of the 4 groupings of academic departments and institutes

The Group will be chaired by a person appointed by agreement between the Librarian & Director of Information Services and the Chair of the parent committee

Honorary Fellows

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)

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

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 FRCM 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 QC LLD 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 Sir Partha Dasgupta KBE PhD FBA

ACL 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

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

Mr A C Gilmour CVO

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 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

Zena Harman BSc(Econ)

Sir Douglas Henley KCB BSc(Econ) HonLLD

Professor Peter Hennessy BA PhD (Cantab) FRHistS HonDLitt AcSS Dame Rosalyn Higgins DBE JSD FBA QC MA LLB DrHC HonDCL HonLLD The Lady Howe of Aberavon CBE JP BScSocSci HonLLD DUniv HonDLitt

Syed Shahid Husain BA BSc MA

The Right Honourable The Lord Irvine of Lairg QC BA MA LLB HonLLD Hon J E Isaac BCom BA PhD AO FASSA

Sir Mick Jagger KBE

Judge Sir Robert Yewdall Jennings MA LLB HonLLD HonDrJur

Rt Hon A Jones BSc(Econ) DSc

Pierre Daniel Joxe

Sir Yuet-Keung Kan GBE BA HonLLD

Jan Michael Kavan BSc

Clark Kerr AB MA PhD HonLLD DHC HonDLitt

J N Khosla BA BSc(Econ) PhD

Dr Kim Dae-jung MA PhD D J Kingsley BSc(Econ) FRSA RCM FIP ACSD

Sir Arthur Knight BCom

A D Knox CMG BA

Dr S Latsis BA MA PhD Charles Y K Lee LLM FCCA FCIS

B Levin CBE BSc(Econ)

Mrs Rachel Lomax MA MSc

J M A H Luns GCMG CH LLD DCL R W Lyman BA LLD MA PhD LHD FRHistS

N I MacKenzie BSc(Econ) HonDUniv FRSL

Mr Keith Mackrell BSc (Econ) HonLLD Lady McGregor of Durris BA JP

Rt Hon Ratu Sir Kamisese Mara GCMG KBE MA HonLLD

HonDrPolSci HonDrUniv HonDr W R Mead DScEcon HonDPhil FBA HonPhD

Professor Kenneth Robert Minoque

Mr Shirish Jamnadas (Shandi) Modi BSc(Econ) MSc

Datuk Mokhzani Bin Abdul Rahim BA MA PhD DPMP JMN

Sir John Morgan KCMG BSc(Econ) HonDScPol HonLLD FRSA FRAS M Morishima BEcon MA FBA

Sir Claus Moser KCB CBE FBA BSc(Econ) HonDUniv HonDSc

HonDSc(Econ) HonDTech HonDSocSci DrHC HonDLitt HonDr HonFRAM Com.Nat.Ordre du Merité

Hon D P Moynihan BNS BA MA AM PhD LLD DPA DHL DSSC DH DSc

K R Narayanan MA BSc(Econ) HonDSc

His Excellency B K Nehru BSc BSc(Econ) HonLLD HonLittD

E P Neufeld BA PhD Professor Peter Paret BA PhD LittD DLitt LHD

Dr I G Patel KBE BA PhD

Sir Alan Peacock DSC MA HonDEcon HonDUniv HonDSocSc HonLLD

FBA FRSE For Fellow Academia Nazionale dei Lincei, Rome

Lord Peston BSc(Econ) HonDEd John Pike CBE MA Penglima Negara Bintang Sarawak

Romano Prodi Libera Docenza

K N Raj MA PhD CorrespFBA

Dr the Hon Navinchandra Ramgoolam LRCP LRCSI LLB

Shridath Ramphal OE OCC ONZ AC GCMG LLM QC HonLLD HonDoc

HonDCL HonDLitt Albert Medal RSA

Rt Hon Lord Rayne HonLLD Off.Lég.d'Honn

Professor Adam Roberts FBA BA MA

B C Roberts MA

Mrs Mary Robinson BA LLB LLM

D Rockefeller BS PhD HonLLD HonDEng Rt Hon Lord Roll of Ipsden KCMG CB

P A Samuelson MA PhD LLD DLitt DSc FBA

Rt Hon Lord Scarman OBE MA HonLLD HonDCL HonDUniv QC

I Schapera MA PhD DSc HonDLitt HonLLD FBA FRSSAf

Arthur Seldon CBE BCom HonDSocSc HonDSc

Amartya Kumar Sen BA MA PhD HonDLitt HonDU HonDSc FBA

Samar Ranjan Sen MA PhD

Rt Hon Baroness Serota BSc(Econ) JP HonDLitt

His Excellency Narcis Serra ProfEcon The Rt Hon Lord Sheppard of Didgemere KVCO FCMA FCIS ATII

CBIM BSc(Econ)

Mrs Mary Siepmann CBE

Tarlok Singh BA BSc(Econ) HonDLitt Sir John Sparrow BSc(Econ)

Baroness Vivien Stern CBE BA MLitt CertEd Professor Barry Supple CBE

J R Stewart CBE MA HonLLD

Helen Suzman HonDBE BCom HonDCL HonDLitt HonLLD HonDHL HonDUniv HonF HonLLD

R D Theocharis BSc PhD

Cedric Thornberry MA LLB HonDUniv

Eiji Toyoda BSME Dr S Toyoda BEng DrEng

Sir Stephen Tumim MA V L Urquidi HonCBE BCom Com.Ordre des Palmes Academiques Gran

Cruz de la Orden de Alfonso X el Sabio Com.Lég.d'Honn

P A Volcker AB MA HonDr

Takeshi Watanabe OST(1st) Professor Lord Wedderburn of Charlton QC MA LLB (Cantab) Hon

DGiur (Pavia) Hon DEcon (Siena) Hon LLD (Stockholm) Hon Fellow Clare College Cambridge FBA

Rt Hon Lord Weinstock BSc(Econ) HonDSc HonDTech HonLLD

Mr Stephen Wheatcroft OBE BSc(Econ) FCIT FRAeS

Sir Charles Wilson MA LLD DC DLitt

Sir Richard Wilson KCB BA LLB M J Wise CBE MC BA PhD HonDSc HonDUniv FRSA FRGS HonFLI

Lord Wolfson of Marylebone FBA

Professor Sir Tony Wrigley MA PhD FBA B S Yamey CBE BCom FBA

Professor Michael Zander QC BA LLB (Cantab) LLM (Harvard)

Academic Departments Academic and Non-Academic Staff

Accounting and Finance

Dr T Ahrens Professor R Anderson Miss E Becalli Dr E M Bertero Professor S Bhattacharva Dr Alnoor Bhimani Mr P Bircher Dr J L G Board Professor Michael Bromwich Mr ME Bruche Mr David E Cairns Professor G Connor Dr J Danielsson Dr A Dasgupta Ms J F S Day Dr P Frantz Professor D Gwilliam Dr J G Horton Ms J Ireland Dr Liisa Kurunmäki Dr E M J Labro Dr C Laux Professor Richard H Macve (Convener) Dr K McMillan Dr A Mele Professor P B Miller Mr F Muennich Mr H S M Nagvi Mr C W Noke Dr A Ouroussoff Dr A Patton Dr R Payne Professor M K Power Dr Rohit Rahi Mr C F Ramirez Dr O Renault Professor H S Shin Professor A Timmerman Dr P Vitale Professor D C Webb Dr J-P A Zigrand
Ms M L Comben Administrative Assistant Mrs A M Cratchley Secretary Ms H Ennouni Administrative Assistant Mrs C Finnegan Secretary Mrs I Oritis Finance & Projects Co-ordinator Ms O Raie Departmental Manager Miss D A Ranger Graduate Courses Administrator

Anthropology

Miss D Richards Secretary

Dr Rita Astuti Dr L C Bear Dr V S M Benei Professor M E F Bloch Dr Fenella Cannell Dr Henrike Donner Dr M Engelke Professor Stephan Feuchtwang Mr L E Freeman Ms P Froerer Professor C. J. Fuller Dr P G Gow H Harasimham Dr Deborah James Professor Henrietta L Moore Dr M Mundy Professor J P Parry Dr Barbara Placido Dr Michael Scott Dr E Simpson Dr C L Stafford (Convener)
Ms B Cammock Denis Administrative Assistant Ms B Wesley Departmental Manager

Economic History

Dr G M Austin Mr Dudley Baines Professor N F R Crafts Dr K G Deng Professor S R Epstein Dr Regina Grafe Dr Peter Howlett Dr E H Hunt Dr Janet E Hunter Professor Paul Johnson Dr William P Kennedy Dr Tim Leunig Dr Colin M Lewis Professor M S Morgan (Convener) Mr A Mulatu Dr M-S Schulze Ms T J Keefe Administrative Assistant Ms L M Sampson Departmental Manager

Economics

Dr Oriana Bandiera Miss S Bandyopadhyay Professor Nicholas A Barr Professor Charles R Bean Dr Gianluca D Benigno Professor T J Besley Mr George Bitsakakis Dr Margaret M Bray Miss Sandra Bulli Dr R S L Burgess Miss M Cella Dr X Chen Professor Frank A Cowell Dr Alejandro Cuñat Dr P Davis Professor Lord Desai of St Clement Danes Dr Christopher R S Dougherty Professor Leonardo Felli Dr M Ghatak Dr L Giraitis Dr Stanislaw Gomulka Dr V A Hajivassiliou Professor John H Hardman Moore Professor F Javier Hidalgo Dr A Horsley Mr M lacoviello Dr Roman Inderst Professor R A Jackman (Convener) Dr M Jofre-Bonet Mr Yong Jin Kim Professor N Kiyotaki Ms Yulia Kossykh Dr John S Lane Dr J I Leape Dr G Levy Professor O Linton Dr Erzo G J Luttmer Professor Alan Manning Mr A Marin Dr Thomas Mariotti Dr Alexander Michaelides Mr N Muller-Plantenberg Dr L Rachel Ngai Professor S J Nickell Mr F Nicoud Dr F Ortalo-Magne Ms Paraskevi Pappa Dr M Pesendorfer Ms Barbara Petrongolo Professor M Piccione Professor J S Pischke Professor C A Pissarides Mr N Muller-Plantenberg Dr A Prat Professor Danny T Quah Mr Imran Rasul

Dr Stephen J Redding Professor P M Robinson Mr F L Robert-Nicoud Dr Andrei Sarychev Dr Marcia M A Schafgans Dr Mark Schankerman Dr Christopher D Scott Dr L Stanca Professor N H Stern Professor John Sutton Professor A J Venables Professor Christine M E Whitehead Dr C Xu Miss J Barrick Departmental Assistant Miss J Bohannon Departmental Assistant Ms H Gadsden Administrative and Development Officer
Ms J V Henning Administrative Assistant Undergraduate Programme Mrs J E Jarman Administrative Assistant/Secretary Ms S M Kirkbride Administrative Assistant/Secretary Ms J M Law Departmental Manager Mrs P A Nutt Administrative Assistant/Secretary Ms E Taverner Administrative Assistant/Secretary Mr J J Thomas Departmental Tutor Ms K F Watts Administrative Assistant Graduate Admissions
Miss G M Wedlake Administrative Assistant/Secretary
Mr M S Wilbor Administrative Assistant PhD Programme Miss A R Williams Departmental Web Editor Mrs E Zhagorova ICEP Programme Administrator

Geography and Environment

Dr G Atkinson Professor Sylvia Chant Professor Paul C Cheshire (Convener) Professor Stuart Corbridge Dr Gilles Duranton Dr T J Forsyth Dr S Gibbons Professor Ian Gordon Mr A P Gouldson Professor D W Harvey Professor David K C Jones Dr G A Jones Ms Elena Lopez-Gunn Dr M M Low Dr M Mason Dr F Medda Mr V Monastiriotis Dr Eric Neumayer Dr Henry G Overman Dr R M Perkins Dr Diane Perrons Dr Andy C Pratt Professor Judith A Rees Dr A Rodríguez-Pose Professor Y J Rydin Professor S Sassen Dr Chris Snary Dr Andy Thornley Ms E Gascoyne Departmental Manager Mrs A Seal Secretary Dr N A Spence External Study Degree Co-ordinator Ms I Tammaro Admissions Assistant (Graduate) Mr J Underwood Administrative Assistant Mr P J Wright Geographical Support Officer

Government

Professor Sebastian Balfour Professor Rodney Barker Mr A J Beattie Dr Sumantra Bose Dr M Bruter Ms C Chambers Professor J C R Charvet Professor Janet Coleman Mr T Dewan Dr V T Dimitrov Professor Keith M Dowding Professor Patrick Dunleavy Dr Cecile Fabre Dr K H Goetz Professor John Gray Professor D Held

Dr Simon J Hix Dr R Hoijer Dr J Hughes Dr J Hutchinson Professor G W Jones Mrs M Kampp Dr P J Kelly Dr W V Kissane Dr M Koenig-Archibugi Mr V Larcinese Dr Robert Leonardi Professor D C B Lieven (Convener) Dr C List Dr M Lodge Dr C P McBride Mr John T S Madeley Dr P L Mitchell Professor Brendan O'Leary Professor E C Page Dr F Panizza Dr G D E Philip Dr E Ringmar Dr G Sasse Dr W Schelkle Dr C M Schonhardt-Bailey Mr Z Shakibi Professor A Smith Dr M Thatcher Dr Eiko Thielemann Mr E Thorp Mrs N Boyce Departmental Manager Mrs I G V Hayes Secretary Ms E Mann Assistant Managing Editor Mrs M J O'Connell Clerk/Typist Mr F O Oikelome Administrative Assistant Mr A Quiroga Administrative Assistant Ms M Ramgotra Administrative Assistant
Miss K S Rowlinson Taught Postgraduate Programme Manager Miss S J Thompson Undergraduate Programme Manager Ms J Tinkler Managing Editor Ms G Uzelac Assistant Post Graduate Programme Manager

Industrial Relations

Dr C S J Ashwin Dr Jacqueline A-M Coyle-Shapiro Mr Stephen Dunn Ms Sue Fernie Mr J Franke Dr Carola M Frege Professor Richard Hyman Professor John Kelly Dr H J Lee Dr J Logan Dr M S Logan Professor David Marsden (Convener)
Professor D Metcalf Dr R Richardson Dr Sylvia Roesch Ms G Suo Departmental Manager Ms S C Bayne Administrator Mrs J A Bird Administrative Assistant

Information Systems

Professor Ian O Angell Dr Chrisanthi Avgerou Dr James Backhouse Professor C Ciborra (Convener) Mr Antonio Cordella Dr A Cornford Mr M Cushman Professor R Galliers Dr L Garcia-Lorenzo Dr J Kallinikos Dr Jonathan M Liebenau Dr Shirin Madon Ms N N Mitev Mrs E Mitleton-Kelly Dr Susan V Scott Dr Steve Smithson Dr Carsten Sorensen

Mr W J Venters Dr Edgar A Whitley Ms C A Edwardes Administrative Assistant Mrs S Emery Departmental Manager Miss E S Peel Administrative Assistant Ms S Savic ICOSS Project Administrator

International History

Dr N. I Ashton Dr A M Best Dr R W D Boyce Dr Steven Casev Dr J Chatterji Professor Linda J Colley Dr Janet M Hartley Dr T J Hochstrasser Dr A C Howe Professor MacGregor Knox Dr N P Ludlow Dr S J Morgan Dr Anita J Prazmowska Professor Paul Preston Dr S W Quinn-Judge Professor M J Rodríguez-Salgado Dr Joan-Pau Rubiés Dr Kirsten E Schulze Dr Alan Sked Professor D Stevenson (Convener) Dr O A Westad Mrs N N Bhatti Administrative Assistant Mrs C A Toms Departmental Manager

International Relations

Dr J C Alden Dr Erica Benner Professor Chris Brown Dr Christopher Coker Dr Katerina Dalacoura Mr D D Davies Dr S Economides Professor F Halliday Professor C J Hill Mr M J Hoffman Dr C Hughes Dr D Jacquin-Berdal Dr D Josselin Dr John Kent Ms F Klug Professor Margot Light (Convener) Dr R Sally Dr G Sen Mr Nicholas A Sims Dr Karen E Smith Dr D Stasavage Professor Paul G Taylor Dr Lord William Wallace of Saltaire Dr A R Walter Dr P C Wilson Mr S Woolcock Professor M B Yahuda Ms H Bailey Secretary Ms A S Carter Secretary Mrs J R Chapa Secretary Ms B King Secretary Ms M Langer Secretary Ms H A Parker Departmental Manager Mrs C Parsons Secretary

Language Centre

Mr Nick Byrne Director Ms M Coca Mr Hervé Didiot-Cook Mrs A T Küllmann-Lee Mr M McGarvey Dr O Y Sobolev Ms I Alonso-Garcia Teaching & Learning Facilitator Mr G Dodsworth EAP Assistant Co-ordinator Miss J E Gibbins Teaching & Learning Resource Facilitator Ms L Hernandez Martin Modern Foreign Languages Asst Co-ordinator Mr J A Heyworth Administrator Ms N McDermott EAP Assistant Co-ordinator Mr C Millart Assistant Co-ordinator

Law Professor Robert Baldwin Ms A Barron Dr Joanna H Benjamin Dr C Beyani Dr J M Black Mr D C Bradley Ms Deborah Z Cass Mr Damian Chalmers Professor C M Chinkin Professor Hugh Collins Professor Paul L Davies Dr P Z Eleftheriadis Mrs Vanessa M I Finch Dr Julian Fulbrook Professor Christopher Greenwood QC Dr C Hadijemmanuil Professor T C Hartley Dr V M L Heyvaert Ms E M Jackson Mr Joe M Jacob Professor Nicola Lacey Professor Martin Loughlin Ms Imelda Maher Dr Kate Malleson Ms Eva Micheler Mr Giorgio Monti Dr A Mumford Professor W T Murphy Mr Andrew D Murray Mr R L Nobles Dr Jill Peay Dr J E Penner Mr R A Pottage Professor R W Rawlings Dr Mike Redmayne Professor R Reiner (Convener) Professor Simon Roberts Mr D Roche Dr I Roxan Mr D N Schiff Mr Colin D Scott Dr Gerry Simpson Mr R C Simpson Mr Lindsay Stirton Dr U I A Stramignoni Dr S E Worthington Mrs S C Blakey Dept Administrative Asst/Secretary
Miss E J Durant LLM Administrator/Secretary Miss T C Edwards MLR Administrator/Secretary Ms C Etheridge Summer Course Administrator/Secretary Ms N Evans Departmental Manager Ms Y L S Holmes MSc Administrator/Secretary Mrs S Hunt LLB Administrator/Secretary
Miss R M Spalding Secretary/Doctoral Prog. Administrator Miss A S Tinnams Health and Safety Coordinator/Secretary

Mathematics

Professor Steve Alpern Dr Martin Anthony Professor N L Biggs Professor Graham Brightwell (Convener) Dr Joan Davies Dr Grant Galbraith Dr Michele Harvey Dr A J T M Ostaszewski Dr A Pompermaier Dr Jan van den Heuvel Dr B von Stengel Mrs J Everid Administrative Assistant Mr D A Scott Departmental Manager

Operational Research

Dr Gautam Appa Mr Gwyn Bevan Dr John Howard Dr D C Lane Dr S Powell Dr A Pryor

Dr D Read Professor Jonathan Rosenhead Dr Peter D Sozou Professor H P Williams (Convener) Ms B H Mowlam Departmental Manager

Philosophy, Logic and Scientific Method

Dr Jason Alexande Mrs C Audard Ms H Billinge Mr R Bishop Dr Richard Bradley Professor Nancy Cartwright Dr Helena Cronin Mr T Debs Dr C Hoefer Professor C Howson (Convener) Mr G Mameli Dr Genoveva Marti Professor Edward McClennen Dr E Montuschi Mr M Steuer Professor John Worrall Ms A Waplington Departmental Manager Ms J Rapkin Departmental Administrative Assistant Ms T Scurfield Departmental Administrative Assistant

Social Policy Dr M R Bhatia Dr Gillian E M Bridge Dr J W Carrier Ms S H Cheesbrough Dr Ernestina Coast Ms A Comas-Herrera Ms A L Dixon Professor David M Downes Dr Arian Gionca Dr Marlies E Glasius Dr A L Hall Mr A T Healey Professor John R Hills Professor John Hobcraft Professor K E Kiernan Professor Martin R J Knapp Mrs S Kumar Dr Sunil Kumar Professor Julian Le Grand (Convener) Dr D Lewis Dr S P Mangen Professor A J McGuire Dr Susannah Morris Dr Eileen Munro Professor M J Murphy Professor David Piachaud Dr C Phillips Dr Lelia M Phillips Professor A E Power Dr K A Rake Dr S Rifkin Dr Judith Rumgay Miss Sally B Sainsbury Dr Franco Sassi Ms Anne Scott Dr Hakan Seckinelgin Professor Richard Sennett Dr R K Tunstall Dr Gail Wilson Mr Asghar Zaidi Miss R A Ahmed Secretary Miss S E Da Costa Course Administrator Ms N E East Adminstrator Ms T Goslar Course Administrator Ms N L Harrison Assistant to the Deputy Director of CASE Mrs M H Hynes Undergraduate Administrator Ms J E Ingram Departmental Manager Miss M Komninou Administrative Assistant Ms A Okello Secretary to Social Work Studies Ms K Steward Administrator

Social Psychology

Dr Martin Bauer Dr Catherine Campbell Mr D B Cornish Dr B W Franks Professor George Gaskell Dr D Hodgetts Ms S Howard Professor Patrick C Humphreys Dr Sandra Jovchelovitch Professor Sonia M Livingstone (Convener) Dr M Scammell Dr Janet E Stockdale Dr A J Wells Mr S C Bennett Technician Mr T Chivers Administrative Assistant Miss V J Cragoe Administrative Secretary Mr S Gaskell Workshop Technician
Mr D P Linehan Departmental Manager Mrs A D Miles Administrative Assistant

Dr C R Badcock Professor Eileen Barker Mr Michael Burrage Professor Stanley Cohen Dr N B Dodd Dr Janet A Foster Dr Myria Georgiou Dr U Henz Dr Christopher T Husbands Professor B M Hutter Ms Myradh Kinloch Professor R F Mansell Dr Patrick G McGovern Mr C Mills Professor Nicos Mouzelis Dr Daniel Paré Dr Terhi Rantanen Professor P E Rock Professor S Sassen Dr L Schuster Professor Roger S Silverstone (Convener) Dr L A Sklair Dr D R Slater Dr Angus W G Stewart Dr E A Weinberg
Mr G F Cox Departmental Administrative Assistant Ms T J Exelby Departmental Administrative Assistant Ms J I Lorinstein Departmental Manager

Ms K Moir Departmental Administrative Assistant

Ms J Morris Departmental Administrative Assistant

Ms K Worthington Departmental Administrative Assistant

Statistics

Mr D W Balmer Ms P Barrieu Dr B J N Blight Mr Colin P Chalmers Dr A Dassios Ms Jane Galbraith Dr John Howard Dr M Knott (Convener) Dr Jouni Kuha Dr F Kwasniok Dr Irini Moustaki Professor R Norberg Dr Celia M Phillips Mr R Shah Ms S Shalev Dr A Siyam Dr L Smith Professor H Tong Dr A Weisheimer Professor Q Yao Ms H M Cagnoni Secretarial Assistant Ms E Heyhoe Administrative Assistant Miss I Noble Administrative Assistant Ms L S Watkin Departmental Manager

Research Centres and Institutes

Includes Directors, Administrators and those Research Staff not primarily attached to another Academic Department/Institute

Asia Research Centre

Dr C R Hughes *Director* Professor Lord Desai of St Clement Danes *Chairman, Management*

Ms Joanne Hay Administrative Assistant

Business History Unit

Dr Terence R Gourvish Director Dr M J Anson Research Officer Ms C Brautaset Research Officer

Centre for Analysis Risk and Regulation (CARR)

Professor B M Hutter Co-Director, Peacock Professor in Risk Professor Michael Power Co-Director, PD Leake Professor of

Professor Robert Baldwin Programme Director, Professor of Law Dr M Barzelay PwC Fellow in Risk Management Professor C Ciborra Chair Risk Management

Ms F Corneliussen Research Fellow Professor Christopher Hood Programme Director

Dr M Huber AON Fellow

Mr R Kaye Research Officer Dr M C E Lodge Senior Research Officer

Mr Y Millo Research Fellow

Dr Henry Rothstein Research Officer

Miss J Barraclough Administrative Assistant Mr D A Black Administrative Secretary

Ms L R Newton-Clare Administrative & Development Officer

Centre for Analysis of Social Exclusion (CASE)

Professor John Hills Director, Professor of Social Policy Ms Tania Burchardt Research Fellow Professor Simon Burgess Researcher Dr Martin Evans Research Fellow Ms Ruth Lupton Research Officer
Ms Abigail McKnight Toyota Research Fellow
Ms Katherine Mumford Research Officer Mr Thomas Sefton Research Officer Dr W Sigle-Rushton Research Officer Ms J E Dickson Centres Administrator Ms L Himeur Secretary

Centre for Civil Society

Dr Helmut K Anheier Director Ms M Marashi Research Officer Mrs B Baum Administrator Mrs S M R Roebuck VSO Course Secretary Mrs I J Schiemann NGO Course Secretary

Centre for Discrete and Applicable Mathematics

Professor Norman Biggs Director, Professor of Mathematics Mr D Scott Administrator

Centre for the Economics of Education

Professor Steve Machin Director
Dr Gavan Conlon Centre Co-ordinator Ms Hannah Duckworth Centre Administrator

Centre for Economic Performance (CEP)

Lord Layard of Highgate Co-Director, Emeritus Professor of Economics Mr V I Badigannavar Research Officer

Mr Richard Belfield Research Assistant Ms J Blanden, Reseach Assistant

Miss S Bulli, Research Assistant Dr Gavan Conlon Research Officer

Mr A R Cunat Post-Doctoral Researcher

Dr R F Dickens Research Fellow

Ms G Faggio Research Officer

Mr Jim Foreman Research Officer

Professor R B Freeman Professorial Fellow

Mr Fernando Galinda-Rueda Research Assistant Mr S Gibbons Research Assistant

Miss H Gray Reseach Assistant

Dr S McIntosh Research Officer Ms S McNally Research Officer

Dr E E Meade Senior Research Fellow

Ms S Moore Research Officer

Professor S J Nickell School Professor of Economics

Ms R C Ryan-Flood Research Assistant

Mr M Stewart Research Assistant

Mr T H Truong Research Assistant

Mr K Tzioumis Research Assistant

Miss G Vallanti Research Assistant

Dr A F Vignoles Research Fellow Dr Jonathan Wadsworth Senior Research Fellow

Miss A Bardhan-Roy Information Manager

Mrs L F Cleavely Senior Secretary

Miss T Desai Data Manager

Ms H L Duckworth Events/CEE Administrator
Miss H G Durrant Research/Publications Administrator

Ms G Lodge Deputy Administrator Mrs E M O'Brien Administrative Secretary

Mr B K Ofori Information Systems Manager

Miss J Roberts Data Administrator

Mr N G Rogers Research Centres Manager Ms M Yacoob Administrative Assistant

Centre for Educational Research (CER)

Dr Anne West Director Dr P J Noden Research Officer Ms Hazel Pennell Research Fellow Ms Annette Braun Research Assistant Ms E J Stokes Research Assistant Ms Rosalyn Xavier Research Assistant Mrs A D Hind Analyst/Programmer Mr J W Wilkes Office Manager

Centre for Philosophy of Natural and Social Science (CPNSS)

Professor Nancy Cartwright Director, Professor of Philosophy Dr E Montuschi Deputy Director Professor Michael Redhead LSE Centennial Professor Professor Nicholas K Humphrey Steering Committee, School Professor Mr J Reiss Research Officer Mrs F Obu Clerical Assistant Ms D Rejman Project Administrator

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

Dr Jonathan I Leape Director, Lecturer in Economics Ms Lynne E Thomas Research Officer Ms W Foulds Administrative Secretary

Centre for the Study of Global Governance (CSGG)

Professor Lord Desai of St Clement Danes Director, Professor of Dr Mary Kaldor Programme Director

Dr S Akinrinade Visiting Fellow

Mr E Anyaoku Distinguished Visiting Fellow

Dr V Bojicic-Dzelilovic Research Fellow

Professor M H Kaldor Professor in Global Governance

Mr Y Said Research Officer

Ms J Hay Centre Administrator

Cities Programme

Mr R M Burdett Director Ms K Firth Co-Director

Computer Security Research Centre

Dr James Backhouse Director, Senior Lecturer in Information Systems Mr D Freestone Research Officer Ms E Peel Administration Assistant

Development Studies Institute (DESTIN)

Professor J C Harriss Director, Professor of Development Studies Dr Teddy Brett Programme Director

Dr Elizabeth Francis Programme Director Dr T Allen Reader in Development Studies

Miss R Asthana Lecturer

Dr Jo Beall Reader in Development Studies

Dr E Brett Senior Visiting Research Fellow

Dr J Di John Lecturer Dr E Francis Senior Lecturer in Development Studies

Dr Markus P Goldstein Lecturer

Dr D P Keen Lecturer in Development Management and Complex

Dr James Putzel Reader in Development Studies

Dr Dennis Rodgers Lecturer in Development Studies Professor Ashwani Saith Professor in Development Studies Dr K Shadlen Lecturer in Development Studies Mr M Srivastava Research Officer Professor Robert Wade Professor of Politics Ms S Davies DESTIN Administrator Ms P A Murphy Administrative Assistant Mrs D R V Nelson Secretary Ms S Redgrave Administrative Assistant

The European Institute

Professor Paul Taylor Director, Professor of International Relations Professor Nicholas A Barr Professor of Public Economics Professor Linda J Colley Leverhulme Research Professor Professor K Featherstone Eleftherios Venizelos Chair Dr Alain Guyomarch Senior Lecturer in European Politics,

Government and European Institute
Dr R C M Hancke Lecturer in European Politics

Dr A Ichijo Research Project Officer

Dr A J Innes Lecturer in the Political Sociology of Central and Fastern Furone

Dr Jennifer A Jackson Preece Lecturer in European Nationalism Dr Howard Machin Jean Monnet Chair in European Integration Mr Arnauld Miguet Gurukul Lecturer in European Policy Making

Ms S Milio Junior Research Assistant

Dr C Paraskevopoulos Research Officer Dr G Sasse Lecturer in Political Economy and Regional Politics of

Ukraine Dr W Schelkle DAAD Lecturer Mrs J Hume Departmental Manager Mrs F Obu Secretary
Mrs W Pattison Administrative Assistant
Ms S L Persaud Managing Editor Mr C Raatz Technical Coordinator Ms H E Shore Administrative Assistant

Financial Markets Group (FMG)

Professor David C Webb Director Dr Francisco Penaranda Miss N Gambrill Administrative Assistant/Secretary Miss M Komninou Acting Centre Administrator
Miss Sarah Vink Centre Administrator

Professor Anne Phillips Director, Professor of Gender Theory Dr R C Gill Lecturer in Gender Studies and Gender Theory Dr K Gopal Wellcome Trust Senior Research Fellow Dr C Hemmings Lecturer in Gender Studies Ms O Reitman Research Fellow Dr Karen Throsby Research Fellow Ms H A Johnstone Secretary

Greater London Group

Dr Mark Kleinman Co-ord

LSE Health and Social Care

Dr Elias Mossialos Co-Director, Brian Abel-Smith Reader in Health

Professor Martin Knapp Co Director & Chairman Dr Matthew Bond *Primary Care Fellow* Dr Joan Costa-I-Font *Post-doctoral Research Fellow*

Ms Konstantina Davaki Research Officer

Professor Bleddyn Davies Professorial Fellow Ms Anna L Dixon Temporary Lecturer & Research Officer; European Observatory on Health Care Systems

Dr Jose Fernandez Research Officer Mr Julien Forder Research Fellow

Mr Andrew Healy Research Officer
Ms Champa Heidbrink Administrative & Publications Assistant
Professor Walter Holland Chairman: European Health Policy

Research Network Mr Panos Kanavos Lecturer in International Health Policy

Dr Jeremy Kendall Research Fellow Mr Derek R King Research Officer

Ms Anna Maresso Editorial Officer; European Observatory on Health Care Systems; Editor; EuroObserver

Professor Theodore Marmor Visiting Professor in Health Economics Mrs Tihana Matosevic Research Officer Mr David McDaid Research Officer, Editor; Eurohealth

Professor Alistair McGuire Chair in Health Economics Ms Angela Mehta Administrative Assistant, PSSRU Dr M F Mrazek Research Officer

Ms D Nicolaou Centre Manager

Mr Adam Oliver Research Officer Mr Govin Permanand Research Assistant Ms Linda Pickard Research Officer

Ms M Raikou Research Officer

Professor Ray Robinson Professor of Health Policy Mr M D Sedgley Eurohealth; Special Issue Editor Ms Sarah Thomson Research Officer; European Observatory on

Health Care Systems Mr Raphael Wittenberg Economic Adviser, Deptartment of Health (on secondment)

Hellenic Observatory
Dr O Anastasakis Research Officer
Ms E Vambouli Assistant on Balkan Reconstruction Project

Interdisciplinary Institute of Management (IIM)

Professor Diane Reyniers Director, Professor of Management Professor Stephen R Hill Deputy Director, Professor of Management Dr Michael Barzelay Reader in Public Management

Dr S Datta Lecturer in Strategic Management Dr A Faure-Grimaud Lecturer in Management

Dr R Gomez Lecturer Dr M Gutierrez-Urtiaga Lecturer

Dr H A Koski Lecturer Mr T Kretschmer Lecturer

Dr D C Lane Senior Lecturer in Management Science Dr Matthew Mulford Joint Lecturer in Management and Research

Methodology Dr Jörn Rothe Lecturer in Management Ms S L Barnes Departmental Manager Ms J A Fordham CEMS Co-ordinator Miss A Mann Administrative Assistant

Ms A Maurer Secretary Mr D Scully Office Assistant Mr S Ward Administrative Assistant

LSE Housing

Professor Anne E Power Co-ordinator, Professor of Social Policy Miss E Richardson Research Officer Ms T Butler Administrator Miss S Clewes Course Administrator

India: Population, Environment and Human Development

Professor Robert Cassen Principal Collaborator Ms Lisa Rabanal Project Administrator

LSE London: Urban and Metropolitan Research

Mr A J Travers Visiting Research Associ Mr T A Heuer Administrator

The Mannheim Centre for the Study of

Criminology and Criminal Justice Professor David M Downes Director, Professor of Social Administration Miss S Da Costa Administrator

Media@LSE Dr R E Mansell Dixons Chair in New Media and the Internet

The Methodology Institute Professor George Gaskell Director, Professor of Social Psychology Mr N C Allum Research Assistant Dr Martin Bauer Senior Joint Lecturer in Social Psychology and

Research Methodology

Mrs M Brocklehurst Research Project Manager Dr Matthew Mulford Joint Lecturer in Management and Research Methodology Ms V Grey-Edwards Administrator

Population Investigation Committee Professor John Hobcraft Chairman, Professor of Population Studies Dr M Fitzgerald Visiting Research Fellow Professor Tim Dyson Vice Chairman, Professor of Population Studies Ms Jane Falkingham Reader in Population Studies and Social Policy

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

Dr R S L Burgess Director, Economic Organisation and Publi Policy Programme; Lecturer in Economics

Mr T Butler Research Assistant Mr J Elster Research Assistant

Ms B Li Research Officer Dr B D Makkar Research Officer Dr Kitty Stewart Research Assistant

Ms G M Alberici Secretary Ms S C Coles Secretary Miss K A Perry Editorial Assistant, AER & PA

Ms J Ruff Publications Off & Internet Co-ordinator Ms A C Swain STICERD Grants Administrator and Director's Secretary

Miss I Verkhova Information Systems Administrator Mr N S Warner Information Technology Manager

Academic and Research Staff

This list does not include changes notified after 12 June 2002

T Ahrens, BA (CNAA) MSc PhD, Senior Lecturer in Accounting and Finance

S Akinrinade, PhD, Visiting Fellow, Centre for the Study of Global Governance

J C Alden, BA MA PhD, Lecturer in International Relations

Jason Alexander, BS (USA) MA PhD (Irvine), Lecturer in Philosophy

T Allen, BA (Lanc) MA PhD (Manchester), Reader in Development Studies

N C Allum, BA MSc, Research Assistant, Methodology Institute

Steve Alpern, AB (Princeton) PhD (New York), Professor of Mathematics and Operational Research

O Anastasakis, BSc(Econ) (Athens) MA (Columbia, New York) PhD, Research Officer, Hellenic Observatory

R Anderson, AB (Colgate) MA PhD (Michigan), Professor of Finance

Ian O Angell, BSc (Wales) PhD, Professor of Information Systems

Helmut K Anheier, MA MPhil PhD (Yale), Director of the Centre for Civil Society M J Anson, BA (Exeter) PhD, Research Officer, Business History Unit

Martin Anthony, BSc (Glasgow) PhD, Reader in Mathematics

E Anyaoku, Distinguished Visiting Fellow, Centre for the Study of Global Governance

Gautam Appa, BSc MSc PhD, Reader in Operational Research

N J Ashton, MA PhD (Cantab), Lecturer in International History

Sarah Ashwin, BA (Oxon) MSc PhD (Warwick), Lecturer in Industrial Relations

R Asthana, BA MSc, Lecturer, Development Studies Institute

Rita Astuti, Laurea (Siena) MSc PhD, Lecturer in Anthropology

G Atkinson, BA(Econ) (Kent) MSc (York), Lecturer in Environmental Policy, Geography and Environment

C Audard, BA MA, Visiting Fellow, Philosophy

G M Austin, BA (Cantab) PhD (Birmingham), Lecturer in Economic History

Chrisanthi Avgerou, PhD, Senior Lecturer in Information Systems

James Backhouse, BA (Exeter) PGCE (Southampton) MSc PhD, Senior Lecturer in Information Systems, Director of the Computer Security Research Centre

C R Badcock, BA PhD, Reader in Sociology

V I Badigannavar, MSW (Mumbai) BA MSc, Research Officer, Centre for Economic Performance

Dudley Baines, BSc(Econ), Reader in Economic History

Robert Baldwin, LLB PhD (Edinburgh), Professor of Law, Chairman of the Admissions Committee, Programme Director Centre for Analysis of Risk and Regulation

Sebastian Balfour, BA MA PhD. Professor of Contemporary Spanish Studies, Government and European Institute, Deputy Director of the Canada Blanch Centre for Contemporary Spanish Studies

D W Balmer, BSc(Econ) MSc (Manchester), Lecturer in Statistics

Oriana Bandiera, Laurea MSc (Bocconi) PhD (Boston), Lecturer in Economics

S Bandyopadhyay, Tutorial Fellow, Economics

Eileen Barker, BScSoc PhD, Hon PhD (Copenhagen) OBE, FBA, Professor of Sociology with Special Reference to the Study of

Rodney Barker, BA (Cantab) PhD, Professor of Government

Nicholas A Barr, MSc(Econ) PhD (California) FRSA, Professor of Public Economics, European Institute

P Barrieu, ESSEC (France), Lecturer in Statistics

A Barron, LLB (Dublin) LLM (Harvard), Lecturer in Law

M Barzelay, AB (Stanford) MPPM (Yale) PhD (Yale), Reader in Public Management, Interdisciplinary Institute of Management and Government

Martin Bauer, LicPhil (Bern) PhD, Senior Joint Lecturer in Social Psychology and Research Methodology

Jo Beall, BA MA (Natal) PhD, Reader in Development Studies

Charles R Bean, MA (Cantab) PhD (Massachusetts Institute of Technology), Professor of Economics

L C Bear, BA (Cantab) MA PhD (Michigan), Lecturer in Anthropology

A J Beattie, BSc(Econ), Deputy Convener, Government

E Beccalli, BA (Milan), Lecturer in Accounting and Finance

Richard Belfield, MSc (Cornell), Research Assistant, Centre for Economic Performance

V S M Benei, PhD (Paris), Research Fellow, Department of Anthropology

Gianluca D Benigno, Laurea(Econ) MA(Econ) (Milan) PhD (Berkeley), Lecturer in Economics

Joanna H Benjamin, BA (Cantab) PhD, Reader in Law

Erica Benner, BA MPhil DPhil (Oxon), Lecturer in International Relations

E M Bertero, BA (Turin) MSc(Econ) PhD, Lecturer in Finance

T J Besley, BA MA MPhil DPhil (Oxon) FBA, Professor of Economics

A M Best, BA (Leeds) PhD, Lecturer in International History

Gwyn Bevan, MA (Oxon) MTech HonMFPHM, Reader in Policy Analysis, Department of Operational Research

C Beyani, LLB LLM (Zambia) DPhil (Oxon), Senior Lecturer in Law

M R Bhatia, MBBS (Bombay) DPH (Bombay) DHA, MD (Bombay) DORM (Bombay) PhD, Lecturer in Health Policy, Department of

S Bhattacharya, BSc (Delhi) PGDBA (IIM, Armedabad) PhD (Massachusetts Institute of Technology), Professor of Finance

Alnoor Bhimani, BSc, MBA (Cornell) PhD CMA (Canada), Reader in Accounting and Finance

N L Biggs, MA (Cantab) DSc, Professor of Mathematics, Director of the Centre for Discrete and Applicable Mathematics H Billinge, Lecturer in Philosophy

P Bircher, Senior Visiting Fellow, Accounting and Finance

R Bishop, Lecturer in Philosophy

George Bitsakakis, BA(Econ) (NU, Athens) MSc (IIS, Athens) MA(Econ) (Michigan) MSc, Tutorial Fellow, Economics

J M Black, BA DPhil (Oxon), Reader in Law

J Blanden, BA (UEA) MSc, Research Assistant, Centre for Economic Performance

B J N Blight, MA (Cantab) PhD, Teacher, Statistics

M E F Bloch, BA PhD (Cantab) FBA, Professor of Anthropology

J L G Board, BA (Newcastle) PhD, Reader in Accounting and Finance

V Bojicic-Dzelilovic, PhD (Sarajevo), Research Fellow, Centre for the Study of Global Governance

Sumantra Bose, BA (Amherst) MA MPhil PhD (Columbia), Lecturer in Comparative Politics, Government

R W D Boyce, BA (Wilfrid Laurier) MA PhD, Senior Lecturer in International History

D C Bradley, LLB (Manchester), Reader in Law

Richard Bradley, BA (Witwatersrand) MSc PhD (Chicago), Senior Lecturer in Philosophy C Brautaset, MSc (Bergen) MPhil PhD (NSE Norway), Research Officer, Business History Unit

Margaret M Bray, MA (Cantab) MPhil DPhil (Oxon), Reader in Economics

E Brett, BA (Witwatersrand) PhD, Senior Visiting Research Fellow, Development Studies Institute

Gillian E M Bridge, BA DipSocAdmin DipApplSocSt PhD AASW, Senior Lecturer in Social Policy

Graham Brightwell, MA PhD (Cantab), Professor of Mathematics

Michael Bromwich, BSc (Econ) DSc (Hons) (Lund), FCMA, CIMA, Professor of Accounting and Financial Management

Chris Brown, BSc(Econ), PhD (Kent), Professor of International Relations

M Bruche, BA MPhil (Oxon), Tutorial Fellow, Accounting and Finance

M Bruter, Diplome DEA (Bordeaux) MA (Hull) PhD (Houston), Lecturer in European Politics, Government

Sandra Bulli, Laurea (Trieste) MSc, Tutorial Fellow, Economics

Tania Burchardt, BA (Cantab) MA (UEA), Research Fellow, Centre for Analysis of Social Exclusion

R M Burdett, BSc (Bristol) MSc FRIBA, Director of Cities, Cities Programme

R S L Burgess, BSc (Edinburgh) MSc DPhil (Oxon), Lecturer in Economics, Director, Economic Organisation and Public Policy Programme, STICERD

Michael Burrage, BSc (Soc), Lecturer in Sociology T Butler, BA (Trinity College, Dublin), Research Assistant, STICERD/Centre for the Analysis of Social Exclusion

Nick Byrne, MA (Oxon), Director of the Language Centre

David E Cairns, MSc FCA, Senior Visiting Fellow in Accounting and Finance

Catherine Campbell, PhD (Bristol), Reader in Social Psychology

Fenella Cannell, BA (Cantab) MSc PhD, Lecturer in Anthropology

J W Carrier, BSc(Soc) MPhil PhD LLB(Hons) FRSA Hon. Fell. (Roy.Soc.Med), Senior Lecturer in Social Policy

Nancy Cartwright, BSc (Pittsburgh) PhD (Illinois) FBA, Professor of Philosophy, Director of the Centre for Philosophy of Natural and Social Sciences

Steven Casey, BA (UEA) MPhil DPhil (Oxon), Lecturer in International History

Deborah Z Cass, LLM (Harvard), Senior Lecturer in Law

Michela Cella, Tutorial Fellow, Economics

Colin P Chalmers, BSc AKC PGCE MSc, Teacher, Statistics Damian Chalmers, BA (Oxon), Reader in European Union Law

Clare Chambers, BA (Oxon) MSc, Lecturer in Political Theory, Government

Sylvia Chant, BA (Cantab) PhD, Professor of Development Geography, Geography and Environment

J C R Charvet, MA (Cantab) BPhil (Oxon), Professor of Political Science, Government

J Chatterji, BA (Delhi) BssA PhD (Cantab), Lecturer in International History

S H Cheesbrough, BA (Cantab) MSc PhD (Southampton) Research Officer, Social Policy

X Chen, BSc (Wuhan) MA (Western Ontario) PhD (California), Reader in Econometrics, Economics

Paul C Cheshire, BA (Cantab), Professor of Economic Geography, Geography and Environment

C M Chinkin, LLM (Yale) PhD (Sydney) LLB LLM, Professor of International Law

C Ciborra, MEng (Milan), Professor, Information Systems

Ernestina Coast, BA (Oxon) MSc (Econ) PhD, Lecturer in Population Studies, Social Policy

M Coca, BA (Oviedo) MA, Language Co-ordinator, Language Centre

Stanley Cohen, BA (Witwatersrand) PhD FBA, Martin White Professor of Sociology

Christopher Coker, MA (Cantab) DPhil (Oxon), Reader in International Relations

Janet Coleman, BA MPhil PhD (Yale) FRHS, Leverhulme Major Research Fellow, Professor of Ancient and Medieval Political Thought, Government

Linda J Colley, BA (Bristol) MA PhD (Cantab) FBA FRSH, School Professor of History, International History; Leverhulme Research Professor, European Institute

Hugh Collins, MA BCL (Oxon) LLM (Harvard), Professor of English Law

A Comas-Herrera, BSc MSc (Pompeu Fabra, Spain), Research Officer, Department of Social Policy

Gavan Conlon, BA MA (NUI) DPhil (Oxon), Research Officer, Centre for Economic Performance

G Connor, BA(Econ) (Georgetown) MA(Econ) (Yale) PhD (Yale), Professor of Finance

Stuart Corbridge, BA PhD (Cantab), Professor of Human Geography

Antonio Cordella, MA (Bologna), Tutorial Fellow, Information Systems

F Corneliussen, BSc, Research Fellow, Centre for Analysis Risk and Regulation A Cornford, BSc(Econ) MSc PhD MBCS CEng, Senior Lecturer in Information Systems

D B Cornish, BA (Bristol and Reading) CertEd Cpsychol FBPsS, Lecturer in Psychology, Social Psychology

Joan Costa-i-Font, BA(Econ) (Barcelona) BA MSc MSc (Pompeu Fabra) PhD (Barcelona), Postdoctoral Research Fellow, LSE

N I Couldry, BA (Oxon) MA PhD, Lecturer in Media and Communications, Department of Sociology

Frank A Cowell, MA PhD (Cantab), Professor of Economics

Jacqueline A-M Coyle-Shapiro, BCom MBS (Dublin) DBS PhD, Lecturer in Industrial Relations

N F R Crafts, BA (Cantab), Professor of Economic History

Helena Cronin, PhD, Senior Research Fellow, Philosophy

Aleiandro Cuñat, Licencido (Valencia) MA(Econ) PhD (Harvard), Postdoctoral Research Fellow, Economics

M Cushman, Senior Research Officer, Information Systems Katerina Dalacoura, BA MSc PhD, Lecturer in International Relations J Danielsson, PhD (Duke), Reader in Accounting and Finance A Dasgupta, BA (Franklin and Marshall) MA(Econ) MPhil(Econ) PhD(Econ) (Yale), Lecturer in Finance A Dassios, BA (Cantab) MSc PhD, Reader in Actuarial Science, Statistics S Datta, BStat (Calcutta) MStat PhD (New Delhi), Lecturer in Strategic Management, Interdisciplinary Institute of Management K Dayaki, BA (Athens) MA (Brunel) Research Officer, LSE Health and Social Care B P Davies, MA (Cantab) DPhil (Oxon), Professorial Fellow, Personal Social Services Research Unit, LSE Health and Social Care D D Davies, BA(Econ) (Cantab), Assistant Co-ordinator Economic Policy Programme, International Relations Joan Davies, MA DPhil (Oxon), Instructor in Mathematics Paul L Davies, MA (Oxon) LLM, LLM (Yale) FBA, Cassel Professor of Commercial Law Peter Davis, Leverhulme Lecturer in Economics J F S Day, BSc(Econ) MSc FCA, Senior Lecturer in Accounting T Debs, Tutorial Fellow in Philosophy K G Deng, BA (Beijing) PhD (La Trobe), Reader in Economic History Lord Desai of St Clement Danes, MA (Bombay) PhD (Pennsylvania), Professor of Economics, Director of the Centre for the Study of Global Governance, Chairman of the Asia Research Centre Management Committee J Di John, BA (Harvard) MPhil PhD (Cantab), Lecturer in Development Studies Wayne Diamond, BSc (Nottingham), Research Officer, Centre for Economic Performance R F Dickens, BA (Sussex) MSc(Econ) PhD, Research Fellow in the Centre for Economic Performance Hervé Didiot-Cook, DipEPol (Grenoble) MA (Brunel), Language Co-ordinator, Language Centre V T Dimitrov, BA PhD (Cantab), Lecturer in East European Politics, Government A L Dixon, BA (Cantab) MSc (Econ), Research Officer, LSE Health and Social Care N B Dodd, BSc PhD (Cantab), Senior Lecturer in Sociology Henrike Donner, MA (Munich) PhD, Research Fellow, Anthropology Christopher R S Dougherty, BA (Cantab) PhD (Harvard), Senior Lecturer in Economics Keith M Dowding, BA (Keele) DPhil (Oxon), Professor of Political Science, Government David M Downes, BA (Oxon) PhD, Professor of Social Administration, Social Policy; Director of the Mannheim Centre for Criminology and Criminal Justice Patrick Dunleavy, BA DPhil (Oxon), Professor of Political Science and Public Policy, Government Stephen Dunn, BA (Oxon) MSc, Lecturer in Industrial Relations Gilles Duranton, HEC (HEC, Paris) Maîtrise (Sorbonne) MSc PhD (EHESS, Paris), Reader in Economic Geography Tim Dyson, BSc MSc, Professor of Population Studies, Vice Chairman of the Population Investigation Committee S Economides, BScSoc (Birmingham) MSc PhD, Lecturer in International Relations and European Politics P Z Eleftheriadis, LLM PhD (Cantab), Lecturer in Law J Elster, BA (Oxon) MRes, Research Assistant, STICERD/Centre for the Analysis of Social Exclusion M Engelke, BA (Chicago) MA PhD (Virginia), Lecturer in Anthropology S R Epstein, MA (Siena) PhD (Cantab), Professor of Economic History Cecile Fabre, PhD DPhil (Oxon), Lecturer in Political Theory, Government G Faggio, Laurea (Bocconi) MA(Econ) MA(Econ) (Kiel) PhD (Leuven), Research Officer, Centre for Economic Performance J P Faguet, BA (Princeton) MPP (Harvard) MSc PhD, Research Officer in the Centre for Economic Performance Jane Falkingham, BSc MSc, Reader in Population Studies and Social Policy A Faure-Grimaud, BA MA (Limoges) PhD (Toulouse), Reader in Economics K Featherstone, BA MA (Essex) PhD (Manchester), Eleftherios Venizelos Chair, European Institute Leonardo Felli, Laurea (Trieste) PhD (MIT), Professor of Economics P T Fellrath, Lic OEC HSG (St Gallen, Switzerland) MA MSc. Instructor, Interdisciplinary Institute of Management J L Fernandez, BA (ESC Bordeaux) MA (Kent), Research Officer, Personal Social Services Research Unit Sue Fernie, BSc (Loughborough) MSc, Lecturer in Industrial Relations Stephan Feuchtwang, BA (Oxon) MA PhD, Principal Research Fellow in Anthropology Vanessa M I Finch, LLB (Kingston) LLM, Reader in Law M Fitzgerald, BA (Oxon) PhD (Surrey), Visiting Research Fellow in the Mannheim Centre for the Study of Criminology and Criminal Justice J E Forder, BSc (Bath) MSc (York), Research Fellow, Assistant Director Personal Social Services Research Unit, LSE Health Jim Foreman, BA (Cantab) MA, Research Officer, Centre for Economic Performance T J Forsyth, BA (Oxon) PhD, Lecturer in Geography Janet A Foster, BSc PhD, Lecturer in Sociology E Francis, MA (Oxon) MSc DPhil (Oxon), Senior Lecturer in Development Studies J Franke, Diplom-Kaufmann (Bamberg), Lecturer in Industrial Relations B W Franks, BSc MSc PhD (Edinburgh), Lecturer in Psychology P Frantz, MSc (Grenoble) MBA (LBS) PhD (LBS), Lecturer in Accounting and Finance L Freeman, BA (French) MSc (Edinburgh) PhD, Tutorial Fellow, Anthropology R B Freeman, BA PhD (Harvard), Professorial Fellow, Centre for Economic Performance D Freestone, BSc, Research Officer, Computer Security Research Centre Carola M Frege, BA (Freiburg) MSc PhD, Lecturer in Industrial Relations Julian Fulbrook, LLB (Exeter) PhD (Cantab) LLM (Harvard), Lecturer in Law C J Fuller, MA PhD (Cantab), Professor of Anthropology G Galbraith, Lecturer in Mathematics Jane Galbraith, MA (Aberdeen) MSc, Senior Teaching Fellow in Statistics R Galliers, BA (Harvard) MA (Lancaster) PhD, Professor of Information Systems L Garcia-Lorenzo, PhD, Research Officer, Information Systems

George Gaskell, BSc PhD, Professor of Social Psychology, Director of the Methodology Institute

Myria Georgiou, BA (Panteion) MSc (Boston) PhD, Post-doctoral Research Fellow, Media@LSE, Sociology M Ghatak, BSc (Calcutta) MA (Delhi) PhD (Harvard), Reader in Economics J Gibb, Senior Visiting Fellow, Operational Research S Gibbons, BSc MSc, Research Assistant, Centre for Economic Performance R C Gill, BA (Exeter) PhD (Loughborough), Lecturer in Gender Studies and Gender Theory L Giraitis, BA PhD (Vilnius), Research Officer, Department of Economics Arjan Gjonça, BSc (Tirana) MSc PhD, Lecturer in Demography, Social Policy Marlies E Glasius, MA (Amsterdam) PhD (Utrecht), Research Officer, Department of Social Policy K H Goetz, MSc DPhil (Oxon), Senior Lecturer in Government with Special Reference to the Politics and Government of Germany Markus P Goldstein, BA (Swarthmore) MS (Berkeley) PhD, Lecturer, Development Studies Institute R Gomez, BSc (York CA) MA PhD (Toronto). Lecturer in Interdisciplinary Institute of Management Stanislaw Gomulka, MSc PhD (Warsaw), Reader in Economics K Gopal, MA (Hons) Delhi MPhil (Delhi) MPhil (Cantab) PhD, Wellcome Trust Senior Research Fellow, Gender Institute Ian Gordon, BA (Cantab), Professor in Human Geography A P Gouldson, BA (Portsmouth) MSc, Lecturer in Environmental Policy, Geography and Environment Terence R Gourvish, BA PhD FRHistS, Director of the Business History Unit P G Gow, BA (Cantab) PhD, Reader in Anthropology Regina Grafe, MSc PhD, Lecturer in Economic History John Gray, DPhil (Oxon), School Professor of European Thought, Department of Government H V Gray, BSc (Wales) MA (Warwick), Research Assistant, Centre for Economic Performance Christopher Greenwood QC, MA (Cantab) LLB (Cantab), Professor of International Law M Gutierrez-Urtiaga, BA (Valladolid Spain) MA (CEMFI Spain), Lecturer in Interdisciplinary Institute of Management A Guyomarch, Lès L Mès L (Caen) DEA (Paris) PhD, Senior Lecturer in European Politics, European Institute C Hadjiemmanuil, LLB LLM PhD, Senior Lecturer in Law V A Hajivassiliou, BSc MSc PhD (Massachusetts Institute of Technology), Reader in Economics A L Hall, BA (Sheffield) MPhil PhD (Glasgow), Reader in Social Planning in Developing Countries, Convener of Postgraduate Awards Panel, Social Policy F Halliday, BA (Oxon) MSc PhD, Professor of International Relations R C M Hancke, PhD (MIT), Lecturer in European Politics, European Institute John H Hardman Moore, MA (Cantab) MSc PhD, FBA, Professor of Economic Theory J C Harriss, MA (Cantab) PhD (East Anglia), Professor of Development Studies Janet M Hartley, BA PhD FRHistS, Senior Lecturer in International History T C Hartley, BA LLB (Cape Town) LLM, Professor of Law D W Harvey, BA MA PhD (Cantab), Miliband Fellow, Department of Geography and Environment Michele Harvey, BSc (Emory) MSc PhD (Columbia), Instructor in Mathematics A T Healey, BSc (Hull) MSc (York), Research Officer, Personal Social Services Research Unit D Held, BSc (UMIST) MSc PhD (Massachusetts Institute of Technology), Graham Wallas Professor of Political Science, Government C Hemmings, BA MA DPhil (York), Lecturer in Gender Studies U Henz, PhD (Free University Berlin), Lecturer in Social Research, Social Policy V M L Heyvaert, LLM (Harvard) PhD, Lecturer in Law F Javier Hidalgo, Licentiatura (Madrid) MSc PhD, Professor of Econometrics, Economics C J Hill, MA DPhil (Oxon), Montague Burton Professor of International Relations, Vice Chairman of the Academic Board Stephen R Hill, BA (Oxon) MSc PhD, Deputy Director, Professor of Management John R Hills, CBE MA (Cantab) MSocSc (Birmingham), Professor of Social Policy, Director of the Centre for Analysis of Social Exclusion/STICERD Simon J Hix, BSc(Econ) MSc(Econ) PhD (EUI Florence), Reader in European Union Politics and Policy, Government John Hobcraft, BSc(Econ), Professor of Population Studies, Social Policy; Chairman of the Population Investigation Committee T J Hochstrasser, MA PhD (Cantab), Lecturer in International History D Hodgetts, BA Grad Dip PhD (Massey), Lecturer in Social Psychology C Hoefer, BA (Rice) PhD (Stanford), Senior Lecturer in Philosophy M J Hoffman, BA (Massachusetts) MSc, Lecturer in International Relations R Hoijer, Fil.Kand (Göteborg, Sweden) MSc DPhil (Oxon), Tutorial Fellow, Government N E Holman, BSc MSc (Texas) PhD (Portsmouth), Research Officer, Geography and Environment A Horsley, DPhil (Oxon), Lecturer in Economics J G Horton, MPhil (Wales) PhD, Lecturer in Accounting John Howard, MA (Cantab) MSc (Newcastle) PhD (Bristol), Senior Lecturer in Operational Research and Statistics S Howard, BSc (Nottingham) MSc, Research Officer, Social Psychology A C Howe, MA DPhil (Oxon) FRHistS, Reader in International History Peter Howlett, BA (Warwick) MPhil (Cantab) PhD (Cantab), Senior Lecturer in Economic History C Howson, BSc(Econ) PhD, Professor of Logic, Philosophy M Huber, MA (Vienna) PhD (EUI Florence), AON Fellow, Centre for the Analysis of Risk and Regulation C Hughes, BA MSc MA PhD, Lecturer in International Relations J Hughes, BA (Belfast) PhD, Reader in Comparative Politics, Government N K Humphrey, PhD (Cantab), School Professor, Centre for Philosophy of Natural and Social Science Patrick C Humphreys, BSc PhD, Professor of Social Psychology E H Hunt, BSc(Econ) PhD, Senior Lecturer in Economic History Janet E Hunter, BA (Sheffield) DPhil (Oxon), Saji Senior Lecturer in Japanese Economic and Social History Christopher T Husbands, BA(Econ) (Manchester) MA PhD (Chicago) AlL, Reader in Sociology, Consultant to the Teaching Quality Assurance and Reviews Office J Hutchinson, MA (Edinburgh) PhD, Senior Lecturer in Nationalism in Europe, Government B M Hutter, BA DPhil (Oxon), Peacock Professor in Risk Management, Co-Director of Centre for Analysis of Risk Regulation,

Richard Hyman, BA DPhil (Oxon), Professor of Industrial Relations M Jacoviello, BSc(Econ) (Rome) MSc (Econ), Tutorial Fellow, Economics A Ichijo, BA (ICU Japan) MA (Tokyo) PhD, Research Project Officer, European Institute Roman Inderst, BA (Reutlingen, Germany) MA (OU, Germany) MA(Econ) (Humboldt) PhD (Berlin), Lecturer in Economics A J Innes, BSc PhD, Lecturer in the Political Sociology of Central and Eastern Europe, European Institute J Ireland, BSc (Bristol), Lecturer in Accounting R A Jackman, MA (Cantab), Professor of Economics E M Jackson, MA (Oxon), Senior Lecturer in Law J A Jackson Preece, BA MA (British Columbia) DPhil (Oxon), Lecturer in Nationalism in Europe, European Institute Joe M Jacob, LLB, Reader in Civil Justice, Law, Chairman of the Academic Publications Committee D Jacquin-Berdal, BSc MSc PhD, Lecturer in International Relations Deborah James, BA (Witwatersrand) MA (Witwatersrand) PhD (Witwatersrand), Lecturer in Anthropology M Jofre-Bonet, MSc (Illinois) PhD(Econ) (UPF Spain), Joint Lecturer in Economics and LSE Health and Social Care Paul Johnson, MA DPhil (Oxon), Professor of Economic History David K C Jones, BSc CGeog FGS, Professor of Physical Geography G A Jones, BSc, PhD (Cantab), Senior Lecturer in Development Geography G W Jones, OBE MA DPhil (Oxon) FRHistS, Professor of Government D Josselin, DEA (IEP, Paris) MSc PhD, Lecturer in International Relations Sandra Joychelovitch, BSc (PUC/RS, Brazil) MSc (PUC/RS, Brazil) PhD, Senior Lecturer in Social Psychology M H Kaldor, BA (Oxon) MA (Oxon) CBE, Professor in Global Governance, Centre for the Study of Global Governance J Kallinikos, BA (Athens) PhD (Uppsala), Lecturer in Information Systems M Kampp, MPhil (Cantab), Research Officer, Government R Kaye, Research Officer, Centre for Analysis Risk and Regulation D P Keen, BA (Cantab) DPhil (Oxon) MSc, Reader in Complex Emergencies, Development Studies Institute John Kelly, BSc (Sheffield) PhD, Professor of Industrial Relations P J Kelly, BA MA (York) PhD, Senior Lecturer in Political Theory, Department of Government Jeremy Kendall, BSc (Hull) MSc (York) PhD (Kent), Research Fellow, Personal Social Services Research Unit William P Kennedy, BA (Rice) PhD (Northwestern), Lecturer in Economic History John Kent, MA PhD (Aberdeen), Reader in International Relations K E Kiernan, BA (Liverpool) MSc PhD, Professor of Social Policy and Demography Yong Jin Kim, Tutorial Fellow, Economics D R King, BMath (Waterloo) MSc(Econ), Research Officer, LSE Health and Social Care Myradh Kinloch, MSc (Brunel), Lecturer in Social Research, Sociology W V Kissane, MSc, PhD, Lecturer in Politics, Government N Kiyotaki, BA (Tokyo) PhD (Harvard), Professor of Economics F Klug, BSc, Senior Research Fellow, Human Rights Centre Martin R J Knapp, BA (Sheffield) MSc PhD (Kent), Professor of Social Policy, Director of the Personal Social Services Research Unit, LSE Health and Social Care M Knott, BSc(Econ) PhD, Senior Lecturer in Statistics MacGregor Knox, BA (Harvard) MA PhD (Yale), Stevenson Professor of International History M Komninou, BA (Ponteion, Greece) MSc, Research Assistant, LSE Health and Social Care H A Koski, PhD (Finland), Lecturer in Interdisciplinary Institute of Management Yulia Kossykh, Dip MA(Econ) (Moscow), Lecturer in Economics T Kretschmer, PhD (Econ), Lecturer in Interdisciplinary Institute of Management Jouni Kuha, MSocSc PhD, Lecturer in Statistics and Research Methodology A T Küllmann-Lee, MA (Cologne) MSc, Instructor in German, Language Centre S Kumar, B Arch (Madras) MSc (New Delhi) PgDip (Rotterdam) PhD, Tutorial Fellow, Social Policy Sunil Kumar, BArch, MSc (Housing) PGDip (Rotterdam) PhD, Lecturer in Social Policy and Planning in Developing Countries J R Kuper, BA (UCLA) PhD, Research Fellow, Department of Law Liisa Kurunmäki, Licentiate MSc PhD (Jyväskylä), CIMA Lecturer in Accounting F Kwasniok, PhD (Rostock), Research Fellow, Statistics E M J Labro, BEng MEng PhD (Leuven, Belgium), Lecturer in Accounting and Finance Nicola Lacey, LLB BCL (Oxon), Professor of Criminal Law D C Lane, BSc (Bristol) MSc DPhil (Oxon), Reader in Management Science John S Lane, BSocSc (Birmingham) PhD (Stanford), Lecturer in Economics, Operational Research V Larcinese, Laurea (Bocconi) MSc(Econ) (York), Lecturer in Public Policy, Government C Laux, MBA (Wisconsin-Madison) PhD (Frankfurt), Lecturer in Finance Lord Layard of Highgate, MSc (Econ), Emeritus Professor of Economics, Co-Director of the Centre for Economic Performance Julian Le Grand, BA (Sussex) PhD (Pennsylvania), Richard Titmuss Professor of Social Policy, Chairman of LSE Health and J I Leape, AB (Harvard) BA (Oxon) PhD (Harvard), Lecturer in Economics, Director of the Centre for Research into Economics and Finance in Southern Africa Hyun Jung Lee, BA MA (Seoul) PhD, Lecturer in Industrial Relations Robert Leonardi, BA (Berkeley) MA (Johns Hopkins) PhD (Illinois), Jean Monnet Senior Lecturer in European Union Politics and Policy, Government/European Institute Tim Leunig, MA MPhil DPhil (Oxon), Lecturer in Economic History G Levy, BA(Econ) (Tel Aviv) MA(Econ) (Princeton) PhD (Princeton), Lecturer in Economics Colin M Lewis, BASS (Exeter) PhD (Exeter) AAH (Argentina), Senior Lecturer in Latin American Economic History

D Lewis, BA (Cantab) PhD (Bath), Senior Lecturer in Non-Governmental Organisations, Department of Social Policy

Jonathan M Liebenau, BA (Rochester) MA PhD (Pennsylvania), Senior Lecturer in Information Systems

B Li, PhD (Econ) (Nankai, PRC), Research Officer, STICERD

D C B Lieven, BA (Cantab) PhD, Professor of Russian Government

Margot Light, BSc (Witwatersrand) BSc PhD (Surrey), Professor of International Relations C Lin, PhD (Cantab), Lecturer in Comparative Politics, Department of Government O Linton, BSc MSc PhD (Berkeley), Professor of Economics C List, BA DPhil MPhil (Oxon), Lecturer in Political Science, Department of Government Sonia M Livingstone, BSc DPhil (Oxon), Professor of Social Psychology M C E Lodge, BSc PhD, Senior Research Officer, Centre for Analysis of Risk and Regulation John Logan, MA (Glasgow) MA (Windsor, Ontario) PhD (California-Davis), Lecturer in Industrial Relations M S Logan, BSc (Northwestern) MBA (Conneticut) PhD (Arkansas), Lecturer in Industrial Relations Elena Lopez-Gunn, BSc (Cardiff) MPhil (Cantab), Tutorial Fellow, Geography and Environment Martin Loughlin, LLB (Hons) LLM (Warwick) LLM (Harvard), Professor of Public Law M M Low, BA (Cantab) MA PhD (Ohio State), Lecturer in Human Geography N P Ludlow, MA DPhil (Oxon), Lecturer in International History Ruth Lupton, MA (Cantab) MPhil (Cantab) DMS, Research Officer in the Centre for Analysis of Social Exclusion Erzo G J Luttmer, BA (Rotterdam) PhD (Chicago), Reader in Economics Howard Machin, BA (Newcastle) PhD, Jean Monnet Chair in European Integration, European Institute Richard H Macve, BA MA (Oxon) MSc FCA Hon FIA, Professor of Accounting John T S Madeley, BA (Manchester) PGCE (Leeds), Lecturer in Government, Dean of Graduate School Shirin Madon, BA MSc (CNAA) PhD, Lecturer in Information Systems Imelda Maher, BCL (NUI) LLM (Temple) BL (Kings Inns, Dublin), Senior Lecturer in European Union Law B D Makkar, BA (Essex) MA (Kent), Research Officer, STICERD Kate Malleson, BA MPhil (Cantab) PhD, Solicitor, Senior Lecturer in Law G Mameli, BA (Bologna) MPhil, Jacobsen Fellow, Philosophy S P Mangen, BSc (Ulster) MA (Sussex) PhD, Senior Lecturer in European Social Policy Alan Manning, BA (Cantab) MPhil DPhil (Oxon), Professor of Economics R E Mansell, BA (Manitoba) MA PhD (Simon Fraser), Dixons Chair in New Media and the Internet, Media@LSE, Sociology M Marashi, BSc MA, Research Officer, Centre for Civil Society A Marin, MSc(Econ), Senior Lecturer in Economics Thomas Mariotti, MA DEA (Paris) PhD (Toulouse), Reader in Economics David Marsden, MA (Oxon) MA (Leeds) DScSoc (Aix-Marseille II), Professor of Industrial Relations Genoveva Marti, Licenciado con Grado (Barcelona) MA (Stanford) PhD (Stanford), Reader in Philosophy, Logic & Scientific Method M Mason, Lecturer in Environmental Policy, Geography and Environment T Matosevic-Jakovljevic, BSc (Westminster) MSc, Research Officer, Personal Social Services Research Unit C P McBride, BA MA (Galway) PhD, Lecturer in Political Theory, Government D P A McDaid, BSc (Brunel) MSc (York), Research Officer, Personal Social Services Research Unit M McGarvey, MA (Sussex) MSc (Southbank), Language Co-ordinator Patrick G McGovern, BSocSc MBS (NUI, Dublin) DPhil (Oxon), Lecturer in Sociology A J McGuire, BSc(Econ) (Heriott Watt) M.Litt(Econ) PhD(Econ) (Aberdeen), Chair in Health Economics, Social Policy S McIntosh, BA (Leicester) MSc (Warwick) PhD, Research Officer, Centre for Economic Performance Abigail McKnight, BSc MSc, Toyota Research Fellow, Centre for Analysis of Social Exclusion K McMillan, PhD CPA, Lecturer in Accounting S McNally, BA(Econ) (Trinity College, Dublin), Reseach Officer, Centre for Economic Performance E E Meade, BA (Duke) MA PhD (Princeton), Senior Research Fellow, Centre for Economic Performance F Medda, Laurea (Cagliari) MSc PhD (Free University, The Netherlands), Tutorial Fellow, Geography and Environment A Mele, Laurea (LUISS Rome) PhD (Paris), Lecturer in Finance D Metcalf, MA (Manchester) PhD, Professor of Industrial Relations Alexander Michaelides, BA (Cantab) MA PhD (Princeton), Lecturer in Economics Eva Micheler, Mlitt M Jur (Oxon) Dr Juris Mag Juris (Vienna), Lecturer in Law Arnauld Miguet, BA MA (Perpignan) MSc LLM, Gurukul Lecturer in European Policy Making, European Institute S Milio, Junior Research Assistant, European Institute P B Miller, BSc (CNAA) PhD, Professor of Management Accounting Y Millo, Research Fellow, Centre for Analysis Risk and Regulation C Mills, BSc MSc, Senior Lecturer in Sociology with Special Reference to Methods of Social Research P L Mitchell, BA (Manchester) MSc PhD (EUI Florence), Lecturer in European Politics, Government N N Mitev, MST (Paris) MBA (City) DESS (Lyon) DEA (Bordeaux), PhD (Salford), Lecturer in Information Systems E Mitleton-Kelly, BA MSc, Director Complexity Research Programme, Research Fellow, Department of Information Systems V Monastiriotis, BSc(Econ) (Aristotle) MA(Econ) (Macedonia), Post Doctoral Fellow in Geography, Geography and Environment Giorgio Monti, BA (Kent) LLM (Leicester), Lecturer in Law E Montuschi, BA (Pavia) MPhil (Pavia) DPhil (Oxon), Visiting Fellow, Philosophy Henrietta L Moore, BA (Durham) PhD (Cantab) FRSA, Professor of Anthropology S P Moore, BA (York) PhD (Essex), Research Officer, Centre for Economic Performance M S Morgan, BSc(Econ) PhD, Professor of History of Economics S J Morgan, BA (Oxon) MA (Warwick) DPhil (York), Research Officer, International History Susannah Morris, BSc(Econ) DPhil (Oxon), Lecturer in Social Policy E Mossialos, BSc PhD MD (Athens) MFPHM, Brian Abel-Smith Reader in Health Policy, Co-Director of LSE Health and Social Care Irini Moustaki, MSc PhD, Lecturer in Statistics Nicos Mouzelis, LScCom LScSoc (Geneva) PhD, Professor of Sociology M F Mrazek, BSc (Alberta) MSc (York) PhD, Research Officer, LSE Health and Social Care F Muennich, Tutorial Fellow, Accounting and Finance A Mulatu, BA (Addis Ababa) MSc (Wageningen), Research Officer, Economic History Matthew Mulford, BA (Nebraska-Lincoln) MA (New York) MSc (Oregon) PhD (Oregon), Joint Lecturer in Management and

Research Methodology

Nikolas Muller-Plantenberg, Tutorial Fellow, Economics

A Mumford, BA (Colombia) JD (Conneticut) PhD (Cardiff), Lecturer in Taxation Law, Law Katharine Mumford, MA (Oxon) MSc/Diploma in Housing, MCI.H, Research Officer, Centre for Analysis of Social Exclusion STICERD M Mundy, BA (Swarthmore) BA (Oxon) MA (Columbia) PhD (Cantab), Senior Lecturer in Anthropology Eileen Munro, BA (Exeter) MSc PhD CQSW, Lecturer in Social Policy M J Murphy, BA (Cantab) BPhil (York), Professor of Demography, Social Policy W T Murphy, MA (Cantab), Professor of Law Andrew D Murray, LLB (Edinburgh) Dip.Legal Practice (Edinburgh), Lecturer in Law H S M Nagvi, Tutorial Fellow, Accounting and Finance Eric Neumayer, Diplom (Saarbrücken) MSc PhD, Lecturer in Environment and Development L Rachel Ngai, BSc(Econ) (Hong Kong) MA PhD (Pennsylvania), Lecturer in Economics S J Nickell, BA (Cantab) MSc, School Professor of Economics, Centre for Economic Performance R L Nobles, LLB (Warwick) LLM (Yale), Reader in Law P J Noden, BA (Oxon) PhD (South Bank), Research Officer, Centre for Educational Research C W Noke, MA (Oxon) MSc FCA, Senior Lecturer in Accounting R Norberg, Cand.act. (Oslo) Cand.real. (Oslo) Dr Philos (Oslo), Professor of Statistics Brendan O'Leary, BA (Oxon) PhD, Professor of Political Science, Government F Ortalo-Magne, MSc (Toulouse) PhD (Minnesota), Jean Monnet Lecturer in the Economics of the EU, Department of Economics A J T M Ostaszewski, BSc PhD. Senior Lecturer in Mathematics Eva K Østergaard-Nielsen, BA MPhil (Copenhagen) DPhil (Oxon), Research Fellow, Department of International Relations A Ouroussoff, BSc PhD, Research Fellow in Accounting and Finance Henry G Overman, BSc(Econ) (Bristol) MSc PhD, Lecturer in New Economic Geography E C Page, BA (Kingston) MSc PhD (Strathclyde), Webb Professor in Public Policy, Government F Panizza, BA (Montevideo) MA DPhil (Essex), Lecturer in Latin American Politics, Department of Government Paraskevi Pappa, BA(Econ) (Athens) MA(Econ) (Pompeu Fabra, Spain), Lecturer in Economics C Paraskevopoulos, BSc (Penteion, Greece) MSc PhD, Research Officer, European Institute Daniel Paré, BA (Western Ontario) MA (Guelph) PhD (Sussex), Research Fellow, Sociology J P Parry, BA PhD (Cantab), Professor of Anthropology A Patton, B.Bus (Sydney) MA PhD (California), Lecturer in Finance R Payne, BSc (Bristol) MSc PhD, Lecturer in Finance Jill Peay, BSc PhD (Birmingham), Barrister at Law, Reader in Law F Penaranda, BA MA (UCLM Spain) MA (CEMFI), Research Fellow, Financial Markets Group Hazel Pennell, BSc MA, Research Fellow, Centre for Educational Research J E Penner, BSc (UWO) LLB (Toronto) DPhil (Oxon), Senior Lecturer in Law Jeremy Penzer, BA (Oxon) MSc (Southampton) PhD (Manchester Metropolitan), Lecturer in Statistics R M Perkins, BA MSc (Oxon) PhD (Cantab), Post Doctoral Fellow, Geography and Environment Govin Permanand, BA (Western Ontario) MSc. Editor, Euro Observer; Associate Editor, Eurohealth, LSE Health and Social Care Diane Perrons, BSc (Bristol) MSc (Westminster) MSc (Brighton) PhD (Bristol), Senior Lecturer in Human Geography M Pesendorfer, Leverhulme Reader in Economics Barbara Petrongolo, BSc(Econ) (Pisa) MSc(Econ) PhD, Lecturer in Economics G D E Philip, BA DPhil (Oxon), Professor of Comparative and Latin American Politics Anne Phillips, BSc (Bristol) MSc, PhD (City), Professor of Gender Theory, Director of the Gender Institute Celia M Phillips, BSc(Econ) PhD, Senior Fellow in Social Statistics, Statistics C Phillips, BSc PhD (Manchester), Lecturer in Social Policy David Piachaud, BA (Oxon) MPA (Michigan), Professor of Social Policy M Piccione, Laurea (Padua) MSc(Econ) PhD (New York), Professor of Economics L M Pickard, BA (Cantab) MPhil (Oxon), Research Officer, Personal Social Services Research Unit J S Pischke, MA (Econ) (SUNY) PhD (Princeton), Professor of Economics C A Pissarides, MA (Essex) PhD. Professor of Economics Barbara Placido, BA PhD (Cantab), Lecturer in Anthropology A Pompermaier, Research Officer, Mathematics; Centre for Discrete and Applicable Mathematics R A Pottage, LLB (Edinburgh) LLM, Lecturer in Law with Special Reference to Property Law S Powell, BSc MSc PhD, Lecturer in Operational Research A E Power, CBE BA (Manchester) BA (Wisconsin) PhD DipSocAdmin, Co-ordinator of LSE Housing, Professor of Social Policy M K Power, MA (Oxon) MSc MPhil PhD (Cantab) ACA ATII, P D Leake Professor of Accounting, Co-Director, Centre for Analysis of Risk and Regulation A Prat, Laurea (Torino) PhD (Stanford), Reader in Economics Andy C Pratt, BSc (CNAA) PhD (Exeter), Senior Lecturer in Human Geography Anita J Prazmowska, BA (Birmingham) PhD, Senior Lecturer in International History Paul Preston, CBE MA DPhil (Oxon) MA (Reading), Comendador de la Orden de Merito Civil (Spain) FBA FRHistS, Principe de Asturias, Professor of Contemporary Spanish Studies, International History A Pryor, BSc MSc PhD, Senior Teaching Fellow, Operational Research James J Putzel, BA MA (McGill) DPhil (Oxon), Reader in Development Studies, Director of the Development Research Centre Danny T Quah, PhD (Harvard), Professor of Economics S W Quinn-Judge, BA (Michigan) PhD, Research Co-ordinator, International History Rohit Rahi, PhD (Stanford), Reader in Finance and Economics, Accounting and Finance M Raikou, BSc (Athens) MSc (City), Research Officer, LSE Health and Social Care K A Rake, BSc(Econ) MSc (Oxon) DPhil (Oxon), Lecturer in Social Policy C F Ramirez, MBA HEC (Paris) DEA (Université de Paris 8) Agregation de Sciences Sociales, Research Officer, Department of Accounting and Finance Terhi Rantanen, MSc LicSc DocSc Docent (Helsinki), Senior Lecturer in Media, Sociology K Rapley, BSc, Visiting Fellow, Operational Research Imran Rasul, BSc MPhil (Oxon), Tutorial Fellow, Economics

D Read, BA (Ottawa) MA (British Columbia) PhD (Toronto), Reader in Operational Research Stephen J Redding, BA MPhil DPhil (Oxon), Lecturer in Economics Michael Redhead, PhD FBA C Phys, F Institute of Physics, Acting Director of the Centre for Philosophy of Natural and Social Science, LSE Centennial Professor Mike Redmayne, LLB PhD (Birmingham), Senior Lecturer in Law Judith A Rees, BSc(Econ) MPhil PhD, Deputy Director, Professor of Environmental and Resources Management, Department of Geography and Environment R Reiner, BA (Cantab) MSc PhD (Bristol), Professor of Criminology, Law J Reiss, MSc (St Gallen), Research Officer, Centre for Philosophy of Natural and Social Science O Reitman, BA/DEJ (Kent) LLM (Harvard), Research Fellow, Gender Institute O Renault, BA MSc (Warwick) PhD (Louvain), Lecturer in Finance Diane Reyniers, BSc (Antwerp) MSc PhD, Professor of Management and Director of the Interdisciplinary Institute of Management E Richardson, BA(Cantab) MSc/Dip Housing, Research Officer, LSE Housing R Richardson, BSc(Econ) MA (Pittsburgh) PhD, Deputy Director, Reader in Industrial Relations S Rifkin, BA(Colorado) MIA(Columbia) PhD(Hong Kong), Tutorial Fellow, Social Policy E Ringmar, BA (Stockholm) MA MPhil PhD (Yale) FilDr (Uppsala), Senior Lecturer in Comparative Politics, Department of Government F L Robert-Nicoud, Tutorial Fellow, Economics Simon Roberts, LLB PhD, Professor of Law P M Robinson, BSc MSc PhD (ANU), FBA, Leverhulme Research Professor, Tooke Professor of Economic Science and Statistics Professor R V F Robinson, BA(Econ) (UEA) MSc, Research Officer, LSE Health and Social Care D Roche, BA(Econ) BA (ANU Canberra), Lecturer in Law P E Rock, BScSoc DPhil (Oxon), FBA, Professor of Social Institutions, Sociology Dennis Rodgers, BA MA PhD (Cantab), Lecturer in Development Studies A Rodríguez-Pose, BA PhD (Madrid) LLB (UNED) MSc (Brussels) PhD (EUI Florence), Reader in Economic Geography M J Rodríguez-Salgado, BA (Dunelm) PhD (Hull) MCRAH FRHistS, Professor of International History Sylvia Roesch, PhD, Business Manager, Industrial Relations Henry Rothstein, BSc (Bristol), MSc DPhil (Sussex), Research Officer, Centre for Analysis of Risk and Regulation Jonathan Rosenhead, MA (Cantab) MSc, Professor of Operational Research Jörn Rothe, MSc PhD, Lecturer in Management I Roxan, BA (Toronto) LLB (Osgoode Hall) MPhil (Cantab) PhD (Cantab), Solicitor (The Law Society of England and Wales) Barrister and Solicitor (The Law Society of Upper Canada), Lecturer in Law Joan-Pau Rubiés, Llicenciatura (Barcelona) PhD (Cantab), Lecturer in International History Judith Rumgay, BA (Reading) MA (UEA) PhD, Senior Lecturer in Social Policy R C Ryan-Flood, BA (Cork) MPhil (Trinity Dublin), Research Assistant, Centre for Economic Performance Y J Rydin, BA (Cantab) PhD ARICS, Professor of Environmental Planning, Geography and Environment Y Said, MA (Sussex) MA (Plekhanov Institute, Moscow), Research Officer, Centre for the Study of Global Governance Sally B Sainsbury, BA DipSocAdmin, Senior Lecturer in Social Administration Ashwani Saith, BA MA (Delhi) PhD (Cantab), Professor of Development Studies R Sally, BSc MSc PhD, Senior Lecturer in International Political Economy T Sanders, BA (Pacific) MA (Denver) MSc PhD, Research Fellow, Gender Institute and Anthropology Department Andrei Sarychev, Dip (Moscow) MA(Russia) PhD (Massachusetts Institute of Technology), Lecturer in Economics G Sasse, PhD, Lecturer in Political Economy and Regional Politics of Ukraine, European Institute S Sassen, PhD (Indiana), Professor of Urban Political Economy, Sociology and Geography and Environment Franco Sassi, Laurea (Milan) PhD, Lecturer in Health Policy, Department of Social Policy and LSE Health and Social Care M Scammell, BA (Manchester) MSc PhD, Senior Lecturer in Media and Communication, Social Psychology Marcia M A Schafgans, MA MPhil PhD (Yale), Lecturer in Economics Mark Schankerman, BA (Brandeis) MA PhD (Harvard), Reader in Economics Waltraud Schelkle, PhD (Berlin), DAAD Lecturer in Political Economy, Government D N Schiff, LLB (Southampton), Reader in Law C M Schonhardt-Bailey, BA (Idaho) MA PhD (UCLA), Senior Lecturer in Political Science, Government Kirsten E Schulze, BA (Maine) MPhil DPhil (Oxon), Senior Lecturer in International History M-S Schulze, Diplomvolkswirt (Freiburg) PhD, Lecturer in Economic History L Schuster, BA (Kingston) PhD (Southampton), T H Marshall Fellow Department of Sociology Anne Scott, MA (Cantab) MPhil (Warwick), Research Officer, Social Policy Christopher D Scott, BA (York) PhD (East Anglia), Senior Lecturer in Economics Colin D Scott, LLB LLM (York), Reader in Law Michael Scott, MA PhD (Chicago), Lecturer in Anthropology Susan V Scott, BA MSc PhD (Cantab), Lecturer in Information Systems Hakan Seckinelgin, BSc (Bilkent) MSc PhD, Lecturer in Social Policy M D Sedgley, BA (York) MSc, Research Assistant, LSE Health and Social Care Thomas Sefton, BA (Cantab) MSc (Bruges), Research Officer, Centre for Analysis of Social Exclusion G Sen, BSc PhD, Lecturer in Politics of the World Economy, International Relations Richard Sennett, BA (Chicago) PhD (Harvard), School Professor of Social and Cultural Theory K Shadlen, BA (Brown) MA PhD (Berkeley), Lecturer in Development Studies R Shah, BSc, Lecturer in Statistics Z Shakibi, BA (South Florida) MSc (St Petersburg) MSc PhD, Tutorial Fellow, Government S Shalev, BA (Tel Aviv) LLM (Essex), Research Assistant, Sociology H S Shin, DPhil (Oxon), Professor of Finance W Sigle-Rushton, BA(Econ) (Tulane) AM PhD (Brown), Research Officer, Centre for Analysis of Social Exclusion Roger S Silverstone, MA (Oxon) PhD, Professor of Media and Communications, Sociology Edward Simpson, BSoc Sci (Manchester) PhD, Post doctoral Research Fellow

R W Rawlings, BA BCL (Oxon), Professor of Law

Gerry Simpson, LLB (Aberdeen) MA (Aberdeen) LLM (UBC) LLM (Michigan), Senior Lecturer in Law R C Simpson, LLM, Reader in Law Nicholas A Sims, BSc(Econ), Reader in International Relations A Siyam, BSc (Khartoum) MSc, PhD, Research Assistant, Statistics Alan Sked, MA (Glasgow) DPhil (Oxon), Senior Lecturer in International History L A Sklair, BA (Leeds) MA (McMaster) PhD, Reader in Sociology D R Slater, BA PhD (Cantab), Reader in Sociology A D S Smith, BA (Oxon) Cert Pols (Bruges) MSc PhD Dip Hist.Art PhD, Professor of Ethnicity and Nationalism, Government Karen E Smith, BA (Wellesley College) MA (Johns Hopkins) PhD, Lecturer in International Relations L Smith, BS (Florida) MA MPhil PhD (Columbia), Research Fellow, Department of Statistics Steve Smithson, BSc(Econ) MSc PhD, Senior Lecturer in Information Systems Chris Snary, BSc MSc (UEA) PhD (Oxford Brookes), Tutorial Fellow, Geography and Environment O Y Sobolev, MSc (Leningrad) PhD (ICAS USSR) BA (Nantes) MA (Sussex) DPhil, Language Co-ordinator, Language Centre Carsten Sorensen, BSc MSc PhD (Aalborg), Lecturer in Information Systems Peter D Sozou, BA (Oxon) PhD, School Research Fellow, Department of Operational Research M Srivastava, MA (New Delhi) MPS (Cornell), Research Officer, Development Studies Institute C L Stafford, BA (Texas) MSc PhD, Reader in Anthropology L Stanca, Laurea (Bocconi) MSc(Econ) PhD, Lecturer in Economics D Stasavage, BA PhD, Lecturer in International Relations H E Steedman, MEd (Manchester) BA MA PhD (Cantab), Senior Research Fellow, Centre for Economic Performance N H Stern, Tripos Parts 1A, 1B, II (Cantab) PhD (Oxon), Professor of Economics D Stevenson, MA PhD (Cantab), Professor of International History Angus W G Stewart, MA (Edinburgh) PhD, Lecturer in Sociology Kitty Stewart, BA (Oxon) PhD (Florence), Post-Doctoral Fellow, STICERD M Stewart, BBS (Dublin City) MEcon.Sc (UC Dublin), Research Assistant, Centre for Economic Performance Lindsay Stirton, LLB (Glasgow) MSc, Tutorial Fellow, Law Janet E Stockdale, BSc PhD, Senior Lecturer in Social Psychology E J Stokes, BEd, Research Assistant, Centre for Educational Research U I A Stramignoni, DrGiur (LUISS) LLM (Cornell) DPhil (Oxon) Avvocato (Rome), Lecturer in European Private Law John Sutton, BSc MSc(Econ) PhD FBA, Sir John Hicks Professor of Economics Paul G Taylor, BA MSc(Econ) (Wales) PhD, Professor of International Relations M Thatcher, BA DPhil (Oxon), Barrister-at-law, Senior Lecturer in Public Administration and Public Policy, Department of Eiko Thielemann, BSc MPhil PhD (Cantab), Lecturer in European Politics, Government Lynne Thomas, BSc MSc, Research Officer, Centre for Research into Economics and Finance in Southern Africa Sarah Thomson, BA (Cantab) MSc, Research Associate in Health Policy, LSE Health and Social Care Andy Thornley, BA (Manchester) MSc (Econ) PhD MRTPI, Reader in Planning Studies, Geography and Environment E Thorp, BSc(Econ), Departmental Tutor for Government Karen Throsby, BA (Oxon) MSc, Research Fellow, Gender Institute A Timmerman, MSc PhD, Professor of Finance H Tong, BSc (Manchester) MSc (Manchester) PhD (Manchester), Hons FIA, Professor of Statistics A J Travers, BA (CNAA), Visiting Research Associate, LSE London T H Truong, BSc MSc(Econ) (Southampton), Research Assistant, Centre for Economic Performance R K Tunstall, BA (Oxon) MA/Dip Urban Design (Oxford Brookes) PhD, Lecturer in Housing, Social Policy K Tzioumis, BSc (Athens) MSc MSc MPhil, Research Assistant, Centre for Economic Performance Jan van den Heuvel, BSc (Eindhoven) MSc (Eindhoven) PhD (Twente), Reader in Mathematics G Vallanti, BA(Econ) (Urbino) MSc(Econ) (Turin) MSc(Econ), Research Assistant, Centre for Economic Performance A J Venables, MA (Cantab) BPhil DPhil (Oxon), Yu Kuo-Hwa Professor of International Economics W J Venters, BSc (Manchester), Research Officer, Information Systems René Véron, MSc PhD (Zurich), Lecturer in Development Studies Institute A F Vignoles, BA, PhD (Newcastle), Research Fellow, Centre for Economic Performance P Vitale, BA (Rome) MPhil PhD (Cantab), Lecturer in Finance B von Stengel, Diplom (Aachen) MSc (Texas) DSc (Passau), Reader in Mathematics Robert Wade, BA (Victoria) DPhil (Sussex), Professor of Politics, Development Studies Institute Jonathan Wadsworth, BSc (Hull) MSc PhD, Senior Research Fellow, Centre for Economic Performance William Wallace, BA (Cantab) PhD (Cornell), Professor of International Relations A R Walter, BA(Econ) (Western Australia) MPhil DPhil (Oxon), Senior Lecturer in International Relations D C Webb, BA MA (Manchester) PhD, Professor of Finance E A Weinberg, AB (Vassar) AM (Harvard) PhD, Lecturer in Sociology D M Weinhold, BSc (Wisconsin) PhD (California), Lecturer in Development Economics A J Wells, BA (Wales) BSc (CNAA) DipCompSci PhD, Lecturer in Psychology Anne West, BSc PhD PGCE, Director, Centre for Educational Research O A Westad, PhD (North Carolina), Reader in International History Christine M E Whitehead, OBE BSc(Econ) PhD Hon ARICS, Professor in Housing, Department of Economics Edgar A Whitley, BSc(Econ) PhD, Senior Lecturer in Information Systems H P Williams, BA MA (Cantab) PhD (Leicester), Professor of Operational Research P C Wilson, BA (Keele) MSc (Southampton) PhD, Lecturer in International Relations Gail Wilson, MA (Cantab) MA PhD, Reader in Social Policy and Ageing Raphael Wittenberg, MA (Oxon) MSc(Econ), Research Officer in Personal Social Services Research Unit (Economic Adviser, Department of Health, on part-time secondment) S Woolcock, BSc MPhil, Lecturer in International Relations John Worrall, BSc(Econ) PhD, Professor of Philosophy of Science

S E Worthington, BSc (ANU) LLB (Queensland) LLM (Melbourne) PhD (Cantab), Reader in Law, Adviser to Women Students P J Wright, BSc (Leeds) MSc (UEA), Geographical Support Officer C Xu, MSc (Tsing-hua) PhD (Harvard), Lecturer in Economics M B Yahuda, BA MSc(Econ), Professor of International Relations Q Yao, BSc (Southeast University, China) MSc (Southeast University, China) PhD (Wuhan, China), Professor of Statistics Asghar Zaidi, BA (Punjab) MSc (Islamabad) MA (The Hague), Research Officer, Social Policy J-P A Zigrand, PhD (Chicago), Lecturer in Accounting and Finance Visiting and LSE Centennial Professors Martin C Albrow, BA (Cantab) PhD (Cantab), Visiting Professor of Sociology J F Avery-Jones, CBE MA LLM PhD (Cantab) FTII, Visiting Professor of Taxation, Chairman of the Audit Committee C A Bana E Costa, Centennial Professor of Operational Research Tony Benn, PC, MA (Oxon), Visiting Professor in the Department of Government W Blair QC, BA (Oxon), Visiting Professor of Law R Braidotti, BA (ANU) PhD (Paris), Visiting Professor in the Gender Institute Sir John Bourn, KCB BSc(Econ) PhD, Visiting Professor of Government W Buiter, BA (Cantab), MA PhD (Yale), Visiting Professor of Economics R H Cassen, BA (Oxon) MA (Oxon) PhD (Harvard), Professor of Population and Development S Collignon, Visiting Centennial Professor in the European Institute R Cranston, QC, BA (Queensland) LLM (Harvard) DPhil DCL (Oxon) MP, Visiting Professor of Law N Deakin, BA (Oxon) MA (Oxon) DPhil (Sussex), Visiting Professor of Social Policy Deborah DeMott, BA (Swathmore) JD (New York), Visiting Centennial Professor of Law Marc Galanter, BA MA JD (Chicago), Visiting Centennial Professor M Gammie, MA (Cantab) FTII ATT FRSA, Visiting Professor of Law D Gwilliam, BA MA FCA, Visiting Professor of Accounting and Finance Sir P Hall, MA PhD (Cantab), Visiting Professor, LSE London Oliver S D A Hart, MA (Cantab) MA (Warwick) PhD (Princeton), LSE Centennial Professor, Department of Economics M Hebbert, MA (Oxon) PhD (Reading), Visiting Professor of LSE Health and Social Care W W Holland, FKC, CBE, MD FFPHM FRCP FRCGP FRCPath, Visiting Professor in LSE Health and Social Care C Hood, BA (York) BLitt. (Glasgow) DLitt (York), Visiting Centennial Professor in the Centre for Analysis of Risk and Regulation P Homa, BA (Sussex) MA (Hull) PhD (Henley & Brunel), Visiting Professor of LSE Health and Social Care M Hough, MA (Oxon) MA Diploma, Visiting Professor in the Mannheim Centre J Kay, MA (Oxon), Visiting Professor of Economics M A King, BA (Cantab) FBA, Visiting Professor of Economics R Klein, MA (Oxon), Visiting Professor of Social Policy P R Krugman, BA (Yale) PhD (Massachusetts Institute of Technology), LSE Centennial Professor of Economics F Land, BSc(Econ) Hon DSc FBCS FAIS, Visiting Professor of Information Management B Latour, Agrégé de philosophie PhD (Tours) Habilitation à la direction des recherches (Ecole des Hautes Etudes en Sciences Sociales). Visiting Professor of Information Systems A Lee, PhD (Massachusetts), Visiting Professor of Information Systems Steven Lukes, BA DPhil (Oxon), Visiting Professor of Sociology T R Marmor, BA PhD (Harvard), Visiting Centennial Professor in Social Policy Edward McClennen, BA (Michigan) PhD (Johns Hopkins), LSE Centennial Professor of Philosophy L D M Nelson, BA (West Indies) LLB LLM PhD, Visiting Professor of International Law Patrick O'Brien, DPhil (Oxon) FBA, FRHistS, FRSA, LSE Centennial Professor D Oliver, BA MA (Cantab), Visiting Professor of International Taxation Susie Orbach, BA (New York) MSW (Stony Brook) BA, Visiting Professor of the Gender Institute Lord B Parekh, PhD, Visiting Centennial Professor in the Centre for the Study of Global Governance C B Perrow, BA MA PhD (Berkeley), Visiting Professor in the Centre for Civil Society Torsten Persson, BA PhD (Stockholm), LSE Centennial Professor of Economics L D Phillips, BEE (Cornell) PhD (Michigan), Visiting Professor of Operational Research Peter Phillips, BA MA (Auckland) MA (Yale) PhD, LSE Centennial Professor of Economics M E Punch, BA (Exeter) MA PhD (Essex) PGCE, Visiting Professor in the Mannheim Centre Lord David Puttnam, CBE, Visiting Professor of Media and Communications Michael Redhead, BSc PhD, LSE Centennial Professor in Philosophy, Logic and Scientific Method J-C Rochet, PhD (Paris), Visiting Centennial Professor of Accounting and Finance M F Shutler, MA (Oxon) Dip Op Res, FOR, Visiting Professor of Operational Research Ninian Smart, Visiting Professor of Sociology Francis Snyder, BA (Yale) JD (Harvard) Doctorat de Spécialité (Sorbonne), Visiting Centennial Professor of Law Dan Sperber, Lès L (Sorbonne) BLitt (Oxon), Visiting Professor of Anthropology Michael Storper, BA MA PhD (Berkeley), Visiting Centennial Professor in Geography and Environment Peter Townsend, BA (Cantab) DUniv (Essex) DUniv (York), Centennial Professor of International Social Policy Adair Turner, MA (Cantab), Visiting Professor in the Centre for Economic Performance R Turvey, BSc(Econ) DSc(Econ), Visiting Professor in Regulation, jointly in the Departments of Government/Geography and

S Wadhwani, BSc MSc PhD, Visiting Professor of Economics

G de Zeeuw, PhD (Amsterdam), Visiting Professor of Social Research

R Worcester, Visiting Professor of Government

Valerie Walkerdine, MA (Institute of Education) PhD (Bristol), Visiting Professor in the Gender Institute

Stephen Yeo, BA (Oxon) DPhil (Sussex), Visiting Professor in the Centre for Civil Society

Emeritus Professors and Emeritus Readers

P Abell, BSc PhD (Leeds), Emeritus Professor of Management R F G Alford, BSc(Econ), Emeritus Reader in Economics M S Anderson, MA PhD (Edinburgh) FRHistS, Emeritus Professor of International History Anthony C Atkinson, MA (Cantab) DIC PhD, Emeritus Professor of Statistics Brian Barry, MA (Oxon) DPhil (Oxon) FBA. Emeritus Professor of Political Science D J Bartholomew, BSc PhD FBA, Emeritus Professor of Statistics

W T Baxter, BCom PhD CA, Emeritus Professor of Accounting

D Billis, BSc(Econ) PhD, Emeritus Reader in Social Service Organisation

D Cameron Watt, MA (Oxon) DLitt (Oxon) FRHistS FBA, Emeritus Professor of International History

R Chapman, MA (Oxon) BD MA PhD FRSA, Emeritus Professor of English Studies

Susan Dev, OBE MSc FCCA ATII, Emeritus Professor of Accounting

A L Diamond, LLM Hon MRCP, Emeritus Professor of Law

Derek R Diamond, MA (Oxon) MSc (North Western), Emeritus Professor of Geography

M D Donelan, MA (Oxon), Emeritus Reader in International Relations

A S Douglas, CBE MA PhD (Cantab) BSc(EstMan) FBCS FIMA FRSA, Emeritus Professor of Computational Methods

J Durbin, MA (Cantab), Emeritus Professor of Statistics

P Earle, BSc(Econ) PhD FRHistS, Emeritus Reader in Economic History

H C Edey, Hon LLD (CNAA) BCom FCA, Emeritus Professor of Accounting
R C Estall, BSc(Econ) PhD, Emeritus Professor of Economic Geography of North America
R M Farr, BA MA PhD DSc (Belfast) CPsychol FBPsS FRSA, Emeritus Professor of Social Psychology
Lucien P Foldes, BCom MSc(Econ), Emeritus Professor of Economics

John B Gillingham, BA BPhil (Oxon), Emeritus Professor of History

Howard Glennerster, BA (Oxon), Emeritus Professor of Social Administration

Anthony L Gooch, MA (Edinburgh) Comendador De La Orden Del Merito Civil, Emeritus Reader in Spanish

C A E Goodhart, CBE BA(Econ) (Cantab) PhD (Harvard), FBA, Emeritus Professor of Banking and Finance

J A G Griffith, Hon LLD (Edinburgh, Manchester and York, Ont.) LLM FBA, Emeritus Professor of Public Law

J Hajnal, MA (Oxon) FBA, Emeritus Professor of Statistics

J E Hall Williams, LLM (Wales) Hon LLD (John F Kennedy), Emeritus Professor of Criminology with Special Reference to Penology

C R Harlow, QC, FBA, LLB LLM PhD, Emeritus Professor of Law

Brian Hindley, AB PhD (Chicago), Emeritus Reader in Trade Policy Economics

Emrys Jones, MSc PhD (Wales) DSc (Belfast), Emeritus Professor of Geography

J S La Fontaine, BA PhD (Cantab), Emeritus Professor of Anthropology

Ailsa H Land, BSc(Econ) PhD, Emeritus Professor of Operational Research

C M Langford, BSc(Soc), Emeritus Reader in Demography, Social Policy

Lord Layard of Highgate, MSc(Econ), Emeritus Professor of Economics, Co-Director of the Centre for Economic Performance

W Letwin, BA PhD (Chicago), Emeritus Professor of Political Science

I M Lewis, BSc (Glasgow) BLitt DPhil (Oxon) FBA, Emeritus Professor of Anthropology

P Loizos, BA (Cantab) MA (Pennsylvania) PhD, Emeritus Professor of Anthropology

David A Martin, BScSoc PhD, Emeritus Professor of Sociology

J E Martin, BSc(Econ) PhD, Emeritus Reader in Economic Geography

J B L Mayall, BA (Cantab), Emeritus Professor of International Relations A S Milward, BA PhD FBA, Emeritus Professor of Economic History

K R Minogue, BA (Sydney) BSc, Emeritus Professor of Political Science

M Morishima, BA (Kyoto) MA (Oxon) FBA, Emeritus Professor of Economics

T P Morris, BScSoc PhD, Emeritus Professor of Criminology and Criminal Justice H Myint, MA (Oxon) PhD, Emeritus Professor of Economics

I H Nish, MA (Edinburgh) MA PhD, Emeritus Professor of International History

A N Oppenheim, BA (Melbourne) PhD, Emeritus Reader in Social Psychology

R A Pinker, Certificate in Social Science and Administration BScSoc MSc(Econ), Emeritus Professor of Social Administration

D E G Plowman, BA (Oxon) MA (California), Emeritus Professor of Social Administration

J Potter, BA MA(Econ) (Manchester), Emeritus Reader in Economic History with special reference to the USA

B C Roberts, MA (Oxon), Emeritus Professor of Industrial Relations

I Schapera, MA PhD DSc DLitt LLD FBA FRSSAF, Emeritus Professor of Anthropology

Gordon Smith, BSc(Econ) PhD, Emeritus Professor of Government M D Steuer, BS MA (Columbia), Emeritus Reader in Economics

J Thomas, Emeritus Reader in Economics

Lord Wedderburn of Charlton, QC MA LLB (Cantab) Hon DGiur (Pavia) Hon DEcon (Siena) Hon LLD (Stockholm) Hon Fellow Clare College Cambridge FBA, Emeritus Professor of Commercial Law

M J Wise, CBE MC BA PhD Hon DSc (Birmingham) DUniv (Open) FRSA FRGS Hon FL, Emeritus Professor of Geography

B S Yamey, CBE BCom (Cape Town) FBA, Emeritus Professor of Economics

E G Zahar, MA (Cantab) MSc PhD, Emeritus Reader in Logic and Scientific Method

Michael Zander, BA LLB (Cantab) LLM (Harvard), Emeritus Professor of Law

Other staff

Director's Office

Secretary Miriam Clarke Private Secretary Anne De Sayrah Executive Officer Gabriella Lombardo Deputy Directors' Office

Personal Assistants to Deputy Directors Steve Ward. Salome Van Jaarsveld, Barbara Hay

THE CENTRAL ADMINISTRATION

SECRETARY AND DIRECTOR OF ADMINISTRATION

Christine Challis Personal Secretary to the Secretary Lilian Frith Administrative Assistant Emma O'Dowd

ACADEMIC REGISTRAR'S DIVISION

Academic Registrar George Kiloh Personal Assistant Linda Newman Secretary to the Deans Nicky Dallen

Deputy Academic Registrar lan Stephenson OFFICIAL PUBLICATIONS Administrative Officer [vacancy] Editorial Coordinator Gloria Henshaw Editorial Assistant Dave Woodrow SYSTEMS

Administrative Officer (Data Quality) Dan White Data Management Assistant Mark Devlin

Admissions

Head of Admissions [vacancy] Personal Assistant Rhona Clews UNDERGRADUATE ADMISSIONS Administrative Officer Margaret Kilvon Administrative Assistant Iris Lamparter Admissions Assistants Balbir Guru, Yvonne Lattimer, Alice Linden, Lianne Wilkinson, Jennifer Young **GRADUATE ADMISSIONS** Administrative Officers Simon Beattie, Mel Peter Office Manager Julia Gallimore Administrative Assistant Jo Carter Admissions Assistants Adam Christmas, Raya Dimitrova, Steven Laking, Emily Maben, Robert Millett, Bindeya Patel, Ushma Patel, Anna Pluta, Maria Schlegel, Melissa Vardy, Caroline Weston

External Study

Director Rosemary Gosling Personal Assistant Fay Strachan Administrative Officers Nancy Korman, Kathleen Moloney Materials Development Officer Sam Carpenter

Financial Support

Financial Support Manager Loren Moyse Office Manager Rose Harris Senior Administrative Assistant Catherine Osley Administrative Assistants [vacancies]

Assistant Registrar (Student Services) David Ashton Personal Assistant Rhona Clews Assistant Registrar Ray Donovan-Hill STUDENT REGISTRY Student Registry Manager Derek Cook Deputy to the Student Registry Manager Marion Hancock Student Services Senior Assistants Matthew Brack, Debbie Clack Student Services Assistants Susan Avery, Connie Churcher, Larissa Leech, Daniel Peel

STUDENT COURSE AND ASSESSMENT Student Course and Assessment Manager Elena Lo Deputy to Student Course and Assessment Manager [vacancy]

Student Services Senior Assistants Patricia Lawrence. Sarah Leontovitsch, Irena Rach

Student Services Assistants Jill Callender, [vacancies] STUDENT ADVICE AND RECEPTION

Student Services Advice and Reception Manager Katie Porrer Deputy to Student Services Advice and Reception Manager Michelle Ward

Student Services Senior Assistants Jane Capon, Lisa Male Student Services Assistants Lottie Bulman, [vacancies] **EXAMINATIONS AND CEREMONIES** Examinations Officer Charlotte Hornby Student Services Assistants [vacancies]

Student Recruitment

Student Recruitment Manager Tim Rogers Student Recruitment Officers Will Breare-Hall, Anna Debska,

Marketing Support Assistant Amanda Barton Student Recruitment Assistants Rachel Oelman, Laura Bracking Student Recruitment Secretary Kay Clarke WIDENING PARTICIPATION Administrative Officers Katy Redfern, [vacancy] Assistant Becky Jary

Teaching Quality Assurance and Review

Assistant Registrar Simeon Underwood Administrative Officers [vacancies] Administrative Assistants Alison Taylor, Rob Traynor

BUSINESS SYSTEMS AND SERVICES

Director of Business Systems and Services Chris Cobb Operations Director of BSS Craig Hickson Technical Director of BSS Stephen Bulley Projects Director of BSS Stephen Emmott

Team Leaders Brian Young, Janine Eagling
Principal Analyst Programmer Ron Riley
Analyst Programmers Toni Buamah, Irmela Geyer,
Femi Olayinka, Des Shortt, Derek Alexander
Web Analyst Programmer Richard Meheux
Web Analyst Designer Louise Schuller
Systems Analyst Programmer Neil Prockter
Trainee Analyst Programmer Nomit Babraa
Web Producer Sue Wood

-

Assistant DBA Roy Bhurtha

Support Officer Mike Bragg

Data Quality Officer Stephen Earley

BSS Project Administrator Stuart Mitchell

Business Analyst Kate Forbes-Pitt

Desktop & Audio Visual Support Team

Team Leader [vacancy]
Desktop Support Officers Michael McClenahan,
Philip Palmer, Jas Sagoo
Audio Visual Supervisor Ray Flood
Audio Visual Technicians George Desmond, Adam Gale,
Chris Head
Teaching Room Supervisor Michael Betts
Teaching Room Handyperson Mubarak Bux

Conferences and Events

Conferences and Events Manager Gary Delaney Account Executive Daniel Print Events Executive Alan Revel Account Manager Rachel Ward Administrative Assistant, Mandy Li House Manager – Peacock Theatre, Sam Gaid

Post Room

Post Room Supervisor Tony Simpson
Post Room Assistants Oswin Husbands, David Keenan,
Eric Weldon, Martin Wright
Services Assistant David Tyndall

Telecommunications

Telecommunications Manager Robert Lindop
Deputy Telecommunications Manager Linda Clarkson
Telephonist Jenny Alleyne, Susan Gordon
Telecommunications Support Team Leader Janet Ferguson

Timetables

Timetables Manager Linda Taylor
Timetabling Assistants Stephen Bell, Yasmin Tahir

Reprographics

Reprographics Manager Graham Mackley Deputy Reprographics Manager Peter White Reprographics Assistants Gill Aspinall, Ray Barker, Ellen Grant, Joanne Pickett, Greg Watt Reprographics Office Manager Lynsey Vickers

Supplies

Stores Supervisor Ron Dale Office Services Manager Robert Marsh Services Assistant Richard Teahon

CATERING

Catering Services Manager Liz Thomas
Deputy Catering Services Manager Jacqui Beazley
Secretary Angelique Charalambous

Catering Accounts Manager Claudette Small
Catering Accounts Cashier Wendy Roberts
Chef Justin McNally
Barpersons Kirstie Carpenter, Christine Glover
Catering Assistants Lindsey Graves, Rosanna Inzani,
Karen Jones
General Assistants Ruth Coxhead, Maria Ekenbratt,
Karlie Etim, Alix Kirk
Kitchen Porter Tony Oakley

Robinson Room

Unit Manager Jacky Moore Catering Assistant Brenda Stowell General Assistant June Hart

Beaver's Retreat

Bar Manager Peter Coton

Brunch Bowl

Unit Managers Lesley Causley, Karen Agate-Hilton Chef Robert Hingston Kitchen Porter Sydney Simms Catering Assistant/Cashier Kay Winser Cashier/General Assistant Christine Curtis General Assistant Olu Adeveba

Café Pepe

Unit Manager Peter Nichols

Senior Dining Room and Bar

Senior Diffing Room and Bar SDR & Functions Manager Jospeh Borg Chef Malvyn Mardell Assistant Supervisor Janice McGachan Cashier Helen Thompson Dining Room Assistant Alejandro Ordonez

ESTATES

Director of Estates Chris Kudlicki Deputy Director of Estates Richard Taylerson PA to the Director of Estates Stella Mazzone Consultant to Estates Office Ricky Burdett

Accounts Administrator Vivien Henderson Administrative Officer Araminta Barlow IT Project Officer Mark Atkinson Estates Architectural Planner Dominic Church Space & Communications Manager Harry Edwards

Stores

Head Storeman Peter Fennelly Assistant Storeman Ted Harbard

Building Services

Head of Building Services Keith Foot Deputy Head of Building Services Andrew Dickie Secretary to Building Services Maxine Bates Maintenance Manager Paul Franklin Project Manager Pat Causley Energy Manager Fayyaz Malik Senior Maintenance Supervisor Malcolm Callender Maintenance Supervisor Andy France Environmental Supervisor Victoria Sweet Senior Maintenance Technicians Cliff Begley, Roger Bridgeman, Mick Dufty, Dominic Gallagher, Robert McAlpine, Gerard McCormack, Mick Rowland, Danny Smith, Len Webley Maintenance Technicians Terry Carpenter, Brian Chamberlain, Anthony Hough, David Ogwok Maintenance Assistants Vhon Barrett, Alex Kirby, Alex Martin, Terry Newell Building Stewards Richard Eckett, Mark Foley, Alex Vargas Laundry Supervisor Rose Evans Laundry Assistant Sue Flint Help Desk Technician Felix Nelson

FINANCE

Director of Finance Bryan Pearce Deputy Finance Officer Mike Ferguson Assistant Finance Officer Nigel Stallard

Division Office

Purchasing Manager Mark Abrahams
Systems Accountant Keith Adams
Deputy Systems Accountant Ali Dezyanian
Management Accountant Margaret Lloyd
Assistant Accountants Liz Bunting, David Ealing
Credit Manager Tony Salzman
Appeal Clerk Val Hawkins
Divisional Administrator and Secretary Cecilia Okereke

Pensions Office

Superannuation Officer Gene Kennedy Assistant Superannuation Officer Surinder Sharma Staff Benevolent Fund Huw Rees

Fees & Income Section

Fees Manager Sean McNally Sales Ledger Supervisor Sean Childs Fees Administrators Margaret Besford, John Curtis, Hughie Teape, Neisha Wong Fees Assistant Rudra Gosh

Chief Cashier Maggie Woollard
Deputy Cashier Ellen Fraser
Assistant Cashier Isidore Dossouhon

Purchase Ledger Section

Purchase Ledger Supervisor Stuart Sharkey
Accounts Payable Deputy Noeline Coeur-De-Lion
Accounts Clerks Rosie Kaur, Adrian Todd

PERSONNEL

Personnel Director Alison Johns

Employee Relations

Employee Relations Managers Ian Darker, Gail Keeley Employee Relations Adviser Lisa Morrow Personnel Administrative Assistant Annick Saliman

Personnel Information and Pay Managers Steve Harris,

Personnel Information and Pay

Sarah March
Deputy Personnel Information and Pay Managers
Rob Butler, Janis Ellis
Personnel Information and Pay Co-ordinators Sunny Berhe,
Lisa Hague, Jim Hodson, Jenny Norris, Daniel Reeves

Recruitment

Senior Recruitment Co-ordinators Nabila Majeed, Nova Mullineaux Recruitment Co-ordinator Sarah Pedder Recruitment Projects Manager Sofia Avgerinou Administrative Co-ordinator Laraine Clark Promotions and Committee Manager Sally Welch Promotions and Review Co-ordinator Kate Mackay

Teaching and Learning

Teaching and Learning Development Officer Liz Barnett Adviser to Students with Disabilities Administrator Sue Haines
Dyslexia Support Tutor Jean Jameson
Graduate Skills Consultant Ivan Kent
Educational Developer (Student Support) Peter Levin
Director: Centre for Learning Technology Stephen Ryan
T&L Development Administrator Rebecca Trumble

Training and Development

Staff Training and Development Manager Chris Connelley Office Manager Claire Hackshall Staff Development Advisers Laraine Clark, Jackie Kernaghan, Janice Taylor

RESEARCH AND PROJECT DEVELOPMENT

Head of Research and Project Development
Neil Gregory
Deputy Head of Research and Project Development

Research Projects and Finance Administrators Joanne Bass, Adam Bilimoria, Laura Nessling, Gavin Smart Administrative Assistant Michelle Davis European Contracts Manager Jonathan Deer Project Manager Bhimlabye Dheermojee Divisional Finance Manager Kerry Fyffe Committees and Projects Manager Jo Hemmings

Research Grants and Contracts Manager Michael Oliver Director of Corporate Relations Florian Lennert

RESIDENTIAL SERVICES

Head of Residential Services David Tymms

Divisional Secretary Martha David
Senior Administrator Kate Husselbee
Residences Accountant Ian Jones
Computer Systems Manager Claire Lea
Residences Administrator Stephanie Macauley
Accommodation Officer Paul Trivett
Accommodation Assistant Trevor Murtagh
Sales and Marketing Manager Mark Worrall

Nurserv

Nursery Manager Bola Adetona Senior Nursery Officer Taryn Canning Nursery Officers Sigrid Botilsrud, Louise Day, Nuriye Incedal, Joelle Maneze, Prisilla Ononuju, Alice Pulbrook

Sports Ground

Head Groundsman Stephen Butter Assistant Groundsman Christopher Herbert Cleaner Trevor Gubby

STUDENT RESIDENCES

Anson and Carleton Flats

Senior Resident Mohamed Saleh-Nejad Flats Manager Mary Zanfal

Bankside Hall

Warden Timothy Hochstrasser
Academic Resident Andrew Gouldson
General Manager Richard Anderson
Deputy Assistant General Manager Danny Simmons
Assistant Accounts Officer Joseph Reyes-Wainwright
Reception Shift Leaders Andrew Langton, Lydia Redshaw
Reception Manager Joanne Patience
Receptionists Duncan McLachlan, Terry Shilling
Reservationist Arno Kilian
Bar Manager Jason Manders
Maintenance Engineer Darren Holmes

Butler's Wharf

Warden Gilles Duranton
Residence Manager Jackie Woodley
Administrator Rosa Gil
Bookkeeper/Receptionist Sue Stocker
Receptionists Ellen Pryor, Kristina Stave
Maintenance Officer Charles Tume
Maintenance Operative Adam Tume
Porter Thomas Servais

High Holborn

Warden Edward Kuska
Residence Manager Sarah Jons
Deputy Residence Manager Mark Holmes
Assistant Manager (Services) Joseph Parfitt
Accounts Assistant Bobby Overing
Receptionists Mildred Acheampong, Sayonara SomersetButler
Barpersons Scott Cole, Damian Damianov, Santiago
Genochio, Kate Herbert, Josie MIchalak, Soraya Yamada

Maintenance Assistants Elias Doud, Sean O'Donovan

Carr Saunders Hall Warden John Kent

Hall Bursar Azzedine Fetnaci
Deputy Hall Bursar [vacancy]
Deputy Manager Minaxi Patel
Receptionist/Secretary Angela O'Rourke
Receptionist Koua Bitty
Cashier/Bookkeeper Janet Marchant
Chef Said Zibani
Catering Assistants Koua Bitty, Chafik Ghodbane,
Safwan Khraisheh, Rachid Maidi
Bar Manager Nicholas Reynolds
Cleaners /General Assistants Sylwia Loza, Elzbieta Piasta
Maintenance Technician Krzystof Przygoda

Great Dover Street

Hall Warden Timothy Forsyth Senior Resident Paul Trivett Fees Administrator Veronica Cooke

Rosebery Avenue

Warden Razeen Sally Hall Bursar Mary Zanfal Deputy Hall Bursar Melanie Parnell Book Keeper/Accounts Administrator Aidalina Ali Accounts Assistant Alex Kpadeh Bar Manager Helder Boaventura Cook Supervisor Patricia Ifill Cook James Kawah Catering Assistants Maimunata Aaron, Fran Bardhi, Pearl Fosu, Jacqueline Jackson, Noreen Townsend, June Worker Kitchen Porters Eduardo Alcazar, Ibrahim Kamara, Idriss Kamara Domestic Services Officer Margaret Vanstone Receptionists Maria Bibian, Bedia Cenk, Dylan Jessop Vacation Receptionists Yeofi Mensah, Alicha Pearmain Maintenance Persons Tony Jenan, Philipp St Catherine, Alan Mercieca

Passfield Hall

Warden Bradley Franks
Hall Bursar Jill Martin
Receptionist/Administrator Julie Fletcher
Caterer Manager Carol Tew
Catering Assistants Tito Juanito Amon, Babie Balete,
Beatrice Consuela Erazo, Fariba Ebrahimnia,
Rose Ronquillo
General Assistants Teofila Balete, Romeo Cabanlig,
Elvie Fernandes, Eloisa Manalansan
Maintenance Assistant Krzystof Przgoda

Silver Walk Flats

Senior Resident Els Compernolle Residence Manager Jackie Woodley

SECRETARY'S DIVISION

The Deputy Secretary Adrian Hall

Secretariat

Senior Assistant Secretary Andrew Webb Projects and Records Manager Matthew Stephenson Administrative Officers Kate Bennett, Kevin Haynes, Mark Thomson, Stephen Ward Office Manager and PA to the Deputy Secretary Rana Rahman

Planning Unit

Planning Officer Graham Morrison Assistant Planning Officer Victoria Caine Administrative Officer Jenny Bone Executive Officer Gary Barclay Planning and Statistical Assistant Wayne Tatlow

Academic Publications

Head of Academic Publishing Beverley Friedgood Academic Publications Assistant Helen Bailey

Internal Auditor Tony Sims

Press and Information

Head of Public Relations Denise Annett
Press Officer Judith Higgin
School Photographer Nigel Stead
Press Office Manager Deirdre French
Corporate Publications Co-ordinator Fiona Whiteman
Communications Officer Toni Sym
Press and Information Assistant Jessica Winterstein
Communications Assistant Kankum Bisong

Design Unit

Head of Unit Jane Pugh (on leave till 23 September 2002)
Head of Design Lucy Harries
Senior Cartographer Mina Moshkeri
IT Support Specialist Stephen Dowding
Graphic Designer Ailsa Farquhar
Designer Clare Lyons
Design Administrator Janet Ayers

SECURITY AND PORTERS

House Manager Bernie Taffs
Deputy House Manager Graham Shillabeer

Reception Manager Richard Mulcahy
Property Officer Ray Mamphey
Porters Team Leader Fred Gilbert
General Service Porters Derek Chin, David Clarke, Brendan
Conroy, Victor Finnigan, John Newman, William Ruddy
Reception Control/Security Fay McCallum

Security Team Leaders Alan Cook, John Crean,
Horace Young
Security Porters Adekunle Adeyemo, Stephen Burrows,
George Fernandez, Sue Gossedge, Michael Lake, John
Linehan, Ian Marston, Michael McLeod, Frankie Okunnu,
Toyin Olomoofe, William Sweetman, Paul Westall
Night Security Team Leader William Teah
Night Security Porters Lawrence Gibbons, Richard Holt,
Ronnie Klein, Taiwo Kusimo, Darryl Steers

OFFICE OF DEVELOPMENT AND ALUMNI RELATIONS

Director of Development and Alumni RelationsMary Blair

Manager (Foundation Relations) Paula Marshall Head of Individual Giving John McLoughlin Individual Giving Officers Bernadette Benati, Rachel Cattermole, Jane Park, Reggie Simpson, Rosie Woodward Development Assistant Chris Walters Operations Manager Julian Szego Development Systems Administrator Kate Graham Database Records Administrator Samuel Brownlow

Donations & Budgets Administrator Maja Djurdjevac
Office Manager Louise Mansfield
Head of Alumni Relations Matthew Horton
Manager (Reunions Programme) Dorothy Johnson
Manager (Alumni Projects) Bill Abraham
Events Co-ordinator Nat Holtham
Alumni Relations Assistant (Communications) Campbell
Glennie
Research Manager Karl Newton
Research Associate Alison Monk
Manager (Annual Fund) Luna Sidhu
Annual Fund Caller Manager Ruth Stanley

CAREERS ADVISORY SERVICE

University of London Careers Service in the School

Head of School Careers Service Mike Tiley

Careers Adviser Terry Jones Careers Adviser Lesley Martin

Careers Information Officer Fiona Dawson Office Manager Steve Mowforth

SUMMER SCHOOLS

Programme Administrator Elizabeth Aitken

Programme Assistant Lyndon McKevitt

THE CHAPLAINCY

Anglican Rev David Peebles Orthodox Father Alexander Fostiropoulos

Roman Catholic Father John O'Leary United Reform Church Rev Nadim Nassar

ST PHILIP'S MEDICAL CENTRE

Senior Partner John Kelt Partner Rajan Naidoo Practice Doctor Alison O'Connor Gynaecologist Valerie Little Practice Nurses Uppertoppa Bredenkamp, Ingeborg Rautenbach, Adel Visser

Counsellors Christine Nancarrow, Susan Kendal, Theresa Schaefer Staff Counsellor Monica Larkin NHS Accounts Victoria Robertson Clinical Service Administrator Catherine Duggan Receptionist Grace Edoimiova

LIBRARY

Librarian and Director of Information Services Jean Sykes

Deputy Librarian Maureen Wade

Administration and Planning

Communications & Marketing Manager Karen Bedwell Library Administration Manager Beverly Craigen PA to the Librarian and Director of Information Services Louise Hatcher Office Assistant Eva Hussain Secretarial Assistant Sonia McGilchrist Library Administrator and Project Co-ordinator Valerie Straw

Archives and Rare Books

Archivist Susan Donnelly Assistant Archivist Anna Towlson Archives Assistant [vacancy]

Externally Funded Projects

ANGEL Project Manager John Paschoud Project Officer Simon McLeish EUSSIRF Assistant Librarian Christine Conboy M25 SYSTEMS Project Manager John Gilby Project Officer Fraser Nicolaides Secretarial Assistant Abigail Lower RETROCON PROJECT Cataloguing Manager Nicola Hunt Senior Library Assistants Linda Clargo, Leila Kassir Clerical Assistant Loretta Ramswell

Editorial Manager Csanad Siklos Assistant Editorial Manager Liam Earney Indexers/Editorial Assistants Michelle Brattle, Juliette Chivers, E-course Packs Assistant Julia McCaffery Katherine Farrell, Jocelyn Guttery, Rebecca Ursell

Technical Services

Technical Services Manager Glyn Price

Acquisitions/Special Acquisitions

Acquisitions Manager Beverly Brittan Acquisitions Team Leader [vacancy] Acquisitions Library Assistants Rita Andreou, Bernadette Divall, Bryan Johnson, Galina Kemmish, Natalie Kerr Special Acquisitions Team Leader Jennifer Matthews Special Acquisitions Library Assistants Jennifer Harding. Katherine Wilmot Graduate Trainee Library Assistant Greig Liddell

Binding and Services

Team Leader Francesca Ward Library Assistants Paul Fisher, Clive Graham, Dusan Pokrajac

Chief Cataloguer Richard Leggott Assistant Librarian Solomon Hughes Principal Library Assistants Norman Cadge, Robert Warren Library Assistants Siobhan Bartley, Oreste De Tommaso. Paul Flannery

Serials

Serials Librarian Frances Shipsey Assistant Librarian Caroline Elliott Principal Library Assistant Elizabeth Fishman Senior Library Assistant Paola Zandegiacomo Library Assistants William Barker, Wendy Butcher. Catherine Hunt, David Reubi

Taught Course Support

Taught Course Support Team Leader Mei C Pang Library Assistants Enitan Akinosho, Alexander Andreou, Elizabeth Galloway, Benjamin Sherwood, Vanya Sohun

User Services

User Services Manager Helen Cocker Services Manager Joanne Taplin Services Development Librarian Richard Collings

Admissions

Team Leader Marius Dicomites Library Assistants Suzanne Burn, Mark Estall

Circulation

Library Assistants Mei S Pang, Koyas Uddin

Evening Services

Assistant Librarians Graziella Favarato, Fiona Martin, Charity Ugwu Library Assistants Stefania Campo'dellorto, Dejan Djokic, Julie Hawkes, Natalie Kerr

Inter-Library Loans

Team Leader Karen Paine Library Assistants Anne Akinsanya, Emma Duthie, Trudy Gamblin, Sarah Jackson

Library Portering

Foreman Porter Peter Austin Deputy Foreman Porter Saul Mwamba Porters Ebrahim Mussa, Daniel Naughnane Book Cleaners Carlota Pasiliao, Imelda Tolentino

Photocopying

Supervisor Bridget Cummings Photocopying Assistants David Khabaz, Scott Rodgers, Claire Taplin

Shelving

Supervisor Graham Meredith Reshelvers Mario Balbi, Soraya Bachir-Cherif, Diana Betts, Monica Butler, George Carey, Cathy Foster, Abdul Kibuuka, Stephen Lawlor, Jeanette Morris, Brenda O'Brien, Karl Pencil, Arseni Saparov, Nishant Singhal, Claire Taplin, Joyce Tarling, Ashley Ward

Information Services

Information Services Manager Katharine Sloss Data Librarian Luis Martinez Preservation Librarian Rita Dockery Senior Assistant Librarians Graham Camfield, Clive Wilson Assistant Librarians Maria Bell, Heather Dawson, Kenneth Gibbons, Barbara Humphries, Christine James, Richard Trussell Senior Library Assistant lain Baxter Graduate Trainee Library Assistant Joseph Earl-Ridley

IT Support

IT Support Team Manager Timothy Green IT Support Specialist, Adam Preston IT Support Officers Shiraz Azizali, Michael McFarlane Library Systems Manager Lisa Billingham Library Systems Administrator Krishna Roy-Chowdhury

Shaw Library

Principal Library Assistant Alan Lowson Clerical Assistants Paul Gerber, Tai Yin Ho, Mary-Beth McKeever, Simran Singh

INFORMATION TECHNOLOGY SERVICES

Librarian and Director of Information Services Jean Sykes

User Services Manager

Sue Wing

Administration

Office Manager and Technical Administrator Kate Barker Departmental Administrator James Harvey Purchasing and Supplies Officer Ian Harvey

Training

IT Training Manager Amber Miro IT Training and Information Specialist Alma Gibbons IT Information Coordinator Chavi Yogeswaran

IT Help Desk

IT Help Desk Manager Evgeny Bukhalenkov IT Help Desk Officer Yvonne Ward

Student Remote Support

Remote Support Supervisor Chris Thompson Remote Support Officer Ade Olayebo

IT Cluster Teams

Academic Support Manager Fraser Muir IT Support Specialists Angela Aubertin, Louise De Villiers, Carol Hewlett, David Morris, Rupert Prudom IT Support Officers Andrew Cooke, Arion Deol. Karon James, Peter Krawiecki, Kuldip Purewal, Daniel Simpson, [vacancy]

Technical Infrastructure Manager Christine Cooper

Network Team

Network Manager Malcolm Barker Network Specialist Michael Koh Network Specialist Jeremy Skelton Network Specialist Martin Slade

Systems Team

Systems Manager Puneet Singh Systems Specialist Rick Barns Systems Specialist Paul Gee Systems Specialist Paul Jackson

PC Support

PC Support Team Leader Vanessa Jarrett PC Support Officer Li Cheng PC Support Officer Ken Dong

Library

The Library of the School (also known as the British Library of Political and Economic Science) responds to an average of 4500 visits from students and staff each day. In addition, it provides a specialist national and international research collection, being the largest library in the world devoted to the social sciences. 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.

 A special Course Collection of books on LSE reading lists many in multiple copy.

 A special Course Collection of books on LSE reading lists many in multiple copy.
- · An increasing range of bibliographic and full-text electronic information sources many networked around the School.
- Over 30,000 periodical titles, of which 10,000 are currently received.
- Publications of national governments worldwide and intergovernmental organisations (including the United Nations, European Union and World Bank).
- Archives and rare books collection including unique primary source material.

Other special collections include historical pamphlets, Russian collections, printed statistics and statistical datasets.

Library Services

- Book lending
- · Enquiries service; in person, by 'phone and email
- Self-service photocopying
- Course packs of essential readings (in co-operation with course lecturers)
- · Document supply of materials not available locally (for LSE staff and students)
- · Training in use of information sources
- Guides on Library collections and services
- Special services for users with disabilities
- · Bookable group study rooms, lockers and research study places

The Library's catalogue is available on the Web via the Library's homepage at: 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; the *M25 Systems Team*, supporting the *InforM25* online search tool for all HE library catalogues in London; *ANGEL*, creating middleware to improve the management of access to online resources; *COCOREES*, producing a web directory of research resources for Russian and East European studies; and EUSSIRF, providing a research infrastructure for European social scientists.

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 for staff and students, the vast majority of which are Pentium PCs running Windows software.
 Of these, around 1,000 Pentium 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.
- 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 halls wired for direct connection to the School network. Students in all 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 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. IT Services provides a 24 hour computing facility for students. 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 it's 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. We endeavour to meet all textbook requirements for LSE students including those attending Summer School and those studying via the External Programmes.

The Economists' Bookshop continues to offer a competitive 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 stock an expanding range of remainders from both UK and 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

The Economists' Bookshop is a branch of Waterstone's.

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

Brought to you by Enterprise LSE, LSE Executive Education builds upon the School's internationally renowned teaching and research expertise to provide a unique range of executive education programmes for professional development. LSE Executive Education also comprises a wide range of services and delivery options. These include:

- . Tailor-made learning solutions programmes which are specifically designed to suit client's learning objectives
- Open enrolment short courses in a variety of fields
- . Online learning via LSE's partnership with Fathom and UNext

Please contact us if you have any queries, require more information, or would like to talk about how LSE Executive Education can help achieve your learning goals.

Contact: Amanda Bullock, Manager, LSE Executive Education

Tel: +44 (0)20 7955 7436 Fax: +44 (0)20 7955 7980

Website: http://www.execeducation.com Email: exec.ed@lse.ac.uk

Trium Executive MBA

In addition, LSE also offers the TRIUM Executive MBA. In an alliance with New York University Stern School of Business and HEC School of Management, Paris, this modular programme with a truly global curriculum aimed at business executives, is taken over a 16-month period in five different locations world-wide.

For detailed information about the programme, admission requirements and how to apply, see the TRIUM website: http://www.triumemba.org or e-mail info@triumemba.org

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: Dr John Board
Academic Directors: To be Appointed
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 10,000 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 Business

BSc Economics

BSc Economics and Development

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

BSc Economics and Management

BSc Information Systems and 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 2001/2002, institutions in Egypt, Greece, Hong Kong, India, Malaysia, Pakistan, Singapore, Sri Lanka and Turkey had permission to teach for the Diploma. The Access Route provides another means of entering a degree programme. It is intended for those who are not near an institution teaching the Diploma or prefer to work on their own.

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'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 six participants in the consortium running the LLB for external students. 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 and on the alumni website.

Residential Accommodation

The School has four Halls of Residence: Bankside House, Carr-Saunders Hall, Passfield Hall and Rosebery Hall; three blocks of selfcatering 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.

Further information can be obtained by email: accommodation@lse.ac.uk website: www.lse.ac.uk/accommodation

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

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

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.

Telephone 020 7403 1932

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

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 selfcatering 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.

Telephone: 020 7685 2000

College Hall Malet Street, London WC1E 7HZ 252 women students are accommodated in 112 single and 70 twin study bedrooms. All first year undergraduates are expected to share.

Telephone: 020 7685 3500 Commonwealth Hall Cartwright Gardens, London WC1H 9EB

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 Accommodation is provided for 205 men in 185 single and 10 twin study bedrooms. Telephone: 020 7685 2800

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

Telephone: 020 7685 4500

International Hall Brunswick Square, London WC1N 1AS

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.

Telephone: 020 7685 2500 Lillian Penson Hall Talbot Square, London W2 1TT 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

Other Residences

University of London Accommodation and Property Management Office

and 194 places available for couples. Applications to the Hall are accepted at any time.

Telephone: 020 7862 8881/7862 8880

Senate House, Malet Street, London WC1E 7HU 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

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.

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.

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

Students' Union

The objects of the Students' Union are to promote the welfare, 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

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 Officer, Entertainments Officer) 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 fover 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

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 24 permanent staff as well as a lager number of part time student staff. The General Manager is responsible for the overall co-ordination and smooth running of all union services. The Student Advice Centre employs four Welfare and Legal Advisors 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 as can tickets to many Union and School events. A lap top computer hire service is also offered at SU recption.

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, disabled students who incur additional expenses due to their disability, students with refugee status and students needing to take legal action to recover deposits from private landlords. 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. The Union is also affiliated to the National Post Graduate Committee. 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. puLSE, the campus radio broadcasts daily within School and Union social areas and over the internet. puLSE also regularly obtains Restricted Service Licences enabling it to broadcast within the Greater London area.

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 Tuuli Kousa Treasurer Peter Bellini Education and Welfare Officer Priya Parkash Entertainments Officer Jimmy Baker

Management and Supervisory Staff

General Manager Gethin Roberts
Finance Secretary Sam Kung
Central Services Administrator Alice Kington
Sports Administrator Jarlath O'Hara
Fitness Centre Supervisor Mathew McClelland
Welfare and Legal Advisers Shanna Hyder, Schimpf Carruthers, Sue Garrett, (1 vacancy)
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.

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 38 research centres and units at the School, and five 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 was nearly £11.5 million in 2000-2001.

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 (£366,458 for 2000-2001) 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, and rural and urban development; complex emergencies and crisis management in Asia and Africa; social and political aspects of globalisation, politics and development, institutional reform at national and international levels, and the political economy of international institutions and organisations. The members of the Institute have done sustained work in India, China, Indonesia, the Philippines, Uganda, South Africa, Ghana, Kenya, and Zimbabwe. The Institute houses the Development Research Centre and the Crisis States Programme (see page 58).

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 level 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 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.
- · Reproductive Rights In A South Asian Context
- Investigating gender roles and relationships in the study of reproductive health and rights in South Asia.
- 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.
- · Work, life and time in the new economy
- · ESRC seminar series exploring some of the varied contemporary ideas about the new economy and the implications for work, life and
- · Fthics of Child Research

Exploring the possible need for some kind of voluntary sector (or wider) research ethics support for researchers and practitioners working with children.

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.
- · Combining statistical and qualitative data in research programmes.
- · Management in the public sector.
- · Communication technology.
- · Human resources management.
- · Marketing.

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.
- · Statistical model selection.

Research Centres

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

Director Professor Timothy Besley Deputy Director Dr Janet Hunter

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.

Seminars are organised in a variety of fields during the year, including the Theoretical Economics Workshop, the Econometrics Seminars, 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 Dr O Bandiera, Professor T Besley, Dr R Burgess and Dr A Pratt (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

Director Dr Chris Hughes

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 £2.3M 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); and The Performance of European Business in the Twentieth Century (Professor Youssef Cassis, Ms Camilla Brautaset). In addition, there are several projects directed by scholars connected with the Unit, including Professor Nicholas Tiratsoo, currently a Visiting Fellow (History of British Management); and Dr Dilwyn Porter (History of Financial Journalism). The Unit runs regular seminars for businessmen, staff and postgraduates and has a distinguished group of associates (former staff and others engaged professionally in business history outside the School) who contribute to its work. It also organises regular international conferences on themes in business history and has a discussion paper series. The BHU is host to a number of academic visitors.

Centre for Analysis of Risk and Regulation

Directors Professor Bridget Hutter, Professor Michael Power

Programme Directors 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 two main programmes: Organisations and Risk Management and Government Regulation and Governance. These 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 or 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

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 thirdsector 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, 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: I.J.Schiemann@lse.ac.uk)

Centre for Community Operational Research (SCORE)

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 Optimisation, 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 afternoons from 3.30pm. 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 evening in an even more informal environment.

CDAM Report Series: Established in 1992, there are now over 200 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 CEP is an interdisciplinary research centre at LSE established by the Economic and Social Research Council (ESRC) in 1990 and is now one of the leading economic research groups in Europe. It studies the determinants of economic performance at the level of the company, the national and the global economy by focusing on the major links between globalisation, technology and institutions (above all the educational system and the labour market) and their impact on productivity, inequality, employment and stability. There are four programmes (Education and Skills) (director Professor Steve Machin), (Labour Markets) (Professor Alan Manning), (Globalisation) (Professor Tony Venables) and (Technology and Growth) (Professor Chris Pissarides).

Associated with the above thematic programmes are self-standing programmes of work funded by outside sponsors, including the DfES Centre for the Economics of Education, the Future of Unions Programme, funded by the Leverhulme Trust, and the Skills for All Programme, focusing on post-16 education and training and the New Apprenticeship, funded by the Esmee Fairbairn Foundation

The Centre current annual funding of £1.8m comes mainly from the Economic and Social Research Council (55%), from the Department for Education and Skills, Leverhulme Trust, the Esmee Fairbairn Foundation, the European Commission, Bank of England and from contributions from members of its Senior Business Forum

The Centre comprises some 100 research staff and associates and 10 support staff. It is co-directed by Professor Richard Layard and Professor Richard Freeman (Harvard). The Senior Staff are drawn mainly from LSE faculty and are leading experts in their field. They work with a core of 30 research staff from a range of disciplines - economics, industrial relations, social psychology (Aston), geography - and around 30 postgraduates mainly from continental Europe registered for the PhD, working in apprenticeship mode on Centre research projects and concurrently on their theses. Major research contributions are also made from a network of 40 associate staff mostly based at LSE but also at Bristol, Dublin, Institute of Education, IFS, KCL, Princeton, UCL and Sussex.

As well as producing academic books and articles for academic journals, the Centre publishes its own series of Discussion Papers (50 a year) and a user-friendly magazine (CentrePiece) with articles about current research findings and issues of current policy interest.

A full programme of events is run throughout the year, with five series of seminars run each week, six conferences each year, and a series of public lunchtime and evening lectures. The Centre holds events involving other interest groups - a business forum for CEO's of major companies, and Round Table events for policymakers, journalists and professionals.

The Centre seeks to inform public policy through rigorous basic research and its work to date has had influence in many areas - for example, its work on unemployment formed the intellectual basis underpinning the New Deal, the Working Families Tax Credit and the Minimum Wage. Members of its staff are advising the DfES, are members of the Monetary Policy Committee, the Low Pay Commission and the Chancellor's Council of Economic Advisers

Further information on the Centre can be found at http://cep.lse.ac.uk/

Centre for Educational Research

Director Dr Anne West, Professorial Research Fellow

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 and Excellence Challenge Policies, funded by the DfES, in conjunction with the National Foundation for Educational Research, the Centre for Economic Performance and the Institute for Fiscal Studies.
- · An evaluation of the Pupil Learning Credits Pilot initiative, funded by the DfES, in conjunction with the National Foundation for Educational Research and the Centre for Economic Performance.
- · Research on the financing of education and training, both in the UK and elsewhere.
- Demand-side financing of education and training (including voucher mechanisms).
- · Research on the English education reforms and their impact on equity, social justice 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 2001-2002 the following Visiting Fellows were appointed: Professor Soonan Kim, Korean National Defence University; Dr Erik Jensen, Simmons College, Boston; Professor Xia Jun, Beijng University; Dr Leslie Vinjamuri, Georgetown University; Dr Herbert Ekwe-Ekwe, Centre for Cross Cultural Studies, Dakar; Professor Evgenii Kovrigin, Seinan Gakuin University, Japan

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

Chair Professor Nancy Cartwright Director Dr Carl Hoefer Deputy Director Dr Eleonora Montuschi Co-Directors Dr Helen Cronin, Professor Michael Redhead 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 Lakatos Building 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:

CPNSS & Biology, Medicine and Society, Gerd Gigerenzer, Rationality the Fast and Frugal Way

All-London History and Philosophy of Science Lecture, Peter Galison, Einstein's Clocks, Poincaré's Maps

The Structuralism Project of the Centre for Philosophy of the Natural and Social Sciences, Structural Realism and Newman's Problem

Popper Seminar Debate, David Miller, Anthony O'Hear, Lord Quinton, The Popperian Legacy

A thriving visitors programme attracts distinguished visitors from abroad whose research interests overlap with those of Centre members. Research projects include The Causality Project, Measurement in Physics and Economics, Human Values and Social Enquiry, 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 the prospects for regional economic integration. 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: first, to help inform economic policy debates through a focused programme of research and second, to contribute to institution-building initiatives within the region. 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. Much of the Centre's research is available online from CREFSA's web site. Economists at the Centre have 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). Recent initiatives include the first-ever bilateral reconciliation of balance of payments data amongst African countries, a study of investment flows within a customs union and research into the transition from exchange controls to a regulatory framework for managing the risks associated with cross-border capital flows.

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 has been engaged in a programme of research on global civil society financed by the MacArthur Foundation and the Rockefellor Foundation. In 2002, the Centre received funding from the OSI and FCO to set up a programme for faculty from South East Europe to spend time at the LSE to develop their teaching curricula and research methods.

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 Soiciety.

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.

LSE Cities Programme

Chair Professor Richard Sennett Director Mr Richard Burdett Co-Director Ms Kathryn Firth Co-Director Mr Tony Travers Projects Manager Ms Carrie Smith Research Assistant Mr Dominic Church

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 policy and management aspects of information security, adopting social science research perspectives to study security issues in e-business and e-government.

The Centre brings together academic staff from the Information Systems Department, visiting fellows and scholars and postgraduate students on the IS doctoral programme who research information systems security.

Dissemination is by papers, seminars and via the Centre's server: http://www.csrc.lse.ac.uk. The Centre runs public events of its own such as the annual Security Colloquium Series, workshops and conferences which are aimed at bringing together the practitioner and academic communities in this subject area. It is a co-organiser of the Cambridge Annual Symposium in Economic Crime.

A number of Centre staff act as policy advisers to a number of institutions in the legislative, law enforcement, educational and corporate

In addition to supporting the continuing programme of doctoral research, the Centre runs collaborative research projects, of which two

Modelling Risk in Interoperable Public Key Infrastructures (Fiducia): The Fiducia project which commenced in July 2001 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 continuing 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 is exploring systems specifications for various parts of the task of compliance.

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

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 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; 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.

In addition to working with our collaborators in Colombia, India and South Africa, faculty and CSP fellows are undertaking research in Algeria, Egypt, Guatemala, Nicaragua, Ghana, Mozambique, Tanzania, Mexico and the Philippines.

- 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
- 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, international workshops and public talks 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. www.crisisstates.com

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 for the second five years of its ESRC funding (2002-2007) can be grouped under the following headings:

- · Generational and life course dynamics
- · Poverty, local services and outcomes
- · Dynamics of low income areas The CASE neighbourhood study
- · Education and social exclusion
- Social networks and social capital
- · Employment, welfare and exclusion

 Policy towards welfare, exclusion and inclusion. 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 for Work and Pensions.

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. Its own papers can be found on its website http://sticerd.lse.ac.uk/case.

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 Maria Komninou

The Financial Markets Group been in existence for over fifteen years and is in its seventh 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 six principal research programmes: Risk Management and Fixed Income Markets directed by Professor Ron Anderson, Asset Pricing and Portfolio Management directed by Professor Gregory Connor, Financial Institutions and Markets directed by Dr John Board, Corporate Finance and Governance directed by Professor David Webb, Regulation: Financial Stability directed by Professor Charles Goodhart and Pensions: UBS Pensions Programme (joint with STICERD) and RTN on European Pensions directed by Tim Besley (STICERD) and Professor David Webb. Each of these programmes has attached to it a number of Research Officers and staff members as well as PhD students.

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.

Over the last year our research programmes have again had a highly productive year. The Centre has produced 30 Discussion Papers

and 6 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 2001 we also had 6 conferences

and weekly seminars, as well as several Public Lectures. 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.

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

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-

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

Co Directors Professor Martin Knapp & Dr Elias Mossialos Chairman of the European Health Policy Research Network Professor Walter Holland

Research Administrator Ms Demetra Nicolaou

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 38 staff members and 19 research associates. Senior academics include Professor Bleddyn Davies, Professor Walter Holland, Professor Martin Knapp, Professor Julian Le Grand, Professor Alistair McGuire, Dr Elias Mossialos, Professor Ray Robinson, and Dr Julian Forder. The Centre also hosts a number of visiting scholars including Professor Theodore Marmor and Professor Alan Maynard, many of whom are leaders in their field.

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 Welcome 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 governments of Greece, Norway and Spain, 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 focusing 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 Ian Gordon

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

- 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.

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 an annual series of Lent term seminars and ad hoc seminars on issues with contemporary relevance to urban

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

LSE London provides a base for faculty and academic visitors 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

Recent research affiliated with LSE London:

- Economic Competitiveness, Social Cohesion, and the Policy Environment in London. An ESRC-funded project undertaken in collaboration with researchers at the UCL, the University of Reading, and the University of Essex (Gordon, Kleinman, Hall).
 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).
- Targeted Policing and Evaluation of Neighbourhood Warden Schemes. Two Home Office-funded projects examining contemporary issues in urban criminal justice policy (Stockdale, Whitehead).
- . Keep London Working A Study of Key Worker Housing: a collaborative project with the planning consultancy Llewellyn-Davies, examining the issues surrounding the provision of affordable housing for key workers in the transportation, health, and education sectors. (Gordon, 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, seminars for criminal justice professionals, and public seminars and conferences on issues of major academic and policy interest. 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 Anne Shepherd

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 continued as a member of the editorial board until his death in October 2001). 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 (Centre for Longitudinal Studies, Institute of Edication), Professor M Murphy (LSE), Dr Gigi Santow (NIAS), Professor Robert Woods, (University of Liverpool) 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.

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

The Journal of Transport Economics and Policy

Population Studies

Millennium: Journal of International Studies

Modern Law Review

Government and Opposition

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 Helen Bailey, Academic Publications Assistant, tel 020 7955 7692, email H.L.Bailey@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 Deputy 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.
- No full-time member of the staff of the School shall be elected an Honorary Fellow.
- 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.
- 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
- 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
- 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.
- 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.

General Academic Regulations

- 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 by governed by the Laws of England currently in force.
- 2. In these regulations the following terms shall have the meanings given:
 - A distinct part of a programme comprising lectures, seminars and/or other learning activities Course
 - Course regulations The Regulations for each course.
- Degree regulations The Regulations for First Degrees, Masters Degrees, the MBA degree, Diplomas or Research Degrees, as
- appropriate A whole programme of study, comprising courses, whether or not it is intended that it should lead to an award of Programme
 - the School or of the University
- The London School of Economics and Political Science School
- Student A person registered as a student of the School under these Regulations
- The University of London University
- 3. Communications sent by the School to an individual student shall be regarded as applying only to that student.

- 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.

- A person who is not registered as a student shall not be entitled to take part in any activity in the School as a student.
- The Academic Registrar may require any relevant documentation to be produced for inspection to establish the personal details and 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
- 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 S
- 29.5 failure to have paid all fees and charges due to the School or to the University or to have provided guarantees of such payment satisfactory to the School.
- 30. The point at which registration shall cease under Regulation 28 shall be:
 - 30.1 under Regulations 28.1 or 28.3, at the end of the final term of permitted study
- 30.2 under Regulation 28.2, at the end of the week in which formal notification of withdrawal is made
- 30.3 under Regulation 28.4, at a date determined from time to time by the Academic Registrar
- 30.4 under Regulation 28.5, at a date determined by the Director.

Policy Statement on Equality and Diversity

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

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

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

The School aims to achieve this commitment by ensuring that its employment policies, training and development reflect the principles laid down in this statement, as well as its obligations under the Law. The contribution of effective workforce monitoring processes is also recognised by the School, in particular with regard to its obligations under the Race Relations (Amendment) Act, 2000.

The School is committed to enabling all employees to achieve their full potential in an environment characterised by dignity and mutual respect.

School's Policy on Disability

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

- Maximising accessibility to the School's services and activities for staff, students, alumni, visitors, and prospective staff and students with disabilities, and to ensure that no-one is treated less favourably on the ground of disability.
- · Developing a culture of inclusion and diversity in which people feel free to disclose a disability, should they wish to do so, and to discuss

reasonable adjustments in order to promote equal participation in the School's services and activities. In adherence to the Data Protection Act 1998 (DPA 1998), such information shall be passed on only with consent and where there is a legitimate reason to do so.

- Reviewing, monitoring and revising, as appropriate, all School systems, procedures, facilities, services and buildings in compliance with the DDA and SENDA in addition to the Human Rights Act 1998 (HRA), which includes the right not be denied access to education.
- Creating, maintaining and disseminating information about services, support and facilities available for staff, students, alumni, visitors and prospective staff and students with disabilities.
- · For the purpose of this policy, the term "disability" has the same meaning as that given in the DDA and SENDA:

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

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

This policy was agreed by Council 25th June 2002

Regulations for Short Courses and Summer Schools

General

- 1. These regulations are made pursuant to the School's General Academic Regulations.
- For the purposes of these regulations, short courses and Summer Schools shall include all courses where the students are not
 registered under the Regulations for First Degrees, the Regulations for Diplomas, the Regulations for MA and MSc Degrees or the
 Regulations for the Degrees of MPhil and PhD. These students shall normally be recorded for the purposes of the Higher Education
 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 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
- 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 per cent, and now over 50 per cent. 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 per cent 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. Thirteen 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 (2001), LSE came second after Cambridge for the quality of its research. LSE submitted 97 per cent of staff for assessment, more than any other UK university. In teaching, subject areas assessed by the Quality assessment Agency achieved scores regarded as excellent.

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. In 2001 the Library 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 a new student services centre will be open in autumn 2002.

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 Jessy 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.

Bibliography

- 1. The History of the Foundation of the London School of Economics and Political Science, by Sir Sydney Caine, G Bell & Sons, 1963.
- 2. The London School of Economics, 1895-1945, by F A von Hayek, Economica, N S xiii, February 1946.
- 3. An Epic of Clare Market, by Janet Beveridge, G Bell & Sons, 1960.
- 4. The London School of Economics & its Problems 1919-37, by Lord Beveridge, George Allen & Unwin, 1960.
- Seventy-five Years of the London School of Economics and Political Science (some personal reflections), by Professor D G MacRae, LSE External Relations Office, 1971.
- 6. The British Library of Political & Economic Science, A Brief History, by Professor A H John, LSE, 1971.
- 7. Man and the Social Sciences, ed William Robson, George Allen & Unwin, 1972.
- 8. My LSE, ed Joan Abse, Robson Books, 1977.
- 9. LSE A History of the London School of Economics and Political Science 1895-1995, by Ralf Dahrendorf, Oxford University Press, 1995.

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: 1997-1998 to 2001-2002

REGULAR STUDENTS	Session 1997-1998	Session 1998-1999	Session 1999-2000	Session 2000-2001	Session 2001-2002
Full-Time					
Undergraduate Degree	2757	2804	3009	3075	3132
Other Undergraduates	361	391	375	386	376
Total: Full-Time Undergraduates	3118	3195	3384	3461	3508
Higher Degree	2673	2893	2936	2827	3155
Higher Diploma	152	119	115	89	45
Research Fee	37	30	29	25	18
Exchange Students	20	17	20	33	29
Total: Full-Time Postgraduates	2882	3059	3100	2974	3247
TOTAL: ALL FULL-TIME STUDENTS	6000	6254	6484	6435	6755
Part-Time					
Undergraduate Degree	2	58	34	57	56
Other Undergraduates	-	_			- Indiana
Total: Part-Time Undergraduates	2	58	34	57	56
Higher Degree	779	814	774	721	796
Higher Diploma	9	9	3	1	2
Research Fee	4	2	2	2	2
Total: Part-Time Postgraduates	792	825	779	724	800
TOTAL: ALL PART-TIME STUDENTS	794	883	813	781	856
TOTAL: ALL UNDERGRADUATE STUDENTS	3120	3253	3418	3518	3564
TOTAL: ALL POSTGRADUATE STUDENTS	3674	3884	3879	3698	4047
TOTAL: ALL REGULAR STUDENTS	6794	7137	7297	7216	7611
A CONTRACTOR OF THE STATE OF TH					
2. OTHER STUDENTS	40	22	6	2	4
Occasional Students	19	22	0	2	29
TRIUM EMBA					25
TOTAL: OTHER STUDENTS	19	22	6	2	33
3. TOTAL: ALL STUDENTS	6813	7159	7303	7218	7644

Table B: Undergraduate and Postgraduate Students Domiciled Overseas: 1997-1998 to 2001-2002

	1009-008	Ses	sion	Ses	ssion	Ses	sion	Ses	sion	Ses	sion
1. REGULAR STUDENTS	OMBERS	1997	-1998	1998	-1999	1999-	2000	2000	-2001	2001-	-2002
Full-Time	- 1 V			3					BYAUG		
Undergraduate Degree	MISON Mary	1232	(359)	1320	(349)	1438	(351)	1480	(333)	1417	(305)
Other Undergraduates		360	(41)	391	(83)	373	(42)	385	(40)	374	(52)
Total: Full-Time Undergraduates		1592	(400)	1711	(432)	1811	(393)	1865	(373)	1791	(357)
Higher Degree		2103	(707)	2311	(836)	2282	(813)	2182	(780)	2370	(761)
Higher Diploma		132	(47)	107	(46)	88	(30)	78	(25)	33	(13)
Research Fee		37	(21)	26	(14)	22	(14)	21	(10)	18	(9)
Exchange Students		20	(12)	17	(10)	20	(10)	17	(10)	21	(13)
Total: Full-Time Postgraduates		2292	(787)	2461	(906)	2412	(867)	2298	(825)	2442	(796)
TOTAL: ALL				Line.						S library	
FULL-TIME STUDENTS		3884	(1187)	4172	(1338)	4223	(1260)	4163	(1198)	4233	(1153)
Part-Time		2		35		()				may	
Undergraduate Degree		-	101	16	(5)	11	(2)	19	(6)	17	(2)
Other Undergraduates		-	-	001.	-	-	_	-	-	20	HILL ST
Total: Part-Time Undergraduates		-	18 -	16	(5)	11	(2)	19	(6)	17	(2)
Higher Degree		300	(105)	342	(144)	319	(142)	294	(120)	382	(159)
Higher Diploma		4	(1)	4	(1)	1	-	_	-	2	-
Research Fee		4	(3)	2	(1)	2	(1)	1	(1)	1	all of all
Total: Part-Time Postgraduates		308	(109)	348	(146)	322	(143)	295	(121)	385	(159)
		1		65		8				75 may	
TOTAL: ALL			(400)	15	(454)	200	(4.45)	244	(407)	400	(404)
PART-TIME STUDENTS		308	(109)	364	(151)	333	(145)	314	(127)	402	(161)
TOTAL: ALL		*		113						cialman	
UNDERGRADUATE STUDENTS		1592	(400)	1727	(437)	1822	(395)	1884	(379)	1808	(359)
70711 111				57		3				IND.	
TOTAL: ALL POSTGRADUATE STUDENTS		2600	(896)	2800	(1052)	2734	(1010)	2593	(946)	2827	(955)
POSTGRADUATE STUDENTS		2000	(090)	2009	(1032)	2134	(1010)	2555	(340)	2021	(333)
TOTAL: ALL				100		23				1 Sknon	
REGULAR STUDENTS		4192	(1296)	4536	(1489)	4556	(1405)	4477	(1325)	4635	(1314)
				109		18				TENEDV	
51 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -	12. 3			91.		1 77				TRETT	
2. OTHER STUDENTS		7		20		36				A Street	
Occasional Students		19	(19)	6	(6)	2	(2)	_	-	DIMORE	- Willy E
TRIUM EMBA		-	-	_	-	1	-	-	_	26	(8)
				0.0						Nam'y	DIS
TOTAL: OTHER STUDENTS		19	(19)	6	(6)	2	(2)	-	. =	26	(8)
				21		100				of physical	
3. TOTAL: ALL										(odeluga	
OVERSEAS STUDENTS		4211	(1315)	4542	(1495)	4558	(1407)	4477	(1325)	4661	(1322)

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: 1999-2002

		SSION 1999- JDENT NUME			SSION 2000- JDENT NUM			SSION 2001- JDENT NUME	
1. UNDERGRADUATE		Maman	Total	Men	Women	Total	Men	Maman	Total
DEGREE STUDENTS	Men	Women	Total	ivien	vvoillen	Total	ivien	Women	Total
BSc (Economics) 1st Year			701	TAL	100		200		
2nd Year	(200.1	0 530	TITLE	1004),	900	_	AUDITE !	TOTAL POST	MINIT
Final Year	2	_	2	_	-	_	_	_	-
Totals	2	2 2 E	2	1107	1111 2	_	_	1202	MIDNE -
BSc Accounting and Finance				Trig					
1st Year	85	56	141	58	49	107	81	60	141
2nd Year	62	47	109	80	55	135	58	47	105
Final Year	53	32	85	61	47	108	71	50	121
Totals	200	135	335	199	151	350	210	157	367
BSc Actuarial Science					1 may 24.			13	
1st Year	25	19	44	33	27	60	36	21	57
2nd Year	20 17	15 10	35 27	27	20	47	34	27	61
Final Year Totals	62	44	106	74	15 62	29 136	22 92	13	35
BA Anthropology and Law	02	44	100	14	02	130	92	01	153
1st Year	3	5	8	3	5	8	1	12	13
2nd Year	6	10	16	4	5	9	3	4	7
Final Year	3	1	4	5	10	15	4	5	9
Totals	12	16	28	12	20	32	8	21	29
BSc Business Mathematics	11,			111		02		HOW THEN	
and Statistics				HOOT			and sudmit		
1st Year	12	17	29	18	10	28	23	10	33
2nd Year	16	8	24	14	18	32	15	10	25
Final Year	23	9	32	18	7	25	16	19	35
Totals	51	34	85	50	35	85	54	39	93
BSc Econometrics and									
Mathematical Economics				10000			1 1 11		
1st Year	12	1	13	4	2	6	8	4	12
2nd Year	8	1	9	13	1	14	5	2	7
Final Year	5	2	7	9	2	11	9	1	10
Totals	25	4	29	26	5	31	22	7	29
BSc Economic History									
1st Year	8	3	11	10	7	17	12	5	17
2nd Year	13	8	21	12	5	17	7	4	11
Final Year	11	3	14	15	6	21	9	8	17
Totals BSc Economic History	32	14	46	37	18	55	28	17	45
with Economics				1000					
1st Year	1	3	4	Leave I			3		3
2nd Year	3	3	6	2	1	3	2	4	6
Final Year	1	1	2	2	3	5	2	7	2
Totals	5	7	12	4	4	8	7	4	11
BSc Economic History			12		,	0	,	7	1.1
with Population Studies									
1st Year	4	1000	. 1	(zrdn	31 mg -	1	-	name 1	1
2nd Year	-	-	_	Antigar.	1	1	1	uson a con	1
Final Year	words who are	ves to 1	10	and the	Section To be	redmon a		1	anunt.
Totals	_	2	2	1	1	2	1	2	3
BSc Economics									
1st Year	157	65	222	120	69	189	128	58	186
2nd Year	135	72	207	165	73	238	130	77	207
Final Year	135	60	195	135	71	206	153	66	219
Totals	427	197	624	420	213	633	411	201	612
BSc Economics and									
Economic History									
1st Year	7	2	9	5	3	8	14	7	21
2nd Year	2	2	4	4	1	5	5	-	5
Final Year	2	1	3	3	2	5	5	1	6
Totals	11	5	16	12	6	18	24	8	32
BSc Economics with									
Economic History			100	220	- 1	100			
1st Year 2nd Year	2	_	2	1	1	2	=	1	1
Final Year	1	2	3	_	-	-	2	2	4
Totals	2 5	3	5	3	2	5	-	1	1
BSc Environmental Geography	5	5	10	4	3	7	2	4	6
1st Year									19-
2nd Year	-	=	-	-	-	=	-	-	=
Final Year	2	2		-	-	-	-	-	-
Totals	2	2	4	-	=	-	-	-	-
Totals									

BSC Environmental Policy			SSION 1999-20 UDENT NUMBE			SSION 2000-2 JDENT NUMBI			SSION 2001- JDENT NUMI	
SSE Environmental Policy		Men	Women	Total	Men	Women	Total	Men	Women	Total
Section Sect					0.0000					
2nd Year					. 95					
Final Year										7
Totals 5 4 9 6 6 12 7 6 7 8 8 5 6 February Commental Policy with Economics 1st Year 2 2 4 4 7 2 2 9 2 7 7 7 7 7 7 8 1st Year 3 3 5 8 2 2 4 5 1 2 9 10 8 7 7 7 7 12 1 2 9 10 8 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1					-		100			
BSE Environmental Policy With Economics Sixt Year 2 2 4 7 2 9 2 7 7 7 7 7 7 7 7 7										
with Economics 141			-		0	0	12	1		
Section Sect										
2nd Year		2	2	4	7	2		2		9
Totals 5 7 12 12 9 21 9 10 8 10 8 10 8 10 8 10 8 10 8 10 8 1		3	5	8			4		1	6
BABSc Geography 1st Year 10 11 21 11 8 19 10 8 19 10 8 19 11 18 19 10 8 19 10 8 19 10 8 19 10 8 19 10 8 19 10 8 19 10 8 19 10 8 19 10 10 8 19 10 10 8 19 10 10 8 19 10 10 8 19 10 10 8 19 10 10 8 19 10 10 8 19 10 10 8 19 10 10 8 19 10 10 8 19 10 10 8 19 10 10 8 19 10 10 10 10 10 10 10 10 10 10 10 10 10				-						4
1st Year		5	7	12	12	9	21	9	10	19
2nd Year		10	11	21	11	0	10	10	0	10
Final Year 7 3 100 8 4 4 12 9 9 7 16 17 7 2 17 13 10 18 14 17 7 18 18 19 19 18 18 19 18 18 19 19 18 18 19 18 18 19 19 18 18 19 18 18 19 18 18 19 19 18 18 19 18 18 19 18 18 19 18 18 19 18 18 18 18 18 18 18 18 18 18 18 18 18					1000					18
Totals										
BSC Geography and Population Studies 1st Year										56
1st Year - 4 4 2 2 4 1 7 2 1 3 - 6 6 2 2 Final Year 3 - 6 6 2 2 1 3 - 6 6 2 2 1 3 - 6 6 2 2 1 3 - 6 6 2 2 1 3 - 6 6 5 7 1 6 6 5 7 1 6 6 5 7 1 6 6 5 7 7 1 6 6 5 7 2 9 1 4 4 1 1 2 2 18 4 1 1 2					194					
2nd Year 3										
Final Year 3 2 5 2 1 3 3 - 6 8					100					8
Totals SeS Geography with Economics 1st Year										
BSC Geography with Economics										
1st Year		5	-		4	9	13	3		
2nd Year		11	8		a	7	16	11		
Final Year										2.0
Totals SSc Government 1st Year 7 3 1 10 14 5 19 15 8 1 2nd Year 14 11 25 6 5 5 19 15 8 1 Final Year 12 9 21 17 13 30 6 6 6 Totals 33 23 56 37 23 60 35 19 SSc Government and Economics 1st Year 26 18 44 10 11 21 22 12 2nd Year 12 14 26 19 15 34 7 8 Final Year 17 8 25 13 12 25 18 14 Totals SSc Government and History 1st Year 7 7 2 9 4 4 8 9 3 3 8 Esc Government and History 1st Year 2 6 8 7 2 9 3 8 9 3 8 9 3 8 9 13 SSc Government and Law 1st Year 2 7 2 9 4 4 8 9 3 3 8 9 13 24 Totals 17 8 8 25 8 5 13 17 14 15 15 15 15 15 15 15 15 15 15 15 15 15	Final Year		3					1 500		14
1st Year		31	11	42	29	14	43			42
2nd Year					. 3					
Final Year 12 9 21 17 13 30 6 6 8 Totals 33 23 56 37 23 60 35 19 BSc Government and Economics 1st Year 26 18 44 10 11 21 22 12 22 12 22 14 26 19 15 34 7 8 Final Year 17 8 25 13 12 25 18 14 25 18 25 13 12 25 18 14 25 18 25 18 14 25 18 25 18 14 25 18 25 18 14 25 18 25 18 25 18 14 25 18 25								10000		23
Totals SSc Government and Economics 1st Year								1		19
BSC Government and Economics 1st Year 26 18 44 10 11 21 22 12 1st Year 17 8 26 18 14 26 19 15 34 7 8 Final Year 17 8 25 13 12 25 18 14 Totals 55 40 95 42 38 80 47 34 BSC Government and History 1st Year 7 7 2 9 9 4 4 8 8 9 3 2nd Year 2 6 8 7 2 9 3 8 8 Final Year 7 7 2 5 9 4 4 9 13 11 24 Totals 12 12 12 24 13 11 24 19 13 BSC Government and Law 1st Year 2 7 2 2 4 13 11 24 19 13 BSC Government and Law 1st Year 2 7 2 7 9								1		12
1st Year 266 18 44 10 11 21 22 12 22 12 21 27 14 26 19 15 34 7 8 Final Year 17 8 25 13 12 25 18 14 14 26 19 15 34 7 8 14 27 10 18 28 25 13 12 25 18 14 14 26 18 14 26 19 15 34 7 8 14 27 10 18 28 19 15 34 7 8 14 27 10 18 14 26 18 14 26 18 14 26 18 14 26 18 14 27 10 18 14 27 10 18 14 27 10 18 14 27 10 18 14 27 10 18 14 27 10 18 14 27 10 18 14 27 10 18 14 27 10 18 14 27 10 18 14 27 10 18 14 27 10 18 14 27 10 18 14 27 10 18 14 27 10 18 14 27 10 18 14 27 10 18 14 15 10 18 14 15 10 18 15 10 18 15 10 18 15 10 18 15 10 18 15 10 18 15 10 18 15 10 18 15 10 18 15 10 18 15 10 18 10 18 15 10 18 10 10 10 10 10 10 10 10 10 10 10 10 10		33	23	30	31	23	00	35		54
2nd Year 12		26	18	44	10	11	21	22		
Final Year 17 8 25 13 12 25 18 14 15 16 18 15 17 16 18 15 18 15 19 18 16 17 18 18 15 18 16 18 16 18 18 18 19 18 18 18 19 18 18 18 19 18 18 19 18 18 19 18 18 19 18 18 19 18 18 18 18 18 18 18 18 18 18 18 18 18					3.00					15
SSC Government and History	Final Year	17	8	25						
1st Year		55	40	95	42	38	80	47	34	81
2					2					
Final Year										12
Totals Sc Government and Law 1st Year			0.00							11
BSC Government and Law 1st Year 2										
1st Year		12	12		13	11	24	19		32
2nd Year		25	_	32	- 2	2	_			A French I
Totals		21	-	14	41	-	_	_	-	clotto =
Totals 2 7, 9 — — — — — — — — — — — — — — — — — —	Final Year	2	7	9	-	1 /=	MAGE	Men	tare town Stud	RE P 304
1st Year		2	7	9	-2	-	-	-	- 10	87 W -
2nd Year										
Final Year								100		
Totals 39 24 63 27 21 48 40 22 8 8 8 8 9 8 9 8 9 9 9 9 9 9 9 9 9 9					100			1 4 5		alanet 11
BSc Industrial Relations and Human Resource Management 1st Year 2nd Year 3 10 13 5 7 12 2 10								1000		
Human Resource Management 1st Year 5 6 11 2 10 12 7 8 2nd Year 3 10 13 5 7 12 2 10 Final Year 10 11 21 4 11 15 4 6 Totals 18 27 45 11 28 39 13 24 BSc International History 1st Year 5 2 7 6 6 12		39	24		21	21	48	40		
1st Year					101			11150		
2nd Year 3 10 13 5 7 12 2 10 Final Year 10 11 21 4 11 15 4 6 Totals 18 27 45 11 28 39 13 24 BSc International Relations 1st Year 12 35 47 12 25 37 24 24 2nd Year 16 35 51 12 35 47 13 25 Final Year 19 22 41 18 34 52 12 34 Totals 47 92 139 42 94 136 49 83 1 SSc International Relations and History 1st Year 10 9 19 13 10 23 10 18 SSc International Relations and History 1st Year 10 9 19 13 10 23 10 18 Soc International Relations and History 1st Year 10 9 19 13 10 23 10 18 Soc International Relations and History 1st Year 10 9 19 13 10 23 10 18 Soc International Relations and History 1st Year 10 9 19 13 10 23 10 18 Soc International Relations and History 1st Year 10 9 19 13 10 23 10 18 Soc International Relations and History 1st Year 10 9 19 13 10 23 10 18						10	12	7		15
Final Year 10 11 21 4 11 15 4 6 Totals 18 27 45 11 28 39 13 24 BSc International History 1st Year 5 2 7 6 6 6 12 Totals 15 19 34 20 18 38 13 10 BSc International Relations 1st Year 12 35 47 12 25 37 24 24 24 2nd Year 16 35 51 12 35 47 13 25 Final Year 19 22 41 18 34 52 12 34 Totals 47 92 139 42 94 136 49 83 1 BSc International Relations and History 1st Year 10 9 19 13 10 23 10 18 2nd Year 13 8 21 10 9 19 10 10										2.2
BSc International History 1st Year 2nd Year 6 7 13 7 3 10 6 7 Final Year 4 10 14 7 9 16 7 3 Totals BSc International Relations 1st Year 12 35 47 12 25 37 24 24 2nd Year 16 35 51 12 35 47 13 25 Final Year 19 22 41 18 34 52 12 34 Totals BSc International Relations 1st Year 19 22 41 18 34 52 12 34 Totals BSc International Relations and History 1st Year 10 9 19 13 10 23 10 18 2nd Year 13 8 21 10 9 19 10 10	Final Year	10	11	21						
1st Year 5 2 7 6 6 12 -		18	27	45	11	28	39	13	24	37
2nd Year 6 7 13 7 3 10 6 7 Final Year 4 10 14 7 9 16 7 3 Totals 15 19 34 20 18 38 13 10 BSc International Relations 1st Year 12 35 47 12 25 37 24 24 2nd Year 16 35 51 12 35 47 13 25 Final Year 19 22 41 18 34 52 12 34 Totals 47 92 139 42 94 136 49 83 1 BSc International Relations and History 10 9 19 13 10 23 10 18 2nd Year 13 8 21 10 9 19 10 10			1		6					
Final Year 4 10 14 7 9 16 7 3 Totals 15 19 34 20 18 38 13 10 BSc International Relations 1st Year 12 35 47 12 25 37 24 24 2nd Year 16 35 51 12 35 47 13 25 Final Year 19 22 41 18 34 52 12 34 Totals 47 92 139 42 94 136 49 83 1 BSc International Relations and History 1st Year 10 9 19 13 10 23 10 18 2nd Year 13 8 21 10 9 19 10 10								-	-	TOTALS
Totals 15 19 34 20 18 38 13 10 BSc International Relations 1st Year 12 35 47 12 25 37 24 24 2nd Year 16 35 51 12 35 47 13 25 Final Year 19 22 41 18 34 52 12 34 Totals 47 92 139 42 94 136 49 83 1 BSc International Relations and History 1st Year 10 9 19 13 10 23 10 18 2nd Year 13 8 21 10 9 19 10 10										13
Sec International Relations						3,075				10
1st Year 12 35 47 12 25 37 24 24 24 27 27 27 27 27 27 27 27 27 27 27 27 27		15	19	34	20	18	38	13	10	23
2nd Year 16 35 51 12 35 47 13 25 Final Year 19 22 41 18 34 52 12 34 Totals 47 92 139 42 94 136 49 83 1 BSc International Relations and History 1st Year 10 9 19 13 10 23 10 18 2nd Year 13 8 21 10 9 19 10 10		12	35	47	12	25	37	24	24	48
Final Year 19 22 41 18 34 52 12 34 Totals 47 92 139 42 94 136 49 83 1 BSc International Relations and History 1st Year 10 9 19 13 10 23 10 18 2nd Year 13 8 21 10 9 19 10 10								1		38
Totals 47 92 139 42 94 136 49 83 1 BSc International Relations and History 1st Year 10 9 19 13 10 23 10 18 2nd Year 13 8 21 10 9 19 10 10										46
BSc International Relations and History 1st Year 10 9 19 13 10 23 10 18 2nd Year 13 8 21 10 9 19 10 10								1		132
and History 1st Year 10 9 19 13 10 23 10 18 2nd Year 13 8 21 10 9 19 10 10			-	1 11	7					
2nd Year 13 8 21 10 9 19 10 10					- 5					
					1 2 2 2 4 1 1			10	18	
Final Year 7 7 14 12 9 21 10 9					10.00					20
										19 67

			SSION 1999-20 DENT NUMBE			SION 2000-20 ENT NUMBE			SSION 2001- JDENT NUMI	
		Men	Women	Total	Men	Women	Total	Men	Women	Total
BSc Management		22							W. Transport	130
1st Year		28	23	51	23	32	55	30		58
2nd Year		37	24	61	27	21	48	24	34	58
Final Year		42	20	62	37	27	64	28	21	49
Totals		107	67	174	87	80	167	82	83	165
BSc Management Sciences		00	40	00	00	40	00	00	40	10
1st Year		26	12	38	23	10	33	26		42
2nd Year		23	14	37	25	11	36	22		33
Final Year		18	7	25	25	15	40	25		35
Totals		67	33	100	73	36	109	73		110
BSc Management Sciences										
with French				150						
1st Year		-	-	7	-	_	-	-	LINE DON	S SHEWE
2nd Year		7	1	1	-	141	-	-	1,5 100	ALIEL P
Final Year		1	2	3	1	2	3	-	-	r omna
Totals		1	3	4	1	2	3	-	±30 v	11111111111
BSc Mathematics and Economics		00	10	40	00	40			-	BOIG
1st Year		29	13	42	26	12	38	37		57
2nd Year		19	12	31	21	16	37	21		31
Final Year		15	5	20	16	12	28	22		37
Totals		63	30	93	63	40	103	80		125
BA/BSc Philosophy				8_						
1st Year		5	2	7	7	3	10	7		14
2nd Year		8	5	13	6	2	8		3	16
Final Year		6	1	7	10	6	16	5	1	6
Totals		19	8	27	23	11	34	25	11	36
BSc Philosophy and Economics			0.20							
1st Year		14	10	24	12	6	18	14	8	22
2nd Year		15	8	23	14	10	24	11	7	18
Final Year		15	1	16	16	6	22	14	10	24
Totals		44	19	63	42	22	64	39	25	64
BSc Philosophy and Mathematics	S			16						
1st Year		1	-	1	3	2	5	-	-	HOURT -
2nd Year		3	-	3	2	-	2	2	2	4
Final Year		-	2	2	3	=3	3	1	±100	1
Totals		4	2	6	8	2	10	3	2	5
BSc Population Studies				45						
1st Year		2	-	2	+1	3	3	1	2	3
2nd Year		2	2	4	2	-	2	Wina H	3	3
Final Year		1	2	3	2	2	4	2	-	2
Totals		5	4	9	4	5	9	3	5	8
BSc Psychology and Philosophy										
1st Year		5	3	8	21	42	=	=	= 1	1114
2nd Year		1	9	10	6	4	10	143	the Imprine	VOE 34
Final Year		1	4	5	1	9	10	6	4	10
Totals		7	16	23	7	13	20	6		10
BSc Russian Joint Studies				00						
1st Year		-	1	1	2	1	3	1	3	4
2nd Year		-	3	3	_	1	1	2	1	3
Final Year		1	1	2	2	3	3	_	1	(Y 10) 1
Totals		1	5	6	2	5	7	3	5	8
BA/BSc Social Anthropology				100				100	Thorn	
1st Year		5	20	25	8	15	23	7	22	29
2nd Year		8	13	21	5	19	24	7	15	22
Final Year		5	19	24	9	13	22	5		24
Totals		18	52	70	22	47	69	19		75
BSc Social Policy				81						/ bisin
1st Year		7	6	13	3	7	10	6		Man 11
2nd Year		4	6	10	6	6	12	3		10
Final Year		3	9	12	3	6	9	6		12
Totals		14	21	35	12	19	31	15		33
BSc Social Policy and Government	nt	1	-	13	1	E	0.	10		33
1st Year	(9)	4	5	9	3	6	9	4		8
2nd Year		6	5	11	2	5	7	2	5	7
Final Year		3	5	8	6	5	11	2		7
Totals		13	15	28	11	16	27	8		
BSc Social Policy and		, ,		20	1.0	10	21	0		22
Population Studies				70						Lanca
1st Year		200	21							
2nd Year			1	1	40	23	=	-		380
Final Year		-			-	-	_	PHO!	al mile	III GE
Totals		500	1	1	7	1	1	-	4100	DOM:
Totals		A	111	10	7	1	1	=	-	1 70.0

			SSION 1999-20 JDENT NUMBE			SSION 2000- JDENT NUME		-	SSION 2001 JDENT NUM	CONTRACTOR OF THE PARTY OF THE
		Men	Women	Total	Men	Women	Total	Men	Women	Total
BSc Social Policy and Sociology	,			, 0.0.		rromon	Total	Wich	Wolfield	Total
1st Year		-	-	-	-	5	5	-	The burner	WELLOW ST
2nd Year		1	2	3	-	_	_	-	5	5
Final Year		1	-	1	1	2	3	_	-	
Totals		2	2	4	1	7	8	_	5	5
BSc Social Policy with Social							-			1 57
Psychology										
1st Year			5	5	1 5	4	4	2	5	7
2nd Year		1	1	2	1	4	4	2	3	5
Final Year		1	1	2	1	1	2	_	4	4
Totals		2	7	9	1	9	10	4	12	16
BSc Sociology					,	9	10	7	12	10
1st Year		13	13	26	8	19	27	8	26	34
2nd Year		9	22	31	16	15	31	7	16	23
Final Year		8	15	23	8	20	28	14	16	30
Totals		30	50	80	32	54	86	29	58	87
LLB		00	50	00	32	34	00	29	30	0/
1st Year		67	65	132	57	67	124	48	70	407
2nd Year		41	69						79	127
Final Year		41	59	110	63	62	125	57	64	121
Totals				100	43	70	113	63	61	124
		149	193	342	163	199	362	168	204	372
LLB with French Law							4.	1 2		
1st Year		8	3	11	2	1	3	6	4	10
2nd Year		6	7	13	8	3	11	2	1	3
3rd Year		1	3	4	5	6	11	7	1	8
Final Year		1	2	3	1	1	2	4	6	10
Totals		16	15	31	16	11	27	19	12	31
TOTAL: UNDERGRADUATE DEGREE STUDENTS					3					
1st Year		641	462	1103	530	462	992	634	526	1160
2nd Year		549	486	1035	630	467	1097	526	457	983
3rd Year		1	3	4	5	6	11	7	1	8
Final Year		528	373	901	550	482	1032	588	449	1037
Totals		1719	1324	3043	1715	1417	3132	1755	1433	3188
100			1024	0040	17.10	1411	5152	1755	1433	3100
OTHER REGULAR STUDENTS					100					
General Course		219	145	364	216	160	376	196	173	369
Erasmus Exchange Students		2	6	8	5	5	10	3	4	7
Other Exchange Students		2	1	3	21	1	_	_		0002 -
					1					
TOTAL: OTHER					100					
REGULAR STUDENTS		223	152	375	221	165	386	199	177	376
TOTAL DEGLE AD										
TOTAL: REGULAR					1					
UNDERGRADUATES		1942	1476	3418	1936	1582	3518	1954	1610	3564
OTHER OTHER ITS					14					
OTHER STUDENTS					14			100		
Occasional		4	2	6	1	1	2	2	2	4
NOT THE REAL PROPERTY.		- 1	.00		7-					
TOTAL: OTHER STUDENTS		4	2	6	1	1	2	2	2	4
TOTAL: ALL					111					
UNDERGRADUATE STUDEN	TC	1046	1470	2424	1007	4500	0500	4050	4040	
UNDERGRADUATE STUDEN	13	1946	1478	3424	1937	1583	3520	1956	1612	3568

		SSION 1999-2 JDENT NUME			SSION 2000-2 JDENT NUMBI		100000	SSION 2001- JDENT NUMI	
	Men	Women	Total	Men	Women	Total	Men	Women	Total
2. POSTGRADUATES PhD/MPhil STUDENTS Accounting and Finance							Tiple -		
1st year	4	2	6	6	4	10	5	+	5
Subsequent years Totals	10 14	1 3	11 17	11 17	1 5	12 22	13 18	5	18 23
Anthropology 1st year	2	4	6	6	3	9	6	2	8
Subsequent years Totals	16 18	27 31	43 49	13 19	27 30	40 49	11 17	20 22	31 39
Demography and Population Studies				17					
1st year	-	1	1	91	1	1	-	+30	7 7
Subsequent years Totals	1	9	9	-	5	5	1	4 4	4 4
Development Studies	0	2	01			,			
1st year Subsequent years	13	3 13	5 26	10	1 13	23	6	10	8 20
Totals	15	16	31	13	14	27	16	12	28
Economic History 1st year	3	3	6	3	2	5	2	3	5
Subsequent years	20	12	32	18	10	28	19	9	28
Totals	23	15	38	21	12	33	21	12	33
Economics 1st year	24	12	36	21	9	30	20	7	27
Subsequent years	43	25	68	52	27	79	61	34	95
Totals	67	37	104	73	36	109	81	41	122
European Studies 1st year	10	4	14	5	3	8	6	4	10
Subsequent years	11	14	25	14	17	31	11	15	26
Totals	21	18	39	19	20	39	17	19	36
Gender 1st year	2	5	7	-	3	3	3	4	7
Subsequent years	1	12	13	4	15	19	2	17	19
Totals	3	17	20	4	18	22	5	21	26
Geography 1st year	3	2	5	2	_	2	3	4	7
Subsequent years	16	6	22	16	6	22	15	6	21
Totals	19	8	27	18	6	24	18	10	28
Government 1st year	10	5	15	12	7	19	11	5	16
Subsequent years	69	41	110	66	43	109	68	39	107
Totals Industrial Relations	79	46	125	78	50	128	79	44	123
1st year	-	1	1	3	3	6	1	3	4
Subsequent years Totals	12 12	8	20 21	10 13	8 11	18 24	10 11	8 11	18 22
Information Systems									
1st year Subsequent years	6 15	2 12	8 27	11	4 12	15 26	7 20	6 13	13 33
Totals	21	14	35	25	16	41	27	19	46
International History 1st year	8	0	10			-	-		
Subsequent years	22	8	16 31	22	1 11	5 33	5 18	1 10	6 28
Totals	30	17	47	26	12	38	23	11	34
International Relations 1st year	16	10	26	16	5	21	14	7	21
Subsequent years	93	44	137	85	44	129	74	42	116
Totals	109	54	163	101	49	150	88	49	137

				SION 1999-20 DENT NUMBE			SION 2000-20 DENT NUMBE			SSION 2001- DENT NUMB	
			Men	Women	Total	Men	Women	Total	Men	Women	Total
Law					1						THAT
1st year Subsequent years			9 24	4	13	11	10	21	7	10	17
Totals			33	16 20	40 53	32 43	16 26	48 69	35 42	23	58 75
Management									-		
1st year			1	2	3	1	1	2	2	1	3
Subsequent years			13	4	17	12	4	16	9	5	14
Totals			14	6	20	13	5	18	11	6	17
Marine Policy									e notton		
1st year			-0	40	10-2	-	40	-	-	- 0	1 4
Subsequent years Totals			1	-	1	1	-	1	1		1
Totals			1	-	1	10	7.0	1	1	-	1
Mathematics									herroule		
1st year			2	-	2	1	2	1	2	-	2
Subsequent years Totals			1 3	2 2	3 5	3	2 2	5	2 4	may 11 up	
			3	2	3	4	2	0	4	1	5
Media and Communic	ations						2	1,51	-	MERKER	8 -119
1st year Subsequent years			-	3	15		2	2	2	3	5
Totals			-		12	=	2	2	3	5 8	6
Operational Passars											
Operational Research 1st year			4	3	3	1	-	1		2	
Subsequent years			3	3 2	5	3	2	5	3	2 2	2 5
Totals			3	5	8	4	2	6	3	4	7
Philosophy											
1st year			3	41	3	7	45	7	8	1	9
Subsequent years			30	7	37	26	7	33	21	5	26
Totals			33	7	40	33	7	40	29	6	35
Philosophy (By Thesis	and Exa	m)			2				No.		
1st year			-	-	-	-	-	-	-		-
Subsequent years Totals			2	_	2 2	1	-	1	1	10 T-10	1
			2		2	1		1	1		1
Political Economy				-95							
1st year Subsequent years			1	2	2	=	1	=	-	-	-
Totals			1	2	3	-	1	1	1	a cay secon	1118
				- 1			- 1	34	1		
Psychology			0	0			- 2	100	177	10/10	do my
1st year Subsequent years			3 15	8 11	11 26	14	5 16	5 30	3 9	6	9
Totals			18	19	37	14	21	35	12	20	23
Regional Planning					177-				1 1 9		
1st year			2	1	3	1	2	1	2	1	3
Subsequent years			10	2	12	11	4	15	10		14
Totals			12	3	15	12	4	16	12		17
Social Policy											
1st year			4	17	21	9	8	17	8	13	21
Subsequent years			30	44	74	30	45	75	27	41	68
Totals			34	61	95	39	53	92	35	54	89
Sociology									771-17		
1st year			6	6	12	5	5	10	6	6	12
Subsequent years Totals			23	35	58	35	37	72	28	36	64
Totals			29	41	70	40	42	82	34	42	76
Statistics					21						
1st year			-	2	2	4	1	5	3	4	7
Subsequent years Totals			3	3 5	6 8	1	4	5	5	5	10
Totals			3	3	0	5	5	10	8	9	17
TOTAL:											
PhD/MPhil STUDENTS	3		100	107	207	400	70	613	1337	Conduction (1)	m neu
1st year Subsequent years			120 498	107 358	227 856	132 504	78 377	210 881	132 484	95 373	227 857
			618	500	1083	636	311	001	1 404	0/0	001

		SSION 1999- JDENT NUME			SSION 2000-2 IDENT NUMBI			SSION 2001- UDENT NUM	
	Men	Women	Total	Men	Women	Total	Men	Women	Total
3. TAUGHT MASTERS STUDE									
(Area Studies students included course most appropriate to their	major subject)								
Accounting and Finance 1st year	45	24	69	45	31	76	82	51	133
Subsequent years	1	1	2	2	1	1	-	1	uy li 1
Totals	46	25	71	45	32	77	82	52	134
Analysis, Design and Management of Information Sy	vstems								
1st year	94	46	140	93	66	159	79	66	145
Subsequent years	1	-	1	-	_	450	1	-	146
Totals	95	46	141	93	66	159	80	66	140
anthropology and Development		**	44	2	44	14	1	11	15
1st year Subsequent years	3	11	14	3	11	14	4	11	15
Totals	3	12	15	4	11	15	4	11	15
cities, Space and Society							THE R	1 10%	
1st year	2	7	9	5	6	11	1	9	13
Subsequent years Totals	2	7	9	5	6	11	5	9	14
City Design and Social Science									
1st year	14	7	21	3	7	10	10	15	25
Subsequent years Totals	1 15	1 8	23	1 4	7	1	10	16	26
comparative Politics									
1st year	21	26	47	21	35	56	41	41	82
Subsequent years	-	2	2	1	-	1	1	-	0.0
Totals	21	28	49	22	35	57	42	41	83
rime, Deviance and Control 1st year	_	_	_	3	8	11	5	9	14
Subsequent years	-	4	-	-	-	-	-	1	E CUE 1
Totals	-	-	1-	3	8	11	5	10	15
riminal Justice Policy	3	8	11	4	3	7	5	7	12
1st year Subsequent years	1	2	3	2	3	5	3	month (Sec.)	3
Totals	4	10	14	6	6	12	8	7	15
Criminology									
1st year	2	12	14	-	_	-	-	-	Marine -
Subsequent years Totals	1 3	2 14	3 17	2	2 2	2 2	_	_	
	3	14	11		-				
Decision Sciences 1st year	7	2	9	4	8	12	10	9	19
Subsequent years	-1 -2	4	52	1	. 41	1	-	others (= op	Summer .
Totals	7	2	9	5	8	13	10	9	19
Demography		-2.							
1st year	2	2	4	1	3	4	-	-	1111
Subsequent years Totals	2	2	4	1	3	4	=	-	DANKT .
Development Management									
1st year	16	26	42	16	29	45	26	51	7
Subsequent years Totals	16	28	2 44	16	31	2 47	26	52	78
	10	20	44	10	31	47	20	52	/ (
Development Studies 1st year	30	64	94	19	47	66	22	45	67
Subsequent years	-	4	4	1	3	4	-	1	
Totals	30	68	98	20	50	70	22	46	68
Econometrics and									
Mathematical Economics 1st year	15	8	23	18	6	24	6	3	
Subsequent years	4	1	5	2	2	4	-	1	
Totals	19	9	28	20	8	28	6	4	10

			SION 1999-2 DENT NUMBI			SION 2000-20 ENT NUMBE			SSION 2001- UDENT NUME	
lataT SerratVI mild		Men	Women	Total	Men	Women	Total	Men	Women	Total
Economic History 1st year		24	19	43	22	14	36	23	17	40
Subsequent years Totals		24	2 21	2 45	3 25	4 18	7 43	23	17	40
Totals		24	21	45	23	10	43	23	-17	40
Economics 1st year		86	33	119	78	24	102	99	36	135
Subsequent years		1	1	2	3	-	3	-	-	133
Totals		87	34	121	81	24	105	99	36	135
Economics and Economic Histor	у	4		4.5						
1st year Subsequent years		6	8 –	14	6	3	9	7	5	12
Totals		6	8	14	6	3	9	7	5	12
Economics and Philosophy										
1st year		4	1	5	7	1=	7	4	2	6
Subsequent years Totals		4	1	5	7	-	7	4	2	6
Environment and Development 1st year		9	13	22	11	12	23	3	15	18
Subsequent years Totals		9	13	-	-	1	1	2 5	45	2
Totals		9	13	22	11	13	24	5	15	20
Environmental Assessment and Evaluation										
1st year		10	26	36	11	10	21	9	16	25
Subsequent years Totals		1	26	1 37	11	5 15	5 26	1 10	16	1 26
			20	31	11	15	20	10	Miss Injude 5	20
European Political Economy: Integration					19			1		
1st year		12	10	22	5	7	12	8	6	14
Subsequent years Totals		12	10	22	- 5	7	12	8	- 6	14
		12	10	22	3		12	0	0	14
European Political Economy: Transition										
1st year		22	22	44	26	17	43	15	22	37
Subsequent years Totals		22	1 23	1 45	26	2 19	2 45	15	2 24	39
		22	20	40	20	10	40	10	ATTINY TO A	143
European Politics and Policy 1st year		31	18	49	20	11	31	17	20	37
Subsequent years		1	1	2	1	-	1	molnule/	Introlation of	10 10 2
Totals		32	19	51	21	11	32	17	20	37
European Social Policy				DA	35	7.1	-			
1st year Subsequent years		1 -	11 2	12	1 -	6	7	5 -	8 -	13
Totals		1	13	14	1	9	10	5	8	13
European Studies					153					
1st year		46	36	82	9	24	33	8	20	28
Subsequent years Totals		1 47	4 40	5 87	9	24	33	9	21	30
Obodies										
European Studies: EU Policy Making										
1st year		6	5	11	7	11	18	23	19	42
Subsequent years Totals		6	5	11	7	11	18	23	19	42
					1					
Finance and Economics 1st year		38	6	44	43	7	50	57	22	79
Subsequent years		-	-	-	1	_	1	-	1-01	10000
Totals		38	6	44	44	7	51	57	22	79
Gender Studies		51	40	17	- 51	40	40		-	100
1st year Subsequent years		1 -	16 4	17 4	-	13 1	13	-	2	ocu nei
Totals		1	20	21	-	14	14	-	9	_m= ms

			SSION 1999-20 IDENT NUMBE			ENT NUMBE			SSION 2001 JDENT NUM	
Men Women Total		Men	Women	Total	Men	Women	Total	Men	Women	Tot
Gender and Development 1st year		1	3	4	رو.	10	10	1	13	1
Subsequent years		_	_	- C-	-	-	-	_		nan a
Totals		1	3	4	-20	10	10	1	13	guida V 1
Gender and Social Policy 1st year		Tao	20	1020	120	9	9	1	8	
Subsequent years		-	2	_	3	_	-	-	-	
Totals		-2	48	(2)	34	9	9	1	8	
Gender and the Media				15			7 (1	Lies I sim	and Esona	
1st year Subsequent years		3	=		1	6	7	1	7	
Totals		4	4	34	1	6	7	1	7	
Global History								Yngo		
1st year		-	+	-	6	3	9	6	5	on term
Subsequent years Totals		-	1	7	6	3	-	-	-	
		-	-	0-	0	3	9	6	5	emis 1
Global Market Economics 1st year		12	6	18	11	5	16	6	12	on to the
Subsequent years		-	_	-	11	4	15	5		
Totals		12	6	18	22	9	31	11	16	MatoT 2
Global Media and Communication	ons				4			na mam		
1st year Subsequent years		-	3	_	3	6	9	7	9	1
Totals		8	-	-	3	6	9	7	9	R1
lealth and Social Services				185						
1st year		3	6	9	2	5	7	777400	13 TEXAS	
Subsequent years		2	7	9	2	4	6	3	3	
Totals		5	13	18	4	9	13	3	3	
lealth Policy, Planning and Fina	nce			88	- 87	120				
1st year Subsequent years		=	_	_	22	29	51	23	20	4
Totals		-	_	_	22	29	51	23	20	4
ealth, Population and Society		2		200	235			4	12	1
1st year		47	22	12	275	436	_	-	-	
Subsequent years Totals		-	-	-	-	-	-	4	12	1
				1160				design.		
listory of International Relations		07	40	45			200		PERMINANT	
1st year Subsequent years		27	18 2	45	32	27	59	30	39 1	6
Totals		28	20	48	32	27	59	30		7
ousing				31						
1st year		- 17	21	38	14	17	31	19	21	4
Subsequent years		17	25	42	15	24	39	11	20	3
Totals		34	46	80	29	41	70	30		7
luman Geography Research				8		1				
1st year Subsequent years		2	-	2	-91-	2	2	2	2	
Totals		3	-	3	_	2	2	2	2	
uman Rights				17						
1st year		-	-	-	-	-	-	7		3
Subsequent years Totals		7	-	14	-	_	-	7	24	3
							-	1 2		3
dustrial Relations and Personne Management	el			lio.						Turi ind
1st year		32	68	100	28	71	99	32		13
Subsequent years Totals		4	4	8	1	1	2	2	5	
		36	72	108	29	72	101	34	107	14
ternational Accounting										
and Finance		20	0.4	50		3.34				
1st year Subsequent years		29	21	50	14	11	25	-	=	
Totals		29	23	52	14	1 12	26	1	-	

			SION 1999-20 DENT NUMBE			ENT NUMBE			SSION 2001- IDENT NUME	
International Health Policy		Men	Women	Total	Men	Women	Total	Men	Women	Tota
1st year		7	10	17	10	14	24	14	10	24
Subsequent years		-21	41	0.8	1	4.1	1	1		2
Totals		7	10	17	11	14	25	15	11	26
nternational Relations				100						
1st year		43	38	81	36	29	65	36	44	80
Subsequent years		-	1	1	-	2	2	1	-	1
Totals		43	39	82	36	31	67	37	44	81
nternational Relations Research										
1st year		8	1	9	7	2	9	3	10	13
Subsequent years Totals		- 8	1	9	7	2	9	3	10	13
Totals a		Ü	- 10	9	6	51	9	3	10	13
aw and Accounting		- 0.0		1						
1st year Subsequent years		14	17	31	12	13	25	19	13	32
Totals		14	17	31	12	3 16	3 28	19	13	32
				0,		10	20	10	10	02
LM (Intercollegiate)		400	400	0.10				1	ales.	
1st year Subsequent years		129	120 7	249 13	95 8	99 12	194 20	89	97	186
Totals		135	127	262	103	111	214	94		196
er e				101						
LM (Labour Law)		2	6	0	10	0	40			
1st year Subsequent years		2	6	8 -	10	2	12	6		1 12
Totals		2	6	8	10	2	12	7		13
or by					791			1 7		
Local Economic Development 1st year		12	6	18	13	11	24	11	20	31
Subsequent years		2	1	3	1	1	2	11		3
Totals		14	7	21	14	12	26	11	0.4	32
Management										
1st year		44	35	79	39	29	68	50	41	91
Subsequent years		1-9	-	-	-	-	1102	1000 5-30	Increde3	1 ma/1/12
Totals		44	35	79	39	29	68	50		91
Management and Regulation of	Risk									
1st year		-	-	-	-	_	-	12	5	17
Subsequent years		-	-	-	-	-	-	sc o omy !	d mowan	The sol of
Totals		2	-0	(0)	43	-	-	12		17
Management of Non Governmen Organisations	ntal				116					
1st year		14	7	21	8	10	18	6	9	115
Subsequent years Totals		15	7	22	8	10	18	6	9	15
		7	13	81	ñ					Elato T
Media and Communications		40	0.7	40			144			
1st year Subsequent years		16 1	27 4	43 5	17	32 1	49	11 2	47	
Totals		17	31	48	17	33	50	13		60
Media and Communications					70					
1st year			_	-	1	8	9	6	8	14
Subsequent years		=	-	-	+	-	-	-	-	and the second
Totals		-	-	67	1	8	9	6	8	UE 14
Nationalism and Ethnicity in Euro										
1st year	,	1	-	1	-	9	9	3	12	- 18
Subsequent years		-	115	-	-	-	-	_	1	
Totals		1	10	1	-	9	9	3		16
lew Media, Information and Soc	ciety									
1st year		-	-	-=	5	3	8	4	8	12
Subsequent years		-	-	-	5	- 2	- 0		Pindul 1	
Totals		D.	-31	16	5	3	8	5	9	14
Operational Research					.771					
1st year		20	20	40	26	6	32	29	17	46
Subsequent years Totals		4 24	1 21	5 45	2 28	6	2 34	31	1	49

			SSION 1999-2 JDENT NUMBI			SSION 2000-2 JDENT NUMB			SSION 2001- JDENT NUMI	
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Organisational and Social					10000			Abg		
Psychology 1st year		12	28	40	14	38	52	11	38	49
Subsequent years		21	4	4	3	1	4	1	12	10 1
Totals		12	32	44	17	39	56	12	38	50
Philosophy and History of Science	е				82					
1st year		10	3	13	8	6	14	7	2	9
Subsequent years Totals		10	3	13	11	6	17	7	2	9
								1000		
Philosophy of the Social Science 1st year	es	12	3	15	_	1	1	5	4	9
Subsequent years		_	-	-	-	-	-	-	-	mmT =
Totals		12	3	15	-	1	1	5	4	9
hilosophy, Policy and Social Va	alue				151					
1st year		-	-		4	4	8	9	9	18
Subsequent years Totals		_	_	_	4	4	8	9	9	18
olitical Sociology 1st year		3	7	10	3	8	11	8	7	15
Subsequent years		-	201	195	-	217	-	-	12	5000772
Totals		3	7	10	3	8	11	8	7	15
olitical Theory										
1st year		27	13	40	11	11	22	24	10	34
Subsequent years Totals		28	2 15	3 43	13	1 12	3 25	24	10	34
		20	10		,,,			headign	part Descri	003 600
olitics of Development										
(Latin America) 1st year		12	6	18	=	41	_	-	-	wot -
Subsequent years		1	3	4	-	-	-	-	-	-
Totals		13	9	22	-	-	-	-	457.00	Miles of the
olitics of Empire and Post Impe	rialism									
1st year		5	8	13	-	-	-	-	-	and the second
Subsequent years Totals		5	1 9	1 14	_	2 2	2 2	W 000=0	ous time	meta 12
olitics of the World Economy		38	27	65	33	22	55	32	30	62
1st year Subsequent years		1	1	2	2	1	3	1	-	1
Totals		39	28	67	35	23	58	33	30	63
opulation and Development										
1st year		4	9	13	2	7	9	2	5	7
Subsequent years Totals		4	9	13	2	7	9	2	1 6	1 8
Totals		4	9	13	2	,	9	2	0	0
ublic Administration					1					
and Public Policy 1st year		20	13	33	9	13	22	22	22	44
Subsequent years		1	-	1	-	-	-	-	1	1
Totals		21	13	34	9	13	22	22	23	45
ublic Financial Policy					-					
1st year		10	9	19	5	2	7	5	5	10
Subsequent years Totals		10	9	19	5	9	14 21	6	2 7	18
		10	3	13	10	11		WE name	m mai Etron	- ИрМ
eal Estate Economics and Real Estate Finance										
1st year		6	_	6	7	6	13	12	4	16
Subsequent years		-	-	-	1	-	1	-	-	_
Totals		6	-	6	8	6	14	12	4	16
egional and Urban Planning St	udies							-		
1st year	177	14	17	31	12	11	23	7	15	22
Subsequent years Totals		14	17	31	12	3 14	3 26	7	1 16	23
17		17	17	01	12	17	20	1		23

			SION 1999-2 DENT NUMBE			SION 2000-20 ENT NUMBE			DENT NUMB	
		Mon	Women	Total	Men	Women	Total	Men	Women	Total
Regulation		Men	vvomen	Total	ivieri	vvoirien	Total	ivien	vvomen	Total
1st year		11	2	13	10	2	12	12	7	19
Subsequent years		1	_	1	-	-	-	-40	manot biesign	dinon s a
Totals		12	2	14	10	2	12	12	7	19
teligion and Contemporary Soci	ety			97		0	0			TOTAL O
1st year		-	_	_	-	3	3	1 -	1	2
Subsequent years Totals		3	4 30	82	3	3	3	1	2	3
Totals				00					THEN THUS	
ussian and Post Soviet Studies				78						
1st year		8	5	13	3	10	13	4	11	15
Subsequent years		=	-	-	-		-	-	-	en mite
Totals		8	5	13	3	10	13	4	11	15
ocial Anthropology			22			- 6				dutyTi
1st year		4	14	18	11	8	19	14	9	23
Subsequent years		4	14	18	11	1 9	20	17	10	27
Totals		4	14	10	11	9	20	17	10	21
ocial Policy and Planning										
1st year		9	21	30	8	26	34	9	22	3
Subsequent years		-	-	-	-	7	7	2	9	1:
Totals		9	21	30	8	33	41	11	31	42
ocial Policy and Planning in										
Developing Countries		22	20	53	11	32	43	19	39	5
1st year Subsequent years		23	30	55	-	-	43	19	39	5
Totals		23	30	53	11	32	43	19	39	5
01		_ 0			1-0	1.0				167
ocial Psychology										
1st year		4	22	26	8	10	18	4	22	2
Subsequent years		35	+6	841	438	3	3	-	1	
Totals		4	22	26	8	13	21	4	23	2
ocial Research Methods					11 50					
1st year		9	23	32	4	12	16	4	16	2
Subsequent years		3	4	7	5	9	14	JEGU 1	2	ампъ
Totals		12	27	39	9	21	30	5	18	2
					1.8			1		
ociology					20				100	
1st year		8	16	24	6	15	21	6	6	1
Subsequent years		1	-	1	_	45	-	6	2 8	4
Totals		9	16	25	6	15	21	Ь	8	1
tatistics										
1st year		5	3	8	5	4	9	6	9	1
Subsequent years		5	2	1	1	-	1	1	Yours FE or	
Totals		6	3	9	6	4	10	7	9	muanta
heary and History of								1		
heory and History of International Relations										
1st year		13	6	19	5	13	18	11	10	2
Subsequent years		1	-	1	_	1	1	1	1	
Totals		14	6	20	5	14	19	12	11	2
oluntary Sector Organisation										
1st year		6	17	23	5	14	19	6	11	1
Subsequent years		6	6	9	5	10	15	5	8	8 3 8 1
Totals		9	23	32	10	24	34	11	19	3
OTAL:										
AUGHT MASTERS STUDENT	S									
1st year		1256	1199	2455	1077	1165	2242	1250	1467	271
Subsequent years		66	106	172	85	130	215	66	84	15
Totals		1322	1305	2627	1162	1295	2457	1316	1551	286

TOTAL: ALL STUDENTS

			SION 1999-2 DENT NUMB					SSION 200 JDENT NUM		
Mar server salk		Men	Women	Total	Men	Women	Total	Men	Women	Tota
4. DIPLOMA STUDENTS										
Accounting and Finance				15	1/2	- 1				
1st year		8	10	18	10	4	14	14	14	2
Subsequent years Totals		8	10	18	10	4	14	14	14	2
Totals				-						ls ye
Business Studies		0.1	0.5	50	0.4	10	40			
1st year		21	35 1	56 1	24	19 1	43	-		TIMES .
Subsequent years Totals		21	36	57	24	20	44	o more	AND ROLL	na molecus
Econometrics		3	1	4	5					Blato V
1st year Subsequent years		-		4	_	_	_	1		SIMILO I
Totals		3	1	4	-	-	-	-	racionem	MinA (sog
					30					
Economics 1st year		15	7	22	11	4	15		Many Villa	Water -
Subsequent years		-	-	-	1	-	1			5
Totals		15	7	22	12	4	16	(=)(mili line	o all Pole
					192					
Sociology 1st year		1	3	4	350		- 2	1		stato?
Subsequent years		1	-	1	_	-	_	1		210001
Totals		2	3	5	-	-	-	110	mo I may	ollut brisio
Norld Politics 1st year		6	6	12	6	10	16	8	10	1
Subsequent years		_	_	-	_	-	-	-	-	SHOT S
Totals		6	6	12	6	10	16	8	10	18
FOTAL - DIDLOMA CTUDENTS										
TOTAL: DIPLOMA STUDENTS 1st year		54	62	116	51	37	88	23	24	4
Subsequent years		1	1	2	1	1	2	-	-	U.Sell
Totals		55	63	118	52	38	90	23	24	4
5. RESEARCH FEE/								1		
VISITING RESEARCH STUDEN	TS									
								1 .5.		
Accounting and Finance		1	2	3	2	1	3	2	2	
Anthropology Economics		2	2	2	2 3	3	5	_	1	W
European Institute		_	_	_	-	-	-	1	1	- 128
Geography		1	-	1	=	-	-	-	=	mor.
Government		2 7	1	2 8	1	2	3	3	2	
ndustrial Relations nformation Systems		_	1	-		1	1	3	-	111111111111111111111111111111111111111
nternational History			-	-	2	_	2	-	man i de	water.
nternational Relations		1	7	1	-	4	4	-	-	5 60 3
_aw Philosophy		1	2	3	-	-	_	1	1	
Regional Planning		_	1	1	_	_	_		00 170-170	THE PERSON
Social Policy		1	1	2	-	2	2	-	1	
Social Psychology		1	1	2	1	7	1	1	empy redition	
Sociology Statistics		1	1	2	3	1	1	=	=	EET.
Stationos										
TOTAL: RESEARCH					-51			1		
FEE STUDENTS		19	12	31	11	16	27	11	9	20
S. EXCHANGE STUDENTS		15	5	20	15	18	33	16	13	29
									10	
7. TRIUM EMBA								MARQUE	S RESTRAIN	T SUGA
1st year Subsequent years		ion)	To any	285	9877	1285	-	27	2	2
Totals		Des	20	(72	301	30	-	27	2	29
					100			-	-	3-07
TOTAL: ALL POSTGRADUATE		0000	4050	0076	4070	1000	0000		2000	
STUDENTS		2029	1850	3879	1876	1822	3698	2009	2067	4076
TOTAL: ALL UNDERGRADUATE										
STUDENTS	2 1	1946	1478	3424	1937	1583	3520	1956	1612	356

7303 3813 3405 7218 3965 3679 7644

Analysis of Overseas Students by Domicile: 1999-2002

	3	-		4 00			-		
COUNTRY OF	Under-	999-2000 Graduate	Total	Under-	000-2001 Graduate	Total		1-2002 Graduate	Total
DOMICILE	graduate	Craduate	Total	graduate	Graduate	Total	graduate	Jaudale	Total
At Landelow	1 =		1 3			9			
Afghanistan Albania	2	1	1 2	- 2	Biri	2	1	1	2
Angola	_	1	1	_	7 2	-	_	1	1
Anguilla	1 =		_	1/2	4	-	1	-	1
Antigua	1		1	1	-	1	1	-	1
Argentina	7	29	36	3	32	35	4	26	30
Armenia Australia	1 9	6 18	7 27	10	7 21	7 31	9	4 26	4 35
Austria	24	27	51	26	29	55	29	33	62
Azerbaijan	000	3	3	100	2	2	_	1	1
Bahamas	2	1	3	2	2	4	1	1	2
Bahrain	6 1	3	4	1	1	2	5	1	6
Bangladesh Barbados	8 -	5 2	13	7	4 2	11 2	7	4	11
Belarus	1	1	2	1	1	2	2	_	2
Belgium	20	43	- 63	- 25	38	63	19	43	62
Bermuda	- 1		- 1	1	1 -	- 1	-	1	1
Bhutan	5 -	1	8 1	-	7 -	-	-	-	-
Bolivia Bosnia	1	4 3	4 3	1 7 7	4	4	1 _	1 3	2
Botswana	1	1	2	1	-	1	_	2	2
Brazil	9	35	44	10	36	46	12	36	48
Brunei	10	_	10	11	-	11	8	75	8
Bulgaria	9	4	13	13	4	17	12	7	19
Burma	1 22	137	1 159	1 25	1 128	2 153	24	162	186
Canada Cayman Islands	3	137	3	3	120	3	24	102	2
Chile	1 2 -	18	18	200	15	15	_	18	18
China (People's Republic)	- 13	49	62	26	52	78	50	107	157
Colombia	1	15	16	7	21	21	-	22	22
Costa Rica	5	13	2 18	1 4	1 5	9	-	7	7
Croatia Cuba	5	- 13	- 18	4	- 5	9	_	1	1
Cyprus	55	10	65	59	20	79	59	17	76
Czech Republic	3	4	7	2	3	5	3	4	7
Denmark	12	32	-44	11	19	30	7	24	31
Dominica Popublic	ur =	8 1	1	8 =	- 1	-	-	0-34	100 =
Dominican Republic Ecuador	2	2	- 4		1 3	1 3	3	2	5
Egypt	_	8	8	_	8	8	-	10	10
Eire	1	30	31	101	24	25	3	30	33
Estonia	-	1	1	- S	3	3	7	3	3
Ethiopia	-	2	2	- 24	-	- 44	1	10	1
Finland France	25 58	137	33 195	21 54	20 87	41 141	22 48	12 109	34 157
French West Indies		1	1	-	1	1	-	1	1
Gambia	1 2	1	1	_	_	_	-	-	THE STATE
Georgia	(-	3	3	-	2	2	-	2	2
Germany	118	203	321	107	214	321	104	181	285
Ghana Gibraltar	8	4	12	5 -	7	12	4 2	11	15 2
Cross	39	169	208	35	173	208	19	185	204
Guatemala	_	3	3	-	-	-	-	2	2
Haiti	A6-	81 7	m =	2	-	2	1	-	1
Honduras	-	1	1	-	-	474	7-7		in hondlett
Hong Kong	123	47	170	140	31	171	151	46	197 10
Hungary Iceland	2	14	16 14	4	16 11	20 11	4	6 9	9
India	45	83	128	45	89	134	39	130	169
Indonesia	10	6	16	11	10	21	9	5	14
Iran	1	1	2	2	1	3	2	2	4
Israel	1	30	31	2	31	33	1	29	30
Italy	32	170	202	33	160	193 2	26	163	189
Ivory Coast Jamaica	1	2	3	1	2	3	1	4	5
Japan	24	122	146	17	107	124	14	117	131
Jordan	2	9	11	2	6	8	1	2	3
Kazakhstan	2	11	13	2	3	5	7	1	8
Kenya	41	12	53	36	13	49	41	12	53
Korea (North)	16	1 41	2 57	1 22	30	2 52	1 34	39	73
Korea (South) Kuwait	16	41	2	22	1	3	1	1	2
Kyrgyzstan	11/2	1 -	1 -	2 -	2	2	_	_	200
8 2 10									

Analysis of Overseas Students by Domicile: 1999-2002 - continued

COUNTRY OF	-sehmij Ur		99-2000 Graduate	Total	Under-	000-2001 Graduate	Total	Under-	001-2002 Graduate	Tota
OMICILE		duate			graduate		alsulist	graduate		
atvia		_ 1	3	4	1	4	5	3	Tol	3
ebanon		2	9	- 11	2	_ 14	16	2	24	26
esotho		-	1	1	1 7	1	_ 1	7	-	stopol
ibya		_ 1	11 -	1	1	-	_ 1	1		ntage
iechtenstein		2	1	2 5	4	1	5	2	2	guono
ithuania		9	6	15	6	7	13	8	5	13
uxembourg lacau		1	_	1	_	0	-	_	_	EL ITSTITU
Macedonia		14	_	07	- 175-	81	_	_	1	E COLOR
Malawi		2	95 _	2	2	48 70	2	-	-	nnvalu
Malaysia		178	23	201	176	24	200	144	18	162
Maldives		1	- 1	2	2	-	2	2	2	4
falta		-	9	9		3	3		7	ING WIET
lauritius		36	3	39	37	5	42	41	3	61
lexico		2	56	58	5	63	68	6 2	55	2
loldova		-	_	45-		Eh -	00-	1	_	annusle:
onaco ongolia			1	1	_	_	_		_	DUMIS
orocco		2	1	3	2	1	3	1	2	- 100
ozambique		_	_	-	_	2	2	_	_	Eluli:
amibia		_	1	1	10 -0			_	_	mirror-
epal		1	2	3	1	-	1	1	5	mounts.
therlands		12	17	29	12	22	34	11	26	3
w Zealand		-	8	8	2	7	9	3	10	1
caragua		-	-			1	1	-	1	
geria		9	16	25	9	6	15	5	18	2
rway		26	84	110	23	63	86	20	73	9
nan		-	1	1	1		1	_	1	
kistan		32	48	80	32	25	57	34	28	6
ru		1	16	17	3	12	15	4	13	9) 813
ilippines		1	3	4	5	2	7	3	5	
land		17	14	31	14	13	27	12	12	2
rtugal		8	32	40	7	31	38	5	28	3
erto Rico		1	- 2	3	1	3	4	2	1	
tar		6	2 5	11	7	3	10	3	2	Enide
omania Issia		39	15	54	44	28	72	40	24	6
vanda		35	1	1	00-	1	1	-	_	TU TOS
udi Arabia		- 1	- 4	- 5	4	6	10	5	2	
negal		-	-	-	-	_	-	1	adding 2 at	
vchelles		-	_	_	4 -	6 -	-	1	_	
erra Leone		-	_			_	_	-	1	
ngapore		162	40	202	170	33	203	162	36	19
vakia		1	1	2	1	1	2	1	3	
ovenia		1	6	7	4	4	8	2	3	
uth Africa		5	10	15	2	12	14	2	12	1
ain		7	74	81	8	72	80	12	64	7
Lanka		13	8	21	18	7	25	13	5	1
Lucia		-	1	1	-	-	- 7	-	-	
Vincent		1	-	1	1	-	1	1	7	
dan		1	1	2	1950	3	3	-	1	
rinam		-	1	1	_	_	_	7	1	
aziland		2		2	2	- 07	2	1	-	
eden		42	37	79	43	27	70	49	34	8
ritzerland ria		36	45	81	22	49	71 2	24	38	
iwan		12	39	51	16	48	64	15	43	5
ikistan		1	-	1	1	40	1	1	43	o wbox
nzania		2	1	3	2	1	3	3	2	
ailand		18	35	53	20	47	67	28	27	5
nidad and Tobago		6	5	11	5	3	8	6	3	bouls
nisia		_	9 -	20-	1151	BB 1	1	_	2	
rkey		5	49	54	3	39	42	5	41	4
rkmenistan		1	-	1	1	_	1	_	_	
anda		1	7	8	2	00 4	6	2	9	1
raine		7	10	17	8	2	10	7	5	01
ited Arab Emirates		11	1	12	13	2	15	6	2	and will
iguay		_	3	3			-	_	2	
SA		295	347	642	324	362	686	288	457	74
bekistan		_	2	2	-	1	1	1	_	probe
nuatu		-	-	_	-	1	1		-	
nezuela		-	9	9		5	5	_	10	manus 1
etnam		1	2	3	3	1	4	6	1	HIVE STATE
est Indies		-	2	2	_	1 -2	1,000	_	2	
men		-	1	1	36-	-	0"-	_	(uppe	
goslavia		5	8	13	4	6	10	2	6	
mbia		3	1	4	4	2	6	2	HE TE TON	
nbabwe		10	1	11	10	3	13	8	2	1
ibabwe		10								

Analysis of Overseas Students by Domicile: 1999-2002 - continued

	more and brown	999-2000		2	000-2001		2	001-2002	
COUNTRY OF DOMICILE	Under- graduate	Graduate	Total	Under- graduate	Graduate	Total	Under- graduate	Graduate	Total
1. THE CONTINENTS OF:							fire nouty		
EUROPE	631	1262	1893	608	1177	1785	566	1177	1743
ASIA	702	679	1381	760	623	1383	759	726	1485
AFRICA	126	73	199	117	70	187	115	90	205
NORTH AMERICA	336	557	893	371	566	937	332	692	1024
SOUTH AMERICA	20	137	157	16	128	144	24	132	156
AUSTRALASIA	9	26	35	12	29	41	12	36	48
TOTAL	1824	2734	4558	1884	2593	4477	1808	2853	4661
2. MEMBERSHIP OF THE									
COMMONWEALTH	666	461	1127	679	428	1107	622	524	1146
3. MEMBERSHIP OF THE									
EUROPEAN UNION	407	985	1392	389	923	1312	362	937	1299

Statistics of Staff
The figures below are correct as at 1 July 2002. Some staff hold appointments in more than one category. 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			July 2002		
Academic Staff (full-	time equivalen	t)		M		F	Total	М	F	Total	
Professor		-		120		21	141	126	21	147	
Reader				47		13	60	57	13	70	
Senior Lecturer				42		16	48	42	12	54	
Lecturer				110		65	175	99	60	159	
Total				319		115	434	324	106	430	
Research Staff (full-	time equivalent	()		M		F	Total	ASE M	F	Total	
Senior Research Fello	ow .			9		4	13	8	3	11	
Research Fellow				10		9	19	10	9	19	
Research Officer				31			58	38	33	71	
Research Assistant				13		17	30	12	13	25	
Total				63		57	120	68	58	126	
Management & Admi Total (head-count)	inistrative Staff	F ¹		M 271		F 458	Total 729	M 302	F 500	Total 802	
Hourly-Paid Clerical Total (head-count)	Staff			M 114		F 147	Total 261	M 99	F 119	Total 218	
Total (nead-count)									110		
Occasional Teachers	5			M		F	Total	M	F	Total	
Total (head-count)				212		137	349	238	161	399	
Occasional Research	Assistants			М		F	Total	M	F	Total	
Total (head-count)				179		133	312	165	120	285	
Catering Staff				М		F	Total	M	F	Total	
Total (head-count)				30		47	77	26	35	61	
Porters (including Li	brary porters)			М		F	Total	М	F	Total	
Total (head-count)				31		5	36	31	5	36	
Maintenance and Ted	chnical Staff			М		F	Total	M	F	Total	
Total (head-count)				30		4	34	30	5	35	

1.4			-200
Index		Departmental Managers Departmental Tutors	24
Academic Board	8	Consultative Forum	21
Functions and constituency groups	8	Development and Alumni Relations Office	
Agenda Committee	9	Services	50
Academic Nominations Committee	8	Staff	45
Academic Officers	8	Development Research Centre and the Crisis States	
Academic Planning and Resources Committee	8	Programme	58
Academic Publications of the School	62	Development Studies Institute	
Academic Support Staff Committee	9	Research	53
Accounting and Finance (Convener, etc)	24	Staff	28
Admissions Tutors Consultative Forum		Disability	
Taught Graduate Students	21	Consultative Forum	20
Undergraduate	20	School's Policy on	64
Alumni Relations Committee	10	Discrete and Applicable Mathematics, Centre for	56
Anthropology (Convener, etc)	24	Staff Page 1	28 62
Appointments Committee	10 55	Discussion Papers	20
Asia Research Centre Staff	28	Doctoral Programme Directors Consultative Forum Economic History (Convener, etc)	24
Athletics Committee	10	Economic Performance, Centre for	56
Athletics Union	52	Staff	28
Audit Committee	11	Economica	62
British Journal of Industrial Relations	62	Economics (Convener, etc)	24
British Journal of Sociology	62	Economics of Education, Centre for	2-3
Buildings – see Maps		Staff	28
Business History Unit	55	Economists' Bookshop	49
Staff	28	Education Act 1994, Code of Practice for Compliance with	52
Calendar of Events	3	Educational Research, Centre for	57
Cañada Blanch Centre for Contemporary Spanish Studies	53	Staff	28
Careers Service	51	Emeritus Professor and Emeritus Readers	40
Staff	46	EPIC	54
CARR	55	Equality and Diversity, Policy Statement on	64
Staff	28	Estates Management Committee	12
CASE	59	Estates Strategy Committee	12
Staff	28	Eurohealth	62
CDAM	56	Euro Observer	62
Staff	28	European Philosophy, Forum for	53
CEP	56	European Political-economy Infrastructure Consortium (EPIC)	54
Staff	28	European Institute	
CER	57	Research	53
Staff	28	Staff	29
Chaplaincy	46	Executive Education	49
Cities Programme	58	External Degree Coordinators Consultative Forum	20
Staff	28	External Studies Sub-Committee	13
Civil Society, Centre for	55	External Study	49
Staff	28	Finance and General Purposes Committee	13
Code of Practice for Compliance with the		Financial Markets Group	59
Education Act 1994	52	Staff	29
Committees		Forum for European Philosophy	53
Membership and Terms of Reference	7	Gender Institute	
Meeting Dates	3	Research	53
Community Operational Research, Centre for	56	Staff	29
Computer Security Research Centre	58	General Academic Regulations	6
Staff	28	Geography and Environment (Convener, etc)	2
Consultative Forum	04	Global Governance, Centre for the Study of	5
Admissions Tutors for Taught Graduate Students	21	Staff	2
Departmental Tutors	21	Government (Convener, etc)	2
Disability	20	Government and Opposition	6
Doctoral Programme Directors	20	Governors, Court of	1
External Degree Coordinators	20	Graduate Studies Sub-Committee	6
LSE Health Service		Greater London Group Staff	2
Programme Directors for Taught Graduate Students	20		6
Students Undergraduate Admissions Tutors	21	Health and Social Care (LSE Research Centre) Staff	2
Undergraduate Admissions Tutors	24	Health and Safety Committee	1.
Conveners Council The	11	Health Service	1
Council, The	7		2
Court of Governors		Consultative Forum	5
CPNSS Stoff	57 28	Services Staff	4
Staff			5
CREFSA	58	Hellenic Observatory Staff	2
Staff	28 61	History of the School	6
Criminalagy and Criminal Justice Manahaim Contra for			U
Criminology and Criminal Justice, Mannheim Centre for Staff	29	Honorary Fellows	2

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

88 Index

Housing (LSE Housing Research Centre) Staff	59 29
India: Population, Environment and Human Development	t
Staff	29
Industrial Relations (Convener, etc)	25
British Journal of	62
Information Systems (Convener, etc) Information Technology	25
Committee	15
Services	48
Staff	47
Institutes	53
International History (Convener, etc)	26
International Relations (Convener, etc)	26
International Studies, Centre for	57
Investments Sub-Committee	14
	14
IT User Groups	22
Business Systems and Services	22
Cluster Support	22
Representation of IT User Groups on Library and	
Information Services Committee	22
Language Centre Staff	26
Law (Convener, etc)	26
Library	
Committee	15
Services	48
Staff	46
University	48
London (LSE London Research Centre)	61
Staff	29
Management, Interdisciplinary Institute	
Research	54
Staff	29
Mannheim Centre for Criminology and Criminal Justice	61
Staff	29
	ck cover
Mathematics (Convener, etc)	26
Media@LSE	20
Staff	29
Methodology Institute	20
Research	54
Staff	29
Millennium: Journal of International Studies	62
Modern Law Review	
Nations and Nationalism	62
Nominations Committee	62
	15
Official Publications of the School Inside fro	
Operational Research (Convener etc)	26
Personal Social Services Research Unit (see LSE Health	
Social Care Research Centre)	60
Staff	29
Personnel Strategy Committee	16
Philosophy of Natural and Social Science, Centre for	57
Staff	28
Philosophy, Logic and Scientific Method (Convener, etc)	27
Population Investigation Committee	61
Staff	29
Population Studies	62
PPG	61
Promotions Committee	16
Publications	,0
Academic	62
Official inside from	

Public Policy Group (LSE Research Centre)	6
Publishing Resources	6
Regulations	
General Academic	6
Honorary Fellows	6
Short Courses and Summer Schools	6
Research	5
Research Centres	5
Research Committee	1
Residences	
	5
Staff Risk and Regulation Contro for Analysis of	5
Risk and Regulation, Centre for Analysis of	2
Staff SCORE	5
Short Courses and Summer Schools, Regulations for	6
Short Courses Sub-Committee	1
Social Exclusion, ESRC Research Centre for Analysis of	- 5
Staff	2
Social Policy (Convener, etc)	2
Social Psychology (Convener, etc)	2
Sociology	-
(Convener, etc)	2
British Journal of	6
Southern Africa, Centre for Research in Economics and	
Finance in	5
Staff	2
Staff	
Academic and Research	3
Administrative	4
Departments	2
Emeritus Professors and Emeritus Readers	4
Information Technology Services	4
Library	- 4
Research Centres and Institutes	2
Student Residences	4
Visiting and LSE Centennial Professors	3
Statistics	8
Staff Research Fund	5
Statistics	
(Convener, etc)	2
of Staff	8
of Students	6
Student Affairs Committee	1
Students' Union	5
Studies in Ethnicity and Nationalism (ASEN)	6
Summer Schools	4
Summer Schools Board	1
Suntory and Toyota International Centres for Economics and	
Related Disciplines (STICERD)	5
Staff	2
Teaching, Learning and Assessment Committee	1
Terms, Dates of inside front of	
Transport and Economic Policy, Journal of	6
Undergraduate Studies Sub-Committee	2
User Groups IT	-
Library	2
LSE Nursery	2
- E00000000000	2
Residences Working Papers	2
rothing rapers	62

The BRITISH JOURNAL of SOCIOLOGY

Published quarterly by Routledge Journals, Taylor and Francis Ltd for The London School of Economics and Political Science.

Editor: BRIDGET HUTTER (to be confirmed)
Associate Editor: PATRICK MCGOVERN (to be confirmed)
Journal Manager: JACQUIE GAUNTLETT

EDITORIAL BOARD:

James A. Beckford (Warwick) Martyn Hammersley (Open) Anthony Giddens (LSE) Kathleen Kieman (LSE) Christel Lane (Cambridge) Henrietta Moore (LSE) John Scott (Essex)

Roger Silverstone (LSE) Bryan S. Turner (Cambridge) John Urry (Lancaster)

INTERNATIONAL ADVISORY PANEL:

Ulrich Beck (Ludwig-Maximilians-Universitat, Germany) Irena Borowik (Jagiellonian University, Poland) Gary Bouma (Monash University, Australia) Craig Calhoun (New York University, USA) R.W. Connell (University of Sydney, Australia) Richard Ericson (University of British Columbia, Canada) David Garland (New York University School of Law) John A. Hall (McGill University, Canada) Michael Hill (Victoria University, New Zealand) Huang Ping (Academy of Social Sciences, China) Christine Inglis (University of Sydney, Australia) Hiroshi Ishida (Tokyo University, Tokyo) Ragnvald Kalleberg (Oslo University, Norway) Susan McDaniel (University of Alberta, Canada) Michael Mann (University of California, USA) Edmund Mokrzycki (Central European University, Poland) Harvey Molotch (New York University, USA)
James Montgomery (University of Wisconsin, USA)
Claus Offe (Humboldt-Universitat zu Berlin, Germany)
Stella Quah (National University, Singapore)
Saskia Sassen, (University of Chicago, USA)
Susuma Shimazono (University of Tokyo, Tokyo)
Margaret Somers (University of Michigan, USA)
Richard Swedberg (Stockholm University, Sweden)
Piotr Sztompka (Jagiellonian University, Poland)
Goran Therborn (Swedish Collegium for Advanced Study, Sweden)
Judith Wacjman (Australian National University)
Masao Watanabe (Hitotsubashi University, Tokyo)
Malcolm Waters (University of Tasmania, Australia)
Vladimir Yadov (Institute of Sociology, Moscow, Russia)
Shijuro Yazawa (Hitotsubashi University, Japan)

The aim of the Journal is to provide a medium for the publication of original papers in the fields of sociology, social psychology, social philosophy and social anthropology, and for book reviews. The *Journal* is now available Online (http://www.tandf.co.uk/journals) and contents pages can be received by email using SARA (Scholarly Articles Research Alerting). To register please visit the Taylor and Francis website, click on 'Online Journals' and then select 'Contents alerting service'.

The 2003 annual subscription rates for Volume 53 are: Individuals £60.00 (US\$98) post free Institutions £175 (\$275)

Original manuscripts should be addressed to the Editor, The British Journal of Sociology, The London School of Economics, Houghton Street, London, WC2A 2AE, and be typed in double spacing, preferably on A4 paper. All inquiries concerning advertisements and subscriptions should be addressed to the Editors.

Tel: +44 (020) 7955 7283 Fax: +44 (020) 7955 6311 Email: J.Gauntlett@LSE.ac.uk;

BJSOnline homepage: http://www.lse.ac.uk/serials/bjs/homepage.htm British Journal of Sociology Available Online: http://www.tandf.co.uk/journals

ECONOMICA

Vol. 69

No. 273

Contents

Auditing with Signals

Ines Macho-Stadler and J. Dvid Perez-Castrillo

Unemployment and Search Externalities in a Model with Heterogeneous Jobs and Workers

Pieter A. Gautier

Debt v Foreign Direct Investment: The Impact of Sovereign on the Structure of International Capital Flows

Monika Schnitzer

Estimating the Intergenerational Correlation of Incomes: An Errors-in-Variables Framework

Ramses H. Abul Naga

Intrafamiliar Consumption and Saving under Altruism and Wealth Considerations

Franz Wirl and Gustav Feichtinger

The Return on Post-Compulsory School Mathematics Study

P. J. Dolton and A. Vignoles

Parents' Discount Rate and the Intergenerational Transmission of Cognitive Skills

Mark D. Agee and Thomas D. Crocker

Induced Innovation Revisited

Peter Funk

Book Reviews

Books Received

Published Quarterly by THE SUNTORY AND TOYOTA INTERNATIONAL CENTRES FOR ECONOMICS AND RELATED DISCIPLINES THE LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE

SUBSCRIPTION RATES FOR 2002

	£	S
Institutions	99.00	143.00
Individuals	28.00	40.00
Students	20.00	29.00

N.B. Individual subscriptions must be for personal use only, students should produce some evidence of their student status.

Sample copies and Subscriptions from: ECONOMICA, c/o Blackwell Publishers, 108 Cowley Road, Oxford OX4 1JF, England.

Editorial matters should be addressed to: The Editor, ECONOMICA Publishing Office, London School of Economics and Political Science, Houghton Street, London WC2A 2AE.

Government and Opposition

An international journal of comparative politics published quarterly

Editorial Board Benjamin Barber, Sir Nicholas Bayne, Michael Biddiss, John Dunn,

Yoram Gorlizki, Julius Gould, John A. Hall, David Held, Paul Heywood, Margot Light, Isabel de Madariaga, Anthony McGrew, Elizabeth Meehan. Kenneth Minogue, Michael Moran, Karlheinz Neunreither, Geraint Parry, Vicky Randall, Lord Smith, Alfred Stepan, Alan Ware, Roger Williams

Editor

Michael Moran

Managing Editor Rosalind Jones

Review Editor Yoram Gorlizki

Advisory Board David E. Apter, Daniel Bell, Klaus von Beyme, Vernon Bogdanor,

Geoffrey Brennan, Robert A. Dahl, Sir William Deakin, Ronald Dore, Jon Elster, Leonid A. Gordon, Geoffrey Hawthorn, Ronald Inglehart, Takashi Inoguchi. Jean Leca, Percy Lehning, Arend Lijphart, Pierre Manent, Harvey C. Mansfield David Marquand, John Meisel, J. D. B. Miller, Edwina Moreton,

Pippa Norris, Giovanni Sartori, T. S. Di Tella

Volume 37 Number 1, Winter 2002

Domestic Sources of European Anti-Americanism The Risk Game and the Blame Game Japan's Upper House Election, July 2001 Intellectuals in Yugoslavia Party System Transformation in Chile

Sport, Prestige and International Relations Cowling on Morality and Religion

Volume 37 Number 2, Spring 2002

The 'Good War' after September 11 On Morality, Self-interest and Foreign Policy An Independent Central Bank Opposition to the EU in the UK Politics of Legislative Membership in the FRG German Foreign and Security Policy International Relations

Sergio Fabbrini Christopher Hood Takashi Inoguchi Siniša Malešević Peter M. Siavelis Lincoln Allison and Terry Monnington Kenneth Minogue

> Peter Lawler Chris Brown C. A. E. Goodhart Simon Usherwood Geoffrey K. Roberts Steve Wood Ian Clark

Single copies UK £17.00; annual subscriptions £65.00 institutions, £30.00 individuals. US: single copies \$38.00; annual subscriptions \$150.00 institutions, \$80.00 individuals (post free). Rest of the world: single copies £22; £85.00 institutions, £40.00 individuals (post free).

All correspondence and subscriptions to Mrs. R. J. Jones, Managing Editor, Government and Opposition, Room B702, The London School of Economics and Political Science, Houghton Street, London WC2A 2AE, Telephone Number/Fax Number: 020-7405 5991



Journal of International Studies

"Millennium has been one of the leading journals in International Relations for 30 years. Millennium actively encourages novel approaches from the cutting edge of the field. It is published three times per year at the London School of Economics and Political Science."

Recent Articles include:

Tim Dunne

Sociological Investigations: Instrumental, Legitimist and

Coercive Interpretations of International Society

Friedrich Kratochwil

Constructing a New Orthodoxy? Wendt's 'Social Theory of International Politics' and the Constructivist Challenge

Michael C. Williams and Iver B. Neumann

From Alliance to Security Community: NATO,

Russia, and the Power of Identity

Andrew Moravcsik

The Future of European Integration Studies:

Social Science or Social Theory?

Special Issues:

Images and Narratives in World Politics (2001)

War Endings: Reasons, Strategies, and Implications (1997)

Ethics and International Relations (1998)

Territoriality, Identity, and Movement in International

Relations (1999)

Religions and International Relations (2000)

Book Review • Discussion Sections • Review Articles

Subscriptions:

(For Volume 31, 2002)

Institutions: £85 per annum
Individuals £37 per annum
LSE Alumni £27 per annum
Students £22 per annum

Millennium: Journal of International Studies London School of Economics and Political Science Houghton Street, London WC2A 2AE Tel: +44 (0)20 7955 6188 Fax: +44 (0)20 7955 7438 E-mail: millennium@lse.ac.uk www.e-millennium.ac.uk Acres available on the See out web site for the

LSE

THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE

Calendar 2002-2003

Graduate Handbook

Millennium Publishing Group London School of Economics

CONTENTS

KEY ADDRESSES AND DATES OF TERMS	2
Towns of the state	
ABOUT LSE	3
The buildings Communications	3 3
Data protection	3
Data protection	3
YOUR PROGRAMME OF STUDY	5
Registration	5
Conditions of registration	5
Duration of study	6
Lectures, classes and timetable	6
Part-time study	6
Changing your programme Choosing your courses	7 7
Supervision and assessment of progress	7
Illness during your studies	7
Studying abroad	7
19.83	regry ris
LEARNING SUPPORT AND CAREER	8
DEVELOPMENT SKILLS	TOP 10
Study skills	8
Dyslexia support	8
Library and information skills	9
English for academic purposes	10
Modern foreign languages	10
Teaching development programme	12
Career development programme	12
E TO STORY OF THE PERSON OF TH	Parties.
FINANCIAL MATTERS	13
Fees	13
Financial assistance	14
Graduate prizes Student's Union financial support	14
Council tax	15
National insurance	15
Employment	15
Joseph and diam. Exemplery with the result of	10000-11
SCHOOL SERVICES	16
Accommodation Office	16
Careers Advice	17
Catering Chaplaincy	17
Cloakrooms and Lockers	18
The Environment	18
Graduate School	19
Information Technology Services	18
The Library	19
Medical Centre	20
Nursery	20
Security	20
Student Services	21
Timetables and teaching rooms	22
The Students' Union Student Advisers	22 23
ALUMNI RELATIONS	24
see not normally allowed to see the feet one of	24
EXAMINATIONS	25
Examination timetable	25
Late submission of coursework	25
Examination entry	25
Qualifying examinations	25 25
Deferring examinations	25

Examinations overseas	25
Illness and examinations	25
Special facilities	25
Assessment offences Results	26
Examination re-sits	26 26
Presentation ceremonies	26
Examination appeals	26
Regulations on assessment offences	27
Regulations on appeals	28
1977	Citie P.
LIBRARY AND IT SERVICES	31
Rules of the Library	31
Policy statement on the use of IT	32
Conditions of use of IT facilities	33
DISCIPLINARY AND OTHER	35
REGULATIONS AND PROCEDURES	33
Regulations for Students	35
Rules Relating to Student Activities	37
Student Drugs and Alcohol Policy	38
Student Drugs and Alcohol Procedure	39
Code of Practice on Free Speech	39
Principles and procedures for the	41
consideration of student complaints	ritinal
Procedure for the consideration of complaints	42
from students on academic matters	
Service complaints	44
Procedure for Complaints of Sexual	44
Harassment	SIRL
Student representation	44
DIPLOMA PROGRAMMES	45
Regulations for Diplomas	45
Code of practice for Diploma programmes	47
Regulations for each Diploma programme	49
Course Guides	50
	pleses
MASTER'S PROGRAMMES	57
Regulations for MA and MSc degrees	57
Scheme for the Award of a Taught Masters	59
Degree	Stottine
Scheme for the Award of a Taught Masters	61
Degree including half-unit options	00
Code of practice for Master's programmes	62
Regulations for each Master's programme Course Guides	65 106
Course Guides	106
MRes/PhD IN POLITICAL SCIENCE	230
	200
RESEARCH PROGRAMMES	232
(MPhil and PhD)	
Methodological training and study skills	232
Duration of study	233
Collecting research data	234
Supervision and research training support	235
Research degree examination	235
University of London regulations for the	236
degrees of MPhil and PhD	242
Code of practice for research students and their supervisors	242
Programmes of study, seminars and	245
workshops	245
0.0	Thu ba
INDEX	259

KEY ADDRESSES

Chair of the Graduate Studies Subcommittee Professor Yvonne Rydin	
Dean of Graduate Studies Dr John Carrier, A203, ext 7574	Secretary Nicola Dallen, A202, ext 7849

Adviser to Students with Disabilities Jean Jameson, H417a, ext 6034	ALL PARTY
	Adviser to Students with Disabilities Jean Jameson, H417a, ext 6034

Assistant Registrar (Student Services) David Ashton, ext 7457 Student Advice and Reception Manager Katie Porrer Student Course and Examinations Manager Elena Lo Administrative Officer (Financial Support) Loren Moyse, Financial Support tel: 020 7955 7162/7155	Student Registry Manager Derek Cook Administrative Officer (Graduate Admissions) Melanie Peter Graduate Admissions tel: 020 7955 7159; fax: 020 7955 6137 email: graduate-school@lse.ac.uk Registry/examinations

Accounts Office H403; tel: 020 7955 7468/7765; fax: 020 7955 7427	Chaplaincy 20 Kingsway; tel: 020 7955 7965
Careers Service E388; tel: 020 7955 7135	Student Advice Centre E297; tel: 020 7955 7145
Students' Union E296	Dentist St Philip's Building; tel: 020 7955 7444
Health Service St Philip's Building; tel: 020 7955 7016	Sittle

Dates of Terms

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

Session 2003-2004

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

ABOUT LSE

THE BUILDINGS

Monday to Friday: 0800 to 2130. After 1830 by main entrances only. Entrance to C Building Tower closes at 1830 although the foyer is open until the Three Tuns closes. Main entrance to E Building closes at 1930. After 2130 identification required. Access to some outlying buildings is

Saturday: 0800 to 1700. A, D and S by main entrances only; identification required. Access to other buildings by campus swipe card or via Main Reception in A building; identification required. Sunday: Access via Main Reception in A building; identification required.

Outside term time - but NOT during school closure periods

Monday to Friday: 0800 to 1830. From 1830 to 2130, A and S by main entrances only; after 2130 identification required.

Saturday & Sunday: Access via Main Reception A building; identification required.

Access to H, J, K, L, M, T, U, V, W, X, Y, Z, PS, G 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 opens Monday to Friday between 0800 and 1830 in term-time only and E opens Monday to Friday 0800 to 1930; at other times access to those buildings is via Main Reception A building; 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:

Normal opening times

> see below for building codes

Other restrictions

Room numbering

A	Old Building	K	King's Chambers	U Tower One
В	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	St Philip's Building
F	9 Kingsway	PS	Portsmouth Street	X Health Centre
G	20 Kingsway	R	Lionel Robbins Building	Y South Block
Н	Connaught House	S	St Clements Building	Z North Block
J	Cowdray House	T	Lakatos Building	

Buildings are equipped with fire alarm systems that include, 'alarm call points' at exits, smoke Fire precautions detectors and magnetic locks on key perimeter doors that automatically release when the fire alarm sounds. Fire extinguishers and fire hoses are placed in strategic positions. Means of escape are provided in accordance with legal requirements such as emergency fire escape routes and stairs. Emergency exits are clearly marked.

Familiarise yourself with emergency exits – especially when working in any building outside normal opening hours.

In the event of fire, sound the alarm by pressing the nearest 'fire call point'. Shut doors and windows. Do NOT try to extinguish the fire using hose reels or extinguishers unless you can do this without risk to yourself or others. Do NOT return to the building to collect personal belongings. Go straight to the fire assembly point and remain there until advised that the building is safe to re enter by fire wardens.

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 Student Services Centre 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 School complies with all requirements of the law on protection of personal 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 holding 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 whom 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:

The DPA register

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

The National Data Register is being replaced 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 its various databases. The School must reply to your request within 40 days, and must disclose all the data held at the time of receipt of the application, without alteration.

Your rights

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

Policy on manual 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 Director of Administration, 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
- The School's practice in dealing with outside requests for information about current students (other than those from statutory bodies requesting 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.

YOUR PROGRAMME OF STUDY

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

REGISTRATION

If you are about to start a new programme of study your registration date will be between Monday 30 September and Friday 4 October 2002 unless you are a student on certain courses in the Economics Department or on the intercollegiate LLM in which case your registration date will have been earlier in September. Students who are unavoidably late should contact the Student Services Centre for advice on how to register.

New students

All students wishing to continue their studies to complete a programme must re-register. You will be Continuing students sent information on how to do this during the summer vacation.

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

LSE Card

The final date by which new and returning students may register for the session is 31 October 2002. 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 Student Services Centre.
- 3. You agree that, if you are away from the School through illness, you will inform your tutor/supervisor and, if you are away for more than a fortnight, you will send a medical certificate to the Student Services Centre.
- 4. You agree that if you change your place of residence you will inform the Student Services Centre of your new address at once.
- 5. You agree that you are liable for fees while you are in registration at the School, including any fees which a sponsor has agreed to pay on your behalf. You agree that, if you decide to withdraw from or interrupt your studies, no refund of fees can be made until the Student Services Centre has received notification in writing. Fees will be charged up to and including the week during which that written notification of withdrawal/interruption is received. You agree that, if you change your registration status, fees will be charged on a pro-rata basis as appropriate according to the date that official permission for the change was given.
- 6. You agree that you will pay tuition fees in full or in three instalments by the dates that have already been communicated to you. You accept that failure to pay tuition fees by the due date will invalidate your registration. You accept also that if you are in debt to the School (through deficiencies in the payment of tuition fees or of any other charges, which include but are not limited to library and accommodation charges) the School may terminate your registration and/or withhold official certification attesting to your progress at the School and to any academic award made to you.
- 7. You accept that LSE, like all other UK universities, collects and processes information on its students and staff for various essential administrative, academic, health and safety reasons, in order to pursue its legitimate interests as an institution of higher education. These interests include registration, allocation to teaching, monitoring and assessment of academic progress, entry to examinations, management of health and safety, planning, maintenance of order and contacting of next of kin in emergencies. This information is treated in strict confidence, and is covered by the provisions of the Data Protection Act.

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

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

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

DURATION OF STUDY	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
Attendance requirements: all students	For taught courses the requirement is in practice for nine or twelve months, and for research students for at least two or three years. You must live within normal commuting distance of London in the UK; not go away during term-time without first consulting the Student Services Centre and your supervisor; and come to the School for tuition and attend lectures, classes, seminars, etc, as your programme and supervisor require.
Diploma and Master's 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.
Visiting Research 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.
Interrupting your studies: taught courses Not all the options you wish to take may be available when you resume study.	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 from the Student Services Centre. If your request is approved you will be allowed to interrupt your registration for a year and resume your studies at the point you left off. If you interrupt your registration your fees will be adjusted and you will be charged fees when you resume your registration at the rate in operation at the time.
Leave of absence for research: Master's and diploma students	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.
Withdrawal from the School	Before you make a final decision to terminate your studies, discuss your position with your supervisor or one of the School's Advisers – or the Dean.
	If, for whatever reason, you decide you are unable to continue with your programme and wish to leave in mid-session, you must notify the Student Services Centre <i>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 Student Services Centre receives written notification of your withdrawal.
Duration of contract and discipline	The contract between you and the School ends on the date of the main examination board for your degree programme (or viva voce examination in the case of MPhil/PhD students), unless you formally withdraw from the School before then and before taking your final examinations.
	You remain subject to the School's regulations until the end of contract, but you are not expected to remain in attendance after term ends. If you have disciplinary proceedings pending after the end of the contract, the School reserves the right to withhold any award until the conclusion of such proceedings.
LECTURES, CLASSES AND TIMETABLE	Teaching starts on Monday, 7 October. In general, lectures begin at five past the hour and finish five minutes to the hour. Timetables are available on the School's website.
	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.
PART-TIME STUDY	Where relevant, it is your responsibility to ensure that your status in the School is compatible with your status under the Immigration Rules. Research students should refer to the section on Research Programmes.
Taught-course students	Few programmes at the School are designed specifically for part-time students. Usually tuition takes place at the same time as for full-time students. If you are registering on a part-time basis you must ensure that you can attend lectures, classes and seminars when required.

If you are from outside the European Union you will probably have to register as a full-time student because of the UK Government's Immigration Rules.

No changes may take place after 31 October without the permission of the Dean of Graduate Studies. This permission should be sought via the Student Services Centre.	CHANGING YOUR PROGRAMME
If you have registered for one programme of study but wish to change to another, you must seek written approval from the conveners of each of the programmes concerned, on the request to change programme of study form available in the Student Services Centre. Permission will depend on the number of students already on the programme, your own qualifications, and the admission quota for each programme. We shall tell you the decision in writing.	You cannot automatically assume that you will be allowed to change programmes.
If after having registered you wish to change from full-time to part-time registration you must complete a request to transfer from full-time to part-time registration form available from the Student Services Centre. You will not normally be allowed to switch after the first few weeks of the session. See Part-time Study above.	Changing from full- time to part-time studies
For Master's and Diploma students only. The choices you register will form your official examination entry and, for Diploma students, will be used to timetable your classes.	CHOOSING YOUR COURSES
Your degree programme is made up of a number of courses. Most programmes offer a choice of course but you need special permission in some cases. If in doubt consult your supervisor. In choosing your courses you must follow the regulations for your degree. You must complete a course registration form.	Initial course choice
Wherever possible your choice of options for which you are qualified will be met, subject to timetabling constraints, but the availability of options cannot be guaranteed.	It is your responsibility to ensure that your choices are consistent with your programme regulations.
The deadline for registering Michaelmas term course choices is 25 October 2002 but students on the LLM and MSc Philosophy and History of Science programmes have until 22 November 2002.	1000
If you choose an option taught mainly for another programme, your final results may be delayed. The board of examiners to which the option formally belongs has to approve the mark for the course before it can be passed to the board of examiners for your own degree.	
If, exceptionally, you wish to take a course outside the regulations for your degree programme, you should seek permission from your Programme Tutor. Your Programme Tutor must give his or her permission by signing your course registration form. The form must be returned to the Student Services Centre no later than 25 October 2002.	Choosing a course outside the regulations
You must choose courses from options available at the School. You are not allowed to take courses offered at other University of London colleges unless your programme is intercollegiate (LLM; Area Studies; History and Philosophy of Science; Health Policy, Planning and Financing).	Courses at other University of London colleges
All graduate students are assigned a supervisor, who is a member of the School's teaching staff. Your supervisor is your academic guide at the School. The Codes of Practice for Diploma, Master's and Research Students set out what you can reasonably expect from your supervisor and contain details of regular progress reviews. Research students should refer to the section on Research Programmes.	SUPERVISION AND ASSESSMENT OF PROGRESS
Your class teachers will complete reports on your progress at the end of every term. These reports are collected and added to your personal file. If you have any doubts about your progress you should discuss your concerns with your supervisor.	Diploma students
You will have the opportunity to discuss your progress with your supervisor during the Lent term.	Master's students
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
See STUDENT SERVICES See EXAMINATIONS	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 Student Services Centre 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 Student Services Centre. The Centre will keep the letter and certificate on file and advise the board of examiners.	
An insurance company which specialises in student insurance is Endsleigh Insurance, 97 Southampton Row, London WC1B 4AG, tel 020 7436 4451.	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. 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 iob seeking.

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

Study Skills

Contact: Sue Haines, Study Skills Administrator, H417, email s.haines@lse.ac.uk or ext 7767.

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 - some in the Old Lecture Theatre, others in D209. Visit the website for access to further support materials, and look out for posters around the School and adverts in News and Views.

Topics

The series of lectures and practical workshops addresses basic study concerns in the subjects taught at LSE. They are particularly relevant to students on taught Masters and Diploma courses who did not study for their undergraduate degree in the UK.

Topics to be covered will include:

- · Introduction to study at the LSE, reading and note-taking
- · Essay writing
- Presentation skills
- · Managing your time
- Mind mapping
- · Structuring long essays and dissertations
- Preparing for exams

One-to-one advice sessions

Individual study skills and exams advice sessions with Dr Peter Levin are available on Monday afternoons in H417B during term. To book a half-hour slot email Sue Haines: s.haines@lse.ac.uk

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

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

Dyslexia Support

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

Support for dyslexic students includes:

- · small group sessions on specific topics
- · advice on applying for special exam arrangements
- free photocopying
- · extended library loans
- · use of specialist IT software in separate study room
- · Student Union Dyslexia Society

Students who think they might be dyslexic are offered:

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

Library and Information Skills

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

Who should attend?

All new graduate students are strongly recommended to make use of the Library's training classes on information skills. These cover vital skills needed for:

· Discovering and accessing important electronic indexes and data sources

Library Information Skills for a full description of the skills training available.

- · Searching for information efficiently in internet and on-line databases
- Referencing dissertations and essays with the networked reference software (EndNote)

Teaching

Contents

Each term's programme of classes, held in the Library Training Suite (Lower Ground Floor) can be found on the Library web pages at www.lse.ac.uk/library No booking is needed for these classes. Also available on the website are online tutorials on how to use the Library Catalogue and the Electronic Library efficiently. See also the booklet

Some of the classes available each term are:

- · Finding journal articles. How to search journal indexes and full text electronic journal databases for articles on your subject
- . Internet surgery. Drop in to the surgery for help with finding the information you need on the
- · Classes on Government Publications; and legal databases.

Information Skills for Research Students

Classes are organised each Michaelmas Term in conjunction with the Methodology Institute introducing Library information skills. They are particularly useful for new research students. The classes are on:

- . Doing a literature search. How to select and search the appropriate electronic sources for
- Using the Internet. How to find information using search engines and subject gateways
- · Citing references and creating a bibliography. How to cite information according to the accepted standards of academic research
- Using EndNote. How to use the networked reference software to create bibliographies, footnotes and citations according to the Harvard system of referencing
- . The Data Library. How to access sources of electronic data

For more information about these classes and their dates and times see the Library website at www.lse.ac.uk/library and the Methodology Institute's brochure Courses for Research Students.

IT Skills

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

Who should attend?

All students who wish to improve or extend their IT skills.

Training

IT Training sessions are supervised tutorials in which students work through self-paced paperbased course materials at a computer, supported by Student Training Advisors who provide assistance and answer questions.

Classes run throughout the Michaelmas and Lent terms. Course information and the weekly schedule of classes is published on the IT Training website. Online booking is necessary, and help with this is available from the IT Helpdesk in S198 and the Library.

Research postgraduates are also welcome to attend instructor-led staff training sessions. A schedule of courses is published each month on the IT Training website, along with an online booking form. These courses run throughout the year. For further information, go to: http://ittraining.lse.ac.uk/staff.

Contents

Introduction to Using IT at LSE

This is a basic introduction to the IT facilities at the LSE. It covers logging on to the network, the Windows 2000 desktop, personal file space, Outlook email and Exchange public folders, the LSE website, the Library Catalogue, virus protection and logging off the network.

There is also a series of courses based on the School's standard computing environment running Microsoft Windows and Office 2000 (Outlook, Word, Excel, PowerPoint, Access and FrontPage), and Internet Explorer (web browser). For further information, go to: http://ittraining.lse.ac.uk/students

Independent Learning

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

Computer-based training (Electric Paper) is available in the computer classrooms and public areas. Electric Paper includes Windows, Microsoft Office (Outlook, Word, Excel, PowerPoint and Access) and Internet Explorer. As well as developing generic IT skills, Electric Paper can help to prepare candidates for the European Computer Driving Licence (ECDL). For further information about ECDL resources at LSE for students, and how to get started with Electric Paper go to: http://ittraining.lse.ac.uk/Students/ECDL.htm

SPSS (statistics software) training materials are also available as computer-based training. There is a typing tutor on the network, called "Mavis Beacon Teaches Typing", to help you learn to touch-type or improve your typing speed and accuracy. For information about these and other computer-based resources for students, go to: http://ittraining.lse.ac.uk/cbt.htm

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

English for Academic Purposes

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

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, C801 (A, C, G, J), Hervé Didiot-Cook, C802 (F), Mercedes Coca, C806 (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).

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	Availability: No previous knowledge of the	target language required.		
Chinese	LN011				
French	LN021	Core syllabus: An introductory course to the	ne language incorporating	key areas	of speaking.
German	LN031	listening, reading and writing, transferable			
Italian	LN041	topical issues.			al management
Italiali	LINUTI	topical issues.			
	LN051	topical issues.			
Japanese	LN051	topical issues.			
Japanese Russian Spanish		topical issues.			

Level Two (Re-start/Elementary)

Arabic	LN002	Availability: Some basic knowledge of the target language required such as a previous 1 or
Chinese	LN012	2 year programme, or an intensive course or equivalent.
French	LN022	THE SECTION OF THE PROPERTY OF
German	LN032	Core syllabus: A consolidation programme aimed to build up your proficiency in the key
Italian	LN042	areas of speaking, listening, reading and writing, transferable skills, grammar, study and
Japanese	LN052	residence abroad, topical issues.
Russian	LN062	
Spanish	LN072	
Portuguese	LN082	27/107/10

Level Three (Lower Intermediate)

Arabic Chinese	LN003 LN013	Availability: 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
French	LN023	4-5 years of continuous study.
German	LN033	I Topic controls controls to the control of the con
Italian	LN043	Core syllabus: An introductory course to the language incorporating key areas of speaking,
Japanese	LN053	listening, reading and writing, transferable skills, grammar, study and residence abroad,
Russian	LN063	topical issues
Spanish	LN073	chumas auch as the IBP Pear Turceling actume and the Panlamuniary Imerration schools I lan
Portuguese	LN083	to the first and the second and the second
		TO THE PROPERTY OF THE PROPERT

Level Four (Higher Intermediate)

Arabic Chinese French	LN004 LN014 LN024	Availability: 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.
German Italian Japanese Russian	LN034 LN044 LN054 LN064	Core syllabus: An integrated programme aimed to increase your fluency in the key areas of speaking, listening, reading and writing, transferable skills, grammar, study and residence
Spanish Portuguese	LN074 LN084	abroad, topical issues.

Level Five (Advanced)

Arabic Chinese French	LN005 LN015 LN025	Availability: 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.
German	LN035	
Italian	LN045	Core syllabus: An integrated programme aimed to enhance your overall competence and
Japanese	LN055	performance in the key areas of speaking, listening, reading and writing, transferable skills,
Russian	LN065	grammar, study and residence abroad, topical issues.
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.

Teaching Development Programme

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

Who should attend? Introductory workshops for occasional teachers on Teaching in Higher Education are open to all research students who have or are shortly to take up teaching responsibilities in the School.

Training

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

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.

Sessions

Dates and venues are available from the Careers Service E388 or via the website http://www.lse.ac.uk/depts/careers/

Contents

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

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

There is also a wide range of take-away and reference material on these topics, including videos, in the careers library

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

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

You can register online to receive email notification of careers events and job opportunities http://careersweb.lon.ac.uk/alert/index.htm.

When you leave the LSE your free use of the Careers Service will end. Students in their final year of study have the opportunity to extend their access to the careers service at a reduced rate. See www.careers.lon.ac.uk/gradclub/index.htm for more details

FINANCIAL MATTERS

Your status as Home/EU or Overseas is determined by the Graduate Admissions 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

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 pounds 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 2002/03 session

If you register for a course lasting more than a year, or you interrupt your studies and return to complete them later, the fees charged for subsequent years will be at the rate applicable for the academic year in question, not that for the academic year in which you first registered.

FULL-TIME STUDENTS	Home/EU students	Overseas students
	£	£
MPhil/PhD year 1	2,870	9,527
MPhil/PhD year 2	2,870	9,527
MPhil/PhD year 3	2,152	7,145
MPhil/PhD completion fee	400	400
Visiting research students	10,575	10,575
Masters and Diploma, except for the programmes listed below	7,193	10,575
Diploma in Accounting and Finance	10,575	10,575
Master of Laws	£6,000	10,575
MSc in Accounting and Finance	10,575	10,575
MSc in Analysis, Design and Management of Information Systems	13,650	13,650
MSc in City Design and Social Science	10,575	10,575
MSc in Comparative Politics	10,575	10,575
MSc in Decision Sciences	10,575	10,575
MSc in Econometrics and Mathematical Economics	10,575	10,575
MSc in Economics	10,575	10,575
MSc in Economics and Economic History	10,575	10,575
MSc in Economics and Philosophy	10,575	10,575
MSc in European Political Economy (Integration)	10,575	10,575
MSc in European Political Economy (Transition)	10,575	10,575
MSc in European Politics and Policy	10,575	10,575
MSc in Finance and Economics	10,575	10,575
MSc in Global History	10,575	10,575
MSc in Global Market Economics	13,650	13,650
MSc in Global Media and Communication	10,575	10,575
MSc in Industrial Relations and Personnel Management (Professional Stream)	7,693	11,075
MSc in International Health Policy	8,193	11,575
MSc in Law and Accounting	10,575	10,575
MSc in Management	13,650	13,650
MSc in Management and Regulation of Risk	10,575	10,575
MSc in Management of Non-Governmental Organisations	10,575	10,575
MSc in Media and Communications Regulation	10,575	10,575
MSc in New Media, Information and Society	10,575	10,575
MSc in Organisational and Social Psychology	10,575	10,575
MSc in Public Financial Policy	13,650	13.650
MSc in Public Policy	10,575	10,575
MSc in Real Estate Economics and Finance	10,575	10,575

PART-TIME STUDENTS

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

COMPLETION FEE for research degree students

All 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 from the Student Services Centre. The maximum award is normally £3,000.

Application forms are available from the Student Services Centre. The maximum award is normally £3,000.

UK graduate students are eligible to apply for an award from the Access Fund. Application forms will be available from the Student Services Centre as soon as the Government has confirmed funding for 2002/2003,

The School makes loans of up to £250 to fully registered students. Forms are available from the Student Services Centre.

Student Support Fund

Access Funds

Student loans

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

Graduate prizes

Andrea Mannu Prize	£150	Best dissertation submitted for MSc Philosophy of Social Sciences, MSc Economics and Philosophy or MSc Philosophy, Policy and Social Value
Baroness Birk Scholarship Prize	£1,000	Awarded to PhD students for outstanding performance during academic year
Charles Mostyn Lloyd Memorial Prize	£100	Outstanding performance in MSc Housing. In exceptional circumstances the prize may be awarded for another of the departments MSc programmes.
Christie Memorial Exhibition	£125	Awarded to an undergraduate or postgraduate student pursuing a degree course in the department of Social Policy
Delia Ashworth Scholarship	£275	Under review
Ely Devons Prize	£100 each; two prizes	Outstanding performance in MSc Economics & MSc Econometrics and Mathematical Economics
Emeritus Professors Prize	£250 each; two prizes	The highest overall performance in each of the MSc Accounting and Finance and MSc Finance and Economics degrees.
Fawcett Prize	£25	Best overall performance in MSc Gender & Social Policy
Firth Prize	£225	For graduate students in the Department of Anthropology for the best paper
HIIIIFIIZE	2223	of the year contributed to any seminar in the department
Foundation on Automation &	£75 each; four prizes	Awarded to students pursuing a degree course in Departments of Social
Human Development Prize	210 cdoil, loui prizos	Policy & Industrial Relations
George and Hilda Ormsby Prize	£100	Outstanding performance in an MSc degree programme within the
occigo and i mad officely i file	2100	Department of Geography and Environment
Hilde Himmelweit Prize	£50	Best overall performance in MSc Social Psychology
Hobhouse Memorial Prize	£100 book token	Best overall performance in MSc Sociology, MSc Political Sociology, MSc
		Crime, Deviance & Control, MSc Religion in Contemporary Society and MS Human Rights
	£100 book token	Best dissertation in MSc Sociology, MSc Political Sociology, MSc Crime,
		Deviance & Control, MSc Religion in Contemporary Society and MSc Human Rights
Imre Lakatos Prize	£150	Best dissertation written in the course of study and submitted for the MSc
		Philosophy & History of Science
Lauterpacht Higgins Prize	£100	Highest mark in Public International Law for LLM
Loch Exhibition	£100 each; two prizes	Awarded to students pursuing a degree course in Department of Social Policy. This is a University of London prize.
Madge Waley Joseph Scholarship	£150	Awarded to students pursuing a degree course in Department of Social
manage trainey esseptit contollar bring	2.00	Policy. Prize awarded every other year. Available in 2002/3 session. This is
		a University of London prize.
Maurice Freedman Prize	£60	Best dissertation in MSc Social Anthropology
Philip Windsor Long Essay Prize	£100 book token	Best long essay in International Relations
Robert McKenzie Prize	Approximately £3,000 to be shared between 4	Outstanding performance in MSc/MA/MPhil/PhD examinations
	prize winners	
Susan Strange Long Essay Prize	£100	Best long essay in the field of Politics of the World Economy
Titmuss Examination Prize	£200 each; 13 prizes	Best examination performance in the Social Policy Department's MSc degrees listed: City Design and Social Science; Criminal Justice Policy;
		Demography; European Social Policy; Gender and Social Policy; Health Policy Planning and Finance; Health Population and Society; Housing Polic
		and Design; International Health Policy; Management of Non-Governmenta
		Organisations; Social Policy and Planning; Social Policy and Planning in
William Robson Memorial Prize	unden	Developing Countries; Voluntary Sector Organisation
William Robson Wemorial Prize	varies	Helps to cover publishing expenses for work in the subject areas of the late Professor Robson. These areas are public administration, planning, public
		law, nationalised industries and city and local government in a national or international perspective

For information on sources of financial assistance see the noticeboards in the Student Services Centre. A useful source of general information on financial aid schemes is the Grants Register, published by Macmillan and available in the Library. The Student Union Advice & Counselling Centre has a "Funderfinder" programme to assist students by appointment to identify potential sources of help from Educational Trusts and Charities.

All of the following funds have a maximum of £500 except the Disabled Student and Childcare funds which have a maximum of £1000. The Women's Right to Choose fund covers the full cost of a private clinic

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 Union Advice & Counselling Centre (SUACC).

Other sources of financial assistance

Students' Union Financial Support

> 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 for free photocopying through the School's Adviser to Students with Disabilities or SUACC.

Disabled Students

Students in financial hardship who incur extra costs during their course of study because they care for or maintain children.

Childcare

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

Re-sits

Any student whose 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.

COUNCIL TAX

It is a matter of law 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. If you require advice with regard to Council Tax liability consult the Student Union Advice & Counselling Centre. If you do not live in a hall of residence you should register with the council tax registration section of your local authority and provide your 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.

Liability

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.

Definition of your

status

All full-time graduate students receive certification on completing registration. Copies can be obtained by completing the *Certificate Request Form* from the Student Services Centre. 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.

Certification

This section applies to UK students only.

NATIONAL INSURANCE

Full-time students who are not employed 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 to work as UK citizens. Other overseas students may no longer be required to obtain permission to take spare time and vacation work. This change took effect on 21 June 1999. To check if you have the right to work please consult the Student Union Advice & Counselling Centre. If you are a non EEA overseas student with the right to work the following restrictions apply:

Non-EEA students: For full details see www.dfes.gov.uk

- 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.

*ESRC students may not be employed for

more than 6 hours a week.

SCHOOL SERVICES

Introduction

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

Obligations of students

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

Special circumstances

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

Complaints and suggestions

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

All information is correct at the time of going to press in June 2002. 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 vaca	ation Monday, Tuesday	1030 to 1630
		Wednesday	1030 to 1330
		Thursday, Friday	1030 to 1630
Contacts	telephone 7531 e	mail accommodation@lse.ac.uk	website www.lse.ac.uk/accommodation

see also Student Advice and Counselling Centre in this section

LSE aims to provide

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

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 Friday		o 1700 o 1700	
Contacts	Senior Careers Adviser: N Careers Advisers: Terry J		7133 7132	Office Manager Information Officer	7135 7135
	email careers@lse.ac.uk		website w	ww.lse.ac.uk/depts/careers	

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 Careers 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, 17	700 to 2100		
	Vacation	Monday - Friday	1200 to 1400, 17	700 to 1900		
Café Pepe	Term-time	Monday - Friday	0930 to 1700			

LSE aims to provide

a clean, hygienic and pleasant environment in which to eat.

7220

- high standards of care in food production.
- · fair and competitive prices.

Catering Services Manager

a high standard of service and good quality food.

Students undertake to help Catering 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 Users Group through student 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.

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

Cloakrooms and lockers

0900 to 2120 Monday - Friday Term-time and Easter vacation Access hours 1000 to 1700 Saturday 0900 to 1700 Monday - Friday Christmas vacation Monday, Wednesday - Friday 0900 to 1700 Summer vacation 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 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

Information Technology Services

St Clement's Building

osing times vary in each building)

IT Services manages and maintains School IT equipment and facilities and provides training and user support.

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

Open access rooms	rem-ume	Monday - Sunday	24 Hour (Webb K
	Vacation	Monday - Friday	0900 to 2400 (cld
		Saturday - Sunday	1000 to 2200
S198 Student Helpdesk	Term-time	Monday - Friday	0930 to 1900
	Vacation	Monday - Friday	0930 to 1700
rary Student Helpdesk*	Term-time	Monday - Friday	0930 to 2300
* all times provisional		Saturday - Sunday	1100 to 2100
5-55	Vacation	Monday - Friday	0930 to 2000

Contacts

Student Helpdesk (S198) email IT Help Desk@lse.ac.uk Student Helpdesk (Library)

User Services Manager: Sue Wing 7722 Technical Infrastructure Manager: Christine Cooper 7552

LSE aims to provide

Libr

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 and online booking on IT Services webpages and also displayed on St Clement's 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.

help IT Services by

- Students undertake to 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

Library

Portugal Street

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

Opening hours

	sive opening hours, including the the Library's web pages		ings in term-time and Easter va	acation. For full details of
Contacts	Website	www.library.lse.ac.uk	Enquiries and renewals	7229
LSE aims to provide				
Access Customer service	 access to services referral to senior state a scheme for sugge a complaint or sugge the feedback board regular surveys so 	with an average queuing ting aff during core hours if requestions and complaints, gestion containing its author if requested. that Library users can influe Librarian or representative a	's name to receive a written re	es at any service point. ply, with the reply displayed on
Materials	 at least one copy of priority at all stages regular analysis of appropriate. books awaiting cata priority processing. materials available renewal of borrowe 	f each item notified to the Li of the ordering and catalog reservations on reading list aloguing, and so identified to from closed access fetched d items if not reserved by a	for the user within one hour o	ent notified LSE reading lists. order additional copies as alogued on request and given

Information

availability of photocopying service throughout opening hours.
 professionally qualified staff to deal with enquiries.

maintenance.

- a referral enquiry service if the query cannot be answered in sufficient detail immediately.

• facility to reserve an item that may be borrowed for a week or more if all copies are on loan.

- information on subjects within the scope of the Library, as well as advice on other sources.
- guidance on how to use sources, including information skills training sessions.
- a full range of printed and online leaflets and guides to the Library services and collections, free to all.

 reshelving of Course Collection material within 24 hours and Main Collection material within 48 hours. availability of online catalogue and system loan facilities throughout opening hours, other than for essential

up-to-date information on collections and services available on the Library's web pages. · a variety of services to support students with disabilities, for example, bookable study rooms, extended loan

Special help

periods, free reserved lockers, free photocopying and printing.

Students undertake to help the Library

- in all parts, limiting eating and drinking to water only, and not smoking.
- by
- showing consideration for other library users by:
- · avoiding disruptive use of mobile phones, keeping them switched off or set to silent mode
- · returning books to the reshelving stacks after consulting them
- returning books on loan by the due date
- fully vacating study places when taking a break
- not hiding items thereby preventing others from accessing them
- maintaining a quiet study environment.
- showing particular consideration for Library users with disabilities, eg giving priority access to lifts to users with impaired mobility.

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

	services are available to all students and staff. Early registration both with doctors and dentists is recommended. Monday - Friday 0900 to 1700
Opening hours	Monday - Friday 0900 to 1700 For urgent medical problems when the Centre is closed ring 7016
Contacts	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 Psychotherapist	 access on the same day. 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.
Further services for the NHS-registered	 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

Students undertake to help the Medical Centre by

progress.

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.

and staff such as accommodation, welfare and hardship, disability, the design of courses and student

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 Vacation	Monday - Friday Monday - Friday	0930 to 1730 0930 to 1700		
Telephone number	7772				
LSE aims to provide	 on reques 	ndard of professional c at an application form, on in good time of any c	letails of hours, cha	arges and other in	nformation.
Students undertake to help by	paying the correct Nurse	ery fees/charges by the	specified dates.	The sale of	

Security

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

Website

www.lse.ac.uk/collections/security/

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.

Student Services

Student Services Centre, Old Building

Opening hours

Term-time and vacation

0930 to 1715

Financial Support Drop-ins 1300 to 1400, extended during registration period

During registration there may be fewer staff at the Centre itself and a greater risk of having to queue.

Services available

- access information, forms and leaflets including application forms for various scholarships and financial assistance, notice boards, terminals for email and LSEforYou.
- . during opening hours, have personal attention from staff. If you need to speak in private please let the member of staff know and she/he will arrange that for you. At busy times of the day we might have to ask you to wait or call back at a later time.
- · come to Financial Support Drop In Sessions, every day on a 'first come first served' basis, as listed in the opening hours above.
- arrange to see the Adviser to Students with Disabilities or a Finance specialist.
- · pay your fees other than in cash.

To perform particular functions you have a choice. The quickest and easiest way to access routine services is through LSEforYou on the web or by email. Those services are of course also available face-to-face at the Centre, and so is advice from properly informed people if you have doubts or difficulties. All services are subject to rules applying at the time.

Please ensure that you access your School email account on a regular basis and/or redirect your emails. Before raising any queries about your fees, payment methods or payments you have made ensure you have looked at your fee account on the LSEforYou website.

* service planned for introduction later in 2002/03. ¶ requires departmental support.	LSEforYou/ Web	Email or write	Notes	Contacts email or website	telephone
Fees				feequeries@lse.ac.uk	-
See next year's fees	Yes	Yes			-
See your School financial account	Yes	1000			000
Pay fees by cheque	ly lead to the last	Yes			
Pay fees by credit card	Yes				

Note Cash payments must be made to a bank. If you bank with the National Westminster Bank at 65 Aldwych the bank can transfer funds

Financial support Apply for financial assistance Get advice on financial support	Yes Yes	Yes * Yes		www.lse.ac.uk/admin/financial-support financial-support@lse.ac.uk	72
Get cheques for grants or loans		_	Collect	ALEGE SEMILERY CI	IS SHALL
Your programme and course See your teaching timetable See your class allocation Ask for your current academic record Ask to change a class Ask to change a course Ask to change supervisor or tutor Apply for another programme Ask about another programme	Yes Yes Yes Yes Yes Yes Yes Yes Yes	Yes Yes Yes ¶ Yes ¶ Yes ¶ Yes		courses@lse.ac.uk	6202
Examinations Ask to defer an examination Get your candidate number Ask for special examination arrangements See examination pass lists	Yes Yes * Yes *	Yes ¶ Yes *		courses@lse.ac.uk	7130
Your personal details Change your address Ask to replace lost LSE Card Ask for registration certificate or transcript See your examination timetable Ask to become a mentor	Yes Yes Yes Yes Yes *	Yes Yes Yes	Fee £10	registry@lse.ac.uk	7152
Ceremonies Book ceremony seats See ceremony dates and arrangements	Yes * Yes	Yes	Fee due	ceremonies@lse.ac.uk	7143

LSE aims to provide

Student Support

Other loans and

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

General

Fund

awards

- prompt answers to counter enquiries during opening hours.
- · replies to letters/emails within ten working days of receipt.
- 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. · Access Fund: decision within four weeks of receiving full application and all documentation needed.
- · processing times and dates vary according to selection procedures. You will be given appropriate details and receive every practical assistance.

full information on procedures and deadlines; clear and concise instructions communicated in good time

Registration and student records

- and prominently displayed. · certificates of registration within five working days of a request. · completion of other forms within five working days of receipt.
- · a replacement LSE card within one working day of request.
- course choice and class allocations normally processed within one week.

Examinations

- the examinations timetable by subject by the end of the Lent term.
- permitted special examination arrangements at least one week before examination (if submitted in time).
- individual seat numbers posted outside each room on the day of the examination.
- (undergraduate) results by post between the end of July and the middle of August.
- (taught graduate) results published and sent within ten days of being agreed by the examination board.

You undertake to help Student Services by

- informing the office immediately of changes such as address or name.
- observing all student and programme regulations.
- · 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.
- enclosing all necessary documentation when applying for financial support.
- · notifying the office at once of any changes in financial circumstances after receiving a financial award.
- · repaying all loans on time according to set payment schedules.
- · paying fees on time or at the start of the year to take advantage of the discount.
- · collecting grant cheques when they are available.
- · showing your student card as proof of identity when asked to do so.
- paying all fees due on time.

Timetables and teaching rooms

All enquiries should be made to the Student Services Centre.

LSE aims to provide

Subject to course choice procedures

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

The Students' Union

East Building

ROLE AND MEMBERSHIP

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

General

- . To represent students to the School and to outside institutions on student-related and wider issues. . A social function: the Union runs three bars, a shop and a coffee bar and puts on regular entertainments. In addition there are over 120 societies catering for numerous nationalities, interests and political persuasions. The Union also runs a copy shop, a state of the art fitness centre, a weekly newspaper, a campus radio station and an Advice and Counselling Centre. Opportunities for recreational and competitive sports are available through the Athletics' Union.
- All full-time students automatically become members of the LSE Students' Union and also members of the University of London Union (ULU) and the National Union of Students (NUS). ULU is in Malet Street, ten minutes walk from LSE, and has an excellent range of social and sporting facilities including a swimming pool.

Opting out of SU

No rebate will be made to

students who opt out.

membership

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.

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

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

STUDENTS UNION ADVICE AND COUNSELLING CENTRE

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

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

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

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

NIGHTLINE

020 7631 0101

Sue Garrett

Shanna Hyder.

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

See also Student Union Advice and Counselling Centre, Supervision and assessment of progress and Help for students with disabilities

STUDENT **ADVISERS**

Welfare/Legal Advisers

Schimpf Carruthers.

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

Dean of Undergraduate Studies

The Dean has a wide range of duties concerned with relations between the School and its students. He is available to any undergraduate 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 tutors. He is a source of help supplementary to the tutor, the Departmental Tutor and the departmental Convener. The Dean will see students by appointment or during his open office hours as published outside his office.

Adviser to Women Students

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.

Dr Sarah Worthington, A159, ext 6389

s.worthington@lse.ac.uk

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

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

See also Learning Support and Career Development Skills (page 8). For full details of School facilities please see the Information for students with disabilities booklet or website, www.lse.ac.uk/disability/

John Carrier, A202 ext 7849

n.dallen@lse.ac.uk j.carrier@lse.ac.uk

Mark Hoffman, A202

n.dallen@lse.ac.uk

ext 7849

m.hoffman@lse.ac.uk

Adviser to Students with Disabilities

Ms Jean Jameson, H417, ext 6034 j.jameson@lse.ac.uk disability@lse.ac.uk

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.lse.ac.uk/alumni 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), LSE Business Alumni Network, 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

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 2003.

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

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 the Student Services Centre, and return it there by week 3 of the Lent term.

Deferment 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 the Student Services Centre 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 Studies Subcommittee is required.) You will be told, in writing, of the decision.

You must ask no later than Friday 2 May 2003 except for unforeseen and unexpected circumstances.

If you sit your examinations overseas you will be charged an additional fee. In 2002/2003 this will be a fixed fee of £150, 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 Student Services Centre early in the Lent term, and certainly no later than 1 March 2003. It is your responsibility to find a suitable centre; 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 Student Services Centre, 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. You must apply in writing to the Student Services Centre.

Unforeseen

At least seven weeks notice to the Student Services Centre 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 Student Services Centre 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.

ASSESSMENT Examination (including assessed course work) offences are defined by the School's Regulations on **OFFENCES** 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 Cheating 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 Work submitted by you for assessment must be your own. If you try to pass off the work of Plagiarism 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. A pass list will be published after the board of examiners for your programme has met. Your RESULTS results will be sent to your permanent home address. The Student Services Centre will not give examination results over the telephone. You are allowed two entries only for each examination paper. RE-SITS See EXAMINATIONS OVERSEAS above. You are not required to re-register at the School to re-sit your examinations; if, however, you Re-sits and decide to do so you must first get the written permission of your programme convener and re-registration then consult the Student Services Centre. Fees will be charged at the normal rate for the You are normally required to re-sit the paper for the course that you failed. However, Re-sits and exceptionally and with the permission of your supervisor, you may sit a paper for a different course choices 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. All re-sitting students are required to complete a request to re-enter examinations form which Re-sit fees will be enclosed with the results. You will also have to pay a re-sit fee of £60 per full unit paper and £35 per half unit paper. The fee of £60 is also to be paid if you have to re-submit your dissertation. There is also an additional £150 for those allowed to sit overseas. Ceremonies are held at which those to be awarded a degree or diploma are presented to the Director by PRESENTATION their departments. Official photographs and videos of the ceremony are available for sale, and receptions CEREMONIES are held for students and their guests in departmental groups. 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

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 2004 rather than 2003.

to be eligible. Please make sure the Student Services Centre has an up-to-date address for

returned by the advertised deadline. 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

made available if there is room. For this reason, we must ask for booking forms to be

you. We normally allow for each student to have two guest tickets. Extra guest tickets may be

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 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

- 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 or that the evidence supports a *prima facie* case of a material assessment offence that if proved it would be unlikely to lead to the decision of the examination board being amended, then with the consent of the candidate a note will be placed on his or her file and the tutor or supervisor may counsel the candidate as to his or her future behaviour; the examination board will be informed of the decision but will assess the candidate as if no assessment offence has taken place. If the candidate does not so consent the allegation will be heard under Regulations 15 to 33.
- 14.3 Where it is agreed that the evidence supports a *prima facie* case of a material assessment offence, subject to regulation 20 the allegation will be heard under Regulations 15 to 33. The Academic Registrar will inform the person(s).
- 14.4 Where no agreement is reached the course of action more favourable to the candidate shall be adopted.

Hearing the evidence

- 15. The candidate has a right to know precisely what is alleged, to know the rules of procedure under which action will be taken and be advised how to obtain advice. The Academic Registrar will:
 - 15.1 send to the candidate a copy of the allegation and the procedures for hearing it
 - 15.2 invite the candidate to state whether the allegation is true or false and provide a statement and/or any evidence relevant to the case
- 15.3 advise the candidate that he/she might wish to seek advice (if an undergraduate) from the Tutor, Departmental Tutor or Dean of Undergraduate Studies, or (if a graduate student) from the Supervisor, Programme Director or Dean of Graduate Studies.

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. All relevant information on the matter shall then be handled under Regulation 20, and if the decision is taken to proceed it shall be referred to the appropriate Assessment Misconduct Panel for action under Regulation 28.

17. The Undergraduate and Graduate Studies Sub-Committees shall each annually establish an Assessment Misconduct Panel comprising four persons, normally the Chair of the Sub-Committee who shall chair the Panel unless excluded from membership because of previous connection with the assessment in question or with the allegation in which case the vice-chair shall chair it, two examiners and a sabbatical officer of the Students' Union or a student drawn by lot from the panel of student members of Boards of Discipline. No person directly involved in the assessment in question or connected in any way with the allegation will serve when the Panel considers the case. All relevant documentation shall be placed before the Panel which shall be required 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 Panel is guarate when there are three of its members present, one of whom must be the Chair.

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

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

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

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

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

24. With the approval of the Director the Panel may obtain independent forensic evidence to assist it reaching a conclusion on a matter of fact.

25. The validity of the proceedings of the Panel shall not be affected by the unwillingness or inability of the candidate, or other person acting with or for him/her, to reply to questions, orally or in writing, or to appear before the Panel.

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

Subsequent action

27. If the Panel decides that the candidate is innocent, the Academic Registrar shall so inform the candidate in writing. No further action shall be taken, and no record of the allegation or the proceedings shall be included on the student's record.

28. If the Panel decides that an offence against these Regulations has been committed by the candidate, or if an offence has been admitted with or without written observations submitted under Regulation 16, the Panel shall have the power to recommend to the examination board either

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

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

28.3 that the results in the component(s) or paper(s) concerned be cancelled and a mark of zero returned where appropriate and, subject to the approval of the Director, that the candidate be denied the right to re-register for the examinations or equivalent, or 28.4 that the results in the component(s) or paper(s) concerned be cancelled and a mark of zero returned where appropriate, or

28.5 that it admonish the candidate and proceed to assess the candidate on the basis of such of his/her work as is unaffected by the

29. The decision of the Panel under Regulation 28 may be given to the candidate orally by the chair of the Panel and shall be conveyed to him/her in writing by the Academic Registrar.

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

31. The decision of the examination board under Regulation 30 shall be conveyed to the candidate in writing by the Academic Registrar.

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

33. 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

34. 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.

Revised June 2002

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

General

- 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.
- These Regulations concern only decisions made by boards of examiners and do not cover complaints or grievances about other matters, including teaching and supervision.
- The School will not normally meet the legal costs of an appellant but may decide to reimburse the reasonable incidental costs incurred by a student who instigates a successful appeal.

Grounds for making an appeal

- 4. The sole grounds for making an appeal are that there was such procedural defect in the conduct of the examination or in the subsequent processing of scripts or assessed coursework or marks (including the proceedings of boards of examiners) as to render the decision of the examiners unsafe.
- . 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.
- 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

- 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

- Subject to these Regulations a student may appeal against a decision under Regulation 12 not to refer the matter to the board for reconsideration.
- 16. For such an appeal to be heard the student shall in writing, by a letter received within fourteen days of the date of the letter of the Academic Registrar sent pursuant to regulation 12, request the Academic Registrar to invoke the formal procedures for the second stage of appeal.
- 17. Exceptionally, where it appears that the facts of the case have been established beyond doubt and that reference back to the examination board would properly result in no new decision, a Deputy Director may certify the notice of appeal as invalid.
- 18. On receipt of a valid request under regulation 16 and 17 the Academic Registrar shall
 - 18.1 acknowledge receipt to the appellant
 - 18.2 call a meeting of the Appeals Committee as constituted under Regulations 32 to 35.
- 19. The Appeals Committee shall meet as soon as is practicable. The meeting will normally take place within four term-time weeks of the receipt of the valid request. It will invite the appellant or a representative to appear before it and/or to give written evidence if desired.
- 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
- 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.

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

Programme	Relevant board		
BA and BSc degrees	The School Board of Examiners for BA and BSc Degrees	70090	
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

- Noise, disturbance or unseemly behaviour is prohibited.
- No food or drink (other than water) is permitted in the Library's public areas.
- Smoking is not permitted.
- Disruptive mobile phone use is prohibited. Mobile phones should be switched off or set to silent mode when entering the building.
- Library users are asked to treat other users with consideration, in particular those with a disability.
- Library furniture, fittings or equipment must not be misused or their arrangement altered.
- No broad sheets, handbills, newspapers or any material other than official notices from the Library or the School may be distributed within the Library, without the Librarian's permission.
- Library users should not attempt to reserve study places by leaving personal belongings at desks when they have left the building. 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 any instances of such defacement to Library staff.

- Admission to the Library

 11. The Library is open for the purpose of study and research to:
 - Governors and Honorary Fellows of the School
 - Current members of School staff and retired members of School academic and academic-related staff
 - Registered students and alumni of the School
 - Academic staff and research students from the University of London and the M25 Consortium of Higher Education Libraries
 - Academic staff from other higher education institutions
 - Persons engaged in research which cannot be readily pursued elsewhere
 - Students of other higher education institutions (in School vacations only)
 - Members of profit-making organisations engaged in research, on payment of a fee.

Full admissions policy details are available at Library Reception and www.library.lse.ac.uk

- 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, except:
 - a) those in the reference collections
 - those in the special collections
 - 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 by the Library 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 School academic and academic-related staff; such borrowing may be restricted in the case of very high-use journals.
- Journals in the Current Periodicals area may not be borrowed.
 Non-book materials eg microforms, CD-ROMs, computer discs and tapes are not normally available for loan. Computer discs which accompany printed works, and videos may be borrowed.
- 21. Borrowing from the Course Collection is normally restricted to registered students of the School and its staff.
 22. Course Collection books may not be removed from the Collection unless issued on loan by Library staff at the Service Counter.
- 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. 25. Loan periods applicable to particular categories of material or categories of borrower shall be determined from time to time by the
- 26. Library materials on loan to 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 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
- 29. Fines shall be charged at rates determined from time to time by the Librarian. Late return of materials borrowed, or failure to pay a fine imposed for late return, may result in 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 borrowing regulations are in printed Library guides and at www.library.lse.ac.uk

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 (displayed in the Archives Reading Room) apply to the use of rare books, manuscripts and other materials in the Archives Reading Room or administered by its staff.
- 34. No book or other Library property 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.

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.

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.

38. Failure to observe any of the foregoing provisions may, in the first instance, be dealt with by the Librarian or an authorised representative, who may take such action or apply such penalty as is reasonable in the circumstances.

39. Any user who is aggrieved by a decision of the Librarian may appeal to the Chairman of the Library and Information Services 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 panel member shall be a student member of the Committee.

POLICY STATEMENT ON THE USE OF INFORMATION TECHNOLOGY

A detailed policy on the personal use of email and internet using School facilities which takes account of recent legislation is being constructed at the present time. Please check the LSE web pages for the most up to date version of the procedure.

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

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

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
 - · 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)
 - 2. 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
 - 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.

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.

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

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.

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

- 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.
- 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.
- 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
- 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.
- 13. Users must not install or play games on any LSE PC.
- 14. Users must not tamper with any LSE PC or any cables or peripheral devices attached to an LSE PC.

- Legal, disciplinary and good conduct rules

 15. 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.
- 16. 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.
- 17. 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

- 18. 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

- 19. 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
- 20. 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

21. Users of IT facilities are asked to show consideration for other users, for example by not using an LSE machine for social email in a computer room where other students are waiting to use the facilities.

22. 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.

23. 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).

24. 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

- 25. 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.
- 26. 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

- 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.
- 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.
- 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.
- The School reserves the power to commence disciplinary proceedings in all cases where there appears to have been a breach of the Regulations, including circumstances where a breach of the Regulations also appears to the School to involve a criminal offence.
- The School reserves the power to suspend or discontinue proceedings at any time. The School will immediately suspend proceedings if the complainant or respondent refers the matter to the police.
- 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.
- The continued suspension of disciplinary proceedings will not necessarily be dependent on a police decision on whether or not to

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

- No student of the School shall:
- disrupt teaching, study, research or administrative work, or cause or threaten to cause injury or otherwise prevent any member of the School and its staff from carrying on his or her work, or do any act likely to cause such disruption or prevention;
- damage or deface any property of the School, or perform any act likely to cause such damage or defacement;
- use the School premises contrary to Regulations and Rules, or do any act reasonably likely to cause such use;
- engage in any conduct in the School, or in relation to the School, or in relation to the activities of its members in connection with the School, which is, or is likely to be, detrimental to the School's purposes or reputation;
- behave dishonestly;
- 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:
 - any student disciplinary case which cannot be determined at departmental level shall be referred to the Secretary or her nominee for investigation and then one of the Pro Directors may decide to try to resolve it on the basis of consent;
- a Pro Director or the Director may order immediate suspension from the School or any area of the School pending settlement of 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:
- the Pro Director may, if she or he finds a complaint to be justified, impose the penalty of: oral reprimand; written reprimand; a compensation order representing the value of any property damaged;
- decisions taken under the friendly settlement procedure shall be recorded by a signed exchange of letters between the Pro Director, representing the School, and the student concerned. Where a student complainant is also concerned, his or her consent to the settlement shall be recorded in the same way; 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;
- any case in which a fine might be imposed;
- any case for which suspension or expulsion from the School might be the appropriate penalty;
- where it seems to the Pro Director during or after the preliminary investigation that, although a fine, suspension or expulsion could in principle be imposed, it would be too severe a penalty, she or he may seek a friendly settlement. In these circumstances, the decision to use the friendly settlement procedure requires the prior consent in writing of the student complained against and of any student complainant. An opportunity must be afforded to such a person to seek independent advice from any of the persons mentioned in 10(c) above.

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.

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.

- 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').
- 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
- 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
- reprimand, which shall take the form of a written statement that a reprimand has been issued; the statement shall be placed on the student's file
- a compensation order representing the value of any property damage
- a fine not exceeding £250, which shall be paid within four weeks, or such greater time as the Director may allow, of its being notified to the student in writing. The School reserves the right to withhold, or, where appropriate to ask the University to withhold, the award of a degree or diploma to a student until a fine under this Regulation has been paid. Every five years the Student Support and Liaison Committee will review the level of maximum fine
- suspension from any or all of the facilities of the School for a specified period
- expulsion from the School
- 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.
- Any such complaint shall be filed in writing with the Secretary, who shall cause the complaint to be investigated. If as a result of the investigation the Secretary is satisfied that there is a case to answer, the complaint will be referred to a Pro-Director or other person authorised by the Director. The Pro-Director or other person shall decide either that the complaint shall not be proceeded with, or that the complaint shall be proceeded with before a Board of Discipline; or that the matter should be reported to the police. Where the decision is made to proceed with a Board of Discipline:
 - the Director or other person authorised by the Director shall formulate the charge or cause it to be formulated, and convene the Board of Discipline;
- 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.
- 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.
- 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.
- At least one week before a Board of Discipline meets, the student alleged to have committed a breach of these Regulations shall be informed in writing of the date of the meeting and of the nature of the breach which he or she is alleged to have committed. At the hearing of the Board of Discipline the student shall be entitled to be represented by an advocate of his or her own choice, who may be a lawyer. The student or his or her representative shall be entitled to cross-examine any witness called and to call witnesses in his or her defence. He or she shall further be entitled to give evidence and to address the Board in his or her defence. The decision of a Board of Discipline shall be by a majority. The Board of Discipline shall report confidentially its findings to the student concerned, to the student's tutor or supervisor, to the Director, and, unless the student otherwise directs, to the General Secretary of the Students' Union.
- In every case where the Board of Discipline reports that a breach of Regulations has been committed, the student concerned shall be entitled, within one week of being informed of the report and of the penalty proposed to be imposed, to appeal to an Appeals Committee of one member of the Panel of Academic Members of Boards of Discipline, one member of the Panel of Student members of the Board of Discipline and one member of the Panel of Lay Governor Members of Boards of Discipline who shall not be persons concerned in the original hearing, selected in the same manner as the academic members and lay member of the Board of Discipline. The Appeals Committee shall not be obliged to rehear evidence but may at its discretion do so and may allow new and fresh evidence to be called. It shall otherwise determine its own procedure and shall report in writing its decision to the student concerned, to the student's tutor or supervisor, to the Director, and, unless the student otherwise directs, to the General Secretary of the Students' Union.

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

- The Student Support and Liaison Committee shall consider appropriate regulatory mechanisms for student activities and School Rules and Regulations for students, and may appoint such groups as it sees fit for the purpose
- The Student Support and Liaison Committee may make recommendations to the Council for alterations and additions to the Regulations for Students. The Committee may also make recommendations to the Director on Rules for the Conduct of School Affairs, and the Director or any other person authorised by the Director may make and issue Rules that are not inconsistent with the Regulations for Students after consultation with the Committee. The Director or any other person authorised by the Director may also, in circumstances which in the opinion of the Director or other such person constitute an emergency, issue Instructions for the duration
- 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 commit
- 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.
- 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
- 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.
- 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

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

RULES RELATING TO STUDENT ACTIVITIES

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
- (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.

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

STUDENT DRUGS AND ALCOHOL POLICY

1. Student Drugs and Alcohol Policy Statement

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

2. The Legal Context concerning Illegal Drugs

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

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

4. Welfare and Support for Students

Details of support services where students can get confidential advice if they have an alcohol - or drug- related problem, or are seeking information, are displayed in key areas around the School, and published on the LSE web pages.

This policy was agreed by Council on 25th June 2002

STUDENT DRUGS AND ALCOHOL PROCEDURE

1 Purpose of Procedure

The purpose of this procedure is to provide general guidelines for School students and staff regarding action to be taken when dealing with a drug or alcohol related incident.

2. Dealing With Drug and Alcohol Related Incidents

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

3. Different Types of Drug and Alcohol Related Incidents

- There are four broad types of drug and alcohol related incidents, as follows:
- 3.1.1 Emergency Intoxication/Influence:
 - where intoxication/influence involves a perceived threat to the health, well being and/or safety of the individual(s) involved and
- 3.1.2 Non-Emergency Intoxication/Influence:

where no immediate danger is apparent

3.1.3 Discovery:

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

3.1.4 Disclosure, Suspicion or Rumour:

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

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

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

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

4.1 Stage 1: Assessment of Incident and Immediate Action

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

4.2 Stage 2: Referral

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

Stage 3: Recording

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

5. Sanctions

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

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

Any discovery of drug usage could result in suspension or expulsion from the School (following the Regulations for Students), and/or expulsion from a Hall of Residence (following the Code of Conduct for Disciplinary Proceedings in Halls of Residence).

Sanctions against offenders may range from monetary fines for more minor offences, to suspension from the School and/or Hall of Residence, and legal action, for more major offences.

6. Appeals

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

This procedure was agreed by Council on 25th June 2002

CODE OF PRACTICE ON FREE SPEECH

- The following is one of the most important of the clauses in the School's Memorandum and Articles of Association.
- 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.
- 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.
- 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:
- UN Covenant on Civil and Political Rights, Article 19:
- Everyone shall have the right to hold opinions without interference.
- 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.
- The exercise of the rights provided for in paragraph 2 of this Article carries with it special duties and reponsibilities. 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:
- 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.

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.

Responsibilities of the School authorities

- 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.
- 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
- 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
- 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:
 - 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.
- 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. 4.3

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.
- 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

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.

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
- 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.

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 and Director of Administration 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:

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.

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

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 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]

of a matter's determination. On occasion, the School may refer complaints made under one procedure for consideration under a different

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.

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.

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.

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

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.1

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. 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.

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.

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

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 students consent before proceeding with a course of action. Such notification will normally occur within 28 days of receiving the student's complaint.

Normally within 28 days of receiving the student's complaint

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

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.

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 III-health or Infirmity and take action accordingly; or

7.2 refer the matter to a Grievance Committee appointed by the Council as set out below.

8. Where the Director proceeds under paragraph 7.2, the student shall be notified in writing: 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 III-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.

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

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

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).

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.

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

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.

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

16. The student and School are permitted to submit documentation in advance of the Review to support their respective cases, copies of the submissions will be made available to the School and the student. Oral submissions will not normally be considered. The Lay Governor may seek additional information from both the School and the student to assist in conducting the Review.

17. The student will be notified of the outcome of the Review and the Director's decision, with the reasons for the decision, normally within 12 weeks of a request for a Review being made. The Review is the final stage of the Procedure.

SERVICE COMPLAINTS

A service complaint arises when an individual is dissatisfied with some aspect of a service that has been provided by the central administrative divisions within the School. A list of the School's Divisions can be found on the Web www.lse.ac.uk/services/. Most of the Divisions within the School have their own complaints policy which can be obtained from the respective Divisions. The common pathway for resolving complaints is shown below:

(i) A complainant should first contact the person that they originally dealt with;

(ii) If the matter can not be resolved it will then be referred to the local manager;

(iii) If the issue persists it will be passed onto the Head of Division;

(iv) Finally if the issue is serious or has policy implications it will be referred to the School Secretary and Director of Administration. Further details of the School services can be found from pages 16-23 of the Undergraduate and Graduate handbook.

PROCEDURE FOR COMPLAINTS OF SEXUAL HARASSMENT

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

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

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

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

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

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

Students' Forums

The Dean chairs the Taught Graduate Students' Forum and the Research Students' Forum on which sits a student from each department and institute. Members are selected in the Michaelmas term by students in each department or institute. The Forums normally meet once a term and report to the Student Affairs Committee.

Committees

Students are represented on the Teaching Learning and Assessment Committee by a sabbatical officer of the Students' Union and a research student nominated by the Research Students' Forum. Representation on the Student Affairs Committee is by two members appointed by the Students' Union (at least one of whom will be a sabbatical officer). A member of the Taught Graduate Students' Forum and of the Research Students' Forum is elected by the relevant Forum to sit on the Graduate Studies Subcommittee

DIPLOMA PROGRAMMES

School Diplomas are governed by the Regulations for Diplomas and by the Code of Practice for

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.

See 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.

Contents		Page	Contents		Page
Regulations for Diplomas		45			
Code of Practice for Diploma Programmes		47			
Regulations for each Diploma programme		49			
Diploma Course Guides		50			
Accounting and Finance	AC	50	Law	LL	53
Economics	EC	51	Mathematics	MA	53
Economic History	EH	52	Operational Research	OR	53
Government	GV	52	Sociology	so	54
Industrial Relations	ID	52	Statistics	ST	56

REGULATIONS FOR DIPLOMAS

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.
- 13. Candidates are bound by the regulations in force at the time of their entry to the examination including the individual programme regulations

- 14. 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.
- 15. No fee is payable for the first attempt at an examination

- 16. 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.
- 18. 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.
- 23. 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 coursework

- 29. Where a course includes coursework as part of its assessment, all students must be given clear written instructions on what is required and the deadline for its submission
- 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).
- 31. 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).
- 32. Any extension should be confirmed in writing to the student.
- 33. If a student fails to submit by the set deadline (or extended deadline as appropriate) the following penalties will apply:
 - 33.1 For each day or part day the submission is overdue a deduction of 10 marks out of 100 will be made from the mark it would otherwise have obtained.

Re-examination

- 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

- 40. A candidate who, owing to illness, the death of a near relative or other cause judged sufficient by the School is prevented from completing at the normal time the examination or part of the examination for which he/she has entered may with the permission of the School: 40.1 enter the examination in those elements in which he/she was not able to be examined on the next occasion when the examination is held in order to complete the examination; or
 - 40.2 at the discretion of the examiners and with permission of the Chair of the Graduate Studies Subcommittee, be set a special examination in those elements of the examination missed as soon as possible and/or be permitted to submit any work prescribed on or by a date specified by the board of examiners. The special examination shall be in the same format as specified in the programme regulations for the element(s) missed.
- 41. Where a candidate has failed to complete the examination for one of the reasons specified in Regulation 40 the candidate shall submit the application with medical certification or other supporting evidence to the Student Services Centre within seven days of the last day of the written examinations or for the submission of the essay/report/dissertation.

Notification of results

42. 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 Studies Subcommittee
4, 11, 37, 39, 43	Academic Registrar
16	Academic Board on recommendation of Graduate Studies Subcommittee
40	The appropriate board of examiners and Chair of Graduate Studies Subcommittee

CODE OF PRACTICE FOR DIPLOMA PROGRAMMES

- 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, Learning and Assessment Committee as well as a guide to students of what they can reasonably expect and to departments of what they should provide.
- This Code does not seek to seek to reflect all departmental/programme variations. The expectation, and requirement, is that all programmes will conform to the minimum standards set out in the paragraphs below and that, where departmental/programme variations exist, they will enhance these minimum standards. (The Code uses the term department to cover both departments and
- Regulations governing the registration, attendance and examination of Diploma students are published annually in the Calendar/Graduate Handbook. All those involved as teachers or students on Diploma programmes should be familiar with these
- regulations. The content and structure of each programme is also given in the Calendar/Graduate Handbook.

 Part-time students should contact their Programme Tutors for information on relevant variations from the terms of this Code. In particular, they should ensure that they will be able to attend lectures, classes and seminars when required

Basic requirements

6. All Diploma providers must make arrangements to ensure that the basic requirements set out in paragraphs 7 to 25 below are fulfilled.

Programme Tutor

Each 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.
- 10. Arrangements must be made by the Programme Tutor for each student to meet his or her supervisor as soon as possible in the session and certainly within the first three weeks.

- 11. Each student should meet his or her supervisor at least twice a term. These meetings provide an opportunity for the student to seek and receive academic guidance and feedback on progress and performance. Their form will be for the individual supervisor to determine but will frequently involve the discussion of the student's class teacher's report on his or her written work and attendance 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
- 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.
- 13. At the end of the Michaelmas and Lent terms the reports of individual class teachers are collated on to a single report sheet for each student and sent to the Programme Tutor, who in turn passes it on to the individual supervisor. The forms are then returned to the Student Services Centre and filed in the student's file.
- 14. If a student wishes to change supervisor s/he should approach the Programme Tutor for advice. Where the Programme Tutor is the supervisor a student should approach the departmental Convener and failing a satisfactory outcome at departmental level, the Dean of Graduate Studies.

Tuition

- 15. 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
- 17. Teaching will normally be by a mixture of lectures and linked classes running in parallel, in which students work through questions and problems raised in the lectures and present and discuss their own papers or essays. Lectures are attended by all students taking the course; classes are small groups normally of about 15 students to which students are allocated. In some courses lectures and classes may be combined in seminars or small group classes. In some courses classes may include undergraduate students
- Students will normally be given the opportunity to produce written work for each course. Written work produced during the programme will not count towards the final assessment unless specifically stated in the programme regulations.
- 19. Written work should normally be marked and returned within two weeks of submission, with constructive feedback.

Assessment

- 20. The assessment of each Diploma programme is conducted in accordance with the regulations for that programme printed in the Calendar/Graduate Handbook. These regulations are set by the School within the regulations for students proceeding to a Diploma, except for the University of London Diploma of Law, where they are set by the School and the University. If Programme Tutors/departments wish to change the method of assessment they must seek prior approval from the Graduate Studies Subcommittee for a change in programme regulations.
- 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.
- 23. The final Board of Examiners should be held no later than six weeks after the date of the final element of the examination.

Staff-Student Committee

- 24. Each department or institute must make arrangements for a Staff-Diploma Students' Committee (or, if more appropriate to the size of the department, a Staff-Graduate Students' Committee).
- The Staff-Students' Committee should be scheduled to meet at least once a term to discuss issues of relevance and interest to Diploma students and their teachers.

Responsibilities of the student

- 26. All Diploma students are normally required to attend the School for the full duration of each term. Students who wish to be away for good reason in term-time must firstly obtain the consent of their supervisor. If students are away from the School for any reason, ncluding illness, they must inform their supervisor and, in the case of absence of more than a fortnight, the Student Services Centre.
- 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 Handbook, and that they submit their option choice form, signed by their supervisor, to the Student Services Centre as soon as possible after the introductory meeting and no later than the specified deadline. All subsequent changes must be reported to the Student Services Centre. Failure to report changes will normally result in a student being required to take an examination in the option for which he or she was originally registered
- 30. Students must make sure that, on receipt of their examination entry form, they check it and return it to the Student Services Centre by the deadline
- 31. All students are required to communicate changes of address to the Student Services Centre as soon as they occur. Vital information is sent to students during term-time and failure to communicate changes may result in a student not being entered for examinations or not receiving other important information.
- 32. Students who decide to withdraw from the School must inform their supervisor, the Programme Tutor and the Student Services Centre in writing. Failure to inform the School could result in a demand for fee payments for the full session.

Revised August 2002

DIPLOMA PROGRAMME REGULATIONS

General rules

Disclaimer

Every effort is made to keep information in the Calendar up to date to ensure that the programmes and courses are offered as described here. It is correct at the time of going to press (August 2002). Circumstances may change subsequent to publication. Subsequent changes deemed seriously to affect course and programme provision are indicated on LSE's web site at www.lse.ac.uk/study Students are therefore strongly advised to visit this web site for the most up to date information on teaching provision for their programme. The School reserves the right at all times to withdraw or alter particular courses and syllabuses, and to alter the level of fees.

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 26 and 46.

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 02/03 means not available in the year 2002-2003.

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.

Course number and title

AC212 Principles of Finance

AC211 Managerial Accounting or

AC330 Financial Accounting or

AC490 Financial Reporting and Management: Management Accounting and Control (H) and AC491 Financial Reporting (H)

Two of the following:

AC211 Managerial Accounting or AC330 Financial Accounting (if not already selected under paper 2 above)

AC340 Auditing and Accountability

One of the following: EC201 Microeconomic Principles I

EC202 Microeconomic Principles II

EC210 Macroeconomic Principles

EC313 Industrial Economics

EC220 Introduction to Econometrics and Economic Statistics MA107 Quantitative Methods (Mathematics) and ST107 Quantitative Methods (Statistics) or

OR201 Operational Research for Management

LL209 Commercial Law

ID200 Organisational Theory and Behaviour

EH240 British Business and Contemporary Economic Performance

Any other course with the approval of the Programme Director .

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

SO101 Issues and Methods of Social Research

SO201 Sociological Theory

3 & 4 Two of the following:

GV234 Theories and Problems of Nationalism

SO103 Aspects of British Society

SO106 Sociology of Religion

SO202 The Social Analysis of Russia and the CIS

SO203 Political Sociology

SO204 Political Processes and Social Change (NA 02/03)

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 (NA 02/03)

SO215 Evolution and Social Behaviour (NA 02/03)

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; 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.

Accounting Information Systems: Computer based accounting systems and application controls. Introduction to systems life cycle, systems development, package selection and implementation controls. Impact of architectural evolution and the advent of e-commerce.

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: A Bhimani, Management Accounting in Transition (Management Press, 2002); C Horngren, A Bhimani, S Datar & G Foster, Management and Cost Accounting (Prentice Hall, 2002).

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 of course material, many of which will feature case study analyses, are

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 R Macve, E306 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); A Carey & R Macve (Eds), Business, Accountancy and the Environment: A Policy and Research Agenda (ICAEW 1992) and refer to M Power The Audit Society (OUP, 1999). Students will also be provided with relevant examples of corporate and other reports and referred to relevant websites. Detailed course programmes and reading lists will be distributed at the first lecture of the course.

Teaching: 20 lectures (AC340) and 18 classes (AC340.A) in the MT, LT

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.

Financial Reporting and Management:

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

Core syllabus: An introduction to management accounting. The first half concentrates on costing and the second half discusses issues of performance measurement and investment appraisal.

Content: Cost Volume Profit Analysis. Costing Systems. Budgeting. Standard Costing. Performance Measurement. Investment Appraisal.

Teaching: Ten lectures and three classes in LT. Written work: Students are expected to produce several pieces of written

work, including accounting exercises, case studies, and essays. Reading list: Horngren, Bhimani, Datar, Foster, Management and Cost Accounting (2nd edn, Financial Times Prentice Hall, 2002) and articles from

Assessment: A two hour written examination in the ST.

AC491 Financial Reporting and Management:

Financial Reporting Teacher responsible: Fr K McMillan, A263

Availability: Intended for MSc students who are not specialising in Accounting and Finance and who have not previously studied these subjects to a significant extent. Students who have previously studied Accounting and Finance are asked to seek advice before selecting this course.

Core syllabus: An introduction to financial reporting.

Content: Accounting Rules and Regulation. Assets and Depreciation. Equity and Debt. Financial Statement Analysis. Limitations of the Conventional Accounting Model. Recent Standard Setting Initiatives. Consolidation and Goodwill. Intangible Assets.

Teaching: 10 weekly lectures of 2 hours each in MT. Classes: three hours MT. Written work: Students are expected to produce several pieces of written work, including accounting exercises and essays.

Reading list: A detailed reading list will be made available at the start of the course. Illustrative texts include Arnold, Hope, Southworth, Kirkham, Financial Accounting (Prentice Hall, 2001) and Atrill & McLaney, Financial Accounting for Non-specialist (Prentice Hall, 1999).

Assessment: A two hour written examination in the ST.

ECONOMICS

EC201

Microeconomic Principles I

Teachers responsible: Dr J Leape, R538 and Dr M Schankerman, R516 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.

- 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
- IV. General equilibrium and welfare. Competitive equilibrium. Efficiency of equilibrium. Welfare criteria. V. Topics in welfare economics. Public goods, externalities, second best
- VI. Uncertainty and information. Choice under uncertainty. Insurance markets. Asymmetric information. Selected applications.

Reading list: A reading list will be provided at the start of the course. The main text for the course is M L Katz & H S Rosen, Microeconomics, but frequent reference is also made to 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 M Ghatak 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. Ho a greater mathematical facility will be assumed of the student permitting both greater depth and a number of additional topics, such as duality, to be covered. Further details are available on http://darp.lse.ac.uk/EC202.htm

Reading list: There is no one text that covers the course: detailed lecture notes will be provided. Students may find it helpful to use as background material: H Gravelle & R Rees, Microeconomics (2nd edn), 1992; R Gibbons, A Primer in Game Theory, Harvester Wheatsheaf, 1992.

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: Dr B Petrongolo, R435 and Dr J Ortega 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

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.

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).

Core syllabus: An introductory course in econometrics.

Content: The course begins with 4 optional review lectures on random variables, expectations, unbiasedness, efficiency, consistency. The main lectures cover covariance, variance and correlation; simple and multiple regression analysis; test statistics; problems of multicollinearity and misspecification; transformation of variables; dummy variables and binary response models; proxy variables; autocorrelation; heteroscedasticity; measurement errors and Friedman's Permanent Income Hypothesis; simultaneous equations bias; instrumental variables; two-stage least squares; binary choice (linear probability model, logit analysis, probit analysis); censored regression model (Tobit analysis); sample selection bias (heckman two-step method); an introduction to maximum-likelihood estimation; an introduction to non stationary time series, unit root tests,

cointegration, and error-correction models. Reading list: C R S Dougherty, Introduction to Econometrics (second edition), Oxford University Press, 2002. 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.

EC313

Industrial Economics

Teacher responsible: Dr M Schankerman, S567 and Dr P Davis, R518 Pre-requisites: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students should have completed Microeconomic Principles I or II (or equivalent).

Core syllabus: An undergraduate course in the Economics of Industry (orin 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. 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.

ECONOMIC HISTORY

EH240

British Business and Contemporary Economic

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, labourmanagement and management quality. Other factors alleged to have contributed to Britain's poor performance - ranging from 'culture' through government policy to education and trade unions - are also discussed

Teaching: EH240 consists of 20 lectures in MT and LT, with directly related classes (EH240.A). In addition revision sessions are offered in the ST.

Written work: During the course students are expected to write two essays and complete two timed mock exams, all of which will be marked.

Reading list: The course textbook is: Geoffrey Owen, From Empire to Europe: The Decline and Revival of British Industry since the Second World War. The following are also useful: R Floud & D 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 Dintenfass, The Decline of Industrial Britain 1870-1980; B Elbaum & W Lazonick (Eds), The Decline of the British Economy (1986); S N Broadberry, The Productivity Race: British Manufacturing in International Perspective, 1850-1990 (1997).

Assessment: A three hour written examination in the ST.

GOVERNMENT

GV234

Theories and Problems of Nationalism

Teacher responsible: Professor A D Smith, 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.

Teaching: 20 Lectures GV234 (ML) given by: Professor A D Smith on Theories of Nationalism;

Mr G Schopflin on Nationalism and Politics;

Dr D Jacquin-Berdal on Nationalism and the International System.

These are supported by weekly classes GV234.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 Professor Smith or secretary.

Assessment: A three-hour exam in ST, covering Sociology and Politics/

INDUSTRIAL RELATIONS

ID200

Organisational Theory and Behaviour

Teacher responsible: Dr Mary Logan, H801

Pre-requisites and excluded combinations: This course is an option available to Bachelor's (ID200) and Master's degree students (ID403/ID404) where the regulations permit. Aims:

- (a) To introduce students to alternative social science theories and research into individual, group and organisational issues.
- (b) To facilitate students in their evaluation of potential employers, clients and other pertinent organisations.
- (c) To encourage research and further study in this area.

Learning outcomes:

(a) To help students to understand the interrelationships among central issues in the analysis of behaviour within an organisational context

- (b) To facilitate a critical evaluation of organisational policies and practices and their impact on work behaviours, attitudes and performance.
- (c) To increase students ability to successfully function in organisational environments.

Core syllabus: This course uses behavioural theories from sociology, psychology, anthropology, political science and social psychology to analyse employee behaviour and attitudes in the organisational context. Content: Organisational structure including: design of work, employee

participation, empowerment, 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, organisational learning, 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 and Dr Johann Franke.

Classes: weekly, starting in week 2 MT.

Written work: Undergraduate students are required to submit four pieces

of written work throughout the year.

Assessment: One three-hour examination paper with approximately twelve questions, three questions to be answered. Separate papers are set for undergraduate and MSc students.

LAW

LL209

Commercial Law

Teachers responsible: Dr D Roche, A363 and Mrs V Prais, Y121

Availability: Available to Bachelor's degree and Diploma students where regulations permit. There is no pre-requisite law subject. Core syllabus: An introduction to the fundamental principles of contract

law, company law and the law of corporate insolvency.

- 1. Contract law: essentials of a valid contract; capacity restrictions; privity rules; factors of invalidation; discharge; remedies.
- 2. Company law: incorporation of a company; constitutional documents; capacity and ultra vires problems; liability of the company to third

- 3. parties; directors' duties; shareholders' powers and protections, including majority rule and minority protection.
- Corporate insolvency law: fund raising; secured lending; receivership; liquidation.

Teaching:

Lectures: weekly MLS Classes: weekly MLS

Written work: Students will be expected to complete two essays during the year, and to prepare outline arguments for weekly classes.

Reading list: Core texts: E McKendrick, Contract Law; J Lowry and L Watson, Company Law. Supplementary texts: Collins, The Law of Contract; Hicks & Goo, Cases and Materials on Company Law; Davies, Gower's Principles of Modern Company Law. Further reading will be recommended at the start of each segment of the course.

Assessment: One formal three-hour examination in the ST, comprising ten questions of which four must be answered.

MATHEMATICS

MA107

Quantitative Methods (Mathematics) Teacher responsible: Dr A Ostaszewski, B406

Availability: This is a basic course in mathematics intended primarily for students who have already reached A level standard in Mathematics. It is also accessible to students who have performed well at a level slightly lower than A level (eg AS Level) and are proficient in basic calculus.

Core syllabus: Additional mathematical tools necessary for further study in economics. Ideas are taught systematically, with emphasis on applicability to economic problems. Liberal use of examples throughout for motivation and illustration.

Content: This course is to give students the additional mathematical tools necessary for further study in economics or related disciplines as used in the description and forecasting of some selected economic phenomena and to develop basic mathematical modelling skills for these phenomena. Techniques of calculus (partial differentiation, integration, optimisation), methods of linear algebra (use of matrices), the solution of difference and differential equations are the focal points. Specific topics are as follows:

sets, functions, equations, graphs. Difference equations, sequences, limits. Differentiation, inverse functions, exponential and logarithmic functions. Partial differentiation, chain rule, homogeneous functions. Optimisation in two variables: unconstrained and constrained. Lagrange multipliers. Vector notation, geometry of lines and planes, convexity. Matrix notation, solution of linear systems, inverse matrices. Integration. Differential equations.

Note: Each mathematical section will be intimately linked to one or more economic models; for details see

http://www.maths.lse.ac.uk/Courses/ma107.html

Teaching: Lectures MA107: 20 during MT and LT. Classes MA107A: 10 during MT, LT and ST. Revision lectures will be arranged in the ST.

Written work: Written answers to set problems will be expected on a

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

Assessment: A two-hour examination in the ST.

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

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: 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.

Lectures: OR201.1: 6 MT; OR201.2: 25 MT, LT and ST.

Classes: OR201.2A: 32 MT, LT and ST.

Written work: Written answers to set exercises will be expected on a regular basis.

Reading list: Recommended books

OR201.1: M Arthurs, Probability Theory; L Lapin, Statistics for Modern Business Decisions; T H Wonnacott & R J Wonnacott, Introductory

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.

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

Availability: Compulsory course for Bachelor's degrees in Sociology and the Diploma in Sociology. Students must be concurrently taking, or must have completed, the course ST103 Statistical Methods for Social Research (or an equivalent course).

Core syllabus: The aim of the course is to introduce students to central issues and basic techniques in the conduct of research in sociology.

Content: The course examines issues and methods of social research. It covers elementary aspects of the philosophy of science, the relationship between research and theory, study design and sampling, social surveys, experiments and quasi-experiments. Students are made familiar with the concepts of reliability and validity, with specific techniques of data-gathering

(such as interviews and questionnaires) and with the measurement devices appropriate for particular tasks (eg, various types of attitude measurement). The course covers differing approaches to data analysis, in particular various techniques for handling confounding variables. Students apply some of these techniques using the SPSS computer package.

Teaching: The course comprises a series of fifteen lectures and five computer workshops (SO101) and twenty weekly classes in small groups

Lectures: SO101 Issues and Methods of Social Investigation MT and

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; M Shipman, The Limitations of Social Research.

Assessment: A three-hour written examination in the ST based on the full syllabus. All questions carry the same weight. Sixty per cent of the total assessment for the course is based on this examination. The remaining forty per cent is awarded for the student's coursework.

SO103

Aspects of British Society

Teacher responsible: Dr C T Husbands, S287

Availability: While constructed primarily for first- and second-year undergraduates reading for the BSc course unit degree in sociology and for other Bachelor degrees where regulations permit, the course does not assume a detailed knowledge of sociology. It is also intended to be suitable as an outside option for undergraduates reading for a range of other degrees. Overseas students, including General Course students, may find it a useful means of improving their knowledge of British society.

Core syllabus: The course considers important social, economic, and political issues relevant to contemporary Britain. It is strongly empirical and makes much use of 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

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

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 Student Services Centre by Noon on Thursday 1 May 2003. 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

SO106

Sociology of Religion

Teacher responsible: Professor Eileen Barker, S217

Availability: 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 the extent to which religion can affect and be affected by individuals, social groups, institutions and cultures.

Content: The course concentrates primarily, but not exclusively, on the role of religion in industrial societies during the past two centuries. The approach of writers such as Weber, Durkheim and Marx is considered at the theoretical and empirical levels. Topics receiving special attention include secularisation; modern forms of religion; relations between church and state; religion in former Soviet societies; the rise of fundamentalism; gender and methodological issues associated with the sociology of religion. Teaching:

Lectures: (SO106). 25 weekly MLS.

Classes: (SO106.A) 25 weekly MLS. Field trips: Visits will be arranged to religious services and/or to meet erents of about 6 different faiths. Students v 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 Pespective (Oxford University Press, 1982); D Martin, A General Theory of Secularization (Blackwell, 1978); G Davie, Religion in Britain since 1945; Religion in Modern Europe (OUP, 2000); M Douglas, Purity and Danger (Routledge, 1966).

Assessment: A three-hour formal paper in the ST (60% of the marks) and a 4,000 max word essay, to be handed in to the Student Services Centre

on Friday 2 May 2003 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

Teacher responsible: Dr Nigel Dodd, S283

Availability: Compulsory course for Bachelor's degrees in Sociology. Available to other students as permitted by regulations.

Core syllabus: An exploration of modern and postmodern social theory. Content: In the first term (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

Teaching: Lectures: SO201 Twenty lectures, weekly in MT and LT. Classes: SO201.A Twenty classes, weekly in MT and LT.

Selected reading: Z Bauman, Postmodemity and its Discontents; J Baurdrillard, Fatal Strategies; U Beck, Democracy Without Enemies; U Beck, A Giddens & S Lash, Reflexive Modernization; M Berman, All that is Solid Melts Into Air; N Dodd, Social Theory and Modernity; M Foucault, Power/Knowledge; D Frisby, Fragments of Modernity; A Giddens, The Consequences of Modernity; A Giddens, Capitalism and Modern Social Theory; J Habermas, The Philosophical Discourse of Modernity; M Horkheimer, Critical Theory; J-F Lytard, The Postmodern Condition; N Mouzelis Sociological Theory: What went wrong?; G Ritzer, Sociological Theory; R Rorty, Achieving Our Country; J H Turner, The Structure of Sociological Theory.

Assessment: 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

Availability: Optional course for Bachelor's degrees in Sociology. Other students may take this course as permitted by the regulations for their

Core syllabus: Major aspects of Soviet and Russian social structure will be examined in relation to problems of industrialisation and social change. The course draws on a wide range of contemporary materials, but places these within an historical perspective.

Content: Particular attention will be given to the analysis of: women, the family, population policy, urban and rural structure, the distribution of power, the economy, collectivisation, social stratification and mobility, the education system, social welfare, trade unions, religion, nationalities, and the military. Problems of information, the role of ideology, cohesion, conflict and social change will also be discussed.

The course will also include the comparative analysis of the Soviet Union as a model of industrialisation.

Teaching: The lectures and classes are given by Dr Weinberg and as such are entirely integrated.

Lectures: SO202 23 in a two-hour session MLS.

Written work: Each student is required to produce several papers for class presentation throughout the year.

Reading list: The following should be consulted for relevant topics throughout the course:

C Black (Ed), The Transformation of Russian Society; E A Weinberg, The Development of Sociology in the Soviet Union; J Pankhurst & M P Sacks, Contemporary Soviet Society; D Lane, State and Politics in the USSR; Soviet Economy and Society; S Cohen, Rethinking the Soviet Experience; D Lane, Soviet Society under Perestroika; M Buckley, Redefining Russian Society and Polity; R Sakwa, Russian Politics and Society.

Assessment: A three-hour formal examination in the ST (75%) and an assessed essay (25%) to be handed in during the first week of the ST.

SO203

Political Sociology

Teacher responsible: Dr A W G Stewart, S276

Availability: Optional course for Bachelor's degrees in Sociology.

Core syllabus: The aim of the course is to discuss central theoretical and empirical issues in the political sociology of modern societies.

Content: The course presents competing arguments regarding the nature 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

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 formal examination in the ST (75%) and an assessed essay (25%) to be handed in during the first week of the ST.

SO204 NA 02/03

Political Processes and Social Change

Teacher responsible: Dr A W G Stewart, S276 Availability: Optional course for Bachelor's degrees in Sociology.

Core syllabus: The aim of the course is to 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

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 (75%) and an assessed essay (25%) to be handed in during the first week of the ST.

SO208

Gender and Society

Teacher responsible: To be announced

Availability: Optional course for Bachelor's degrees in Sociology, and other degrees where permitted by regulations.

Core syllabus: The nature and explanation of various aspects of gender

Content: An examination of the importance of gender and the forms of gender inequality in society. Contrasting theoretical explanations will be applied to a number of substantive issues of contemporary concern. The main topics are: social control; work; families; violence; age; health;

reproductive technologies; sexuality; culture; state and politics; gender and

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,

Availability: Optional course for Bachelor's degrees in Sociology. Students should have completed introductory courses in sociological theory and social structure.

Core syllabus: Criminological theories used to explain crime and deviance; applications; social control

Content: The social construction of crime and deviance, sources of information about crime, the major sociological perspectives on deviance and control, informal and formal social controls, crime prevention.

Teaching: There is a lecture course and classes.

Lectures: SO210: 10 MT, 10 in LT.

Classes: SO210.A: 23 (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 Maquire et al, The Oxford Handbook of Criminology, 1997.

Assessment: A 3-hour examination in the ST.

SO211

Sociology of Health and Medicine

Teacher responsible: Dr Steve Taylor, S264

Availability: Optional Course for Bachelor's degrees in Sociology and other subjects where regulations permit.

Core syllabus: Key sociological perspectives on health, sickness, health care and the development of medicine as a social institution.

Content: The role of medicine, medicalisation and the social production of medical knowledge and practices; the social bases of health, health inequality and the politics of health, stress, social support and health; the sociology of sickness, sick role, stigma, illness and identity; the social causes of mental disorder, mental illness and social control, sociological perspectives on suicide and self harm; the crises in health care provision in modern societies, managerialism, consumerism and health care.

Reading list: S Taylor & D Field, Sociology of Health and Health Care (3rd edn), 2002; D Field & S Taylor, Sociological Perspectives on Health, Illness and Medicine, 1998; M Bury, Health and Illness in a Changing Society, 1997; B Davey, Health and Disease, 1995; Townsend, N Davidson & M Whitehead, Inequalities in Health, 1992; B Turner, Medical Power and Social Knowledge (2nd edn), 1995.

Teaching:

Lectures SO211, weekly MLS;

Classes SO211, weekly MLS

Written work: Students will be expected to produce 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

Availability: Optional course for Bachelor's degrees in Sociology, Management and Industrial Relations. Outside option for Course Units (BA

Core syllabus: Coverage of contemporary sociological perspectives on the employment relationship, labour market divisions, contemporary

management, globalization and labour. Content: The employment relationship; control and consent at work; scientific management and McDonaldization; labour market divisions; women in the labour market; discrimination at work; the changing employment relationship; employment in Japan; developments in contemporary management such as self-managing teams, lean production and management gurus; globalization and labour; employment practices in

multinational corporations; immigrant workers; the future of work. Teaching: There will be 20 lectures (SO212) given by Dr P McGovern

(convener) and a guest lecturer (Dr Catherine Hakim). Written work: One essay and one class paper per term.

Reading list: There is no recommended textbook. Books of a general nature that cover substantial parts of the syllabus are: K Grint, The Sociology of Work (2nd edn); 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.

The Psychoanalytic Study of Society

NA 02/03

Teacher responsible: Dr C Badcock, S282

Availability: 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

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

The second part of the course reviews a number of key concepts in classical and post-classical pyschoanalytic theory and compares them with parallel sociological concepts.

Lectures: SO214 23 Sessional.

Classes: SO214.A Sessional.

Written work: Entirely at the class teacher's discretion. There is no formal

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 Winnicot, 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. NA 02/03

Evolution and Social Behaviour

Teacher responsible: Dr C Badcock, S282

Availability: 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 guestions of social science such as the problem of order the fundamental questions of social science such as the problem of order, the origins of motivation and social co-operation, altruism, kinship, family cooperation and conflict, sex roles, and so on.

Content: Fundamentals of evolution; selection and adaptation; heredity, genes and development; the group-selectionist fallacy; the evolution of 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 Borgerhoff Mulder & P Turke (Eds), Human Reproductive Behaviour, C Crawford & D Krebs (Eds), Handbook of Evolutionary Psychology; M Daly & M Wilson, Sex, Evolution & Behaviour (2nd edn); D Buss, The Evolution of Desire: Strategies of Human Mating; R Dawkins, The Selfish Gene; W D Hamilton, Narrow Roads of Gene Land; J R Harris, The Nurture Assumption; J Lopreato & T Crippen, Crisis in Sociology: The Need for Darwin; R Plomin et al, Behavioural Genetics (3rd edn); M Ridley, The Origins of Virtue; S C Steams, 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,

Cults, Sects and New Religions

Teacher responsible: Professor Eileen Barker, S217

Availability: 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

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, Cults, Religion and Violence (CUP, 2000); D Bromley & J Hadden (Eds). The Handbook on Cults and Sects in America (JAI Press, 1993); L Dawson (Ed), Cults in Context (Transactin, 1998); 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

Assessment: A three-hour formal paper (60% of marks) and a 4,000 max word essay (40%) to be handed in to the Student Services Centre on Friday 2 May 2003 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.

ST107

ST103

STATISTICS

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-

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 assessm

Assessment: Exercise assessment [30%]; 3-hour open-book examination

Quantitative Methods (Statistics)

Teacher responsible: Dr B Blight, B615 Availability: Pre-requisites: A-level Mathematics or equivalent. Also accessible to students who have performed well at a slightly lower level and are proficient in basic calculus.

Core syllabus: The elementary statistical tools necessary for further study in management and economics with an emphasis on the applicability of the methods to management and economic problems.

Content: An introduction to statistical concepts. Centre and spread of a distribution. Probability, conditional probability. The binomial and normal distributions. Covariance and linear combinations of random variables. Random sampling, sampling distribution. Efficiency, biased and unbiased estimators. Confidence intervals for means and difference in means, the 't' distribution. Hypothesis tests, power.

Correlation and Regression. Fitting a line, OLS. Sampling variability of the estimates. Confidence intervals and tests. Predicting Y.

Reading list: Handout material will be distributed to accompany the lectures but this should be supplemented with additional background reading. Readings from P Newbold, Statistics for Business and Economics and R J Wonnacott & T H Wonnacott, Introductory Statistics will be recommended.

Teaching: Lectures ST107: 10 MT, 10 LT.

Classes ST107.A: 4 MT, 5 LT, 1 ST fortnightly.

Written work: Weekly example sheets will be set and students are expected to submit solutions to the class teacher each week.

Assessment: 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

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.

See YOUR PROGRAMME OF STUDY

The deadline for confirming your course choices is Friday 25 October 2002 (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.

Contents		Page	Contents		Page
Regulations for MA and MSc degrees		57	Government	GV	142
Scheme for the Award of a Taught Masters		59	Industrial Relations	ID	154
Degree			Information Systems	IS	156
Scheme for the Award of a Taught Masters			International History	HY	160
Degree including Half-Unit Options		61	International Relations	IR	165
Code of Practice for Master's Programmes		62	Law	LL	171
Regulations for each Master's Programme		65	Management	MN	190
Master's Course Guides		106	Mathematics	MA	192
Accounting and Finance	AC	106	Operational Research	OR	192
Anthropology (Social)	AN	110	Philosophy, Logic and Scientific Method	PH	196
Development Studies	DV	116	Social Policy	SA	198
Economics	EC	120	Social Psychology	PS	212
Economic History	EH	125	Social Research Methods	MI	220
European Institute	EU	130	Sociology	SO	222
Gender	GI	133	Statistics	ST	228
Geography and Environment	GY	134			

REGULATIONS FOR MA AND MSc DEGREES

These Regulations apply to all persons having registered for a programme of study leading to a degree of Master of Arts, Master of Laws, Master of Research or Master of Science at the School and to those having registered for any part of such a programme, except that students intending to register on the federal Master of Laws of the University of London shall be bound only by regulations 2 to 8. These regulations 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

2.1 a Second Class Honours degree of a UK university or of the CNAA, or a qualification of an equivalent standard obtained after a 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

2.2 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

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
- The School may exceptionally exempt a student from part of a programme on the basis of previous study at another institution and may exempt such a student additionally from part of the examinations prescribed for the degree.

When considering an application under Regulation 7 the School shall consider inter alia

- 8.1 the standard and content of courses and examinations taken elsewhere, certified by the appropriate officer or officers of the relevant institution, and their relevance to the intended programme at the School;
- 8.2 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: 9.1 a period of full-time study, the length of which shall be prescribed in the individual course regulations but which shall normally be not less than one calendar year, the examinations being completed by the end of that period;
 - 9.2 a period of part-time study of between two and four years, during which candidates will be examined in accordance with the individual programme regulations.
- 10. The minimum length of the period of study is prescribed in the individual programme regulations, but at the start of the programme or at 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 Student Services Centre.
- 14. In exceptional circumstances, the School may permit a student to vary his or her programme by substituting for courses to the maximum 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.
- 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
- 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 coursework

- 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 penalty will apply: For each day or part day the submission is overdue a deduction of 10 marks out of 100 will be made from the mark it would otherwise have obtained.

Re-examination

- 39. A candidate who does not at his/her first attempt successfully complete the examination or part of the examination for which he/she has entered and who has not been given an overall pass at any level in his or her degree may, subject to the agreement of the School when such re-entry would involve further attendance at the School, re-sit that examination on one occasion only. Such re-examination will be at the next following examination except where a School has granted permission for a candidate to defer until the examination in a subsequent year.
- 40. A candidate proposing to re-sit an examination when not registered for the course concerned shall enter for that examination by the means prescribed from time to time by the Academic Registrar.
- 41. A candidate proposing to resit an examination shall be bound by all the current Regulations applicable to the first sitting of the examination except as modified by Regulations 34, 35, 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 Studies Subcommittee, be set a special examination in those elements of the examination missed as soon as possible and/or be permitted to submit any work prescribed on or by a date specified by the board of examiners. The special examination shall be in the same format as specified in the programme regulations for the element(s) missed.
- 45. Where a candidate has failed to complete the examination for one of the reasons specified in Regulation 44 the candidate shall submit the application with medical certification or other supporting evidence to the Student Services Centre within seven days of the last day 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 Studies Subcommittee
6, 15, 43, 46, 47	Academic Registrar
20	Academic Board on recommendation of Graduate Studies Subcommittee
22, 25	The appropriate board of examiners
44	The appropriate board of examiners and Chair of the Graduate Studies Subcommittee

The School has approved the following schemes for the Taught Masters Degrees

Departments and Institutes should specify which scheme is being used for each degree. They should also indicate the passmark used for each course. They should also indicate if there are any papers where either the class of the award cannot be higher than the result awarded in this paper, or an award of degree cannot be made unless the specified paper has been passed.

Departments can apply to the Teaching Learning and Assessment Committee to depart from these standard schemes. Where such approvals have been given, Departments and Institutes should indicate this.

SCHEME FOR THE AWARD OF A TAUGHT MASTERS DEGREE

This scheme should be read in conjunction with the General Regulations for Students and the regulations for the degree on which the student is registered.

1. Responsibilities of Board of Examiners

- 1.1 The Graduate School Committee shall have the authority to approve variations to the standard template for the award of degrees for masters students, as recommended by departments.
- 1.2 Each item of assessment shall be the responsibility of a board of examiners, which shall include at least one external examiner competent to judge the students concerned. The board shall determine the marks and grades in each item of assessment, irrespective of whether the student concerned is taking a programme within its area of competence. Where the student is being assessed for the award of a degree by another board, it shall promptly convey to that board the results that it has determined, in the form of marks and grades, once the paper¹ has been marked by both internal and external examiners.

The term "paper" refers to any method of assessment and does not only include formal examinations

1.3 The decision as to the award of the degree shall be the responsibility of a board of examiners appointed for the programme on which the student is registered which shall include at least one external examiner competent to judge the students concerned. The board shall take into account all information properly presented to it and by the exercise of its academic judgement it shall determine the overall result for the students registered on that programme.

2.1 No mark or grade should be assigned without the external examiner having been able to approve it, whether or not he or she attended a meeting of examiners.

Mark and Award level:

3.1 Each paper is given a result as follows:

Bad Fail 0 - xFail x - 49% Pass 50-59% Merit 60-69% 70% and over Distinction

x must be specified by the examination board responsible for the course.

- 3.2 Examiners of papers should mark work without reference to medical and/or extenuating circumstances, which will be considered by the board of examiners at the meeting where the award of degrees is considered.
- 3.3 Where one mark is at a borderline that is, at 49, 59, or 69 it shall be raised by the board of examiners by one mark where there is strength elsewhere. Where more than one mark is at a borderline mark, the examiners shall raise only one, the lower of the two.

Eligibility for Award of Degree

- 4.1 Candidates must have attempted and completed all elements of the assessments for courses as set out in the degree regulations. (An unauthorised absence does not count as completing the course but does count as an attempt in terms of the number of attempts at a paper)
- 4.2 A candidate will be deemed as failing the degree if a fail is awarded in one course, unless it has been condoned by the rules set out in paragraph 8.5.2, or, in the judgement of the examiners, as a result of medical and/or extenuating circumstances.

Failure to Achieve an Award of Degree

- 5.1 If a student has not been awarded a degree and s/he has failed papers up to the value of two units, s/he shall normally be entitled to resit the failed units only (on one occasion) and at the next normal opportunity. Marks obtained at resit shall bear their
- 5.1 If a student has not been awarded a degree and s/he has failed papers to the value of more than two units, s/he shall normally be required to resit all papers again, including those passed, irrespective of the marks awarded in the papers. Marks obtained at resit shall bear their normal value.
- 5.1 If a student has passed papers on a resit attempt and has met the requirements for the award of a degree, s/he cannot be awarded a degree higher than a Pass degree.

Publication

6.1 The scheme adopted shall be published to students in the Calendar for the year concerned.

Appeals and offences

7.1 Appeals and assessment offences will be handled according to School Regulations.

Calculation of the Award of Degree

- 8.1 Where all marks are at a particular level Distinction, Merit or Pass then the overall result will be given at that level.
- 8.2 A particular paper can be designated by the examination board as critical to assessment. The examination board shall publish this in the School Calendar, as well as any special consideration of the award of degree in the following terms: either the class of the award cannot be higher than the result awarded in this paper, or an award of degree cannot be made unless the specified paper has been passed
- 8.3 Half unit papers are paired and averaged for the purposes of the award of degree as follows: the two with the best marks, then the two next best, and so forth, until the pair with the worst marks.
- 8.4 Award is calculated as follows:
 - 8.4.1 For a Distinction

four marks at Distinction level

or three marks at Distinction level and one mark at Merit level or two marks at Distinction level and two marks at Merit level.

8.4.2 For a Merit:

four marks at Merit level

three marks at Distinction level and one mark at Pass level three marks at Merit level and one mark at Pass level two marks at Distinction level and two marks at Pass level two marks at Distinction level, one mark at Merit level, and one mark at Pass level

one mark at Distinction level and three marks at Merit level one mark at Distinction level, two marks at Merit level, and one mark at Pass level

8.4.3 For a Pass:

four marks at Pass level

one mark at Merit level and three marks at Pass level two marks at Merit level and two marks at Pass level one mark at Distinction level and three marks at Pass level

one mark at Distinction level, one mark at Merit level, and two marks at Pass level

8.5 The award for candidates with one fail mark should be calculated as follows:

8.5.1 One bad fail mark will result in an overall fail.

8.5.2 Where there was one fail (but not a bad fail), the fail would be compensated by a mark of 60% or over in at least one other paper and a Pass level for the degree would be awarded.

9. General Proviso

9.1 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.

SCHEME FOR THE AWARD OF A TAUGHT MASTERS DEGREE INCLUDING HALF-UNIT OPTIONS

This scheme should be read in conjunction with the General Regulations for Students and the regulations for the degree on which the student is registered.

Responsibilities of Board of Examiners

- 1.4 The Graduate School Committee shall have the authority to approve variations to the standard template for the award of degrees for masters students, as recommended by departments.
- 1.5 Each item of assessment shall be the responsibility of a board of examiners, which shall include at least one external examiner competent to judge the students concerned. The board shall determine the marks and grades in each item of assessment, irrespective of whether the student concerned is taking a programme within its area of competence. Where the student is being assessed for the award of a degree by another board, it shall promptly convey to that board the results that it has determined, in the form of marks and grades, once the paper2 has been marked by both internal and external examiners.
- 1.6 The decision as to the award of the degree shall be the responsibility of a board of examiners appointed for the programme on which the student is registered which shall include at least one external examiner competent to judge the students concerned. The board shall take into account all information properly presented to it and by the exercise of its academic judgement it shall determine the overall result for the students registered on that programme.

2. External examiners

2.1 No mark or grade should be assigned without the external examiner having been able to approve it, whether or not he or she attended a meeting of examiners.

Mark and Award level:

3.1 Each paper is given a result as follows:

0-xBad Fail x - 49% Fail 50-59% Pass 60-69% Merit 70% and over Distinction

x must be specified by the examination board responsible for the course.

- 3.2 Examiners of papers should mark work without reference to medical and/or extenuating circumstances, which will be considered by the board of examiners at the meeting where the award of degrees is considered.
- 3.3 Where one mark is at a borderline that is, at 49, 59, or 69 it shall be raised by the board of examiners by one mark where there is strength elsewhere. Where more than one mark is at a borderline mark, the examiners shall raise only one, the lower of the two.

4. Eligibility for Award of Degree

- 4.3 Candidates must have attempted and completed all elements of the assessments for courses as set out in the degree regulations. (An unauthorised absence does not count as completing the course but does count as an attempt in terms of the number of attempts at a paper)
- 4.4 A candidate who has failed one half-unit course (which is not a Bad Fail) will be classified with the award of a Pass degree. A candidate who has failed two half-unit courses (neither of which are Bad Fails) will only be awarded a Pass degree if they have two other half-unit courses with marks of at least 60%. A candidate will be deemed as failing the degree if a fail is awarded in three or more half-unit courses, unless the fails have been condoned, in the judgement of the examiners, as a result of medical and/or extenuating circumstances.

Failure to Achieve an Award of Degree

- 5.1 If a student has not been awarded a degree and s/he has failed papers up to the value of two units, s/he shall normally be entitled to resit the failed units only (on one occasion) and at the next normal opportunity. Marks obtained at resit shall bear their
- 5.2 If a student has not been awarded a degree and s/he has failed papers to the value of more than two units, s/he shall normally be required to resit all papers again, including those passed, irrespective of the marks awarded in the papers. Marks obtained at resit shall bear their normal value.
- 5.3 If a student has passed papers on a resit attempt and has met the requirements for the award of a degree, s/he cannot be awarded a degree higher than a Pass degree.

6. Publication

6.1 The scheme adopted shall be published to students in the Calendar for the year concerned.

Appeals and offences

7.1 Appeals and assessment offences will be handled according to School Regulations.

Calculation of the Award of Degree

- 8.1 Where all marks are at a particular level Distinction, Merit or Pass then the overall result will be given at that level.
- 8.2 A particular paper can be designated by the examination board as critical to assessment. The examination board shall publish this in the School Calendar, as well as any special consideration of the award of degree in the following terms: either the class of the award cannot be higher than the result awarded in this paper, or an award of degree cannot be made unless the specified paper has been passed.

For degrees with eight half units

8.3 Subject to paragraph 8.2, award is calculated as follows (D – Distinction; M – Merit; P – Pass):

	D							D	D
2	M	D	D	D	D	D	D	D	D
3	M P	D	D	D	D	D	D	D	D
	M								D
5	M	M	M	D	D	D	D	D	D
6	P	M	D	D	D	D	D	D	D

² The term "paper" refers to any method of assessment and does not only include formal examinations

62 Graduate Handbook: Masters Programmes

7	М	М	М	М	D	D	D	D	D
8	P	M	M	D	D	D	D	D	D
9	P	M	M	M	D	D	D	D	D
10	P	P	D	D	D	D	D	D	D/M
11	P	P	M	D	D	D	D	D	D/M
11 12	M	M	M	M	M	D	D	D	M
13	P	P	P	D	D	D	D	D	M
14	M	M	M	M	M	M	D	D D	М
15	P	P	M	M	D	D	D	D	М
16	P	M	M	M	M	D		D	М
17	M	M	M	M	M	M	M	D	M
18 19	P	P	P	M	D	D	D	D	M
19	P	P	M	M	M	D	D	D	М
20	P	M	M	M	M	M	D	D	M
21	P	P	P	P	D	D	D	D	M
22	M	M	M	M	M	M	M	M	M
23	P	P	P	M	M	D	D	D	M
24	P	P	M	M	M	M	D	D	M
25	P	M	M	M	M	M	M	D	M
26	P	M	M	M	M	M	M	M	M
27	P	P	P	M	M	M	D	D	M
28	P	P	M	M	M	M	M	D	M
29	P	P	M	M	M	M	M	M	M
30	P	P	P	M	M	M	M	D	M
31	P	P	P	M	M	М	M	M	M
32	P	P	P	P	M	D	D	D	M/P
33	P	D	P	P	P	D	D	D	M/P
22	P	P P	P	P	M	M	D	D	M/P M/P
34 35	P	P	P	P	M	M	M	D	M/P
35	P	P	P	P	P	M	D	D	P
36 37	P	P	P	P	M	M	M	M	P P
38	P	P	P	P	P	P	D	D	P
		D D	P	P	P	M	M	D	P
39	P P	P	P	P	P	M	M	M	P
40			P	P	P	P	M	D	p
41	P	P	P		P	P	M	M	D
42	P	P	P	P	P	P		D	P P P
43	P	P	P	P	P		P	M	P
44	P	P	P P	P		P	P	P	P
45	P	P	Р	P	P	P			
Whe	re the a	ward is	sshow	n as ei	ther on	e level	or and	iner, it is	up to the examir

niners to determine which of the levels to allocate to the student depending on the marks obtained in each course.

For degrees with six half units and one full unit

8.4 The full-unit course will be treated as two half units and students will be classified as in 8.3 above.

For degrees with four half units and two full units:

3.5 Degrees with two full units and four half units will either classify as above, treating the full units as half units, or use the full-unit scheme by pairing the half units.

General Proviso

8.6 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.

CODE OF PRACTICE FOR TAUGHT MASTERS PROGRAMMES

Introduction

- 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 given 1
- This Code of Practice sets out the basic requirements for all School Masters programmes and the responsibilities both of programme providers and of students. It codifies what already exists in most departments. By making minimum requirements explicit, it provides a basis for monitoring the academic activity of the School through the Teaching, Learning and Assessment Committee as well as a guide to students of what they can reasonably expect and to departments of what they should provide.
- The Code does not seek to reflect all departmental/programme variations. The expectation, and requirement, is that all programmes will conform to the minimum standards set out in the paragraphs below and that, where departmental/programme variations exist, they will enhance these minimum standards. (The Code uses the term department to cover both departments and institutes.)
- Regulations governing the registration, attendance and examination of Masters students are published annually in the Calendar/Graduate 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 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

6. All programme providers must make arrangements to ensure that the requirements set out in paragraphs 7 to 27 below are fulfilled.

Each department appoints a named Programme Tutor for each programme, who is responsible for all administrative matters related to that programme and for its academic content (eg arrangements for assignment of supervisors to students and for provision of clear information for students). The name of the Programme Tutor must be made known to all incoming students before arrival and at the 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 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.
- At the start of each session the department will hold an introductory meeting for all students on each programme, introducing them to it and to the department (or will make alternative arrangements if more appropriate to the size of the programme(s) in the department). At this meeting students should be given full written guidance of the requirements of the programme, the selection of options and the arrangements for supervision.
- 10. Arrangements must be made for a formal meeting between each student and his or her supervisor as soon as possible in the session, and certainly within the first three weeks.

Progress Monitoring

- 11. Each student should meet his/her supervisor at least twice a term. These meetings provide an opportunity for the student to seek and receive academic guidance and feedback on progress and performance. Their form will be for the individual supervisor to determine but will frequently involve the discussion of the student's written work or seminar presentation. Each supervision should, as far as possible, be uninterrupted by telephone calls, visitors or other distractions. Each supervisor must have at least one office hour a week during term-time, and the time of this hour should be posted on the outside of his/her door.
- 12. Supervisors are responsible for advising students on their academic progress and on any academic problems they may experience. Supervisors also undertake a pastoral role and in the case of non-academic problems (emotional, financial, personal) s/he should refer the student, as necessary, to the appropriate agencies in the School (eg Health Service, Financial Support Office, Advisers, Deans). If a student decides to withdraw from or interrupt his/her programme of study the supervisor should at once inform the Student Services Centre and the Programme Tutor.
- 13. In the Lent term each student is asked to complete a progress report form and discuss progress with his/her supervisor. The completed form is returned to the Programme Tutor of each Masters programme.
- 14. If a student wishes to change supervisor s/he should approach the Programme Tutor for advice. Where the Programme Tutor is the supervisor a student should approach the departmental Convener and, failing a satisfactory outcome at departmental level, the Dean of Graduate Studies.

- 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.

- 20. The assessment of each Masters programme is conducted in accordance with the regulations for that programme printed in the Calendar/Graduate Handbook. These regulations are set by the School within the regulations for students proceeding to the degrees of MSc and MA and by the School and the University in the case of the LLM. There is considerable scope for a variety of assessment methods. If Programme Tutors wish to change the method of assessment they must seek prior approval from the Graduate Studies Subcommittee for a change in the programme regulations.
- 21. Regulations require all examination scripts to be double-marked, ie marked independently by two internal examiners. Scripts are then available for moderation by an External Examiner in accordance with the duties of External Examiners set out in the School's Instructions for Examiners. If coursework counts towards the final award the School requires that it be marked in detail by one internal examiner with a second internal marker having at least an overview of the work. In cases of disagreements between the two markers the External Examiner should be asked to moderate. The External Examiner has the right to inspect any coursework he or she wishes.
- 22. The final Board of Examiners will be held no later than 31 August for Masters programmes where examinations (including the dissertation) are complete by the end of June and 30 November for all other Masters degree programmes.

Long 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
- 24. School practice regards the long essay/project/dissertation in one of two ways: either as a form of 'take-home examination' or as a piece of original research under the guidance of a supervisor. For the former, supervisors can be expected to assist on the selection of topics and on reading but not comment on drafts of the work.

Staff-Student Committee

- 25. Each department must make arrangements for a Staff-Masters Students' Committee (or, if more appropriate to the size of the department, a Staff-Graduate Students' Committee).
- The Staff-Students' Committee should be scheduled to meet at least once a term to discuss issues of relevance and interest to Masters students and their teachers.
- 27. The Staff-Students' Committee should at its first meeting appoint a representative to the Taught Graduate Students Forum.

Responsibilities of the student

28. Students are required to attend the School for the full duration of each term. Students who wish to be away for good reason in termtime must firstly obtain the consent of their supervisor and inform the Student Services Centre. If students are away from the School

² It is exceptional rather than normal for an LLM student to be allowed to take an essay in one of the four examined subjects. In addition it should be noted that some Masters programmes have no options and some have no compulsory dissertation element.

64 Graduate Handbook: Masters Programmes

for any reason, including illness, they must inform their supervisor and, in case of absence of more than a fortnight, the Student

- 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.
- 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 Handbook, and that they submit their option choice form, signed by the supervisor, to the Graduate School Office no later than the specified deadline. All subsequent changes must be reported to the Student Services Centre by the specified deadline. Failure to report changes will result in a student being required to take the examination in the course for which he or she was originally registered.
- Students must make sure that, on receipt of their examination entry form, they check it and return it to the Student Services Centre by
- 33. Students are required to communicate changes of address to the Student Services Centre as soon as they occur. Vital information is sent to students during term-time and failure to communicate changes may result in a student not being entered for examinations or not receiving other important information.
- 34. Students who decide to withdraw from the School must inform their supervisor, the Programme Tutor and the Student Services Centre in writing. Failure to inform the School could result in a demand for fee payments for the full session.

Revised August 2002

MASTERS PROGRAMME REGULATIONS

General rules

Unless otherwise specified under each programme the following rules apply:

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 (if required as part of the degree). Rules on resits are on pages 26 and 59.

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 both the home and host departments. 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.

N/a 02/03 means not available in the academic year 2002/2003.

Written papers are taken in May/June for MSc courses or August/September for intercollegiate 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 courses to the value of four units as shown.

Paper

1	AC430 Corporate Finance and Asset Markets or another approved paper •
---	---

AC420 Corporate Financial Reporting, or AC410 Management Accounting, Strategy and Organisational Control

Students should select remaining papers to the value of two full units:

AC402 Financial Risk Analysis (H) AC410 Management Accounting, Strategy and Organisational Control (if not taken under paper 2)

AC420 Corporate Financial Reporting (if not taken under paper 2)

AC421 Applied Corporate Finance (H)

AC440 Corporate Finance Theory (H)

AC441 Derivatives (H)
AC442 Quantitative Methods for Finance and Risk Analysis (H)
AC443 Asset Price Modelling (H)

AC444 Valuation and Security Analysis (H) AC445 Portfolio Management (H)

AC446 Market Microstructure Theory (H)

AC447 Global Financial System (H)

AC448 Financial Intermediaries (H) (n/a 02/03) AC450 International Accounting and Finance

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 choose to have MSc Accounting and Finance: International Accounting and Finance on their certificate. Students who take AC410 or AC420 as Paper 3 may choose to have MSc Accounting and Finance: Accounting and Financial Management on their certificate. Students taking finance courses to the equivalent of two full units as Papers 3 and 4 may choose to have MSc Accounting and Finance: Finance on their certificate.

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.

- IS470 Information Systems (H)
- IS471 Systems Development (H)
- IS472 Information Systems Management (H)

One of the following:

IS453 System Design in Context

IS473 Interpretations of Information IS474 Implementation and Use of Information Systems

IS475 IT and Development

IS476 Security in Information Systems for Organisations IS477 Interorganisational Information Systems

One of the following provided that the topic has not already been taken under 4 above:

AC491 Financial Reporting and Management: Financial Reporting (H)

GI401 Feminist Perspectives on Technology •

GV403 Network Regulation (H)

ID404 Introduction to Organisational Analysis (H)

IS461 Nature and Society: the Contribution of Science Studies (H) IS462 Aspects of Systems Design (H) 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) IS489 Principles of Privacy and Data Protection (H) LL406 Introduction to Regulation (H) LL407 Media and Communication Regulation (H)
OR401 Techniques of Operational Research (H) OR411 Problem Structuring Methods (H) OR423 Topics in Decision Analysis (H) PS439 The Social Psychology of New Technology • A course from another programme + ISA99 Dissertation

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.

AN404 Anthropology: Theory and Ethnography DV400 Development: Theory, History and Policy The equivalent of one full unit from the following: AN402 The Anthropology of Religion AN405 Kinship, Sex and Gender AN406 Political and Legal Institutions AN407 Economic Institutions and Social Transformation DV406 Development Management DV407 Poverty (H) DV409 Economic Development Policy DV413 Institutions, Environmental Change and Development (H) DV415 Institutions and the Global Environment (H) DV416 Gender Institutions and Social Development (H) DV417 Global Civil Society (H) DV418 African Development (H)
DV419 The State and Political Change in North Africa (H) (n/a 02/03)

DV420 Complex Emergencies (H)

Any other full unit or combination of two half units offered by Anthropology or Development Studies, as approved AN499/DV/410 Dissertation

MSc Anthropology of Learning and Cognition

(Department of Anthropology)
Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

AN437 Anthropology of Learning and Cognition AN404 Anthropology: Theory and Ethnography AN402 Anthropology of Religion or AN405 Kinship, Sex and Gender

AN499 Dissertation

MA Area Studies

Academic or full-year programme depending on courses selected (either three courses and a dissertation or four courses).

Candidates offering a dissertation will not be permitted to proceed to its submission unless they have satisfied the examiners in the written papers, which are usually taken in May/June. The dissertation is submitted in September.

Lecture/seminar lists and Course Guides for these degrees will mainly be found in the information on Masters degrees in the departments

The School cooperates in the teaching for certain branches of the MA Area Studies degree offered by the University of London.

MSc Cities, Space and Society

(Department of Geography and Environment)

Full-year programme. Students must take the compulsory course), optional courses to the value of two units and a dissertation as shown. Students are expected to attend an additional seminar of outside speakers as directed by the Programme Convener (Cities Programme Seminar).

GY430 Contemporary Urbanism

Courses to the value of two units from the following:

GY405 Global Cities (H)

GY406 Historical Geographical Materialism: The Miliband Seminar (H) (n/a 02/03)
GY407 Managing Economic Development or GY409 Aspects of Managing Economic Development (H) or GY413 Economic Development: Project Development and Evaluation (H)

GY411 Third World Urbanisation or GY431 Cities, People and Poverty in the South (H) or GY432 Cities, Culture and Politics in the South (H)

GY414 Gender, Space and Society (n/a 02/03) or GY421 Gender and Development: Geographical Perspectives (H) or GY422 European Gender Systems (H) (n/a 02/03)

GY433 Planning for Sustainable Cities (H)

GY434 Environmental Discourse (H)

GY455 Economic Aspects of Project Appraisal (H)

SA4A1 Critical Studies of Cities and Regions (H)

A course from another programme •

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.

SA532 City Design Studio (1.5 units) SA434 Foundations of Urban Studies (H)

SA437 Urban Morphologies (H)
SA438 Urban Infrastructure and Development (H)

One and a half units from the following:
EC436 Economics of Urban and Regional Planning (H) EC437 Economic Aspects of Urban Change (H)

GY410 Aspects of European Economic Development and Management (H)

GY430 Contemporary Urbanism

GY433 Planning for Sustainable Cities (H)

GY455 Economic Aspects of Project Appraisal (H)

SA429 Social Exclusion, Inequality and the Underclass Debate (H)

SA431 Housing Law (H)

SA464 Current Issues in Housing and Urban Policy (H)

SA464 Current Issues in nousing and Social Change
SA478 International Housing and Social Change

SA479 The Development of Housing Policy (H)

SA479 The Development of Housing Folicy (17)
SA491 Population Policies: Evolution and Impact (H)

SA4A1Critical Studies of Cities and Regions (H) SA4A3 Social and Political Aspects of Regional and Urban Planning (H)

SO404 Sociology of Development

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 to the value of four full units as shown. All students are required to write a 10,000-word dissertation. Note that some of the courses must be taken together. Part-time students may take up to four courses in their first year. Alternatively, students may choose to apply for either of two streams (Empire or Latin America) for which individual regulations apply (see below)

Paper Mandatory papers (all half-unit courses unless otherwise indicated);

(M) for courses given in the Michaelmas term and (L) for courses given in the Lent term), (H = half unit)

GV467 Introduction to Comparative Politics (H) (M)

GV4M1 or GV4M2 Skills Course (H)

GV499 dissertation

Courses to the value of two full units from the following (all half-unit courses unless otherwise indicated;

(M) for courses given in the Michaelmas term and (L) for courses given in the Lent term):

DV402 The Politics of South East Asian Development (M) (n/a 02/03)

EU414 Public Policy in France (H) (L)

EU415 Government and Politics in France (H) (M)

GV401 Nationalism and Ethnic Conflict in the Former Soviet Union (H) (L)

GV402 Empire and its Consequences: Comparisons, Concepts, Conclusions (H) (L), must be taken with GV404

GV403 Network Regulation (H) (L)

GV404 Empire and Imperialism: Case Studies (H) (M), must be taken with GV402 GV427 Democracy and Democratisation in East and South Asia (H) (L) (n/a 02/03)

GV431 Nations and Nationalism (H) (M)

GV432 Government and Politics in China (H) (M) (n/a 02/03)

GV436 National and Ethnic Conflict Regulation (H) (L)
GV437 Politics and Policy in Latin America (H) (L)

GV437 Politics and Policy in Latin America (H) (L) GV438 Religion and Politics (H) (L)

GV439 Government and Politics in Eastern Europe (H) (M) (n/a 02/03)

GV441 The State and Prosperity (H) (L)

GV442 Globalisation and Democracy (H) (M & L)

GV443 The State and Political Institutions in Latin America (H) (M)

GV444 Democracy and Development in Latin America (H) (L)

GV451 European Policy: Comparative Analysis (H) (L) (n/a 02/03)

GV452 European Union: Politics and Policy (H) (L)

GV454 European Multi-Party Systems (H) (L)

GV457 Government and Politics in Italy (H) (M)

GV458 Government and Politics in Germany (H) (M)

GV459 Public Policy in Germany (H) (L) (n/a 02/03)

GV460 Government and Politics in Britain (H) (M)
GV464 Conflict and Consensus in Twentieth Century Ireland (H) (L)
GV465 Democracy and the Politics of National Self Determination (H) (L) GV468 Themes in Russian History (H) (M)
GV480 Introduction to Comparative Public Administration (H) (M) GV481 Public Choice and Public Policy 1: Introduction (H) (M) GV482 Public Choice and Public Policy II: Advanced Topics (H) (L, must be taken with GV481) GV484 Government and Politics in the USA (H) (M) GV485 US Public Policy (H) (L) 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 to the value of four full units as shown, two of which must be GV404 and GV402. All students are required to write a 10,000-word dissertation. Note that some of the courses must be taken together. Part-time students may take up to four courses in their first year. Mandatory papers (all half-unit courses unless otherwise indicated); (M) for courses given in the Michaelmas term and (L) for courses given in the Lent term) (H = half unit) GV404 Empire and Imperialism: Case Studies (H) (M)
GV402 Empire and its Consequences: Comparisons, Concepts, Conclusions (H) (L) GV499 dissertation Courses to the value of two full units from the following (all half-unit courses unless otherwise indicated); (M) for courses given in the Michaelmas term and (L) for courses given in the Lent term) DV402 The Politics of South East Asian Development (H) (M) (n/a 02/03) EU405 Nationalism (full-unit, M & L) EU414 Public Policy in France (H) (L) EU415 Government and Politics in France (H) (M) GV4M1 or GV4M2 Skills Course (M & L) GV401 Nationalism and Ethnic Conflict in the Former Soviet Union (H) (L) GV403 Network Regulation (H) (L) GV427 Democracy and Democratisation in East and South Asia (H) (L) (n/a 02/03) GV432 Government and Politics in China (H) (M) (n/a 02/03) GV431 Nations and Nationalism (H) (M) GV436 National and Ethnic Conflict Regulation (H) (L) GV437 Politics and Policy in Latin America (H) (L) GV438 Religion and Politics (H) (L) GV438 Religion and Politics (H) (L) GV439 Government and Politics in Eastern Europe (H) (M) (n/a 02/03) GV442 Globalisation and Democracy (H) (M & L) GV443 The State and Political Institutions in Latin America (H) (M)

GV443 The State and Political Institutions in Latin America (H) (M)
GV444 Democracy and Development in Latin America (H) (L)
GV452 European Union: Politics and Policy (H) (L)
GV454 European Multi-Party Systems (H) (L)
GV457 Government and Politics in Italy (H) (M)
GV458 Government and Politics in Germany (H) (M)
GV459 Public Policy in Germany (H) (L) (n/a 02/03)
GV460 Government and Politics in Britain (H) (M)
GV464 Conflict and Consensus in Twentieth Century Ireland (H) (L)
GV465 Democracy and the Politics of National Self-Determination (H) (L)
GV467 Introduction to Comparative Politics (H) (M)
GV468 Themes in Russian History (H) GV467 Introduction to Comparative Politics (H) (M)
GV468 Themes in Russian History (H)
GV480 Introduction to Comparative Public Administration (H) (M)
GV481 Public Choice and Public Policy 1: Introduction (H) (M)
GV482 Public Choice and Public Policy II: Advanced Topics (H) (L, must be taken with GV481) GV484 Government and Politics in the USA (H) (M) GV485 US Public Policy (H) (L)
GV495 The Politics of Transition in the Former Soviet Union (H)
HY424 The Napoleonic Empire: The Making of Modern Europe? (full-unit, M & L) 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)†

MSc Comparative Politics (Empire) and the teacher of the course).

IR 427 International Politics of Africa (full-unit, M & L)† IR 457 The Politics of International Trade (full-unit, M & L)†

IR 425 Soviet and Post-Soviet Foreign Policy (full-unit, M & L)†

† Please note that the International Relations (IR) Department permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Students taking MSc Comparative Politics (Empire) have the right to take any one of the options listed

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)

(Department of Government)

Full-year programme. Students must take courses to the value of four full units as shown, one of which must be a skills course. All students are required to write a 10,000-word dissertation on a topic relating to Latin America. Note that some of the courses must be taken together. Part-time students may take up to four courses in their first year.

Mandatory papers; (M) for courses given in the Michaelmas term Mandatory papers; (M) for courses given in the Lent term) (H = half unit) GV4M1 or GV4M2 Skills Course (H) GV499 dissertation Courses to the value of 1 unit from the following (all half-unit courses unless otherwise indicated): (M) for courses given in the Michaelmas term and (L) for courses given in the Lent term: GV437 Politics and Policy in Latin America (H) (L) GV443 The State and Political Institutions in Latin America (H) (M) GV443 The State and Political Institutions in Latin America (H) (M)
GV444 Democracy and Development in Latin America (H) (L)
Courses to the value of 1.5 units from the following (all half-unit courses unless otherwise indicated);
(M) for courses given in the Michaelmas term and (L) for courses given in the Lent term):
The course not already taken under paper 3 above
DV402 The Politics of South East Assian Development (M) (full) (n/a 02/03) EU414 Public Politics of South East Asian Development (M) (full) (n/a 02/03)
EU414 Public Policy in France (H) (L)
EU415 Government and Politics in France (H) (M)
GV401 Nationalism and Ethnic Conflict in the Former Soviet Union (H) (L)
GV402 Empire and its Consequences: Comparisons, Concepts, Conclusions (L, must be taken with GV404) GV403 Network Regulation (H) (L) GV404 Empire and Imperialism: Case Studies (M, must be taken with GV402) (H) GV427 Democracy and Democratisation in East and South Asia (H) (L) (n/a 02/03) GV431 Nations and Nationalism (H) (M) GV432 Government and Politics in China (M) (H) (n/a 02/03) GV436 National and Ethnic Conflict Regulation (H) (L) GV438 Religion and Politics (H) (L) GV439 Government and Politics in Eastern Europe (H) (M) (n/a 02/03) GV441 The State and Prosperity (H) (L) GV442 Globalisation and Democracy (M & L) (H) GV452 European Union: Politics and Policy (H) (L)
GV454 European Multi-Party Systems (H) (L)
GV457 Government and Politics in Italy (H) (M) GV458 Government and Politics in Germany (H) (M) GV459 Public Policy in Germany (H) (L) (n/a 02/03) GV460 Government and Politics in Britain (M) (H) GV464 Conflict and Consensus in Twentieth Century Ireland (H) (L)
GV465 Democracy and the Politics of National Self Determination (H) (L)

GV467 Introduction to Comparative Politics (H) (M) GV468 Themes in Russian History (H) (M)

GV480 Introduction to Comparative Public Administration (H) (M)
GV481 Public Choice and Public Policy 1: Introduction (H) (M)
GV482 Public Choice and Public Policy II: Advanced Topics (H) (L, must be taken with GV481)
GV484 Government and Politics in the USA (H) (M)

GV485 US Public Policy (H) (L)

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 Comparative Politics (Research)

(Department of Government)

Full-year programme. Students must take courses to the value of four full units as shown. All students are required to write a 10,000-word dissertation. Note that some of the courses must be taken together.

- MI4M1 or MI4M2 Foundations of Social Research (M+L)
- GV467 Introduction to Comparative Politics (H)
- 4, 5, 6 Courses to the value of 1.5 units from those listed as papers 4, 5, 6 and 7 for MSc Comparative Politics (above)

MSc Crime, Deviance and Control

(Department of Sociology)

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

- SO409 Sociology of Crime, Deviance and Control
 SO4M3/SO4M4 Methods of Criminological Inquiry
 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.
- SO499 An essay of 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.

SO409 Sociology of Crime, Deviance and Control

SO4M3/SO4M4 Methods of Criminological Inquiry

Any other two half-units offered by the Methodology Institute (unless already taken as part of SO4M3/SO4M4)

MSc Criminal Justice Policy

(Department of Social Policy)

Full-year programme. Students must take one compulsory course, optional courses to the value of two full units, non-assessed course SA4C1 and a dissertation as shown. Law courses will be examined in August/September.

SA403 Criminal Justice Policy

Two of the following: 2 & 3

LL457 Juvenile Justice

LL458 Mental Health Law

LL465 Law and Social Theory LL478 Policing and Police Powers

LL486 Regulation and Law

SA439 Managing Risk in Mental Health Care (n/a 02/03)

SA444 Rehabilitation of Offenders (n/a 02/03)

SA446 Psychology and Crime (n/a 02/03) SO409 Sociology of Crime, Deviance and Control

SO424 Key Issues in Human Rights

A course from another programme +

SA4C1 Long Essay and the Research Process (not assessed)

SA465 Dissertation (1 September)

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

Compulsory Courses

OR422 Decision Analysis in Theory and Practice

2 & 3 Two of the following:

OR417 Problem Structuring Methods (H)
OR417 Advanced Topics in Decision Analysis (H)
OR431 System Dynamics Modelling ¶ (H) (n/a 02/03)
OR418 Applied Decision Sciences Δ
Optional Courses

Two of the following:

the paper not taken under 2 and 3 above
ID404 Introduction to Organisational Analysis (H)
IS472 Information Systems Management (H)

MA402 Game Theory (H)

MN415 The Analysis of Strategy A (H)
OR401 Techniques of Operational Research (H)

OR401 Techniques of Operational Research (H)
OR424 Analytic Frameworks for Policy Evaluation ¶ (H) (n/a 02/03)
OR430 Decision Science Methods ¶ (H) or OR403 Computer Modelling in Operational Research ¶ (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 Development Management

(Development Studies Institute)

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Paper

DV400 Development: Theory, History and Policy, including DV400.1 Philosophical and Methodological Issues in Development

Courses to the value of one full unit from the following: DV402 Politics of South-East Asian Development (n/a 02/03)

DV409 Economic Development Policy (with permission from the course lecturer)

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) (n/a 02/03)

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)

GV494 Contested Issues in Public Management (H)
GY407 Managing Economic Development
GY408 European Economic Development Management
GY409 Aspects of Managing Economic Development (H)
GY410 Aspects of European Economic Development (H)
ID402 Organisational Behaviour and Change
IR451 Politics of Money in the World Economy (with permission from the course lecturer)

IS475 IT and Development

IS475 IT and Development
MN403 Negotiation Analysis (H)
MN404 Incentives and Governance in Organisations (H) OR413 Operational Research in Less Developed Countries (H)
SA411 Foundations of Health Policy

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)

SA4C2 Basic Education for Social Development (H)

Another course with the approval of supervisor/course tutor

DV410 Research Design and Dissertation in Development Studies

MSc Development Studies

(Development Studies Institute)

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

DV400 Development: Theory, History and Policy, including DV400.1 Philosophical and Methodological Issues in Development

DV410 Research Design and Dissertation in Development Studies Courses to the value of two full units from the following: (note: the International Relations (IR) Department permits non-IR students to

take only one option from those prefixed "IR". Access is not guaranteed for any option)

AN406 Political and Legal Institutions
AN407 The Anthropology of Economic Institutions and their Social Transformation
DV402 The Politics of South East Asian Development (n/a 02/03)

DV406 Development Management DV407 Poverty (H)

DV409 Economic Development Policy (with permission from the course lecturer)
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)

DV417 Global Civil Society (H)

DV418 African Development (H)
DV419 The State and Political Change in North Africa(H) (n/a 02/03)

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 Neoliberalism

EH440 African Economic Development in Historical Perspective

EH446 Economic Development of East and South East Asia GI400 Gender Theories in the Modern World: An Interdisciplinary Approach

GV437 Politics and Policy in Latin America (H)
GV441 The State and Prosperity (H)
GV479 Nationalism GV431 Nations and Nationalism (H)

GV479 Nationalism

GV480 Introduction to Comparative Public Administration (H)

GV483 Public Management Theory and Doctrine (H)
GY408 European Economic Development Management

GY411 Third World Urbanisation

GY414 Gender, Space and Society (n/a 02/03)

GY420 Environmental Planning: National and Local Policy Implementation

GY436 Nationalism, Democracy and Development in Contemporary India

One of the following IR courses: ‡

IR418 International Politics Asia and the Pacific

IR419 International Relations of the Middle East (n/a 02/03)

IR427 International Politics of Africa

IR450 International Political Economy

IR451 Politics of Money in the World Economy (with permission from the course lecturer)

IR457 Politics of International Trade

IR458 International Political Economy of Energy (n/a 02/03)

IS475 IT and Development

LL426 Environmental Law and Policy

LL447 International Economic Law LL448 International Environmental Law (n/a 02/03)

LL450 The International Law of Natural Resources

LL453 International Protection of Human Rights 11 461 United Nations Law LL498 Urban and Environmental Law in Developing Countries (n/a 02/03) SA411 Foundations of Health Policy Δ SA414 Health Economics A SA435 NGO Management, Policy and Administration A SA445 Social planning for Rural Development A SA460 Urbanisation and Social Planning A SA478 International Housing and Social Change SA481 Basic Population Analysis (H) (n/a 02/03) SA485 Methods for Population Planning (H) (n/a 02/03) 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) SA4C2 Basic Education for Social Development (H) 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.

MSc Development Studies (Research)

(Development Studies Institute) Full-year programme.

Students take papers 1 and 2 as for MSc Development Studies (above) plus MI4M1 or MI4M2 Foundations of Social Research and a course or courses to the value of one full unit from the options listed under papers 3 & 4 above.

MSc Econometrics and Mathematical Economics

Full-year programme. Students must take courses to the value of four full units as shown.

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:

EC475 Quantitative Economics

EC485 Further Topics in Econometrics (EC484 Advanced Econometric Theory must be taken concurrently)

EC412 Microeconomics II (not if taken in preliminary year)

EC414 Macroeconomics II

One paper selected from the following:

Approved Statistics and/or Mathematics courses to the total value of one unit: ST410 Basic Time Series (H)

ST409 Stochastic Processes (H) (not if taken as part of EC485)

ST411 Regression Diagnostics and Generalised Linear Modelling (H) ST413 Further Time Series (H) (not if taken as part of EC485)

ST418 Non-linear Dynamics and the Analysis of Real Time Series (H) Other courses in Statistics or Mathematics may be selected with the approval of the Programme Director

EC476 Advanced Economic Theory

EC483 Game Theory for Economists

One course from the Paper 4 list of options of the MSc in Economics with the approval of the Programme Director

EC485 Further Topics in Econometrics (ECE484 Advanced Econometric Theory must be taken concurrently) (if not taken

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

EC309 Econometric Theory

2 & 3 Two courses from the following list:

MA200 Further Mathematical Methods (Calculus) (H) and MA201 Further Mathematical Methods (Linear Algebra) (H)

ST202 Probability, Distribution Theory and Inference

EC319 Mathematical Economics

EC411 Microeconomics I or EC412 Microeconomics II

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.

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 (n/a 02/03)

EH459 Financial and Business History: America, Europe and Japan

EH459 Financial and Business Fisiory. America, Europe and Japan.

EH462 Latin American Development in the Twentieth Century

EH475 The Rise and Decline of Economic Policy in Twentieth Century Western Europe

EH477 History of Economics: From Moral Philosophy to Social Science (n/a 02/03)

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 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.

EC413 Macroeconomics I or EC414 Macroeconomics II

EC411Microeconomics I or EC412 Microeconomics II

EC402 Methods of Economic Investigation I or EC403 Methods of Economic Investigation II

One of the following courses

(including a 6000-word dissertation to be submitted by the beginning of the summer term):

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 (n/a 02/03)

Any other course in Economics approved by the candidate's teachers

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%.

EC201 Microeconomic Principles I or EC202 Microeconomic Principles II

EC210 Macroeconomic Principles

MA100 Mathematical Methods

MA107 Quantitative Methods (Mathematics) (H) and ST105 Quantitative Methods (Statistics for Economists) (H)

MA200 Further Mathematical Methods (Calculus) (H) and MA201 Further Mathematical Methods (Linear Algebra) (H)

One of the following:

EC220 Introduction to Econometrics

EC221 Principles of Econometrics

ST100 Basic Statistics ST102 Elementary Statistical Theory

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, one of which, EH422, will include an 8-10,000-word dissertation the draft of which must be submitted for supervisor's comments by the end of the summer term. Students are also required to attend the September courses EC400 and EC401.

EC411 Microeconomics I or EC412 Microeconomics II or EC413 Macroeconomics I or EC414 Macroeconomics II EC402 Methods of Economic Investigation I or EC403 Methods of Economic Investigation II

EH422 Topics in Quantitative Economic History

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 (n/a 02/03)

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

MSc Economics and Philosophy

(Taught jointly by the departments of Economics and Philosophy) Full-year programme.

1 & 2

Two of the following:
EC411 Microeconomics I
EC413 Macroeconomics I
EC402 Methods of Economic Investigation I
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

PH499 Dissertation

MSc Environmental Assessment and Evaluation

(Department of Geography)
Full-year programme. Students must take three compulsory courses and a dissertation as shown.

GY420 Environmental Regulation: Implementing Policy
GY424 Environmental Impact and Risk Assessment
GY423 Environmental Evaluation of Economic Development

GY429 Environmental Project: Synthesis and Application

MSc Environment and Development

(Taught jointly by the Department of Geography and Environment and the Development Studies Institute) Full-year programme. Students must take courses to the value of four full units.

Paper

GY435 Environment and Development: Economics and Institutions

One full unit or two half units offered by the Development Studies Institute

One full unit or two half units offered by the Department of Geography and Environment from the following: DV415 Institutions and the Global Environment (H)

GY Environment, Economy and Industrial Development (H) (n/a 02/03)

GY411 Third-World Urbanisation

GY416 Hazard and Risk Management (n/a 02/03)

GY420 Environmental Regulation: Implementing Policy

GY421 Gender and Development: Geographical Perspectives (H)

GY431 Cities People and Poverty in the South (H) GY432 Cities Culture and Politics in the South (H)

GY436 Nationalism, Democracy and Development in Contemporary India (H)

GY455 Economic Aspects of Project Appraisal (H)

GY456 Issues in Environmental Regulation (H)

GY499 Dissertation or one full or two half units from any courses listed under 3 or offered by the Development Studies Institute

MSc European Political Economy: Integration

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

EU442 The Political Economy of European Integration and EU444 Topics in European Economic Integration First term, EU441 The Political Economy of EU Enlargement (H) and in the second term, EU443 European Models of Capitalism (H)

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 Social Market Economy 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 •

EU499 Dissertation

† Please note that the International Relations (IR) Department permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Therefore, if a non-IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'a relevant course from another programme' and vice versa.

MSc European Political Economy: Transition

Full-year programme. Students must take one compulsory course and optional courses to the value of two full units and a dissertation as shown. Additionally, all students must take EU410 Interdisciplinary Research Methods and Design and EU451 Post-Communist Politics and Policies in preparation for the dissertation.

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.

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 +

EU406 Ethnicity, Nationalism and Racism in Europe (n/a 02/03)

EU411 Ethnic Diversity and International Society (n/a 02/03)

ID412 Labour Market Analysis: Economic Analysis of Trade Unions (H) ◆

ID413 Labour Market Analysis: Pay (H) +

In the first term, either GV439 Government and Politics in Eastern Europe (H) (n/a 02/03) • or GV480 Introduction to Comparative Public Administration (H) ♦ and in the second term EU402 Social Market Economy in Germany (H)

One of the following:

EU401 The EU: Government, Law and Policy

GY408 European Economic Development Management +

ID401 Comparative Industrial Relations •

IR425 Soviet and Post-Soviet Foreign Policy †

SA405 European Social Policy • SA414 Health Economics +

A course from 2 above not already taken

A relevant course from another programme ♦

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 Politics and Policy

(Department of Government)

Full-year programme. Students must take courses to the value of 2.5 units and a skills course and dissertation as shown. Part-time students may take up to four courses in their first year.

Two of the following (Comparative Element):

Obligatory Core Course I:

Michaelmas term

GV439 Government and Politics in Eastern Europe (H) (n/a 02/03)

GV450 European Politics: Comparative Analysis (H)

Lent term

GV451 European Policy: Comparative Analysis (H) (n/a 02/03) GV452 European Union: Politics and Policy (H) GV453 Socio-economic Cohesion Policies in the EU (H)

GV454 European Multi-Party Systems (H)

GV463 Government and Politics in Scandinavia (H)

GV471 Institutional Politics in the European Union – A Rational Choice Approach (H)

Two of the following (Country Element):

Obligatory Core Course II:

GV429 Government and Politics in Spain (H) GV460 Government and Politics in Britain (H) or EU415 Government and Politics in France (H) or GV458 Government and Politics in Germany (H) or GV457 Government and Politics in Italy (H)

EU402 Social Market Economy in Germany (H)

EU403 Spain and Europe (H)

EU414 Public Policy in France (H)

EU440 Greece and South-East Europe: Government, Economy and Foreign Policy (H)

GV464 Conflict and Consensus in Twentieth Century Ireland (H)

One of the following in Wisher Ireland:

One of the following, in Michaelmas or Lent 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 ◆

GV436 National and Ethnic Conflict Regulation (H) *

GV438 Religion and Politics (H)

Another course from 1-4 above

A half-unit course taught in the Government or another department

Obligatory Core Course III:

GV4M1 or GV4M2 Skills Course (H)

GV499 Dissertation

* Students who wish to take this course must sign up to request to do this course with the MSc Programme Manager in the first five weeks of the Michaelmas term. They must state the time and date of their application, the MSc programme they are taking and their reasons for wishing to take the course. They must leave their e-mail address. They will be informed quickly of the teacher's decision

MSc European Politics and Policy (Research)

(Department of Government)

Full-year programme. Students must take four half-unit courses and a skills course and dissertation as shown.

As for MSc European Politics and Policy (on previous page)

One of the papers listed as papers 3 and 4 for MSc European Politics and Policy

One of the papers listed as papers 3, 4 and 5 for MSc European Politics and Policy One of the papers listed as papers 3, 4 and 5 for inco 22. MI4M1 or MI4M2 Foundations of Social Research (M & L)

MSc European Social Policy

(Department of Social Policy)

Full-year programme. Students must take one compulsory course, optional courses to the value of two full units, non-assessed course SA4C1 and a dissertation as shown.

SA405 European Social Policy

One of the following:

EU401 The EU: Government, Law and Policy

IR413 Regional Integration in Western Europe †

GV452 European Community: Politics and Policy (H) and GV453 Socio-Economic Cohesion Policies in the EC (H)

Courses to the value of one full unit from the following: SA402 Social Policies for Ageing Populations (H) SA406 European and Comparative Health Policy

SA425 Social Security Policies (H)

SA429 Social Exclusion, Inequality and the 'Underclass' debate (H)

SA450 Social Policy and Administration

SA451 Social Policy Research

SA4A7 Gender and Social Policy: Theory and Practice (H)

SA4A9 Gender and European Welfare States (H)

SA4B2 Family, Change and Society (H)

SA4B8 Ethnicity, 'Race' and Social Policy (H)

SA4B9 Education Policy, Reform and Financing (H)

SO409 Sociology of Deviant Behaviour

A course from another MSc programme +

SA4C1 Long Essay and the Research Process (not assessed)

SA466 Dissertation (1 September)

† Please note that the International Relations (IR) Department permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Therefore, if a non IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'a relevant course from another programme' and vice versa.

MSc European Studies

(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.

IR413 Regional Integration in Western Europe

One unit from the following:

EU416 Introduction to the Integration of the European Political Economy (n/a 02/03)

EU411 Ethnic Diversity and International Society (n/a 02/03) or GV479 Nationalism or GV4A1 Welfare, Religion and National

Identity or EU406 Ethnicity, Racism and Nationalism (n/a 02/03)

In the first term EU415 Government and Politics in France (H) with, in the second term, EU414 Public Policy in France (H) or EU440 Greece and South East Europe (H) or EU403 Spain and Europe (H) or EU402 Social Market Economy in Germany (H)

GV475 Mill's Liberalism (H)

GV476 Twentieth-Century European Liberal Thought (H)

One of the following:

Another option from 2 above

HY411 European Integration in the Twentieth Century •

IR416 The International Politics of Western Europe †

LL430 European Community Competition Law *

SA405 European Social Policy +

SA406 European Comparative Health Care Policy •

A relevant course from another programme +

† Please note that the International Relations (IR) Department permits non-IR students to take only one IR option, (this does not include the core course IR413) subject to availability of space on the course concerned. Therefore, if a non-IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'a relevant course from another programme' and vice

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.

EU401 European Union: Government, Law and Policy

EU416 Introduction to the Integration of the European Political Economy (n/a 02/03)

IR416 The International Politics of Western Europe †

LL430 European Community Competition Law +

SA405 European Social Policy

SA406 European and Comparative Health Policy +

In the first term, either EU415 Government and Politics in France (H) or GV458 Government and Politics in Germany (H) ◆ or GV457 Government and Politics in Italy (H) ♦ or GV429 Government and Politics in Spain (H) ♦ and in the second term, EU414 Public Policy in France (H) or GV453 Socio-Economic Cohesion Policies in the EU (H) ♦ or EU440 Greece and South East Europe: Government, Economy and Foreign Policy (H) or EU403 Spain and Europe (H) or EU402 Social Market Economy in Germany (H)

A relevant course from another programme •

FU499 Dissertation

† Please note that the International Relations (IR) Department permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Therefore, if a non-IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'a relevant course from another programme' and vice versa.

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. The dissertation must be submitted by the last week of June.

EC411 Microeconomics I*

AC436 Financial Economics

AC437 Financial Econometrics

Courses to the value of one full unit selected from the following (one to be examined by dissertation and one by examination):

AC402 Financial Risk Analysis (H) 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) (n/a 02/03)

MSc Finance and Economics (Research)

(Department of Accounting and Finance)

Academic-year programme. Students must take courses as shown.

AC436 Financial Economics

AC437 Financial Econometrics

EC412 Microeconomics II

AC498 Dissertation (H) One half-unit course selected from the following:

AC402 Financial Risk Analysis (H)

AC421 Applied Corporate Finance (H)

AC440 Corporate Finance Theory (H) AC444 Valuation and Security Analysis (H)

AC445 Portfolio Management (H)

AC446 Market Microstructure Theory (H)

AC447 Global Financial System (H) AC448 Financial Intermediaries (H)

MSc Gender

Full-year programme. Students must take one compulsory course and options to the value of two full units and a dissertation as shown.

Paper

GI400 Gender Theories in the Modern World: An Interdisciplinary Approach

Courses from the list below to the value of two full units:

AN405 Kinship, Sex and Gender

DV400 Development Studies: Theory, History and Policy GI401 Feminist Perspectives On Technology (H)

GI402 Gender, Epistemology and Research Methodology (H)

^{*} May only be taken with permission of teacher and MSc Programme Tutor

^{*} With the approval of the Programme Director, students with the required background may be permitted to take EC413 Macroeconomics I

```
GI403 Gender and the Media (H)
GI404 Gender and Post-Colonial Theory (H) (n/a 02/03)
GI405 Sexuality and the Body: Western Theories, Cultures and Practices (H)
GV410 Feminist Political Theory (H)
GY414 Gender, Space and Society (n/a 02/03)
LL454 Human Rights of Women
PS413 Psychology of Gender (H) (n/a 02/03)
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)
SA4B2 Family Change and Society (H)
A course from another programme +
GI499 Dissertation (1 September)
```

MSc Gender (Research)

(Gender Institute)

Full-year programme. Students must take three compulsory courses, one half-unit option and a dissertation as shown.

- GI400 Gender Theories in the Modern World: An Interdisciplinary Approach
- GI402 Gender, Epistemology and Research Methodology (H)
- MI4M1 or MI4M2 Foundations of Social Research
- One further half-unit with the approval of the programme director

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.

- DV416 Gender Institutions and Social Development (H) and SA4A8 Gender, International Social Policy and Development (H)
- GI400 Gender Theories in the Modern World: An Interdisciplinary Approach
- Courses to the value of one full unit from the list below:
- AN405 Kinship, Sex and Gender
 - DV400 Development Theory, History and Policy DV402 The Politics of Southeast Asian Development (n/a 02/03)

 - DV407 Poverty (H)
 DV409 Economic Development Policy
 DV413 Institutions, Environmental Change and Development (H)
 DV415 Institutions and the Global Environment (H)

 - DV418 African Development (H)

 - DV420 Complex Emergencies (H)
 Gl402 Gender: Epistemology and Research Methodology (H)
 Gl404 Gender and Post-Colonial Theory (H) (n/a 02/03)
 Gl405 Sexuality and the Body: Western Theories, Cultures and Practices (H)
 - GV410 Feminist Political Theory (H)
 - GY414 Gender, Space and Society (n/a 02/03)
 - LL454 Human Rights of Women
 - PS413 Psychology of Gender (H) (n/a 02/03)
 - 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)
 A relevant course from another programme as approved by the programme director

 Gl499 Dissertation or DV410 Research Design and Dissertation in Development Studies

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, non-assessed course SA4C1 and a dissertation as shown

Papel

- SA4A7 Theorising Gender and Social Policy (H)
 - and one of the following:
 - SA4A8 Gender, International Social Policy and Development (H)
- SA4A9 Gender and European Welfare States (H)
- GI400 Gender Theories in the Modern World: An Interdisciplinary Approach
- Courses to the value of one full unit from the list below:
 - Either SA4A9 Gender and European Welfare States (H) or SA4A8 Gender, International Social Policy and Development (H)
 - GI402 Gender: Epistemology and Research Methodology (H)
 - GI403 Gender and the Media (H)
 - Gl405 Sexuality and the Body: Western Theories, Cultures and Practices (H) GV410 Feminist Political Theory (H)
 - GY414 Gender, Space and Society (n/a 02/03)

 - LL454 Human Rights of Women

- PS413 Psychology of Gender (H) (n/a 02/03)
- SA402 Social Policies for Ageing Populations (H)
- SA405 European Social Policy
- SA429 Social Exclusion, Inequality and the 'Underclass' Debate (H)

- SA429 Social Exclusion, inequality and the onderclass Debate (17)
 SA450 Social Policy and Administration
 SA452 Social Policy, Planning and Participation in Developing Countries
 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)

- SA4B2 Family Change and Society (H)
 SA4B2 Family Change and Society (H)
 SA4B8 Ethnicity, 'Race' and Social Policy (H) SO411 The Sociology of Gender
- SA4C1 Long Essay and the Research Process (not assessed)
- GI499 (10-12,000 words) or SA4A5 (10,000 words) dissertation (last Friday in August)

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.

- PS405 Theories and Concepts in Media and Communications (Power and Processes)
- or PS453 Theories and Concepts in Media and Communications (Media and Power) (H) + one other half-unit course
- PS4M4 Methods of Research in Media and Communications (H)
- GI400 Gender Theories in the Modern World: An Interdisciplinary Approach
- GI403 Gender and the Media (H)
- GI499 Dissertation (10,000-12,000 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.

- EH481 Economic Change in Global History: approaches and analysis (Michaelmas term only) (H)
- EH482 Pre-modern Paths of Growth: East and West compared, 1000-1800
- EH483The Development and Integration of the World Economy in the 19th and 20th centuries
- One of the following (Lent term only):

 - One of the following (Lent term only):
 EH484 Gender, Work and Industrialisation (H)
 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)
 EH487 International Economic Institutions since World War I (H) (n/a 02/03)
 EH488 The Economic History of a Continental Empire: the Hapsburg Monarchy, 1700-1914 (H) (n/a 02/03)
 EH489 The Globalisation of Social Risk and Social Security since 1850 (H) (n/a 02/03)
 EH480 Dissertation in Global History (10,000 words) to be submitted by 2 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 May/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 Year 1

- EC404 Current Economic Issues I
- EC201 Microeconomic Principles I or EC202 Microeconomic Principles II or EC411 Microeconomics I or EC412 Microeconomics II
 - EC210 Macroeconomic Principles or EC413 Macroeconomics I or EC414 Macroeconomics II
- EC220 Introduction to Econometrics and Economic Statistics
- EC402 Methods of Economic Investigation I
- EC403 Methods of Economic Investigation II
- Year 2
- EC439 Global Market Economics EC405 Current Economic Issues II
- 7 & 8 Courses worth two units from the following list:
- AC430 Corporate Finance and Asset Markets AC440 Corporate Finance Theory (H) and AC441 Derivatives
 - AC440 Corporate Finance Theory (H) and AC448 Financial Intermediaries (H) (n/a 02/03)
 - DV409 Economic Development Policy EC402 Methods of Economic Investigation I

 - EC403 Methods of Economic Investigation II EC411 Microeconomics I EC412 Microeconomics II
- EH459 Financial and Business History: America, Europe and
- EH477 History of Economics: From Moral Philosophy to Social Science (n/a 02/03)
- GV406 The theory of Positive Freedom (H)
- GV427 Democracy and Democratisation in East and South Asia (n/a 02/03)
- 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

GY407 Managing Economic Development EC413 Macroeconomics I GY420 Environmental Regulation: Implementing Policy EC414 Macroeconomics II ID401 Comparative Industrial Relations EC421 International Economics ID402 I Organisational Behaviour and Change EC423 Labour Economics IR451 Politics of Money in the World Economy † EC424 Monetary Economics IR457 Politics of International Trade † EC426 Public Economics LL400 Jurisprudence and Legal Theory Part B EC427 The Economics of Industry LL426 Environmental Law and Policy EC428 Development and Growth LL431 The European Internal Market EC429 Reform of Economic Systems EC430 Capital Markets LL447 International Economic Law MN403 Negotiation Analysis (H) and MN404 Incentives EC438 Public Financial Policy EH416 Markets and States in Developing Economies since c 1880 and Governance in Organisations (H)

† Please note that the International Relations (IR) Department permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Therefore, if a non-IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'A course from another programme' and vice versa.

MSc Global Media and Communications

(Taught jointly by Media @ Ise and the University of Southern California)

Full-time programme taken over two calendar years. Students must take courses as shown below. Paper Year 1 PS453 Theories and Concepts in Media and Communications (Media and Power) (H)
PS4M4 Methods of Research in Media and Communications (H)
SO420 Approaches to Globalisation (H) SO423 Media and Globalisation (H) Two of the following: GV442 Globalisation and Democracy* (H) GY405 Global Cities* (H) GY406 Historical Geographical Materialism: The Miliband Seminar* (H) (n/a) 02/03) PS407 Citizenship and the Media (H) PS411 Social Psychology of the Media (H) PS422 Contemporary Issues in Media Policy (H) SO421 Media, Technology and Everyday Life (H) SO422 Globalisation, Regulation and Public Policy (H) (n/a 02/03) PS423 Political Communication (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 PS444 The Media Seminar (Not examined) Year 2 SO428 Dissertation (10-15,000 words) 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)

IPlease note that the availability of optional courses is dependent upon a number of factors and thus neither LSE nor USC can guarantee that all options will be available each year. Courses marked * are subject to availability and the permission of the course

Any other course offered in the Annenberg School for Communications, the Marshall School of Business, or the School of International Relations at the University of Southern California at 500 or 600 level, subject to the consent of the

MSc Health Policy, Planning and Financing

ICUS11 Global Advertising (4 USC units) ICUS12 Communication Research Practicum

(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 It is highly recommended that students select courses which spread the workload over the course of the year.

SA411 Foundations of Health Policy One of the following: SA400 Applied Epidemiology SA400 Applied Epidemiology SA406 European and Comparative Health Policy SA414 Health Economics Any combination of the following:

- One or two further choices listed under paper 2 above
- Any LSE courses (full or half units) subject to approval by the Course Organiser (including individual components of courses listed under paper 2 above).
- Any LSHTM Linear or Study Units from the following subject to the approval of the Course Organiser

```
SA4H1 London School of Hygiene Study Unit 1 (H)
       SA4H2 London School of Hygiene Study Unit 2 (H)
       SA4H3 London School of Hygiene Study Unit 3 (H)
      SA4H4 London School of Hygiene Study Unit 4 (H)
SA4H5 London School of Hygiene Full Linear Unit
SA4H6 London School of Hygiene Half Linear Unit (H)
(d) SA468 Health Policy, Planning and Financing – Report (1 June)
```

```
MSc Health, Population and Society
Full-year programme. Students must take courses to the value of three full units and a dissertation
            SA4A2 Health, Population and Society
            SA411 Foundations of Health Policy
            Two of the following half unit courses:
DV411 Population and Development: An Analytic Approach (H)
SA485 Methods of Population Planning (H) (n/a 02/03)
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)
            Courses to the value of one full unit from the following:
             Any course not taken in 2
            SA402 Social Policies for Ageing Populations (H)
SA406 European and Comparative Health Policy
SA408 Health Economics (H)
            SA414 Health Economics
            SA429 Social Exclusion, Inequality and the Underclass Debate (H)
            SA450 Social Policy and Administration
            SA482 Data Collection, Sampling and Surveys (H) (n/a 02/03)
            SA4B2 Family, Change and Society (H)
            A related course from another programme
            SA4B3 Dissertation on a topic approved by the supervisor (1 September)
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
               HY400 International History in the Twentieth Century
2 & 3
               Either two courses from the following list or alternatively one course from the list and a course from another Masters
               programme taught at LSE which is complementary with the other courses chosen, is suitably timetabled and has the
              approval of the teachers concerned and the Programme Director.
              HY408 Nationalism Communism and Conflict in East Asia, 1931-1954
               HY409 The Origins and Conduct of the Second World War, 1935-1945
             HY409 The Origins and Conduct of the Second World War, 1997 HY411 European Integration in the Twentieth Century
HY412 Spain and the Great Powers, 1936-1953: Civil War, World War, Cold War
HY414 French External Relations in the Era of de Gaulle, 1940-1969 (n/a 02/03)
             HY421 History of the Arab-Israeli Conflict, 1948 to the present
HY422 Presidents, Public Opinion and Foreign Policy from the Era of Franklin Roosevelt to the Present
HY428 Britain and the Modern World: Power and Decline since 1870 (n/a 02/03)
HY429 Anglo-American Relations from 1939 to the Present
HY430 The Marshall Plan and Europe, 1945-1952
HY431 The Cold War and Third World Revolutions, 1965-1989
               HY432 From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1995
               HY434 The Rise and Fall of Communism in Europe 1917-1990
              HY499 Dissertation
            The Making of Contemporary Europe
Branch 2
Paper
               HY401 Europe: Unity and Disunity since the Renaissance
              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
283
               timetabled and has the approval of the teachers concerned and the Programme Director.
               HY409 The Origins and Conduct of the Second World War, 1935-1945
              HY411 European Integration in the Twentieth Century
HY412 Spain and the Great Powers, 1936-1953: Civil War, World War, Cold War
               HY414 French External Relations in the Era of de Gaulle, 1940-1969 (n/a 02/03)
              HY414 French External Relations in the Era of de Sadilo, 1919
HY424 The Napoleonic Empire: The Making of Modern Europe?
               HY426 The European Enlightenment, c 1680-1830
               HY428 Britain and the Modern World: Power and Decline since 1870 (n/a 02/03)
               HY429 Anglo-American Relations from 1939 to the Present
              HY430 The Marshall Plan and Europe, 1945-1952
HY432 From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1995
               HY433 Cultural Encounters from the Renaissance to the Modern World
               HY434 The Rise and Fall of Communism in Europe 1917-1990
              A course from another programme +
               HY499 Dissertation
```

MSc Housing and MSc Housing (International)

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. Students studying for the MSc Housing (International) are must 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). All students must also take the nonassessed course SA4C1 and the dissertation.

Paper SA479 The Development of Housing Policy (H) SA464 Issues in Housing and Urban Policy (H)* SA422 Housing Economics and Finance* SA478 International Housing and Social Change SA429 Social Exclusion, Inequality and the 'Underclass' Debate (H)* SA431 Housing Law (H)* SA436 Planning and Regeneration (H)* SA450 Social Policy and Administration SA488 Development of Social Policy (H)* A full- or half-unit course from another programme within the department +

MSc Housing and MSc Housing (International) with Professional Diploma

SA4C1 Long Essay and the Research Process (not assessed)

(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	
1	SA441 Planning Studies
2	SA401 Building Studies
3	SA433 Management Studies and Management Skills
4	SA462 Welfare Rights
5	SA443 Race and Housing

SA469 Dissertation (12 September)

MSc Human Geography Research

(Department of Geography and Environment)

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.

```
Part I
           GY403 Contemporary Debates in Human Geography Seminar (H)
           MI4M1 or MI4M2 Foundations of Social Research
Part II
          Substantive Specialism
Fither
          Economic Geography Specialism
           Local Economic Development strand:
          GY407 Managing Economic Development and GY415 Economic Development: Global Change and Local Response (H)
           Regional and Urban Economics strand (1.5 units from the following):
          EC437 Economic Aspects of Urban Change
GY457 Applied Urban and Regional Economic
```

	GY458 Real Property Market Practice (H)
or	Development Specialism 1.5 units from the following: GY411 Third World Urbanisation (not to be taken with GY431 or GY432) GY421 Gender and Development: Geographical Perspectives (H) GY423 Environmental Evaluation and Economic Development GY431 Cities, People and Poverty in the South (H) GY432 Cities, Culture and Poverty in the South (H)
or	Environmental Regulation Specialism GY420 Environmental Regulation: Implementing Policy or GY423 Environmental Evaluation of Economic Development or GY424 Environmental Impact and Risk Assessment and GY455 Economic Aspects of Project Appraisal (H) or GY456 Issues in Environmental Regulation (H) (unless already taking GY420)
r	Urban Specialism 1.5 units from the following: GY405 Global Cities (H) GY406 Historical Geographical Materialism: The Miliband Seminar (H) (n/a 02/03) GY430 Contemporary Urbanism GY431 Cities, People and Poverty in the South (H) GY432 Cities, Culture and Poverty in the South (H)

GY454 Urban Policy and Planning MSc Industrial Relations and Personnel Managamem (Rose SA4A1 Critical Studies of Cities and Regions (H)

Any other courses to the value of one and a half units as approved by the course tutor and the teacher concerned

Part III

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

SO424 Key Issues in Human Rights

Optional Courses to the value of two full units from the following (registration for these options depends on availability, 2 & 3 regulations and the conditions of the outside department. Some further restrictions apply to Law Department options that are part of the LLM 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) DV418 African Development (H)

DV419 The State and Political Change in North Africa (H)

DV420 Complex Emergencies (H)

EU406 Ethnicity, Nationalism and Racism in Europe (n/a 02/03)

EU411 Ethnic Diversity and International Society (n/a 02/03)

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 (n/a 02/03)

IR412 International Institutions III (n/a 02/03)

IR422 Conflict and Peace Studies

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

SO499 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 optional courses to the value of two full units and a dissertation as shown.

ID400 British Industrial Relations or ID401 Comparative Industrial Relations

Courses to the value of two full units from the following: 2 & 3

ID400 or ID401 if not already taken under 1

ID402 Organisational Behaviour and Change

ID405 Industrial Psychology (H)

ID410 Management of Human Resources (H)

ID411 Comparative Human Resource Management (H) ID412 Labour Market Analysis: Economic Analysis of Trade Unions (H)

ID413 Labour Market Analysis: Pay (H)

ID480 Labour Law

SO438 Sociology of Employment I: Social Relations at Work (H)

SO439 Sociology of Employment II: Contemporary Management and Globalisation (H)

A course from another programme +

ID499 MSc Project Report

MSc Industrial Relations and Personnel Management (Professional Stream)

(Department of Industrial Relations)

Full-year programme for students also seeking graduate membership of the Chartered Institute of Personnel and Development (CIPD). Students must take three compulsory courses and a dissertation. They are also required to take a special supplementary programme of work by attending ten skills workshops and to write a report on their business link (ID493).

ID400 British Industrial Relations

ID402 Organisational Behaviour and Change

ID410 Management of Human Resources (H) ID411 Comparative Human Resource Management (H)

ID499 MSc Project Report

ID493 Personnel Policy and Practice

(Department of Industrial Relations)

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

- ID400 British Industrial Relations or ID401 Comparative Industrial Relations
 MI4M1 or MI4M2 Foundations of Social Research
- Courses to the value of one full unit from:
 - ID402 Organisational Behaviour and Change ID410 Management of Human Resources (H)

 - ID411 Comparative Human Resource Management (H)
 ID412 Labour Market Analysis: Feoregia Analysis ID412 Labour Market Analysis: Economic Analysis of Trade Unions (H)
 - ID413 Labour Market Analysis: Pay (H)
- ID414 Industrial Psychology LL463 Law of Management and Labour Relations
- ID499 Dissertation ID500 Industrial Relations Seminar (not assessed)

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.

- SA406 European and Comparative Health Policy
- Courses to the value of two full units from the following:
- Courses to the value of two full units from the following.

 EC426 Public Economics I ◆

 MI451 Quantitative Analysis 1: Description and Inference (H)

 MI452 Quantitative Analysis 2: The Generalized Linear Model (H)

 MN403 Negotiation Analysis (H)

 SA405 European Social Policy

 - SA408 Health Economics (H)
 - SA411 Foundations of Health Policy

 - SA414 Health Economics
 SA426 Hospital Economics and Management (H)
 SA427 Pharmaceutical Economics and Policy (H) SA427 Pharmaceutical Economics and Management (1)
 Selected linear and study units at London School of Hygiene subject to the approval of the course tutor
 Another LSE course subject to the approval of the course tutor
 SA4A6 Dissertation (end of first week in September)

MSc International Relations

(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.

- Two of the following:
 DV413 Institutions, Environmental Change and Development (H) and DV415 Institutions and the Global Environment (H) GV446 The Politics of Empire and Post-Imperialism

 - GV479 Nationalism

 - GV479 Nationalism
 IR405 Sovereignty Rights and Justice (n/a 02/03)
 IR411 Foreign Policy Analysis III
 IR412 International Institutions III (n/a 02/03)
 IR413 Regional Integration in Western Europe III
 IR415 Strategic Aspects of international Relations
 IR416 International Politics: Asia and the Pacific
 IR418 International Politics: Asia and the Pacific
 IR419 The International Relations of the Middle East (n/a 02/03)
 IR421 Concepts and Methods in International Relations (n/a 02/03)
 IR422 Conflict and Peace Studies
 - IR421 Concepts and Methods in Historical IR422 Conflict and Peace Studies
 IR425 Soviet and Post-Soviet Foreign Policy
 IR427 International Politics: Africa

 - IR440 Internationalism and its Critics (n/a 02/03)
 - A course from another programme •
- IR499 International Relations dissertation

MSc International Relations (Research)

(Department of International Relations)

Full-year programme. Students must take two compulsory courses, optional courses to the value of one full unit and a dissertation. All students on this programme are required to take a test at the beginning of October.

- IR410 International Politics
- MI4M1 or MI4M2 Foundations of Social Research
- DV413 Institutions, Environmental Change and Development (H) and DV415 Institutions and the Global Environment (H)
 - GV446 The Politics of Empire and Post-Imperialism

- IR412 International Institutions III (n/a 02/03)
 IR413 Regional Integration in Western Europe III
 IR415 Strategic Aspects of International Returns

- IR415 Strategic Aspects of International Relations III
 IR416 International Politics of Western Europe
 IR418 International Politics Asia and the Pacific

- IR418 International Politics: Asia and the Pacific
 IR419 The International Relations of the Middle East (n/a 02/03)
 IR421 Concepts and Methods in International Relations (n/a 02/03)

- IR422 Conflict and Peace Studies
 IR425 Soviet and Post Soviet Foreign Policy
- IR425 Soviet and Post Goviet Folight Gilloy
 IR427 International Politics: Africa
- IR429 Economic Diplomacy
 IR440 Internationalism and its Critics (n/a 02/03)
- A course from another programme ◆
 IR499 International Relations dissertation

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

- LL440 Corporate Accountability: Topics in Legal and Accounting Regulation¶

 AC420 Corporate Financial Reporting‡ or AC490 Financial Reporting and Management: Management Accounting and
- Control (H) † and AC491 Financial Reporting and Management: Financial Reporting (H)

 LL408 Company Law* or one of the following selected with the approval of the candidate's tutor:
- ID480 Labour Law
- LL434 Employment Law

- LL434 Employment Law

 LL439 General Principles of Insolvency Law

 LL455 International Tax Law

 LL467 Legal Aspects of International Finance
- LL484 Regulation of Financial Markets
 LL491 Taxation of Business Enterprises LL492 Taxation Principles and Policy
- LL494 Value Added Tax
- Any other LLM course from those offered at LSE subject to approval

 Any of the courses listed in 3 above for which the student is eligible and has not already taken, or one of the following: with approval

 - with approval
 AC410 Management Accounting, Strategy and Organisational Control
 AC430 Corporate Finance and Asset Markets
 AC444 Valuation and Securities Analysis (H) and AC445 Portfolio Management (H)
 - LL406 Introduction to Regulation (H)
 - LL406 Introduction to Regulation (H)

 LL407 Media and Communications Regulation (H) or GV403 Network Regulation (H)
 - An LSE LLM or MSc course not listed here •
 - ¶ To be examined by 10,000-word essay and a two-hour 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 and Environment)

(Department of Geography and Environment)

Full-year programme. Students must take courses to the value of three full units as shown and a dissertation.

- GY404 Seminar in Local Economic Development (H)
 GY407 Managing Economic Development or GY408 European Economic Development Management

 - 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)
 - GY405 Global Cities (H)
 - GY411 Third-World Urbanisation

 - GY411 Third-World Urbanisation
 GY420 Environmental Regulation: Implementing Policy
 GY453 Geographical Aspects of Regional and Urban Planning (H)
 - A relevant course from another programme
- Subjects to the value of one half unit from the following list: MI451 Quantitative Analysis 1: Description and Inference (H) or MI452 Quantitative Analysis II: The Generalised Linear Model (H) or MI453 Fundamentals of Research Design (H) or any other suitable methods course
- 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)

LL400 Jurisprudence and Legal Theory* LL465 Law and Social Theory* ICL001 Legal History LL474 Modern Legal History* (examined by 15,000-word essay) LL474 Modern Legal History (examined by Teleschild L483 Administrative Law*(n/a 02/03) ICL100 Law and Governance in the Developing World ICL102 Western European Legal History LL480 The Principles of Civil Litigation* (n/a 02/03) LL404 Evidence and Proof (also available as two half subjects 10A Analysis of Evidence and 10B Theoretical Aspects of Evidence and Proof)* Evidence and Proof)* ICL002 Jeremy Bentham and Utilitarian Tradition

ICL103 Law and Literature ICL025 The Law and Economics of Regulated Industries, Networks and Markets LL484 Regulation of Financial Markets*

LL402 Alternative Dispute Resolution*

LL402 Alternative Dispute Resolution*
ICL003 UK Government and the Constitution
ICL005 Ethnic Minorities and the Law
ICL004 Equality and the Law: the Legal Regulation of Discrimination (Part I of the course is also available as a half subject 18A ICL005)

ICL073 Media Law ICL081 Telecommunications Law

20 LL408 Company Law* (may not be taken with subject 60)
ICL006 Insurance (excluding Marine Insurance)

ICL040 Marine Insurance LL405 Carriage of Goods by Sea* (n/a 02/03)

ICL076 Admiralty Law

ICL076 Admiralty Law
ICL009 The Taxation of Corporate Finance

ICL008 Law of Finance and Foreign Investment in Emerging Economies

LL491 Taxation of Business Enterprises*

LL492 Taxation Principles and Policy*

ICL104 Taxation and Electronic-Commerce (H)

LL455 International Tax Law*

ICL075 Law of Credit and Security 33

LL433 International and Comparative Commercial Arbitration* (n/a 02/03)

ICL007 Interests in Securities

ICL08 Corporate Insolvency (can be taken as two half subjects, but not with subject 38) LL503 Securities Regulation* (n/a 02/03) (part I may be offered as a half subject ICL09A)

ICL010 International Commercial Litigation (not with subjects 89 and 90)
LL439 General Principles of Insolvency Law* (may not be taken with subjects 35,35A or 35B)

LL412 European Community Tax Law*

ICL072 Commercial Fraud
LL436 Industrial and Intellectual Property* ICL012 Information Technology Law

ICL012 Information Technology Law
ICL013 Franchising Law (H)
ICL014 Transfer of Technology Law (H)
LL463 Law of Management and Labour Relations*
ICL035 Individual Employment Law

ICL035 Individual Employment Law ICL016 Monopoly, Competition and the Law (may not be offered with Competition Law, special subject of subject

ICL105 Global Policy and Economics of Intellectual Property Law ICL105 Global Policy and Economics of Intellectual Property Law
LL428 International and European Labour Law (not to be taken with 66C)*

50 LL415 Compensation and the Law*

LL415 Compensation and the Law*
ICL106 Intellectual Property in the Digital Millennium
LL449 EC Regulation of the State in Competitive Markets* (H)
ICL091 Internet Law
ICL092 Bailment and Chattel Leasing

ICL092 Bailment and Chattel Leasing ICL020 Tax and Estate Planning

58 59 LL487 The Law of Restitution*

ICLO93 Comparative Development of Roman and Common Law

ICL022 Comparative European Company Laws (may not be offered with subject 21) ICL051 International and Comparative Insolvency Law (may not be offered with subject 63)

62 ICL023 Trans-national and Comparative Commercial and Financial Law ICL052 Comparative Commercial Law (may not be offered with subject 61) LL411 Comparative Family Law* (not to be taken with 101)

ICL024 Comparative Conflict of Laws 66 European Community Law. Note: Available as discrete half subjects only as follows:

ICL25A European Community Law relating to Companies

66B ICL25B European Community Law relating to Competition (not to be taken with 47,67 or 71)

LL429 European Community Law (Social Policy)* (not with subject 49) (n/a 02/03)
LL501 European Community Law : Economic and Monetary Union* (H) (n/a 02/03)

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*

ICL026 Arab Comparative Commercial Law 69

ICL027 Foreign Investment in Russia and the CIS (H)

ICL028 Investment and Trade Law in Central and Eastern Europe (H) (not with subjects 67,47 or 66B)
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)

LL498 Law and Urbanisation in Developing Countries* (n/a 02/03)

ICL108 Comparative Tort Law: Germany, English and American Law Compared

ICL031 Comparative Immigration and Nationality Law

ICL 032 History of International Law

72

73

ICL032 History of International Law

ICL033 Methods and Sources of International Law

ICL034 Comparative Approaches to International Law (H)

LL461 United Nations Law*

LL459 Constitutional and Institutional Law of the European Union*

LL454 Human Rights of Women*

LL454 Human Rights of Women*
ICL015 Common Law Foundations of International Commercial Law
ICL036 International Air Law (excluding Law of Carriage by Air)
ICL086 Space Law (H)
ICL037 Law of Carriage by Air (H)
LL451 International Law of the Sea*
LL447 International Economic Law*
LL452 International Law of Armed Conflict and the Use of Force*
ICL039 International and Comparative Trust Law

ICL039 International and Comparative Trust Law

LL442 International Business Transactions I: Litigation* (not with subject 37)

LL443 International Business Transactions II: Substantive Law* (not with subject 37)

LL443 International Business Transactions II: Substantive Law (not with subject 57)
LL450 The International Law of Natural Resources*
ICL080 Multinational Enterprises and the Law
LL467 Legal Aspects of International Finance* (not with subject 138)
LL448 International Environmental Law* (n/a 02/03)

LL502 International Trade Law*

ICL041 Law of Treaties LL453 The International Protection of Human Rights*

LL409 Human Rights in the Developing World*

98 99 100 ICL043 Foreign Relations Law

ICL043 Foreign Relations Law
ICL044 Law and Development
ICL107 Law and Society in the Middle East and North Africa
ICL047 Law and society in South Asia
ICL048 Islamin Law of Succession 101

103 105

ICI 049 Islamic Law of Succession

ICL050 Islamic Law
ICL51 Traditional Chinese Law and custom (also available as two half subjects, 107A-ICL51A, 107B-ICL51B) 106 107

108 ICL53 Modern Chinese Law 109

ICL52 Foreign trade and Investment Law (also available as two half subjects, may not be offered with subject 111)

110 ICL054 Chinese Commercial Law

LL496 Theoretical Criminology* (n/a 02/03) 112

LL417 Crime control and Public Policy*

LL489 Sentencing and the Criminal Process*

LL457 Juvenile Justice*

ICL056 Child Law

LL478 Policing and Police Powers* LL495 Theoretical and Comparative Criminal Law*

LL445 International Criminal Law*
ICL078 Comparative Environmental Law

ICL074 European Community Environmental Law

ICL074 European Community Environmental Law
LL426 Environmental Law and Policy*

ICL109 Constitutional Law of the USA

ICL057 International Construction- Contracts and Arbitration (not offered with subject 33)

ICL058 International Law on the Rights of the Child

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

LL403 International and Comparative Law of Copyright and Related Rights*. (Candidates who also take subject 41 will 128 not be permitted at examination to answer questions on the overlapping sections of the syllabuses)
ICL061 International and Comparative Law of Trade Marks, Designs and Unfair Competition (same conditions apply as

129

LL410 The Law and Policy of International Courts and Tribunals*

ICL063 External Relations Law of the European Union
ICL064 Electronic Banking Law (H)
ICL065 Law of Cultural Property 131

132

133

ICL065 Law of Cultural Property
LL456 Legal Regulation of the Music Industry* (n/a 02/03)

ICL066 Employee Share Schemes (H) 135

136 LL494 Value Added Tax*

137 LL470 Banking Law*

88 Graduate Handbook: Masters Programmes

- ICL067 Law of International Finance (may not be taken with subject 93)
- ICL068 Japanese Law (also available as two half subjects 139A and 139B) 139 ICL069 Japanese Commercial Law: Corporate and Business Environment 140
- ICL088 Japanese Commercial Transactions (H) 141
- ICL70A Russian and other CIS Legal systems I (H) (see 142B below) 142A
- ICL70B Russian and other CIS Legal systems II: Selected Special subjects (H) (may not be taken with subject 62) 142B
- ICL099 Japanese International Trade and Competition Law (H)
- ICL077 Comparative European Law (not to be taken with subject 62)
- LL458 Mental Health Law*
- ICL101 The Law of Human Rights in the United Kingdom
- LL420 Legal Regulation of Information Technology*
- LL421 New Media Regulation* (H)

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, i.e to a total value of four full subjects. A full subject is normally examined by means of one three-hour written paper; for certain specified subjects the examination is by a three hour written paper and a course essay not exceeding 7,000 words in length. A half-subject is normally examined by means of one two-hour written paper, but some half-subjects are examined by means of an essay of not more than 8,000 words in length. In both cases the essay is submitted in the same year as the written part of the examination. Other methods of examination may be approved from time to time and candidates should consult the 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 most 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
- (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

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

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.

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, 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 LLM 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 May/June for courses LL424, LL434 and courses with the prefix "ID". LL401 will be examined by a 15,000-word dissertation which must be submitted by 1 September.

- LL401 Research Seminar in Labour Law and Industrial Relations
- (includes Problems in Labour Law and Research Methods and ID600 Labour Management Problems Seminar)
- LL424 Law of Management and Labour Relations (LLM Labour Law)
- LL434 Employment Law
- One of the following:
 - ID400 British Industrial Relations

ID401 Comparative Industrial Relations

ID412 Labour Market Analysis: Economic Analysis of Trade Unions (H)

ID413 Labour Market Analysis: Pay (H)

LL415 Compensation and the Law LL420 Legal Regulation of Information Technology

LL428 International and European Labour Law

Another course offered for the LLM or MSc at the LSE with the approval of the supervisor.

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.

- MN403 Negotiation Analysis (H) and MN404 Incentives and Governance in Organisations (H)
 MN415 The Analysis of Strategy A (H) and MN416 The Analysis of Strategy B (H)

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)

GY407 Managing Economic Development

GY408 European Economic Development Management

GY409 Aspects of Managing Economic Development (H) GY410 Aspects of European Economic Development Management (H)

GY413 Economic Development: Institutions, Network and Evaluation (H)

GY415 Economic Development: Global Change and Local Response (H)

MN402 Contested issues in Public Sector Management (H)
MN413 International Marketing Management: A Strategic Approach (H)

MN414 International Marketing Research Topic (H)
MN419 Systems Thinking and Strategic Modelling (H) (n/a 02/03)

OR411 Problem Structuring Methods (H)

OR431 System Dynamics Modelling (H) (n/a 02/03)

Any other course ♦†

MN499 Dissertation

† Please note that the International Relations (IR) Department permits non-IR students to take only one IR option, subject to availability of space on the course concerned (under 'any other course').

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.

MN403 Negotiation Analysis (H) and MN419 Systems Thinking and Strategic Modelling (H) (n/a 02/03 - replaced by

MN425 Business in the Global Environment)

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

MN424 Courses to the value of one unit to be taken at one of the CEMS/IMEX partner Schools

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.

- MN401 Public Management Theory and Doctrine (H) and MN402 Contested Issues in Public Management (H)
- MN403 Negotiation Analysis (H)
- 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)

GY407 Managing Economic Development

GY407 Managing Economic Development
GY408 European Economic Development Management
GY409 Aspects of Managing Economic Development (H)
GY410 Aspects of European Economic Development Management (H)
GY413 Economic Development: Institutions, Network and Evaluation (H)
GY415 Economic Development: Global Change and Local Response (H)

IS441 Aspects of Information Systems (H)

MN404 Incentives and Governance in Organisations (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)

MN419 Systems Thinking and Strategic Modelling (H) (n/a 02/03)

OR411 Problem Structuring Methods (H)

OR431 System Dynamics Modelling (H) (n/a 02/03)

Any other course + MN499 Dissertation

MSc Management of Non-Governmental Organisations

Full-year programme. Students must take two compulsory courses, optional courses to the value of one full unit, non-assessed course SA4C1 and a dissertation as shown.

- SA435 NGO Management, Policy and Administration
- SA452 Social Policy, Planning and Participation in Developing Countries
- Courses to the value of one full unit from the following:

ID403 Organisation Theory and Behaviour

DV407 Poverty (H)

One course from the MSc in Social Policy and Planning in Developing Countries

A course from another programme +

SA4C1 Long Essay and the Research Process (not assessed)

SA470 Dissertation (1 September)

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 shown below. The dissertation must be submitted by 3 September.

- AC403 Management and Regulation of Risk (includes dissertation)
 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)

AC442 Quantitative Methods for Finance and Risk Analysis (H)

AC444 Valuation and Security Analysis (H)

AC445 Portfolio Management (H)

OR411 Problem Structuring Methods (H)

OR424 Analytic Frameworks for Policy Evaluation (H) (n/a 02/03)

OR432 System Dynamic Modelling (H)

ST409 Stochastic Processes (H)
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

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.

- PS405 Theories and Concepts in Media and Communications (Power and Processes)
- PS4M4 Methods of Research in Media and Communications (H)
- Courses to the value of one and a half units from the following:

GI403 Gender and the Media (H)

GY434 Environmental Discourse (H)

PS407 Citizenship and the Media (H)

PS411 Social Psychology of the Media (H) PS412 The Audience in Mass Communications (H) (n/a 02/03)

PS415 The Social Psychology of Economic Life (H)

PS422 Contemporary Issues in Media Policy (H)

PS423 Political Communication (H) PS436 Current Issues in Media and Communications (H)

PS439 The Social Psychology of New Technology (H)

PS450 Audiences and Communities: Current Issues in Radio (H)

PS454 The Social Psychology of Public Communication (H)

SO421 Media, Technology and Everyday Life (H)

SO431 Media, Ritual and Public Life (H)

SO432 New Media, Information and Knowledge Systems (H)

SO433 Cultural Theory (H) Any other MSc level course which is offered in the School, subject to the consent of the candidate's teachers

PS444 The Media Seminar (Not examined) PS435 Dissertation (10.000-15.000 words)

[Please note that the availability of optional courses is dependent upon a number of factors and thus Media @ Ise cannot guarantee that all options will be available each year.]

MSc Media and Communications (Research)

(Taught by Media@lse)

PS4M5 or PS4M6 Advanced Methods of Research in Media and Communications (full unit) plus papers 1, 4 and 5 as for MSc Media and Communications (above) and options from paper 3 to the value of 1 unit.

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.

- PS453 Theories and Concepts in Media and Communications (Media and Power) (H)
- SO437 Communications Regulation in Theory and Practice (H)
 PS4M4 Methods of Research in Media and Communications (H)
- LL406 Introduction to Regulation (H)
- LL407 Media and Communications Regulation (H)
- One course to the value of 0.5 units from the following:
 - GV403 Network Regulation (H)

LL421 New Media Regulation (H)

PS407 Citizenship and the Media (H) PS422 Contemporary Issues in Media Policy (H) SO422 Globalisation, Regulation and Public Policy (H) (n/a 02/03) 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) SO432 New Media, Information and Knowledge Systems (H)

[Please note that the availability of optional courses is dependent upon a number of factors and thus Media @ Ise cannot guarantee

that all options will be available each year.]

MSc Media and Communications Regulation (Research)

(Taught by Media@lse) Full-year programme

PS4M5 or PS4M6 Advanced Methods of Research in Media and Communications (full unit) plus papers 1, 2, 4, 5 and 7 as for MSc Media and Communications Regulation (above). There are no optional courses on this programme.

MSc Nationalism and Ethnicity

(Department of Government)

Full-year programme. Students must take one compulsory course, optional courses to the value of two full units and a dissertation as

GV479 Nationalism

Two of the following:

EU411 Ethnic Diversity and International Society (n/a 02/03)

IR440 Internationalism and its Critics (n/a 02/03)

IR416 The International Politics of Western Europe † or HY411 European Integration in the Twentieth Century •

GV4A1 Warfare, Religion and National Identity
In the first term, either GV498 Multiculturalism, Nationalism and Citizenship (H) ◆ or GV429 Government and Politics in Spain (H) ♦ or GV468 Themes in Russian History (H) €, and in the second term GV401 Nationalism and Ethnic Conflict in

the Former Soviet Union (H) ♦ or GV427 Democracy and Democratisation in East and South Asia (H) ♦ or GV464 Conflict and Consensus in Twentieth-Century Ireland (H) ♦ or GV465 Democracy and the Politics of National Self-Determination (H) ♦ or GV436 National and Ethnic Conflict Regulation (H) ♦ or EU440 Greece and South East Europe: Government, Economy and Foreign Policy (H) or EU403 Spain and Europe (H)

A relevant course from another programme +

GV499 Dissertation

† Please note that the International Relations (IR) Department permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Therefore, if a non-IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'a relevant course from another programme' and vice versa.

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.

PS453 Theories and Concepts in Media and Communications (Media and Power) (H)

SO432 New Media, Information and Knowledge Systems (H)
PS4M4 Methods of Research in Media and Communications (H) PS4M4 Methods of Research in Media and Communications (H)

IS470 Information Systems (H)

IS481 Aspects of Information (H)

One course to the value of 0.5 units from the following:

IS461 Nature and Society: The Contribution of Science Studies (H)

IS486 Topics in Information Systems (H)

PS407 Citizenship and the Media (H)

PS422 Contemporary Issues in Media Policy (H)

PS439 The Social Psychology of New Technology (H) SO421 Media, Technology and Everyday Life (H)

SO437 Communications Regulation in Theory and Practice

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 dependent upon a number of factors and thus Media @ Ise cannot guarantee that all options will be available each year.] MSc Media and Communications Regulation

MSc New Media, Information and Society (Research) (Taught by Media @ Ise)

PS4M5 or PS4M6 Advanced Methods of Research in Media and Communications (full unit) plus papers 1, 2, 4, 5 and 7 as for MSc New Media, Information and Society (above). There are no optional courses on this programme.

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.

OR401 Techniques of Operational Research (H)

OR402 Operational Research in Context ¶ (H)
OR403 Computer Modelling in Operational Research ¶ (H)
OR404 Applied Operational Research A

OR404 Applied Operational Research Δ Three of the following, of which at least one must be from the courses marked †:

AC491 Financial Reporting and Management: Financial Reporting (H)

ID404 Introduction to Organisational Analysis (H)

IS471 Systems Development (H)

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)
OR414 Advanced Topics in Operational Research † ¶ (H)

OR423 Topics in Decision Analysis † (H)

OR423 Topics in Decision Analysis | (11)
OR424 Analytic Frameworks for Policy Evaluation † ¶ (H) (n/a 02/03)

OR431 System Dynamics Modelling† ¶ (H) (n/a 02/03)

ST402 Principles and Methods of Statistical Practice † * (H)

ST410 Basic Time Series (H)

ST415 Surveys and Experiments in Social Research (H)

ST415 Surveys and Experiments in Social Research (H)
ST417 Applied Statistical Sources and Packages † ¶ * (H)
A course from any other MSc programme ◆

¶ Examined entirely by means of essays and project reports

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 three compulsory courses (PS404, PS443, PS4M3) and optional courses to the value of one full unit and a dissertation as shown.

PS404 Organisational Social Psychology
PS443 Modern Social Psychology (H) ‡ PS443 Modern Social Psychology (H) ‡
PS4M3 Methods of Research in Organisational and Social Psychology (H)
Courses to the value of one full unit from the following:
PS400 Contemporary Social Psychology (1 unit)

PS411 The Social Psychology of the Media (H)

PS412 The Audience in Mass Communications (H)

PS413 The Psychology of Gender (H) (n/a 02/03)

PS415 The Social Psychology of Economic Life (H)
PS418 Social Psychology of Economic Life (H)

PS418 Social Psychology of Health (H)

PS421 Issues in Social Psychology: Evolutionary Psychology (H)

PS428 Knowledge Processes in Organisations (H)

PS437 Representations, Institutions and Communities (H)

PS439 The Social Psychology of New Technology (H)
PS445 Organisational and Social Decision Making (H)

PS446 Issues in Organisational and Social Psychology: Organisational Life (H)

PS451 Cognition and Culture (H)
PS454 The Social Psychology of Public Communication (H) Courses to the value of one full unit from another programme (subject to the approval of the candidate's Programme

PS434 Research Report (August)

‡ Students who opt for Contemporary Social Psychology do not take Modern Social Psychology and take one other half unit course.

MSc Organisational and Social Psychology (Research)

(Department of Social Psychology)

Courses 1, 2 and 5 as for MSc Organisational and Social Psychology (above) plus PS4M1 or PS4M2 Methods of Research in Social Psychology and one half-unit course chosen from those listed under paper 4 above.

(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.

Three of the following. Students must take at least one of the courses marked †:

PH400 Philosophy of Science and Scientific Method ‡ †

PH403 Philosophy of Mathematics †

PH404 History of Science ‡ †

PH407 Foundations of Probability

PH407 Foundations of Probability
PH409 Philosophical Foundations of Physics †
PH411 Philosophy of Biological and Cognitive Sciences †
Either PH408 Mathematical Logic or PH417 Logic: Formal and Philosophical ¶
Either PH405 Philosophy of the Social Sciences or PH413 Philosophy of Economics
PH499 Dissertation

Students must take at least one of PH400 and PH404

¶ This course may not be taken in conjunction with PH408 or PH402

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.

Three papers selected with the approval of the candidate's tutor from the following:

EH477 History of Economics: From Moral Philosophy to Social Science (n/a 02/03) PH400 Philosophy of Science and Scientific Method

PH402 Philosophical Logic and Metaphysics (n/a 02/03)

PH403 Philosophy of Mathematics

PH404 History of Science

PH405 Philosophy of the Social Sciences ‡

PH407 Foundations of Probability

PH408 Mathematical Logic
PH411 Philosophy of the Biological and Cognitive Sciences
PH413 Philosophy of Economics ‡
PH416 Philosophy, Morals and Politics

PH417 Logic: Formal and Philosophical ¶

An approved paper from outside the Department of Philosophy •*

PH499 Dissertation

‡ Students must take at least one of PH405 and 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.

PH415 Philosophy and Public Policy

PH416 Philosophy, Morals and Politics

One of the following:

PH400 Philosophy of Science and Scientific Method

PH405 Philosophy of the Social Sciences

PH413 Philosophy of Economics

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 Political Sociology

(Department of Sociology)

Full-year programme. Students must take three courses and a dissertation as shown.

SO407 Contemporary Political Sociology: Theories and Research Strategies Two of the following:

2 & 3 GV479 Nationalism

PS405 Theories and Concepts in Media and Communications (Power and Processes) SO4M1or SO4M2 Methods of Sociological Study

SO404 Sociology of Development

SO411 The Sociology of Gender

SO417 Contemporary Russian Society: Key Issues and Developmental Trends

SO424 Key Issues in Human Rights

SO425 Regulation, Risk and Economic Life

Another appropriate MSc course with the approval of the Programme Director and of the relevant teacher

SO499 Dissertation

MSc Political Theory

(Department of Government)

Full-year programme. Students must take five courses and a compulsory seminar and dissertation as shown. Part-time students may take up to four courses in their first year.

1, 2, 3, 4 Choose five of the following but no more than three in any one term: GV406 The Theory of Positive Freedom (H)

GV408 Contemporary Disputes about Justice (H)

GV410 Feminist Political Theory (H)

GV412 Methods and Controversies in the History of Political Thought: the Continental Tradition (H) (n/a 02/03)

GV413 Methods and Controversies in the History of Political Thought: The Anglo-American Tradition (H) (n/a 02/03)

GV414 Greek Political Theory: Thought and Action in Plato's Political Theory (H) (n/a 02/03) GV415 Greek Political Theory: Thought and Action in Aristotle's Political Theory (H) (n/a 02/03)

GV418 Political Thinking in Britain to the end of the Twentieth Century (H)

GV425 Legitimation and Government (H)
GV447 Rethinking the Modern Polity: Sovereignty, Accountability and Governance (H)

GV447 Rethinking the Modern Polity, Sovereighty, Accountability and GV448 Human Rights Theory (H)
GV473 Contemporary Political Philosophy and the Body (H)
GV474 Theories of Deliberative Democracy (H)

GV474 Theories of Deliberative Definiciacy (FI)
GV475 Mill's Liberalism (H)
GV476 Twentieth-Century European Liberal Thought (H)
GV498 Multiculturalism, Nationalism and Citizenship (H)
A half-unit course from the Government or another department •

GV405 Methods in Political Theory Seminar (H) GV499 Dissertation

MSc Political Theory (Research)

(Department of Government)

Full-year programme.

Students must take the full-unit course MI4M1 or MI4M2 Foundations of Social Research, GV405 Methods of Political Theory Seminar (H), GV499 Dissertation and three half-unit courses from those listed as papers 1-5 for MSc Political Theory (above).

MSc Politics of the World Economy

(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 as shown. All students on this programme are required to take a test at the beginning of October.

IR450 International Political Economy

2 & 3 Two of the following:

DV413 Institutions, Environmental Change and Development (H) and DV415 Institutions and the Global Environment (H)

GV446 The Politics of Empire and Post-Imperialism

IR429 Economic Diplomacy

IR451 Politics of Money in the World Economy

IR456 International Business in the International System (n/a 02/03)

IR457 The Politics of International Trade

IR458 International Political Economy of Energy (n/a 02/03)

IR459 The History of Ideas in International Political Economy (n/a 02/03) IR460 Comparative Political Economy

A course from another programme +

IR499 International Relations dissertation

MSc Politics of the World Economy (Research) (Department of International Relations)

Full-year programme. Students must take three compulsory courses and a dissertation as shown. All students on this programme are required to take a test at the beginning of October.

Paper

IR450 International Political Economy

IR460 Comparative Political Economy
MI4M1 or MI4M2 Foundations of Social Research

IR499 International Relations dissertation

MSc Population and Development

(Taught jointly by the Department of Social Policy and the Development Studies Institute; administration and supervision in the Department

Full-year programme. Students must take courses to the value of three full units, non-assessed course SA4C1 and a dissertation as shown.

DV400 Development: Theory, History and Policy*

Two half-units from:

DV411 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)

Two half-units or one full unit from: Any courses not taken from 2 above DV407 Poverty (H) DV413 Institutions, Environmental Change and Development (H) DV420 Complex Emergencies (H) SA460 Urbanisation and Social Planning (F) SA481 Basic Population Analysis (H) (n/a 02/03) SA485 Methods for Population Planning (H) (n/a 02/03) SA4A2 Health, Population and Society (F) SA4A8 Gender, International Social Policy and Development (H) SA4B2 Family, Change and Society (H) A course from another programme in a related discipline •

SA4C1 Long Essay and the Research Process (not assessed) SA499 Dissertation

* For 2002/03 only, students may replace DV400 with other courses to the value of one full unit listed under papers 2 and 3.

MSc Public Financial Policy

(Department of 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 EC438. In both years the written papers will be taken in May/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		
Year 1		
1	EC404 Current Economic Issues I	A VANCOUS CONTRACTOR OF THE PROPERTY OF THE PARTY OF THE
2	EC201 Microeconomic Principles I or EC202 Microeconom	nic Principles II or EC411 Microeconomics I or
	EC412 Microeconomics II	wise I as EC414 Massaccapamins II
3	EC210 Macroeconomic Principles or EC413 Macroeconor	mics for EC414 Macroeconomics if
4	EC220 Introduction to Econometrics and Economic Statist	lics
	EC402 Methods of Economic Investigation I	
15	EC403 Methods of Economic Investigation II	
Year 2		
5	EC438 Public Financial Policy	
6	EC405 Current Economics Issues II	11 (11 15 15 CV
7 & 8	Two courses from the following list at least one of which m	nust be from those with the prefix GV, LL, ID, IR of GY.
	AC430 Corporate Finance and Asset Markets	EH459 Financial and Business History: America, Europe
	AC436 Financial Economics	and Japan
	AC440 Corporate Finance Theory (H) and	EH477 History of Economics: From Moral Philosophy to
	AC441 Derivatives (H)	Social Science (n/a 02/03)
	AC440 Corporate Finance Theory (H) and	GV406 The Theory of Positive Freedom (H)
	AC448 Financial Intermediaries (H) (n/a 02/03)	GV427 Democracy and Democratisation in East and
	DV409 Economic Development Policy	South Asia (H) (n/a 02/03)
	EC402 Methods of Economic Investigation I	GV435 Politics and Policy in Developing Countries (H)
	EC403 Methods of Economic Investigation II	GV450 European Politics: Comparative Analysis (H)
	EC411 Microeconomics I	GV481 Public Choice and Public Policy I - Introduction (H) of
	EC412 Microeconomics II	GV482 Public Choice and Public Policy II – Advanced
	EC413 Macroeconomics I	Topics (H)
	EC414 Macroeconomics II	GY407 Managing Economic Development
	EC421 International Economics	GY420 Environmental Regulation: Implementing Policy
	EC423 Labour Economics	ID401 Comparative Industrial Relations
	EC424 Monetary Economics	ID402 Organisational Behaviour and Change
	EC426 Public Economics	IR451 Politics of Money in the World Economy †
	EC427 The Economics of Industry	IR457 Politics of International Trade †
	EC428 Development and Growth	LL400 Jurisprudence and Legal Theory Part B
	EC429 Reform of Economic Systems	LL426 Environmental Law and Policy
	EC430 Capital Markets	LL431 The European Internal Market
	EC439 Global Market Economics.	LL447 International Economic Law
	EH416 Markets and States in Developing Economies	MN403 Negotiation Analysis and MN404 Incentives and
	since 1880	Governance in Organisations

† Please note that the International Relations (IR) Department permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Therefore, if a non-IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'a relevant course from another programme' and vice versa.

MSc Public Policy

(Department of Government)

Full-year programme. Students must take courses to the value of 2.5 units and a skills course and dissertation as shown. Part-time students may take up to four courses in their first year. Candidates may, subject to the approval of their supervisor, substitute for up to two of the written papers listed under 4 & 5 below, any paper which is offered in the MSc, LLM or MA which involves at least 20 weeks of an integrated teaching programme and which counts as one quarter (or one full unit) of the complete MSc programme in which it is offered.

Where a candidate already has a substantial background in policy or administrative analysis (or in other exceptional circumstances), he/she may be allowed, subject to the supervisor's approval, to substitute for one of the papers under 1, 2 and 3 below a paper from 4 & 5 or from the MSc in Social Policy and Planning or from any of the courses offered by the Department of Government. Any paper so substituted shall be taken at the time when it is normally taken by other candidates.

Courses to the value of 1.5 units from the following core courses: GV477 Comparative Public Policy Change (H) GV480 Introduction to Comparative Public Administration (H) GV481 Public Choice and Public Policy I - Introduction (H) GV482 Public Choice and Public Policy II – Advanced Topics (H) GV483 Public Unoice and Public Policy in Action (H) GV483 Public Management Theory and Doctrine (H) One of the courses listed above which has not already been taken DV402 The Politics of Southeast Asian Development DV406 Development Management GV403 Network Regulation (H) GV452 The European Union: Politics and Policy (H) GV453 Socio-Economic Cohesion Policies in the European Union (H) ¶ GV471 Institutional Politics in the European Union – A Rational Choice Approach (H) GV484 Government and Politics in the USA (H) GV485 US Public Policy (H) GV485 US Public Policy (H) GV494 Contested Issues in Public Management (H) LL406 Introduction to Regulation (H) LL407 Media and Communication Regulation (H) SA405 European Social Policy (counts as two courses) SA4A3 Social and Political Aspects of Regional and Urban Planning (H) GV4M1 or GV4M2 Skills Course (H)‡

¶ Please note that GV452 is a prerequisite for this course ‡ This is compulsory for all students.

MSc Public Policy (Research)
(Department of Government) Full-year programme.

Three of the following core courses:

Three of the following core courses:
GV480 Introduction to Comparative Public Administration (H)

GV481 Public Choice and Public Policy I – Introduction (H)
GV482 Public Choice and Public Policy II – Advanced Topics (H)

GV483 Public Management Theory and Doctrine (H)

GV477 Comparative Public Policy Change (H)
A half-unit course from those listed under paper 4 & 5 for MSc Public Policy (above)

MI4M1 or MI4M2 Foundations of Social Research (M & L)

GV499 dissertation

MSc Real Estate Economics and Finance

(Department of Geography and Environment)

Full-year programme. Students must take three compulsory courses and one optional half-unit course and a dissertation as shown.

GY457 Applied Urban and Regional Economics
AC430 Corporate Finance and Asset Markets
GY458 Real Property Market Practice (H)
A relevant half-unit course where offered •

GY499 Dissertation

MSc Regional and Urban Planning Studies

(Department of Geography and Environment)

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.

EC436 The Economics of Regional and Urban Planning (H)
GY453 Geographical Aspects of Regional and Urban Planning (H)

SA4A3 Social and Political Aspects of Regional and Urban Planning (H)

GY454 Urban Policy and Planning (H)

Two of the following: EC437 Economic Aspects of Urban Change (H)

GV453 Socio-economic Cohesion Policies in the EU (H)

GY415 Economic Development: Global Change and Local Response (H)

GY432 Cities, Culture and Politics in the South GY455 Economic Aspects of Project Appraisal (H)

GY456 Issues in Environmental Regulation (H)

SA437 Urban Morphologies (H)

SA438 Urban Infrastructure and Development (H)

A half-unit course from another programme at the discretion of the Programme Director •

GY495 Research Methods in Planning (non-assessed but compulsory)

GY499 Dissertation

MSc Regulation

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

GV488 Law and Politics of Regulation

Courses to the value of two full units from the following: 2 & 3

Environmental Regulation¶

DV413 Institutions: Environmental change and Development (H)

DV415 Institutions and the Global Environment (H)

GY416 Hazard and Risk Management (n/a 02/03)

GY420 Environmental Regulation: Implementing Policy GY453 Geographical Aspects of Regional and Urban Planning (H)

LL407 Media and Communications Regulation(H) LL426 Environmental Law and Policy

LL448 International Environmental Law (n/a 02/03)

Financial and Commercial Regulation ¶

AC490 Financial Reporting and Management: Management Accounting and Control (H) or AC492 Principles of Finance

LL420 Legal Regulation of Information Technology

LL421 New Media Regulation (H)

LL431 The European Internal Market LL484 Regulation of Financial Markets

Social Regulation ¶

AN406 Political and Legal Institutions or AN407 The Anthropology of Economic institutions and their Social

Transformation

GY414 Gender, Space and Society (n/a 02/03)

ID480 Labour Law

LL429 European community Law (Social Policy) (n/a 02/03)

LL478 Policing and Police Powers

SA403 Criminal Justice Policy

SA405 European Social Policy

Utilities Regulation ¶

GV403 Network Regulation (H)

IR458 International Political Economics of Energy † (n/a 02/03)

LL430 European community Competition Law ‡

Government and Law ¶

GV481 Public Choice and Public Policy I – Introduction (H)

GV482 Public Choice and Public Policy II - Advanced Topics (H)

GV483 Public Management Theory and Doctrine (H)

LL400 Jurisprudence and Legal Theory

LL465 Law and Social Theory

LL474 Modern Legal History

A course from another programme +

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 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)

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

GV488 Law and Politics of Regulation Courses to the value of one full unit from the following: 2 & 3

Environmental Regulation¶

DV413 Institutions: Environmental change and Development (H)

DV415 Institutions and the Global Environment (H) GY416 Hazard and Risk Management (n/a 02/03)

GY420 Environmental Regulation: Implementing Policy

GY453 Geographical Aspects of Regional and Urban Planning (H)

LL426 Environmental Law and Policy

LL448 International Environmental Law (n/a 02/03)

Financial and Commercial Regulation ¶

AC490 Financial Reporting and Management: Management Accounting and Control (H) or AC492 Principles of

Finance

LL431 The European Internal Market

LL484 Regulation of Financial Markets

Social Regulation ¶

AN406 Political and Legal Institutions or AN407 The Anthropology of Economic institutions and their Social Transformation

GY414 Gender, Space and Society (n/a 02/03)

ID480 Labour Law LL429 European community Law (Social Policy) (n/a 02/03)

LL478 Policing and Police Powers

SA403 Criminal Justice Policy

SA405 European Social Policy

Utilities Regulation ¶

GV403 Network Regulation (H)

IR458 International Political Economics of Energy † (n/a 02/03)

LL430 European community Competition Law ‡

Government and Law ¶

GV481 Public Choice and Public Policy I - Introduction (H)

GV482 Public Choice and Public Policy II - Advanced Topics (H)

GV483 Public Management Theory and Doctrine (H)

LL400 Jurisprudence and Legal Theory LL465 Law and Social Theory

LL474 Modern Legal History

A course from another programme + MI451 Quantitative Analysis 1: Description and Inference (H) and MI401 Concepts and Methods of Social Inquiry (H)

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 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 in Contemporary Society

(Department of Sociology)

Full-year programme. Students must take three compulsory courses and a dissertation as shown.

SO4M1 or SO4M2 Methods of Sociological Study

SO408 Sociology of Religion

SO416 Cults, Sects and New Religions

SO499 Dissertation

Students may, with the approval of the Programme Director, under special circumstance (if, for example, they have already taken a course similar to one of the compulsory ones), take an alternative course to papers 2 or 3.

MSc Russian and Post-Soviet Studies

(Department of Government)

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

Courses to the value of one full unit from the following:

GV401 Nationalism and Ethnic Conflict in the Former Soviet Union (H)

GV468 Themes in Russian History (H)

GV495 The Politics of Transition in the Former Soviet Union (H) Courses to the value of two full units from the following:

The course not taken under paper 1 above

EU400 The Political Economy of Transition GV439 Government and Politics in Eastern Europe (n/a 02/03) (H) HY431 The Cold War and the Third World Revolutions HY434 The Rise and Fall of Communism in Europe 1917-1990 HY434 The Rise and Fall of Communish in Care |
IR425 Soviet and Post-Soviet Foreign Policy †
SO417 Contemporary Russian Society: Key Issues and Development Trends

† Please note that the International Relations (IR) Department permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Therefore, if a non IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'a relevant course from another programme' and vice versa.

MSc Russian and Post-Soviet Studies (Research) (Department of Government) Full-year course

Two of the courses listed as paper 1 for MSc Russian and Post-Soviet Studies (above)
MI4M1 or MI4M2 Foundations of Social Research
Courses to the value of one full unit from:
EU400 The Political Economy of Transition
GV439 Government and Politics in Eastern Europe (H)
GV479 Nationalism
HY416 The Establishment of Communism in Central Europe
HY419 The Russian Revolution 1914-1921
HY431 The Cold War and the Third World Revolutions
IR425 Soviet and Post-Soviet Foreign Policy †
SO417 Contemporary Russian Society: Key Issues and Development Trends
A relevant course from another programme •

A relevant course from another programme

GV499 Dissertation

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.

AN404 Anthropology: Theory and Ethnography
One of the following:
AN402 The Anthropology of Religion

AN405 Kinship, Sex and Gender AN406 Political and Legal Institutions

AN407 Economic Institutions and Social Transformation 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) (n/a 02/03)

AN411 Research Methods in Social Anthropology (H) (n/a 02/03)

AN412 The Anthropology of Death (H) (n/a 02/03)

AN411 Research Methods in Social Anthropology (H) (n/a 02/03)

AN412 The Anthropology of Death (H) (n/a 02/03)

AN413 The Anthropology of Conflict, Revolution and War (H) (n/a 02/03)

AN414 The Anthropology of Art and Communication (H) (n/a 02/03)

AN415 The Anthropology of India (n/a 02/03)

AN416 The Anthropology of Hunters and Gatherers of Sub-Saharan Africa (H) (n/a 02/03)

AN418 Cognition and Anthropology (H) (n/a 02/03)

AN419 The Anthropology of Christianity (H)

AN420 The Anthropology of South-East Asia (H) (n/a 02/03)

AN421 The Anthropology of Industrialisation and Industrial Life (H)

AN422 The Anthropology of Religious Nationalism and Fundamentalism (H) (n/a 02/03)

AN425 The Anthropology of China (H) (n/a 02/03)

AN426 Film and Photography in Anthropological Practice and Theory (H) (n/a 02/03)

AN427 The Anthropology of South-West Asian and North African Societies (H) (n/a 02/03)

AN429 The Anthropology of Southern Africa (H)

AN427 The Anthropology of South-West Asian and No. 1. AN429 The Anthropology of Southern Africa (H)
AN430 The Anthropology of Governance in the Modern State
AN431 The Anthropology of Lowlands Latin America (H)

AN431 The Anthropological Linguistics (H) (n/a 02/03)

AN434 The Anthropological Theories of Exchange (H) (n/a 02/03)

AN434 The Anthropology of East and Central Africa (H) (n/a 02/03)

AN435 The Anthropology of Agrarian Development and Social Change (H) (n/a 02/03)

AN436 The Anthropology of Development (H) (n/a 02/03)

AN499 Dissertation

MSc Social Anthropology (Research)

(Department of Anthropology)

Full-year programme. Students must take the following five courses (each of which has a unit-value of 0.8).

MI461 Quantitative Analysis (Anthropology) 1 or MI462 Quantitative Analysis (Anthropology) 2

MI463 Fundamentals of Research Design (Anthropology)

AN441 Anthropological Fieldwork Methods

AN441 Anthropological Fieldwork Methods

AN442 Supervised Reading Course and Fieldwork Preparation

AN443 Research Proposal

MSc Social Policy and Planning

(Department of Social Policy)

Full-year programme. Students must take courses to the value of three full units, non-assessed course SA4C1 and a dissertation as

Paper

SA450 Social Policy and Administration
Courses to the value of two full units from the following:
SA402 Social Policies for Ageing Populations (H)
SA405 European Social Policy
SA411 Foundations of Health Policy
SA425 Social Security Policies (H) 2&3

SA425 Social Security Policies (H)
SA429 Social Exclusion, Inequalities and the 'Underclass' Debate (H) SA429 Social Exclusion, Inequalities and the Original Sauce (H)
SA448 Foundations of Social Service Policy (H)
SA451 Social Policy Research
SA4A7 Gender and Social Policy: Theory and Practice (H)

SA4A7 Gender and Social Policy: Theory and Practice (H)
SA4A9 Gender and European Welfare States (H)
SA4B2 Family, Change and Society (H)
SA4B8 Ethnicity, 'Race' and Social Policy (H)
SA4B9 Education Policy, Reform and Financing (H)
SO409 Sociology of Crime, Deviance and Control
A full- or half-unit course from another programme
SA4C1 Long Essay and the Research Process (not assessed)
SA471 Social Policy and Planning Dissertation (1 September)

MSc Social Policy and Planning in Developing Countries

(Department of Social Policy)

Full-year programme. Students must take one compulsory course and optional courses to the value of two full units, non-assessed course SA4C1 and a dissertation as shown.

SA452 Social Policy, Planning and Participation in Developing Countries ¶
Courses to the value of two full units from the following:
Any course within the Department of Social Policy
A paper from another programme ♦

A paper from another programme ◆
SA4C1 Long Essay and the Research Process (not assessed)

SA4C1 Long Essay and the Research Floors (1 September) ¶ Project report required for this course must be submitted on the last day of Week 9, Lent term.

MSc Social Policy (Research)

(Department of Social Policy)

Full-year programme.

SA451 Social Policy Research

MI4M1 or MI4M2 Foundations of Social Research
SA471 or SA472 Dissertation
Courses to the value of one full unit from the following:

Courses to the value of one full unit from the londing.
DV411 Population and Development (H)
SA402 Social Policies for Ageing Populations (H)
SA403 Criminal Justice Policy

SA405 European Social Policy

SA406 European and Comparative Health Policy

SA411 Foundations of Health Policy

SA414 Health Economics

SA425 Social Security Policies (H)

SA425 Social Security Policies (H)
SA426 Hospital Economics and Management (H)
SA427 Pharmaceutical Economics and Policy (H)
SA429 Social Exclusion, Inequality and the 'Underclass' Debate (H)
SA431 Housing Law (H)
SA433 Management Studies and Management Skills
SA434 Foundations of Urban Studies (H)
SA435 NGO Management, Policy and Administration
SA436 Planning and Regeneration (H)*
SA437 Urban Morphologies (H)

SA437 Urban Morphologies (H)
SA438 Urban Infrastructure and Development (H)

SA438 Urban Infrastructure and Development (H)
SA441 Planning Studies
SA444 Rehabilitation of Offenders (n/a 02/03)
SA445 Social Planning for Rural Development
SA446 Psychology and Crime (n/a 02/03)
SA450 Social Policy and Administration
SA452 Social Policy Planning and Participation in Developing Countries
SA460 Urbanisation and Social Planning
SA461 Voluntary Sector Policy and Administration
SA464 Current Issues in Housing and Urban Policy (H)

SA464 Current Issues in Housing and Urban Policy (H)

SA478 International Housing and Social Change

SA479 The Development of Housing Policy (H)
SA480 Advanced Population Analysis (H)
SA485 Methods of Population Planning (H) (n/a 02/03)
SA488 Development of Social Policy (H)
SA491 Population Policies: Evolution and Impact (H)
SA493 Population, Trends and Processes in the Developing World (H)
SA4A1Critical Studies of Cities and Regions (H)
SA4A7 Gender and Social Policy: Theory and Practice (H)
SA4A8 Gender, International Social Policy and Development (H)
SA4A9 Gender and European Welfare States (H)
SA4B2 Family, Change and Society (H)
SA4B8 Ethnicity, 'Race' and Social Policy (H)
SA4B9 Education Policy, Reform and Financing (H)
SA4C2 Basic Education and Social Development (H)

MSc Social Psychology

(Department of Social Psychology)

Full-year programme. Students are required to take two compulsory courses (PS400, PS4M1 or PS4M2) and optional courses to the value of one full unit and a dissertation as shown.

PS400 Contemporary Social Psychology PS4M1 or PS4M2 Methods of Research in Social Psychology Two of the following: PS410 Social Representations (H) (n/a 02/03) PS411 The Social Psychology of the Media (H) PS412 The Audience in Mass Communications (H) PS413 The Psychology of Gender (H) (n/a 02/03) PS415 The Social Psychology of Economic Life (H) PS418 Social Psychology of Health (H) PS421 Issues in Social Psychology: Evolutionary Psychology (H) PS428 Knowledge Processes in Organisations (H) PS437 Representations, Institutions and Communities (H) PS439 The Social Psychology of New Technology (H) PS446 Issues in Organisational and Social Psychology: Organisational Life PS451 Cognition and Culture (H) PS454 The Social Psychology of Public Communication (H) A course from another programme (subject to the approval of the Candidate's Programme Director) PS433 Research Report (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.

MI451 Quantitative Analysis 1: Description and Inference (H) MI452 Quantitative Analysis 2: The Generalized Linear Model (H) MI455 Quantitative Analysis 3: Applied Multivariate Analysis (H) or approved courses in Statistics to the value of one full unit ◆ MI453 Fundamentals of Research Design (H) and MI454 Qualitative Social Research: Interview, Text and Image (H) Courses to the value of one full unit from the following: PH400 Philosophy of Science and Scientific Method PH405 Philosophy of the Social Sciences PH407 Foundations of Probability PH410 Advanced Social Philosophy (n/a 02/03) PH413 Philosophy of Economics 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	
1	Two of the following:
	MI451 Quantitative Analysis 1: Description and Inference (H) MI452 Quantitative Analysis 2: The Generalized Linear Model (H)
	MI455 Quantitative Analysis 3: Applied Multivariate Analysis (H) or approved courses in Statistics to the value of one full unit •
2	MI453 Fundamentals of Research Design (H) and MI454 Qualitative Social Research: Interview, Text and Image (H)
3	SA451 Social Policy Research
4	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.

```
Two of the following:

MI451 Quantitative Analysis 1: Description and Inference (H)

MI452 Quantitative Analysis 2: The Generalized Linear Model (H)

MI455 Quantitative Analysis 3: Applied Multivariate Analysis (H)

or approved courses in Statistics to the value of one full unit ◆

MI453 Fundamentals of Research Design (H) and MI454 Qualitative Social Research: Interview, Text and Image (H)

Courses to the value of one full unit from the following:

PS404 Organisational Social Psychology

PS410 Social Representations (H) (n/a 02/03)

PS411 Social Psychology of the Media (H)

PS412 The Audience in Mass Communications (H) (n/a 02/03)

PS415 The Social Psychology of Economic Life (H)

PS418 Social Psychology of Health (H)

PS439 Social Psychology of New Technology (H)

PS443 Modern Social Psychology (H)

PS445 Organisational and Social Decision Making (H)

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.

```
Two of the following:

MI451 Quantitative Analysis 1: Description and Inference (H)

MI452 Quantitative Analysis 2: The Generalized Linear Model (H)

MI455 Quantitative Analysis 3: Applied Multivariate Analysis (H)

or courses in Statistics to the value of one full unit •

MI453 Fundamentals of Research Design (H) and MI454 Qualitative Social Research: Interview, Text and Image (H)

Courses to the value of one full unit from the following:

SO402 Sociological Theory

SO403 Social Analysis of Industrial Societies (n/a 02/03)

SO404 Sociology of Development

SO406 Political Stability and Change (n/a 02/03)

SO407 Contemporary Political Sociology: Theories and Research Strategies

SO408 Sociology of Religion

SO409 Sociology of Crime, Deviance and Control

SO411 The Sociology of Gender

SO438 Sociology of Employment I: Social Relations at Work (H)

SO439 Sociology of Employment II: Contemporary Management and Globalisation (H)

MI499 Dissertation (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.

```
MI452 Quantitative Analysis 2: The Generalized Linear Model (H) and MI455 Quantitative Analysis 3: Applied Multivariate Analysis (H)
or approved courses in Statistics to the value of one full unit $
MI421 Social Research Design (H) and MI454 Qualitative Social Research: Interview, Text and Image (H)
Courses to the value of one full unit from:
ST415 Surveys and Experiments in Social Research (H)
ST416 Multilevel Models (H)
ST417 Statistical Sources and Packages (H)
or other approved Statistics courses
MI499 Dissertation (20 August)
```

MSc Sociology

(Department of Sociology)

Full-year programme. Students must take three courses and write a dissertation as shown.

Paper
1 SO4M1 or SO4M2 Methods of Sociological Study
2 & 3 Courses to the value of two full units from the following:
GV479 Nationalism
SA437 Urban Morphologies (H)

SO403 Social Analysis of Industrial Societies (n/a 02/03)
SO404 Sociology of Development
SO406 Political Stability and Change (n/a 02/03) or SO407 Contemporary Political Sociology: Theories and Research Strategies
SO408 Sociology of Religion
SO409 Sociology of Gender
SO411 The Sociology of Gender
SO416 Cults, Sects and New Religions
SO417 Contemporary Russian Society: Key Issues and Developmental Trends
SO418 Genes and Society (n/a 02/03)
SO421 Media, Technology and Everyday Life
SO425 Regulation, Risk and Economic Life
SO426 Sociological Theory Part I (H)
SO427 Sociological Theory Part II (H)*
SO430 Economic Sociology (H)
SO433 Cultural Theory (H)
SO435 Culture and Economy (H)
SO438 Sociology of Employment I: Social Relations at Work (H)
SO439 Sociology of Employment II: Contemporary Management and Globalisation (H)
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)

Academic-year programme. Students must take courses to the value of four full units.

Paper	
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:
	ST404 Sampling Theory and Practice (H)
	ST405 Multivariate Analysis (H)
	ST409 Stochastic Processes (H)
	ST410 Basic Time Series (H)
	ST411 Regression, Diagnostics and Generalised Linear Modelling (H)
	ST415 Surveys and Experiments in Social Research (H)
1	Courses to the value of two full units from the following:
	Courses listed under 3 above not already taken
	EC484 Advanced Econometric Theory
	OR406 Mathematical Programming (H)
	SA481 Basic Population Analysis (H) (n/a 02/03)
	ST413 Further Time Series (H)
	ST416 Multilevel Models (H)
	ST418 Non-linear Dynamics and the Analysis of Real Time Series (H)
	ST499 Dissertation (submission in June)

MSc Statistics (Research)

(Department of Statistics)

Full-year programme. Students must take courses to the value of four full units.

A Mathematics course (with permission) (H)
A Methodology course (with permission) (H)

Paper	
1, 2, 3	As above
4	One half unit from those listed under 4 above (except ST499)
5	MI453 Fundamentals of Research Design (H) or MI401 Concepts and Methods of Social Inquiry (H)
6	ST499 Dissertation (submission in September)
	or res Dissertation (Submission in Supramisor)

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

```
HY400 International History in the Twentieth Century
IR411 Foreign Policy Analysis
One of the following, to be chosen from either section 1 or 2

Section 1:
HY408 Nationalism, Communism and Conflict in East Asia, 1931-1954
HY409 The Origins and Conduct of the Second World War, 1935-1945
HY411 European Integration in the Twentieth Century
HY412 Spain and the Great Powers, 1936-1953: Civil War, World War, Cold War
HY414 French External Relations in the Era of de Gaulle, 1940-1969 (n/a 02/03)
HY421 The History of the Arab-Israeli Conflict, 1948 to the present
HY422 Presidents, Public Opinion and Foreign Policy from the Era of Franklin Roosevelt to the Present
HY426 The European Enlightenment, c 1680-1830
HY428 Britain and the Modern World: Power and Decline since 1870 (n/a 02/03)
HY429 Anglo-American Relations from 1939 to the Present
HY430 The Marshall Plan and Europe, 1945-1952
HY431 The Cold War and Third World Revolutions, 1965-1989
```

HY432 From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1995
HY433 Cultural Encounters from the Renaissance to the Modern World
HY434 The Rise and Fall of Communism in Europe 1917-1990

Section 2:
GV479 Nationalism
IR405 Sovereignty Rights and Justice (n/a 02/03)
IR412 International Institutions III (n/a 02/03)
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
IR419 International Relations of the Middle East (n/a 02/03)
IR421 Concepts and Methods in International Relations (n/a 02/03)
IR422 Conflict and Peace Studies
IR425 Soviet and Post-Soviet Foreign Policy
IR427 International Politics: Africa
HY499 Dissertation

MSc Voluntary Sector Organisation

(Department of Social Policy)

Full-year programme. Students must take two compulsory courses, optional courses to the value of one full unit, non-assessed course SA4C1 and a dissertation as shown.

Paper		
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 the MSc in Social Policy and Planning not already taken	
	A course from another programme +	
4	SA4C1 Long Essay and the Research Process (not assessed)	
5	SA475 Dissertation (1 September)	

ACCOUNTING AND FINANCE

AC402

Financial Risk Analysis

Teacher responsible: Professor H S Shin A350

Availability: This is an optional course in MSc Management and Regulation of Risk, MSc Accounting and Finance, and MSc Finance and Economics. The course assumes a knowledge of finance theory as taught in Corporate Finance and Asset Markets (AC430) and basic statistics and mathematics (calculus, linear algebra).

Course syllabus: This course treats methods of financial risk assessment including: advanced risk measurement for fixed income and derivative instruments, credit risk modelling, advanced methods for risk adjusted capital allocation, and modelling systemic and liquidity risk. This course 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
- ii. Advanced methods of risk adjusted performance measure and capital allocation
- iii. Term structure models
- iv. VaR and extreme values for fixed income portfolios and derivatives
- Credit risk (scoring, structural models, ratings based models, intensity models)
- vi. 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 teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course teacher and the student's supervisor.

AC403

Management and Regulation of Risk

Teacher responsible: Professor R W Anderson, A375

Availability: This is the core course for the MSc Management and Regulation of Risk. The course 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.

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 22 seminars sessional, 6 hours of classes in MT and 15 hours of practitioner seminars.

Written work: A substantial (10,000 word essay) is an integral part of the course and 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); M Crouhy, D Galai & R Mark, Risk Management (McGraw-Hill, 2001); S French, Readings in Decision Analysis (Chapman and Hall, 1989);

C Hood & D K Jones, Accident and Design (UCL Press, 1996); B Hutter, Regulation and Risk: Occupational Health and Safety Regulation on the Railways (Oxford University Press, 2001); M Jacobs (Ed), Greening the Millennium? The New Politics of the Environment (Blackwell, 2000); P Jorion, Value at Risk (McGraw-Hill, 1997); M Power, The Audit Society: Rituals of Verification (Oxford University Press, 1997); J Rosenhead (Ed), Rational Analysis for a Problematic World (Wiley, 1989); B A Turner & N F Pidgeon, Man-made Disasters (Butterworth-Heinemann, 1997); R Welford & A Gouldson, Environmental Management and Business Strategy (Pitman Publishing, 1993).

Assessment: 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, A452 Availability: Intended for students on the MSc Accounting and Finance and MSc Law and Accounting. Other students may be admitted if they have sufficient background knowledge acquired at the undergraduate level.

Core syllabus: Aims to provide an advanced overview of current research and practice in the area of management accounting, strategy and organisational control. Particular emphasis is given to the economic analysis of management accounting and to strategic and organisational aspects of control systems design.

Content: Economic Perspective: Current developments in management accounting research and practice. The emerging strategic role for management accounting. Strategic Management Accounting; Target Costing; Activity Based Costing; economic approaches to the allocation of overhead costs, including Ramsey prices. 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. Elements of this part of the course may be modified to focus more on agency theory and imperfect contracting.

Teaching: 21 meetings (AC410) of three hours Sessional. A total of about 15 weekly classes (AC410.A).

Written work: A variety of types of assignments are given for class discussion including exercises and case studies. Two pieces of written work, or equivalent, per term are assessed, but the grades will not count towards the overall course assessment.

Reading list: Detailed reading lists will be given out at the start of each part of the course. Illustrative references include: R S Kaplan & A A Atkinson, Advanced Management Accounting (3rd edn, Prentice-Hall, 1998); R Cooper & R S Kaplan, The Design of Cost Management Systems (2nd edn, Prentice-Hall, 1999); M Bromwich & A Bhimani, Management Accounting: Pathways to Progress (CIMA, 1994); R Simons, Performance Measurement & Control Systems for Implementing Strategy, (Prentice Hall, 2000).

AC420

Corporate Financial Reporting

Teachers responsible: Professor R Macve, E306 and others

Assessment: A three hour written examination in the ST.

Availability: Anyone on the MSc programmes in Accounting and Finance subject to satisfactory completion of any required preliminary reading. Other students may be admitted if they have a substantial knowledge of financial accounting acquired at undergraduate level.

Core syllabus: The course examines the current approach to corporate financial reporting to investors and other groups in countries with active capital markets (such as the UK and USA).

Content: The course studies the economic and social rationales for corporate financial reporting, with particular consideration being given to the nature of conventional (historical cost) accounting and to prevailing regulatory structures applying to financial reporting. Emphasis is placed on the range of theories that have been developed to explain the nature, form and content of corporate financial reports and the nature of the resulting statements, rather than on the technicalities of preparing financial statements. Knowledge of the basic accounting statements is assumed. Some technical accounting issues will be examined in detail and some topical issues and current controversies will be discussed including new and proposed accounting standards.

The main theoretical perspectives examined are: deductive approaches, based on the notion of financial accounting as the measurement of economic income and value (including applications to current accounting controversies); social approaches, studying financial reporting as a social and behavioural phenomenon; economic approaches, regarding corporate financial reporting as an information system, and studying the demand for and supply of accounting information in a market setting and its stock market impact; and regulatory approaches, examining the nature of and case for and against the regulation of corporate financial reporting.

Illustrations are provided of how these theories are used in standard setting and in valuation.

Teaching: 21 lectures of two hours each, sessional (AC420), and 20 classes (AC420.A) of one hour.

Written work: The lecturers set exercises, essays or case studies for class discussion each week. Many of these involve reading key papers and other writings in the financial accounting literature and illustrating their effects numerically. At least four pieces of work, based on these assignments, are collected for assessment.

Reading list: Detailed reading lists are handed out at the start of the course, and will be largely based on papers in academic journals. Relevant books covering specific parts of the course are: W H Beaver, Financial Reporting: An Accounting Revolution (3rd edn, Prentice-Hall, 1998); M Bromwich, Financial Reporting, 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.

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 teacher. The dissertation option is to be chosen in only one half

AC430

the student's supervisor.

Corporate Finance and Asset Markets

Teachers responsible: Dr J L G Board, E309 and Professor R W Anderson, A375

unit module, with its outline approved in the LT by the course teacher and

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 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: teaching notes, as well as C Huang & R Litzenberger, Foundations for Financial Economics, North-Holland, 1988; J-P Danthine & J Donaldson, Intermediate Financial Theory, forthcoming; T Bjork, Arbitrage Theory in Continuous Time, Oxford University Press, 1998; M Baxter & A Rennie, Financial Calculus, Cambridge University Press, 1996; and some journal articles.

Assessment: A three hour written examination in the ST.

AC437

H

Financial Econometrics

This course is taught jointly by the Accounting and Finance and Economics Departments.

Teachers responsible: Professor G Connor, A353 and Professor O Linton, S278

Availability: Exclusively for MSc Finance and Economics students.

Mathematical background to the level of the course taught in September in

the Economics Department, is assumed.

Core syllabus: The techniques of empirical investigation in economics and finance. Students are introduced to recent empirical findings based on asset pricing models.

Content: The course includes a selection of the following topics: multivariate regression, maximum likelihood estimation, Wald, Likelihood Ratio, and Lagrange Multiplier tests, systems of simultaneous equations, Generalised Method of Moments, time-series modelling, GARCH, Markov switching models, co-integration, tests of the efficient markets model, econometric tests of CAPM and APT, factor models, models of high frequency returns data.

Teaching: Lectures AC437: 40 hours of lectures MT and LT. Classes AC437A: 20 one-hour sessions.

Written work: Exercises are provided each week and they are discussed in class.

Reading list: A reading list is available at the beginning of seesing.

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 teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course teacher and the student's supervisor.

AC441

Derivatives

Teacher responsible: Dr J-P Zigrand, A454a

Availability: Intended for students on the Mi

Availability: Intended for students on the MSc Accounting and Finance. This is a more advanced course. Students will be expected to show some familiarity with statistics and calculus.

H

Core syllabus: Provides a thorough grounding in the theory of derivatives pricing and hedging.

Content: This course develops the theories of arbitrage asset pricing. Particular emphasis is placed on pricing within a multi-period, mostly

continuous-time, framework. A special feature of the course is its coverage of the modern theory of contingent claims valuation by PDE and martingale methods. These asset pricing methods are applied to the pricing of vanilla and exotic options and corporate liabilities, forwards, futures, as well as fixed income derivatives.

Teaching: 20 hours of lectures and 10 hours of class teaching in the LT.

Written work: Weekly problem sets in classes (10).

Reading list: Teaching notes will be distributed. No one book covers the entire course. Books recommended include J Hull, Options Futures and Other Derivatives, (4th edn, Prentice-Hall, 2000) and M Baxter & A Rennie, Financial Calculus (Cambridge University Press, 1996). For an introduction to the mathematical techniques, S N Neftci, An Introduction to the Mathematics

of Financial Derivatives (Academic Press, 1996), may be useful.

Assessment: A two hour written examination in the ST.

AC442 H

Quantitative Methods for Finance and Risk Analysis Teacher responsible: Dr J Danielsson, A454b

Availability: This course is intended for students on the MSc Accounting and Finance and MSc Management and Regulation of Risk. A background in statistics and mathematics is required.

Core syllabus: A graduate level course on the quantitative and statistical tools that are important in applied finance. Students will be exposed to application of these tools and the key properties of financial data through a set of computer-based classes and exercises.

Content: The following topics will be covered; review of statistics and introduction to time-series econometrics; modelling financial returns and the efficient markets hypothesis; an introduction to the analysis of financial data using MATLAB; event studies; modelling financial return volatility; modelling extreme portfolio returns and Value-at-Risk.

Teaching: 27 hours of combined lectures/seminars plus 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

Asset Price Modelling Teacher responsible: Dr A Patton

Availability: This course is intended for students on the MSc Accounting and Finance. The course entitled Quantitative Methods for Finance and Risk Analysis is a required pre-requisite for this course. However, students who can satisfy the course teacher that they have covered the material in Quantitative Methods for Finance and Risk Analysis adequately may be granted exemption from this requirement.

Core syllabus: A graduate level course which focuses on the interface between theoretical finance research and empirical work. Emphasis is placed on the techniques used to test asset pricing and market microstructure models and the results derived from these tests in the empirical finance literature.

Content: The following topics will be covered; testing the CAPM and multifactor pricing models; present value models for stock prices, bubbles and 'excess volatility'; consumption-based asset pricing, the equity premium puzzle and the risk-free rate puzzle; fitting term structure models; foreign exchange market efficiency and exchange rate determination; modelling transaction-level data in equity and foreign exchange markets; testing microstructure models.

Teaching: 30 hours of combined lectures/seminars in the LT.

Written work: Students will be asked to give short seminar presentations based on the topics covered in the course and will be graded on these 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 H

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. Other students may be admitted to the course if they have a reasonable knowledge of accounting or finance acquired at undergraduate or equivalent level.

Core syllabus: The aim of this course is to introduce students to security analysis and valuation from both theoretical and empirical perspectives. Student are furthermore provided with an opportunity to apply their skills by valuing, in small groups, from the point of view of a "sell-side analyst", a firm's equity of their choice using technologies based on the present values of free cash flows and economic value added. The course should appeal to students interested in investment analysis and fund management.

Content: The course comes in three parts. The first part, financial analysis,

focuses on past and present performance evaluation, which is used by financial analysts to generate expectations about future performance (prospective analysis). The second part, security valuation, focuses on the determination of intrinsic security prices, which, in efficient markets, reflect prospective performance. The third part, returns to fundamental and technical analysis, provides empirical evidence on returns to trading strategies based on 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 two hour written examination (weight 70%) and the corporate valuation project report (weight 30%). For MSc Finance and Economics students, a two hour written examination (weight 70%) and the corporate valuation project report (weight 30%) or a 6,000 word dissertation (100%) on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course teacher and the student's supervisor.

AC445 H

Portfolio Management

and the student's supervisor.

Teacher responsible: Professor G Connor, A353

Availability: MSc Accounting and Finance, MSc Law and Accounting Accounting and Accounting Accounting Accounting Accounting Acc

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 teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course teacher

AC446 H 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 teacher. The dissertation option is to be chosen in only one

half unit module, with its outline approved in the LT by the course teacher

AC447 Global Financial System

Teacher responsible: Professor H S Shin, A350

and the student's supervisor.

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, Microconomic 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 teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course teacher and the student's supervisor.

AC448 H NA 02/03

Financial Intermediaries

Teacher responsible: Professor S Bhattacharya, E308

Availability: Intended for students of the MSc Accounting and Finance and the MSc Finance and Economics; other graduate students to be admitted only with the permission of the course lecturer. Mathematical background to the level of the September course taught in the Economics Department. Core syllabus: A graduate course on financial strategies of firms and

investors in imperfect financial markets, on financial intermediation and on some key macroeconomic aspects of such settings.

Content: The course introduces and applies the analytical methods of information economics and of contract theory to issues arising under asymmetric information in insurance; corporate financial policy; credit markets; the theory and regulation of banking intermediaries; and macroeconomic implications.

Teaching: 20 hours of lectures and 10 hours of classes in LT.

Written work: Critical reviews of some of the articles covered via group presentations in classes.

Reading list: The primary textbook is X Freixas and J-C Rochet, Microeconomics of Banking (MIT Press, 1997), Other readings from O D Hart, Firms, Contracts, and Financial Structure (Clarendon Press, 1995), and from selected articles in academic journals and applied professional publications.

Assessment: 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 teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course teacher and the student's supervisor.

AC450

International Accounting and Finance

Teachers responsible: Dr E Bertero, A308 and Mr D Cairns, A452

Availability: 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: This course is designed 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:
 The accounting systems and requirements of different countries.
 France, Germany, the USA, Japan, East and Central Europe and other

emerging economies illustrate this theme.

 The harmonisation and convergence efforts and proposals. The work of the International Accounting Standards Board (IASB), the European Union and the International Organization of Securities Commissions (IOSCO) will be considered.

 The choice of accounting treatments for particular issues in different countries including requirements for consolidated (group) accounts, foreign currency accounting and accounting for changing prices.

This part of the course involves speakers with practical and academic experience of different countries and institutions.

International Finance: This section includes three areas:

- 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);
- International financial architecture (the 1987 crash; contagion and currency crises; the multilateral and EU frameworks for financial services; a comparison of the institutions responsible for financial crises in different financial systems);
- International financial management (foreign exchange risk: exposure, management and hedging; currency options, futures and swaps).

Teaching: Ten two-hour lectures in the MT and ten two-hour lectures in the LT. Classes: at least five hours in the each of the two terms.

Written work: In the international accounting section of the course students are required to compare either the accounting systems and requirements in two countries or for one technical issue. In the international finance, in light of the current continuous and fast institutional changes, much consideration is also given in the course to institutional and regulatory structures — which the theory attempts to capture — in different countries. For this part of the course, students are required to undertake a group project on a topic concerning financial crises and the financial system of a particular country.

Reading list: The accounting section makes extensive use of journal articles and pronouncements by national and international agencies as well as such texts as C Roberts, P Weetman & P Gordon, International Financial Accounting: a Comparative Approach. The readings for the finance section are a selection of journal articles and the following textbooks: P Sercu & R Uppal, International Financial Markets and the Firm (Chapman and Hall, 1995); A Shapiro, Multinational Financial Management (6th edn, Allyn & Bacon, 1999).

Assessment: A three hour written examination in the ST.

AC470

International Accounting
Teacher responsible: Mr D Cairns, A452

Availability: For students taking the CEMS/IMEX route of the MSc Management. Students and other MSc programmes who have undergraduate level knowledge (or equivalent) of Accounting and Finance (for example, a good grade in AC100 Elements of Accounting and Finance)

Core syllabus: Aims to provide a review of the international dimensions of accounting. Comparative aspects are also included.

Content: The course deals with three broad issues:

- The accounting systems and requirements in different countries. France, Germany, the USA, Japan, East and Central Europe and other emerging economies illustrate this theme.
- The harmonisation and convergence efforts and proposals. The work
 of the International Accounting Standards Board (IASB), the European
 Union and the International Organization of Securities Commissions
 (IOSCO) will be considered.
- The choice of accounting treatments for particular issues in different countries including requirements for consolidated (group) accounts, foreign currency accounting and accounting for changing prices.

The course involves speakers with practical and academic experience of accounting issues in different countries and institutions.

Teaching: Ten two hour lectures and a minimum of five hours classes in the MT (AC450).

Reading list: The course makes extensive use of journal articles and pronouncements by national and international institutions as well as such texts as C Roberts, P Weetman & P Gordon, International Financial Accounting: a Comparative Approach.

Assessment: Assessment is determined by an essay of approximately 5,000 words comparing either the accounting systems and requirements in two countries or for a technical topic.

AC490

Financial Reporting and Management: Management Accounting and Control

Teacher responsible: Dr T Ahrens, A451

Availability: Intended for MSc students who are not specialising in Accounting and Finance and who have not previously studied these subjects to a significant extent. Students who have previously studied Accounting and Finance are asked to seek advice before selecting this course.

Core syllabus: An introduction to management accounting. The first half concentrates on costing and the second half discusses issues of performance measurement and investment appraisal.

Content: Cost Volume Profit Analysis. Costing Systems. Budgeting.

Standard Costing. Performance Measurement. Investment Appraisal.

Teaching: Ten lectures and three classes in LT.

Written work: Students are expected to produce several pieces of written work, including accounting exercises, case studies, and essays.

Reading list: Horngren, Bhimani, Datar, Foster, Management and Cost Accounting (2nd edn, Financial Times Prentice Hall, 2002) and articles from the reading list.

Assessment: A two hour written examination in the ST.

AC491

Financial Reporting and Management: Financial Reporting

Teacher responsible: Fr K McMillan, A263

Availability: Intended for MSc students who are not specialising in Accounting and Finance and who have not previously studied these subjects to a significant extent. Students who have previously studied Accounting and Finance are asked to seek advice before selecting this course.

Core syllabus: An introduction to financial reporting.

Content: Accounting Rules and Regulation. Assets and Depreciation. Equity and Debt. Financial Statement Analysis. Limitations of the Conventional Accounting Model. Recent Standard Setting Initiatives. Consolidation and Goodwill. Intangible Assets.

Teaching: 10 weekly lectures of 2 hours each in MT. Classes: three hours MT. Written work: Students are expected to produce several pieces of written work, including accounting exercises and essays

Reading list: A detailed reading list will be made available at the start of the course. Illustrative texts include Arnold, Hope, Southworth, Kirkham, Financial Accounting (Prentice Hall, 2001) and Atrill & McLaney, Financial Accounting for Non-specialist (Prentice Hall, 1999).

Assessment: 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

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.

ANTHROPOLOGY

AN402

Anthropology of Religion

Teachers responsible: Dr L Bear and Professor C Fuller, A505

Availability: For the MSc in Social Anthropology and MSc in Anthropology

Core syllabus: This course covers selected topics in the anthropology of religion, focusing upon relevant theoretical debates. Reference will be made to ethnographies of the ritual, symbolism and religious knowledge of

Content: Various anthropological approaches to the study of religion, ritual and symbolism are covered. Key topics will be: the religious representation of life, death, sex, morality and gender; the relation between cosmology and magical practice; typologies of thought; the religious, the aesthetic, the scientific; religion and the social construction of the emotions; the work of the symbol; myth and history; shamanism and spirit possession; theodicy and world religions; persons, objects and spirits in the process of conversion; the problem of religious belief; the category of 'religion'; ritual.

Teaching: Lectures AN402 weekly ML, Seminars AN402.A weekly ML. Reading list: M Bloch, Prey into Hunter: the Politics of Religious Experience; M Douglas, Purity and Danger; E Evans-Pritchard, Witchcraft Oracles and Magic among the Azande; D Lan, Guns and Rain; G Lewis, Day of Shining Red; C Lévi-Strauss, The Savage Mind; M Bloch, From Blessing to Violence; J Comaroff, Body of Power, Spirit of Resistance; P Boyer, The Naturalness of Religious Ideas; F Cannell, Power and Intimacy in the Christian Philippines; M Bloch & J Parry, Death and the Regeneration of Life; T Asad, Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam; V Raphael, Contradicting Colonialisms: Translation and Christian Conversion in Tagalog Society under early Spanish Rule.

Detailed reading lists are provided at the beginning of the course. Assessment: There is a three-hour examination in the ST.

AN404

Anthropology: Theory and Ethnography

Teachers responsible: Professor C Fuller, A505 and Dr C Stafford, A609 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 Burman; 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 F Cannell, 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 MacCormack & 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

Core syllabus: The anthropological analysis of political and economic institutions as revealed in relevant theoretical debates, and with reference

Content: The development of political and legal anthropology and their key concepts; centralised and non-centralised politites; chieftainship, kingship and other forms of authority; the bases for equality and inequality; the legitimation of power; political competition and conflict; indigenous responses to colonialism; agrarian rebellions; nationalism and ethnicity; theories of order and normative domain; law as command and law as rules; the legal dimensions of hierarchy and authority; dispute institutions and processes; legal pluralism, Indian, Islamic and other non-Western legal 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.

The Anthropology of Economic Institutions and Social Transformation

Teachers responsible: Dr L Bear and to be announced

Availability: For the MSc in Social Anthropology, MSc in Anthropology and Development, MSc in Development Studies, MSc in Human Rights, MSc in

Core syllabus: The anthropological analysis of economic institutions crossculturally and of their transformation as a result of their incorporation into a wider capitalist market and of state policies and development initiatives. These themes are examined in relation to relevant theoretical debates and with reference to selected ethnography.

Content: Key concepts and theoretical debates in economic anthropology: the idea of the 'natural' and 'moral' economy; the social organization of production and exchange; gift versus commodity exchange; economic aspects of kinship and gender relations; the emergence of 'free' labour; work regimes in pre-market and market economies; monetization as an agent of social change; theories of consumption; local responses to the transition from peasant to proletarian; the social impact of state development initiatives; capitalist and state interventions affecting the environment and local reactions to them; the politicization of the peasantry in relation to threats to peasant subsistence; social responses to hunger and famine; social structure and economic organization; poverty; humanitarian and development aid in complex emergencies; dispossession by development to refugees and resettlers.

Teaching: Lectures AN407 weekly ML, Seminars AN407.A weekly ML, plus 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.

H NA 02/03

The Anthropology of the Mediterranean with special reference to Greece and Cyprus

Teacher responsible: To be announced Availability: For the MSc in Social Anthropology.

Core syllabus: Themes and theoretical debates appearing in the anthropological literature of Greece and Cyprus. Occasional reference will be made to ethnographies of other circum-Mediterranean societies, eg Turkey, Macedonia, Bulgaria, Yugoslavia, Bosnia. Some attention will be paid to studies of refugees, and the incorporation of ethnic minorities into Greek State and society.

Content: Through a discussion of selected texts, issues of culture and social structure will be explored in a number of communities. The importance of orthodoxy in Greek cultural identity will be featured. Particular attention will be paid to the use of history, to capitalist transformation, to gender relations, with particular attention to the division of labour and of religious representation; to the notion of honour; to local violence and its relation to state formation. Nationalism, and the politics of the treatment of cultural minorities will be considered. The management of death will be featured. The role of popular song in ethnography may be discussed. Appropriate ethnographic films may be shown, in addition to lectures and classes.

Teaching: Lectures AN409 weekly, Seminars AN409.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: Detailed reading lists are provided at the beginning of the

Assessment: There is a two-hour examination in the ST.

AN410 H NA 02/03

The Anthropology of Madagascar

Teacher responsible: To be announced Availability: For the MSc in Social Anthropology.

Core syllabus: A comparative study of a number of Malagasy peoples. Content: The course examines the available ethnography on a number of peoples in Madagascar selected so as to give the students some knowledge of the anthropological variety of the island. Particular attention is paid to kinship, gender, notions of the person, identity/ethnicity, religion and politics. All required reading is in English.

Teaching: Lectures AN410 weekly, Seminars AN410.A weekly. Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: R Astuti, People of the Sea; M Bloch, Placing the Dead; M Bloch, From Blessing to Violence; M Covell, Madagascar: Politics, Economics and Society; G Feeley-Harnik, A Green Estate; M Lambek, Human Spirits; M Lambek, Knowledge and Practice in Mayotte; J Mack, Madagascar, Island of the Ancestors. Detailed reading lists are provided at the beginning of the course. Students are also asked to read a number of recent, still unpublished PhD dissertations.

Assessment: There is a two hour examination in the ST.

AN411

Research Methods in Social Anthropology

eacher responsible: To be announced Availability: For the MSc in Social Anthropology. Core syllabus: A review of diverse research methods employed by social anthropologists; consideration is given to the selection of appropriate

techniques for specific research problems and interests. Content: A brief introduction to methods in social anthropology, with an

outline of the main types, particularly fieldwork by participant observation, the household census, the analysis of household composition, the sample survey, various approaches to asking questions and interviewing, the life history, the case history, research with documents and in archives, aspects of video, photography and sound recording as documentation media, aspects of authorship and the construction of ethnographic texts.

Teaching: Lectures AN411 weekly, Seminars AN411.A weekly. Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: Detailed reading lists are provided at the beginning of the

Assessment: There is a two hour examination in the ST.

AN412

H NA 02/03

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

Teaching: Lectures AN412 weekly, Seminars AN412.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: R Astuti, People of the Sea; M Bloch, Prey into Hunter; M Bloch & J Parry (Eds), Death and the Regeneration of Life; S Cederroth, C Corlin & J Lindstrom (Eds), On the Meaning of Death; F H Damon & R Wagner, Death Rituals and Life in the Societies of the Kula Ring; J Parry, Death in Banaras; N Scheper-Hughes, Death without Weeping; J Watson & E S Rawski (Eds), Death Ritual in Later Imperial and Modern China.

Detailed reading lists are provided at the beginning of the course. Assessment: There is a two-hour examination in the ST.

H NA 02/03

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

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

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.

H NA 02/03 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

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

raised by an anthropology of art, and its relation to disciplines such as art

Teaching: Lectures AN414 weekly, Seminars AN414.A weekly. Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: A Gell, Art and Agency, N Munn, The Fame of Gawa; E Gombrich, Art and Illusion; C Levi-Strauss, The Savage Mind. Detailed reading lists are provided at the beginning of the course.

AN415

H NA 02/03

NA 02/03

The Anthropology of India Teachers responsible: Professor J Parry, A613 and others

Availability: For the MSc in Social Anthropology.

Assessment: There is a two-hour examination in the ST.

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.

H NA 02/03 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

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.

H NA 02/03

Cognition and Anthropology

Teacher responsible: Professor M Bloch, A608 Availability: For the MSc in Social Anthropology.

Core syllabus: The course re-examines the topic of the relation between individual cognitive development and cultural constructs. It pays particular attention to theories of semantics as they relate to child cognitive development and to the interface between cognitive science and theories of culture.

Content: This course re-examines the relation between cultural constructs and individual cognitive processes and development. In the historical development of modern anthropology there has, at times, been an active transfer of ideas between psychologists and anthropologists. Among the instances of such transfers of ideas, which are dealt with in the course, are the Sapir/Whorf theory of 'linguistic relativity' and the theory of schema proposed by Bartlett. After dealing with the past development of the interdisciplinary relation between cognitive science and anthropology, some contemporary issues are examined in detail. These include i) the nature of concepts and concept formation; ii) anthropological and psychological accounts of metaphor; iii) theory of mind and metare presentations; iv) anthropological and psychological theories of learning; v) domain specificity; vi) the significance of 'expertise' vii) the anthropology and psychology of emotions and viii) the anthropology and psychology of memory.

Teaching: Lectures AN418 weekly, Seminars AN418.A weekly. Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: E Hutchinson, Cognition in the Wild; D Holland & N Quinn, Cultural Models in Language and Thought; G Lakoff & M Johnson, Metaphors that we live by; R Sternberg & E Smith, The Psychology of Human Thought, T Schwartz et al, New Directions in Psychological Anthropology; J Lave, Cognition in Practice; L Hirshfeld & S Gelman (Eds), Mapping the Mind; D Sperber, Explaining Culture; M Bloch, Ritual, History and Power, P 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 F Cannell, A610

Availability: For the MSc in Social Anthropology.

Core syllabus: The ethnography of the perception of Christianity in the light of differing cultural and social situations especially colonial conditions and their historical parallels.

Content: The course examines a number of anthropological and historical studies of local forms of Christianity, including local forms of Catholicism, contemporary and historical Protestantisms including American Fundamentalist Protestantism and 'heretical' and other unorthodox Christianities. The course asks why anthropologists have shied away from analysing Christianity long after studies of other world religions, such as Islam, Hinduism and Buddhism, have become widely established. It looks at the relationship between Christianity and the history of anthropological thought, and locates the place of Christianity in the writings of Mauss, Durkheim, Foucault and others, in order to defamiliarise the religion which Europeans and Americans especially often take for granted. Issues examined will include the nature and experience of belief, the problems of writing about religion, Christianity and the state, the nature of religious confession, Christianity and women's religious and social experience (from Medieval women mystics to women priests), inquisitions and heretical beliefs, priests and alternative forms of mediation with divine power, miraculous saints, incorrupt bodies and 'non-eaters' and changing ideas about death, Heaven and Hell. Particular attention is paid to the nature of conversion, the history of missionaries and to Christianity in colonial and post-colonial situations in a variety of contexts such as Madagascar, South America, South East Asia and South Africa, and to issues of resistance and the re-appropriation of Christian doctrines by local populations.

Teaching: Lectures AN419 weekly, Seminars AN419.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: M Bloch, From Blessing to Violence: History and Ideology in the Circumcision Ritual of the Merina of Madagascar; F Cannell, Catholicism, Spirit Mediums and the Ideal of Beauty in a Bicolano Community, Philippines (PhD thesis, University of London); W Christian, Person and God in a Spanish Valley (reprint 1988); J Comaroff, Body of Power, Spirit of Resistance; J de Pina Cabral, Sons of Adam, Daughters of Eve: the Peasant World View in the Alto Minho; R lleto, Pasyon and Revolution: Popular Movements in the Phillippines, 1840-1910; J Nash, We Eat the Mines and the Mines Eat us: Dependency and Exploitation in Bolivian Tin Mines; M Taussig, The Devil and Commodity Fetishism in South America. Detailed reading lists are provided at the beginning of the course.

AN420

H NA 02/03

The Anthropology of South-East Asia

Teacher responsible: Dr F Cannell, A610 Availability: For the MSc in Social Anthropology.

Assessment: There is a two hour examination in the ST.

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, i 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.

The Anthropology of Industrialisation and Industrial Life

Teacher responsible: Professor J Parry, A613 Availability: For the MSc in Social Anthropology.

AN421

Core syllabus: Anthropological perspectives on the industrialization process, on industrial life and industrial work, examined in relation to ant 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 02/03 The Anthropology of Religious Nationalism

and Fundamentalism Teachers responsible: To be announced

Availability: For the MSc in Social Anthropology. Core syllabus: The comparative ethnography and anthropological analysis

of religious nationalism and fundamentalism in the non-western world. Content: Conceptual problems in the definition of religious 'nationalism' and 'fundamentalism', with particular reference to Islam, Hinduism, Buddhism and non-western Christianity. The relationship between nationalism (and communalism and ethnicity) and fundamentalism, and the significance of violence in politico-religious conflicts, as illustrated by ethnographic material. The relationship between fundamentalism and religious reformism and scripturalism. The impact of fundamentalism on 'traditional' forms of popular and elite religion. Resistance to fundamentalism and religious nationalism, and the question of religious 'tolerance' in cross-cultural perspective. The relationship between

the historical construction of nationalism. Teaching: Lectures AN422 weekly, Seminars AN422.A weekly.

Written work: Students are expected to prepare discussion material for

nationalism and regionalism. Education, the transmission of knowledge and

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 NA 02/03

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

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.

H NA 02/03 AN426 Film and Photography in Anthropological Practice

Teacher responsible: To be announced Availability: For the MSc in Social Anthropology.

and Theory

Core syllabus: The object of the course is to familiarize students with film and the photographic image as sources of ethnographic information, as contributions to the social sciences in a descriptive, evocative and analytic role and as problematic cultural but intellectually provocative representations. Content: The course considers the problem of realism, and its special importance for the documentary tradition; the historical development of the main ethnographic film-making approaches; (naive documentation realism; observationalism; participatory documentary; symbolist documentary; reflexive filming); problems of validation, verification and interpretation of early photographs of indigenous peoples; recent reactions against naive realism and against the observational movement; post-modern developments in ethnographic film, media representations of "otherness", of ethnic conflict and refugees. The course also examines the need for written contextualization of historical images and films, and the opponents of this view. The course also examines in detail a number of significant benchmark films, and leading theoretical debates surrounding the ethics of responsible documentary representations of cultures and individual persons, and where possible consider how photographs and films are to be viewed in the light of existing written ethnography.

Teaching: Lectures AN426 weekly, Seminars AN426.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: E H Gombrich, Art and Illusion; Crawford & Turton, Film as Ethnography; B Nichols, Representing Reality; Gross, Katz & Ruby, Image Ethics; L Taylor, Visualizing Theory; P Loizos, Innovation in Ethnographic Film; E Edwardes, Photography & Anthropology; D MacDougall, Transcultural Cinema; C Pinney, Camera Indica: The Social Life of Indian Photographs; 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, Imaginero; Kildea & Leach, Trobriand Cricket; Kildea, Valencia Diary; Dunlop & Morphy, Madarrpa Funeral at Gurka'wuy; McKenzie & Hiatt, Waiting for Harry; D MacDougall, Goodbye Old Man; Boonzajer Flaes, Polka: the Roots of Texas-Mexican Accordion Music in S Texas and N Mexico. Assessment: There is a two-hour examination in the ST.

AN427 H NA 02/03 The Anthropology of South-West Asian and North

African Societies Teacher responsible: Dr M Mundy

Availability: For the MSc in Social Anthropology.

Core syllabus: Anthropological perspectives on the societies of South-West Asia and North Africa, with particular emphasis on Arabic-speaking societies, examined in relation to relevant theoretical debates and with

reference to selected ethnographies. Content: Introduction to geographical and historical factors making for the social unity and diversity of the area; the character of scholarship on the area and the place of anthropology within that; kinship systems: unity and diversity; kingship and the Muslim political tradition; Khaldunianism and the persistence of the tribe; the ethnography of law; the ethnography of Islamic learning and institution; the anthropology of aesthetic tradition: austerity of ritual, luxuriance of language; regional ethnographies (2 or 3 to be

considered in any year): Anatolia/Turkey, Iran, Yemen, Palestine/Israel,

Morocco, Algeria, Syria/Lebanon, Egypt, Sudan. Teaching: Lectures AN427 weekly, Seminars AN427.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: L Abu-Lughod, 'Anthropology's Orient: the Boundaries of Theory on the Arab World' in H Sharabi (Ed), Theory, Politics and the Arab World: Critical Responses; J Berque, Essai sur la Methode Juridique Maghrebine; P Bourdieu, Algeria; D Eickelman, The Middle East: An Anthropological Approach; E Evans-Pritchard, The Sanusi of Cyrenaica; E Gellner, Muslim Society; M Gilsenan, Recognizing Islam; A Hourani, A History of the Arab Peoples; I Khaldun, The Mugaddima; E Peters, The Bedouin of Cyrenaiea: Studies in Personal and Corporate Power; ((Eds) J Goody & E. Marx); B Messick, The Calligraphic State; G Tillion, The Republic of Cousins. Detailed reading lists are provided at the beginning of the course.

H

Assessment: There is a two-hour examination in the ST.

AN429

The Anthropology of Southern Africa

Teacher responsible: Dr M Engelke, A609 Availability: For the MSc in Social Anthropology.

Core syllabus: This course serves as an introduction to the ethnography of Southern Africa. Topics to be considered include labour migration, urbanisation, transformations in land tenure and land use, changing kinship and gender relations, ethnicity and identity, and the role of performance and expressive culture in managing social transformation. Throughout the course, the effects on local communities of apartheid and of its demise will be a central concern.

Content: The ethnography of South and southern Africa has played a formative role in social anthropology, generating some of the key theoretical issues which underpin the discipline. This course provides students with an opportunity to understand changes in anthropological theory and practice by comparing the classic ethnographic texts with more recent writings from the same regions. Areas covered include South Africa, Lesotho, Swaziland, Botswana, Mozambique and Zimbabwe. The course, through looking at the new significance of institutions which appear to have remained intact, concerns itself with analyzing processes of social change and continuity. In particular, it examines some of the social effects of the apartheid regime.

and of its demise. It looks not only at objective changes in political economy and livelihood, but also the forms of expressive culture through which these changes are expressed by those experiencing them. It develops students' ethnographic knowledge about specific communities, and also equips them with the skills to address key theoretical issues from the broader corpus of anthropological writings, in the context of data from this particular region.

Teaching: Lectures AN429 weekly, Seminars AN429.A. Written work: Students are expected to prepare discussion material for

presentation in the seminars. Reading list: J Comaroff, Body of Power, Spirit of Resistance; J L & 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 The Anthropology of Governance in the Modern State

Teacher responsible: Dr M Mundy, A507

Availability: For the MSc in Social Anthropology.

Core syllabus: The course examines recent work by anthropologists on government and the modern state.

Content: The approach is one which conserves the central characteristics of anthropology - a careful documentation of informal and non-state modes of governance, an attempt not to take the European experience as model for political development in isolation from non-European societies, and a commitment to grant oral and observed sources an equal status to written sources in its account of social knowledge - but goes on to incorporate formal institutions and written codes in the analysis of governance. It treats 'the modern state' as a process of historical depth in which the encounter between European and non-European polities was central and hence includes within its compass work by anthropologists on colonial and postcolonial 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

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 politicoeconomic systems, social structures, cosmologies and historical relations to colonial and national societies.

Content: The course addresses the history and current state of anthropological analyses of the indigenous peoples of Lowland South America, with a concentration on recent developments in the ethnography of the region. The course focuses on these recent attempts to integrate the study of politico-economic systems, social structure, cosmology and external relations, with particular emphasis on the implications of how indigenous peoples of the region conceive of their own social lives and of the world in which they live.

Teaching: Lectures AN431 weekly, Seminars AN431.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: E Viveiros de Castro, From the Enemy's Point of View; C Levi-Strauss, The Raw and the Cooked; The Story of the Lynx; J Overing Kaplan, The Piaroa; C Crocker, Vital Souls; P Gow, Of Mixed Blood; P Descola, In the Society of Nature; The Spears of Twilight; E Basso, The Last Cannibals.

Detailed reading lists are provided at the beginning of the course. Assessment: There is a two hour examination in the ST.

AN432 H NA 02/03

Anthropological Linguistics

Teacher responsible: To be announced Availability: For the MSc in Social Anthropology.

Core syllabus: The relation of social anthropology to the study of

language. The Sapir Whorf hypothesis. Semantics and pragmatics. Politeness. Language and thought. Political and religious language. Oratory. The ethnography of speaking.

Content: The course concerns the relation of language to culture and society. It looks at the history of the subject. It examines theories which see a relation between the way we think and the way we see the world. It looks at the anthro-pological and sociological implications of various types of theories of meaning. The course considers such issues as the hierarchy. The significance of forms of politeness is studied. The issue of the significance of literacy is examined.

Teaching: Lectures AN432 weekly, Seminars AN432.A weekly,

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: Detailed reading lists are provided at the beginning of the course. Assessment: There is a two-hour examination in the ST.

H NA 02/03 AN433

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 system:

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.

H NA 02/03 AN434 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, Siava: 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.

H NA 02/03 AN435 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 NA 02/03

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 ciritiques of the notions of "participation" and "indigenous technical knowledge" which have been used in agricultural development, especially by NGOs; alternative views which see knowledge as fragmentary and performative. Local, cultural knowledge about forestation, deforestation, and wildlife conservation. The localization and contestation of globally-formulated concepts of human rights, and of state and international programmes of family planning and population control, which often fail to dovetail with local knowledge about fertility and reproduction. Regional ethnographies used include various parts of Southern and West Africa, China, the Caribbean, Latin America, South and South-East Asia.

Teaching: Lectures 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 Anit-politics machine "Development", depoliticization and Bureaucratic Power in Lesotho (1994); J Ferguson 'Anthropology and its evil twin "Development" in the constitution of a discipline' in F Cooper & R Packard (Eds), International Development and the Social Sciences (1997); K Gardner & D Lewis, Anthropology, Development and the Post-modern challenge (1996); S Greenhalgh (Ed), Anthropological contributions to fertility theory (1994). Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST.

AN437

Anthropology of Learning and Cognition

Teachers responsible: Professor M Bloch, A608 and Dr C Stafford, A609 Availability: This course is compulsory for the MSc Anthropology of Learning & Cognition.

Core syllabus: The course will focus on the relationship between mechanisms of cultural transmission, both informal and institutional, and what anthropologists have called 'culture' and 'society'. We shall look at the way universal human capabilities develop and are used during different stages of life to create unique cultural understandings. We shall then examine how these understandings enable us to interact in specific ways with others.

Content: Topics covered include schemas, memory, 'theory of mind', informal and formal education, emotions, expertise, and the nature of different types of beliefs. We shall consider how themes of this kind elaborated in cognitive anthropology and in cognitive science more generally - lead to a reconsideration of classic anthropological concerns, including kinship, religion, politics and economics.

Teaching: Lectures (20 in all) weekly ML, Seminars (20 in all) weekly ML. Provisional reading list: B Shore, Culture in mind; M Cole, Cultural psychology; R D'Andrade, The development of cognitive anthropology; D Holland & N Quinn, Cultural models in language and thought; E Hutchins, Cognition in the wild; J Lave, Cognition in practice; M Bloch, How we think they think; D Sperber, Explaining culture; P Boyer, The naturalness of religious ideas.

Assessment: There is a 3-hour examination in the ST

AN441

Anthropological Fieldwork Methods

Teachers responsible: Dr M Scott and Dr D James, A616 Availability: For MSc Social Anthropology (Research), MPhil Social

Anthropology

Core syllabus: The course aims to give students a thorough grounding in the classic fieldwork methods used by anthropologists since the inception of the discipline in its contemporary form; a working knowledge of new techniques and trends which have been introduced over the past two decades; and an awareness of how both may be used in the context of the specific geographical and cultural setting in which they have chosen to conduct anthropological research.

Content: The first half of the course deals with general fieldwork methods. These include participant observation; using field notes; film, photography and visual methods of research; fieldwork ethics and anthropological 'codes of ethics'; written ethnography and the problem of representation; dealing with our precursors; critical approaches to existing ethnographic texts; multi-sited ethnography: the local and the global; research into family, kinship and the genealogical method; fieldwork and the use of archival material; and fieldwork methodology and the research proposal. In the second half of the course, each student presents a paper on methodological questions relating specifically to his/her proposed fieldwork. Reading list: M Banks & H Morphy (Eds), Rethinking visual anthropology, Yale UP, 1999; R Ellen, Ethnographic Research: a guide to general conduct, Academic Press, 1985; A Gupta & J Ferguson (Eds), Culture, Power, Place: explorations in critical anthropology, Duke University Press; M Jackson, Paths Towards a Clearing, 1989; G Marcus, 'Ethnography in/of the world system: The emergence of multi-sited ethnography' Annual Review of Anthropology, 24, 95-117, 1995; K Narayan, 'How Native is a "Native" Anthropologist?' American Anthropologist, 95(3), 1993; P Steven Sangren, 'Rhetoric and the authority of ethnography' Current Anthropology, 29(3), 405-435, 1988; R Sanjek (Ed), Fieldnotes: the Makings of Anthropology, H Russell Bernard, Research Methods in Cultural Anthropology, Sage, 1990; N Shepher-Hughes, 'The Primacy of the Ethical. Propositions for a Militant Anthropology' Current Anthropology 36(3), 409-420, 1995; Jonathan Spencer, 'Anthropology as a kind of writing', Man (n.s.) 24, 145-164, 1989.

Teaching: Twenty two-hour seminars in the MT and LT.

Written work: Students will be required to write and present a paper in the LT. Assessment: Students' progress will be monitored throughout the course by the teachers responsible. The work they undertake for this course is expected to feed directly into the preparation of the Research Proposal (AN 443, below) and will be formally examined through it.

AN442

Supervised reading course and fieldwork preparation Teachers responsible: Members of staff of the Anthropology Department

(students' supervisors) Availability: For MSc Social Anthropology (Research), and MPhil Social

Core syllabus: The programme of supervised reading aims to give students a detailed knowledge of the regional ethnographic literature relevant to their proposed research project, as well as providing them with a firm grounding in the theoretical literature relevant to their research objectives. The programme also aims to aid students in the practical organization of their field research (eg organizing language training, obtaining research permits and academic affiliations) through their

supervisors' personal guidance. Content: the programme of supervised reading will be specific to each student. It will be agreed with his/her supervisors at the beginning of the academic year and it will be closely reviewed during the course of the academic year.

Teaching: Students should expect to meet with at least one of their supervisors at 2-3 weekly intervals during term time, and to submit essays relevant to the preparation of their Research Proposal (AN443, below).

Written work: Students will be required to write essays for their supervisors throughout the academic year.

Assessment: Students' progress will be monitored by their supervisors through verbal discussion of the submitted written work. The work they undertake for this course is expected to feed directly into the preparation of the Research Proposal (AN443) and will be formally examined through it.

AN443

Research Proposal

Teachers responsible: Members of staff of the Anthropology Department Availability: For MSc Social Anthropology (Research) and MPhil Social

Content and Assessment: All students must submit a formal Research Proposal of 8,000-10,000 words excluding references to the Department on or before the deadline in September. The proposal is written under the guidance of their supervisors (as set out in AN442, above), and will normally draw on material studied as part of the Anthropological Fieldwork Methods seminar (AN441, above). It will be expected to demonstrate

knowledge of the regional ethnography, and theoretical and methodological literature, relevant to the proposed research.

(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

NA 02/03

A Programme of Ethnographic Films

Teachers responsible: To be announced There will usually be 10 films in each of the MT and LT. Titles will be announced at the beginning of each term.

DEVELOPMENT STUDIES

Development: Theory, History and Policy

Teachers responsible: Professor J Harriss and other DESTIN Staff Availability: For MSc in Development Studies; MSc Development Management; MSc Anthropology and Development; MSc Environment and 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

Teaching: 20 lectures (each of one and a half hours duration) + 20 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); R Bates, Prosperity and Violence: the political economy of development (W W Norton, 2001); S Berry, No Condition is Permanent: the Social Dynamics of Agrarian Change in Sub-Saharan Africa (University of Wisconsin Press, Madison, 1993); J Dreze & A Sen, Hunger and Public Action (Oxford University Press, 1989); P Evans, Embedded Autonomy: States and Industrial Transformation (Princeton University Press, 1995); J Ferguson, The Anti-Politics Machine: 'Development', Depoliticization 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, and coursework submitted for DV400.1 (20 per cent).

DV400.1

Philosophical and Methodological Issues in Development Research

Teachers responsible: Dr D W Rodgers, Professor J Harriss and DESTIN

Availability: For those taking DV400.

Content: This course is intended to introduce students to philosophical and some methodological issues in development research.

Teaching: Teaching will consist of ten lectures in the MT. Students will also attend 20 Visiting Lectures presenting recent research or practical experience in the development field in MT and LT.

Background readings: M Hollis, The Philosophy of Social Science: An Introduction; T Benton and I Craib, Philosophy of Social Science: The Philosophical Foundations of Social Thought, B Pratt & P Loizos, Choosing Research Methods: Data Collection for Development Workers; M Bulmer & D P Warwick (Ed), Social Research in Developing Countries: Surveys and Censuses in the Third World; S Devereux & J Hoddinott (Eds), Fieldwork in Developing Countries; R Ellen (Ed), Ethnographic Research: A Guide to General Practice; M Agar, The Professional Stranger: An Informal Introduction to Ethnography; S Medema & W Samuels (Eds), Foundations of Research in Economics: How Do Economists Do Economics?: P Bardhan (Ed), Conversations between Economists and Anthropologists: Methodological Issues in Measuring Economic Change in Rural India. Assessment: Students will write a 2,000 word essay worth 20% of the final mark for DV400.

DV402

NA 02/03

The Politics of Southeast Asian Development Teacher responsible: Dr J Putzel, U206

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

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

Written work: Students will be expected to present at least two written

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 Hutchcroft, 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

Teachers responsible: Dr J Beall, U208 and Dr E A Brett, U207 Availability: For MSc Development Management, MSc Development Studies and MSc Anthropology and Development only

Core syllabus: A critical examination of 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 policies, programmes and projects.

Content: The aim of the course is to provide a theoretical understanding of international development institutions and to generate a critical awareness of the research that has been conducted into selected areas of development practice. On completing the course students should be able to: (1) use rigorous theory to solve practical development problems; (2) identify and assess relevant case study material to inform the practice of development management; and (3) critically appraise their own practical experience as workers in development organisations or consumers of their services. The course reviews literature dealing with the principles governing the institutions and organisations through which policies, programmes and projects are implemented. It examines the variety of functions they must

perform; the structures they can assume; the incentive systems which motivate them and how they relate to differing political, economic and social conditions. It considers recent literature which re-evaluates the way these problems are understood, looking in particular at recent developments in economics, public sector management, social policy and the ethnography of institutions and organisations. It focuses on the role of hierarchy, competition and participation in providing different kinds of services in different situations and contexts. It provides an analytical basis for making judgements about institutional reform programmes by showing how different kinds of institution and organisations - centralised bureaucracies, markets, participatory and solidaristic agencies - operate to provide services in practice.

Teaching: There are 18 one and a half hour lectures and 17 one-and-a-half hour seminars over the MT and LT. During the LT students doing the Development Management degree programme also take part in a group research project on topics identified by development agencies. A lecture and workshops are organised to assist student groups to formulate their proposals and report back to their commissioning agencies.

Written work: Students are expected to produce two 2000 word essays on topics agreed with an individual tutor. Students from the MSc Development Management programme are also expected to produce a group project report and an individual report on a component of the research project.

Reading list: A detailed weekly reading list is provided at the first course meeting. Introductory readings include: J Beall et al, Uniting a Divided City: Governance and Social Exclusion in Johannesburg, Earthscan, 2002; J Beall, 'Valuing Social Resources or Capitalizing on Them? Limits to Propoor Urban Governance in Nine Cities of the South', International Planning Studies, 6(4), pp 357-375, 2001; E A Brett, 'Voluntary agencies as development organizations: theorizing the problem of efficiency and accountability', Development and Change, 24, April 1993; C Clague, Institutions and Economic Development, Johns Hopkins, 1997; V Ostrom, Rethinking Institutional Analysis and Development: Issues and Alternatives, International Center for Economic Growth, San Francisco, 1988; D Robinson et al, Managing Development, Sage, 1999; G Thompson et al, Markets, Hierarchies and Networks, Open University, 1990; S Wright, The Anthropology of Organisations, Routledge, 1994.

Assessment: The course is assessed by a 3-hour unseen examination in the ST (80%) and by the best of the two essay grades (20%). Students from the MSc Development Management programme also submit an individual report on their research project, in fulfillment of the examination

requirement of DV410.1.

DV407

Poverty Teacher responsible: Professor A Saith

Availability: For students taking the MSc in Development Studies; MSc Development Management; MSc Environment and Development and MSc Anthropology 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

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 selfperception 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 growthenvironment-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 LT and will consist of 10 one and a half hour lectures and 10 seminars/workshops each of one and a half

Background readings: Detailed reading lists for different sections will be provided at the start of the course. B Agarwal, A Field of One's Own: Gender and Land Rights in South Asia, Cambridge University Press, 1994; R Chambers, Rural Development: Putting the Last First; M Desai, Poverty, Famine and Economic Development: The Selected Essays of Meghnad Desai, 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 (80%); one essay to be submitted at the start of ST (20%).

Economic Development Policy

Teachers responsible: Dr D Weinhold, U105 and Dr M Goldstein, U104 Availability: This course is for students taking the MSc in Development Studies; MSc in Development Management; MSc Environment and Development; MSc Anthropology and Development or from other departments who have had undergraduate second level courses in intermediate macro and microeconomics to a level assessed as adequate by the teachers responsible. Other suitably 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

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%).

Research Design and Dissertation in Development Studies and Development Management

Teachers responsible: Dr E Francis, Dr J Beall and all DESTIN staff Availability: Compulsory for MSc Development Studies; MSc Development Management. Also for MSc Gender and Development; MSc Environment and Development; MSc Anthropology and Development.

Core syllabus: Students will design a detailed research proposal 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: 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 1 September.

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. 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. Further details will be provided at the start of the session.

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 'A Partial Theory of World Development' in International Journal of Population Geography, 7, 2001; T Dyson, Population and Food: global trends and future prospects, Routledge, 1996; R H Cassen (Ed), Population and Development: Old Debates, New Conclusions, Overseas Development Council, Washington DC, 1994; World Bank, Population Change and Economic Development, Washington DC, 1985; and Population and Development Review, a Journal published quarterly by the Population Council, New York.

Assessment: A two-hour written examination in the ST.

DV413 H

Institutions, Environmental Change and Development Teacher responsible: Dr Tim Forsyth, S511

Availability: For students taking the MSc in Development Studies, the MSc in Development Management, or the MSc Anthropology and Development and for those taking other MSc programmes with the approval of the course teacher and their own programme directors.

Core syllabus: The course is about the institutions that regulate the interactions between society and the natural environment, at the local and national levels (the international level is dealt with in DV415). The course is also concerned with how these relationships are perceived and understood in particular development contexts. Firstly, a range of explanatory frameworks are introduced, with particular attention to political ecology, gendered resource access, and environmental narratives. Secondly, we critically analyse a number of resource management institutions as promoted by donors and governments, and practiced by local communities. We ask how these different institutions, and the politics surrounding them, impose constraints upon and present opportunities for the promotion of sustainable and equitable 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 hour lecture and a one 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 & H Brookfield, *Land and Society*, Routledge, 1987; T Forsyth, *Critical Political Ecology: the politics of environmental science*, Routledge, 2002; M Leach & R Mearns (Eds), *The Lie of the Land: challenging received wisdom in African environmental change and policy*, James Currey, 1996; E Ostrom, *Governing the Commons*, Cambridge University Press, 1990; R Peet & M Watts (Eds), *Liberation Ecologies: environment, development, social movements*.

Assessment: Two hour examination (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 U102

Availability: For students taking the MSc Environment and Development, MSc in Development Studies, MSc in Development Management or the MSc Anthropology and Development, and for those taking other MSc programmes with the approval of the course teacher and their own programme directors.

Core syllabus: The course 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 Reaimes, MIT Press, 1999.

Assessment: MSc Environment and Development Students (stream A): Two hour examination (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 examination (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, U103

Availability: For MSc Gender & Development; MSc Development Studies; MSc Development Management; MSc Anthropology and Development;

MSc Environment and Development.

Core syllabus: This course is concerned with the significance of gender relations in processes of social change and development. It has two major components. The first is a review of theoretical approaches to analysis of gender relations, social change and development, primarily in Sub-Saharan Africa and South Asia. The second component considers the historical and contemporary significance of gender relations in peoples changing forms of involvement in key institutions (chiefly households, communities, markets and states).

Content: The course begins with an overview of basic concepts and issues in the areas of gender and development and feminist theory. Attention will be paid to debates about the representation of 'Third World Women' in academic and policy discourse. Key processes of economic, political, social and cultural change in Sub-Saharan Africa and South Asia will be surveyed, with a focus on their implications for gender relations. Attention then moves to how social change is experienced and negotiated within households and localities. The course also examines the impact on gender relations of changing forms of involvement in and the operation of states and markets. 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 as a contested arena and the context of both 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 globalisation.

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; and society in non-western contexts. The second half of the course will be more practical; it will include the growth of transnational civil society organisations (transnational social movements and NGOs, international media, religious networks, international business associations, etc), their relationship to other global institutions, particularly international organisations like the United Nations or the European Union, religious fundamentalist and nationalist networks, 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: This course will consist of ten one and a half hour lectures in the LT and ten one and a half hours seminars which will be student-led.

Background reading list: H Anheier, M Glasius & M Kaldor (Eds), Global Civil Society 2001, OUP, 2001; A Arato & J Cohen, Civil Society and Political Theory, MIT Press, 1992; Robin Cohen & Shirin M Rai, Global Social Movements, Athlone Press, London and New Brunswick; David Held, Global Transformations, Polity, 1999; Ernest Gellner, Conditions of Liberty: Civil Society and its Rivals, Hamish Hamilton, 1994; D Hulme & M Edwards, NGOs, States and Donors: Too Close for Comfort, Macmillan, 1997; John Keane, 'Despotism and Democracy' in John Keane (Ed), Civil Society and the State, Verso, 1988; Keane, Civil Society, Polity, 1999; Margaret Keck & Kathryn Sikkink, Activists Beyond Boarders, Cornell University Press, 1998; Naomi Klein, No Logo, Flamingo, 2000; J Howell & J Pearce, Civil Society and Development, Lynne Rienner, 2001; S Kaviraj & S Khilnani, Civil Society: History and Possibilities, Cambridge University Press, 2001; Ronnie D Lipschutz, 'Reconstructing World Politics: The Emergence of Global Civil Society', Millennium: Journal of International Studies, Vol 21, No 1, 1992; Robert O'Brien et al, Contesting Global Governance: Multilateral Economic Institutions and Global Social Movements, Cambridge University Press; A Seligman, The Idea of Civil Society, Princeton University Press, 1992; P Willetts (Ed), The Conscience of the World: The Influence of Non-Governmental Organisations in the UN

Written work and Assessment: Students will be expected to write two essays and give one oral presentation on a different subject. The course will be assessed by a term paper (20%) which can be based on the essay or oral presentation and a two hour examination in the ST (80%).

DV418

African Development
Teachers responsible: Dr T Allen, U108 and Dr E Francis, U103

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 10 lectures and 10 classes, both lasting one-and-a-half hours.

Background readings: A detailed weekly reading list will be provided at the first course meeting. The following readings provide an introduction to the course: M Mamdani, Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism, 1996; J-F Bayart 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 02/03 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 political 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 10 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 David Keen, U107

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 looks at social, economic, psychological and political processes accompanying humanitarian disasters, at the effects of interventions, and at the prospects for peace.

Content: The course examines the consequences and causes of humanitarian disasters, and the effects of various interventions. It looks at the changing nature of civil conflicts, at the famine process, and at the benefits that may arise for some groups from war and famine. It examines some of the sociological and psychological roots of violence, as well as the information systems that surround and help to shape disasters. The principal focus is on Africa but other areas are also considered.

Teaching: The course will be taught in MT and will consist of 10 lectures of between one and one and a half hours and 9 seminars 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; M Duffield, Global Governance and the New Wars, Zed, 2001; 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 assessment of course work worth 20%.

ECONOMICS

EC400

Mathematics for MSc Economics (September Course)

Teacher responsible: Dr A Horsley, S875

Availability: This course is for the MSc in Economics, MSc in Global Market Economics, MSc in Public Financial Policy, MSc in Economics and Economic History, MSc in Economics and Philosophy, MSc in Finance and Economics and for other graduate students only with the permission of the course tutor. Students should know the basics of matrix algebra and multivariate calculus.

Course syllabus: The aim of this course is to provide students with the essential mathematical background for the core courses of the MSc Economics programme.

Content: The course begins with a concise review of the elements of linear algebra and multivariate calculus. It continues with convex analysis and its applications to optimisation and mathematical programming. It concludes with a study of linear differential equations and their uses in economic dynamics.

Teaching: Lectures EC400: 45 hours in September.

Classes EC400.A: 9 hours in September.

Written work: Written answers to set problems will be expected for each

Reading list: Lecture handouts are made available to students taking the course. The main book is C P Simon & L Blume, Mathematics for Economics, W W Norton, 1994. Other useful texts are: S Glaister, Mathematical Methods for Economics, B Blackwell, 1984; E Silberberg & W Suen, The Structure of Economics (3rd edn), McGraw Hill, 2001; B Beavis & I Dobbs, Optimization and Stability Theory for Economic Analysis, Cambridge, 1990. The relevant chapters of E T Dowling, Schaum's Outline of Theory and Problems of Mathematics for Economists, McGraw Hill, 1992, may also be useful.

Assessment: A three-hour written examination at the end of September.

EC401

Statistics for MSc Economics (September Course)

Teacher responsible: Ms S Bandyopadhyay, S375

Availability: This course is for the MSc in Economics, MSc in Global Market Economics, MSc in Public Financial Policy, MSc in Economics and Economic History, MSc in Economics and Philosophy, and for other graduate students only with the permission of Dr A Horsley.

Core syllabus: The aim of this course is to provide students with the essential statistical theory and methods background for the core courses of the MSc Economics programme.

Content: Random variables, distribution theory, point and interval estimation, hypothesis testing, correlation and regression, introduction to

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.

Assessment. A three-hour written examination

EC402

Methods of Economic Investigation I

Teachers responsible: Professor S Nickell, R448 and Dr V Hajivassiliou,

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:

- Regression models with fixed regressors (simple and multiple). Least squares. Goodness of fit and hypothesis testing.
- Regression models with stochastic regressors.
 Asymptotic Theory and its application to the regression model.
- 4. An example of regression using experimental data estimating the
- impact of class size on school performance.

 The partitioned regression model, multicollinearity, misspecification,
- omitted and added variables.

 6. Heteroskedasticity and Generalized Least Squares.
- Measurement Errors and Instrumental Variables.
- An example of the omitted variable problem. The omission of ability in the determination of the rate of return of schooling.
- The method of maximum likelihood.
- The analysis of time series. Basic concepts; the autoregressive process; asymptotic theory.
- Regression models in time series. Distributed lags; autocorrelated disturbances; estimation methods.
- 12. Diagnostic tests, model selection.

- Simultaneous equations. Structural and reduced forms; identification, two stage least squares. Dynamic simultaneous equation systems.
- 14. Co-integration and error correction models.
- The application of these methods to consumption.

Teaching: Lectures EC402: Main course 40 (twice weekly) MT and LT. Supplementary course 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: Professor O Linton, S583 and Dr M Schafgans, S584

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
- Overview of the Multivariate Regression Model. Constrained Estimation.
- Maximum Likelihood Estimation. Wald, Likelihood Ratio, and Lagrange Multiplier tests. Hausman tests. Application of the LM and Hausman approaches to the linear regression model.
- Systems of Simultaneous Equations. Identification, Recursive systems. Estimation, SURE, 2SLS, 3SLS, FIML.
- Models of discrete dependent variables, logit, probit, the random utility model. Sample selection bias. Truncated and censored dependent variables. Duration-hazard models.

II. Time Serie

- An overview of multivariate regression theory for stationary variables.
 Maximum Likelihood. Martingale differences, ARCH and GARCH.
- 2. Simultaneous equations for stationary dynamic systems. VARs.
- Single Equation Theory for non-stationary variables. Cointegration.
 Simultaneous equation theory and cointegration for non-stationary systems

systems. III. Panel Data

- 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: A reading list will be made available on the Department's course website before the start of term.

Assessment: A three-hour written examination in the ST.

EC404

Current Economic Issues

Teacher responsible: Dr C Scott, S687

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 M Piccione, S477 and Dr M Pesendorfer Availability: This course is for the MSc in Economics, MSc in Economics and Economic History, MSc Finance and Economics, MSc in Economics and Philosophy, MSc in Global Market Economics, MSc in Public Financial Policy and for other graduate students only with the agreement and confirmation, in writing, of the MSc (Economics) course tutor. Such permission will be granted only in exceptional circumstances. Students should have completed an undergraduate economics degree or equivalent. Knowledge of multivariate calculus is assumed.

Core syllabus: The aim of the course is to develop the basic tools for analysing problems of resource allocation used by economists working in research, government and business. The course deals with positive and normative problems. It aims to include modern developments without being overly mathematical, and to develop a capacity to apply economic concepts to real-world problems. 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: The first part of the course focuses on classical theories of consumer and producer behaviour and on the theory of competitive equilibrium. We will begin with a careful analysis of the optimisation problems of price-taking consumers and firms. We will then analyse market interaction and the formation of prices in the framework of perfect competition. The second part of the course focuses on models of imperfect competition including models of monopoly, oligopoly, product differentiation, and markets with incomplete information. Special emphasis will be given to economic applications. This part will also provide a basic introduction to game theory.

There are four broad headings. Consumer Theory: including such topics as utility maximisation, welfare, and choice under uncertainty; The Competitive Firm: including the objectives of the firm, cost and profit functions; Imperfect Competition: this will include monopoly, oligopoly, product differentiation, imperfect information, and a range of applications; General Equilibrium, Trade and Welfare: the two sector model of general equilibrium, the Hecksher-Ohlin paradigm, monopolistic competition and international trade.

Teaching: Lectures EC411: 20 x two-hours MT and LT.

Classes EC411.A: 20 Sessional.

Written work: Exercises are set for each class but only three of these will be taken in and marked. There will be a one-and-a-half-hour mock examination at the beginning of the ST.

Reading list: The course will draw on a variety of texts, the main ones being: H R Varian, *Microeconomic Analysis* (3rd edn), Norton; J R Green, A Mas-Colell & M D Whinston, *Microeconomic Theory*, 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-Collel, 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 van der Ploeg and Professor D Quah, S486

Availability: This course is for the MSc in Economics, MSc in Economics and Economic History, MSc in Finance and Economics, MSc in Economics and Philosophy, MSc in Global Market Economics and MSc in Public Financial Policy. Other graduate students may attend only with the agreement and confirmation, in writing, of the MSc (Economics) course tutor. Such permission will be granted only in exceptional circumstances. Students should have completed an economics degree or equivalent. Knowledge of differential calculus is assumed.

Core syllabus: The aim of the course is to give a wide-ranging survey of modern macroeconomics. While the course will require the use of mathematical methods, the overall presentation will be less technical than Macroeconomics II.

ontent:

Static Aggregate Demand and Supply: an overview of the Keynesian and Classical models and a discussion of the role of fiscal and monetary policy in both closed and open economies.

New Classical Macroeconomics: the equilibrium approach to business cycles stressing the role of imperfect information; the 'policy ineffectiveness' proposition and empirical tests; the Lucas critique.

New Keynesian Macroeconomics: fixed costs of price adjustment and the new microfoundations of Keynesian business cycle theory.

Labour Markets: implicit contracts, efficiency wage and union models.

Rational Expectations: dynamic models with rational expectations including the 'overshooting' model of exchange rate behaviour; time consistency, credibility and central bank independence.

Household Behaviour: the life-cycle permanent-income model, including empirical testing: labour supply; dynamic programming; the 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 Begg, 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 Jnr 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, R429 and Dr G Benigno, R430

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; E Helpman & P. Krugman, Market Structure and Foreign Trade, MIT, 1985; P Krugman & E Helpman, Trade Policy and Market Structure, MIT, 1989; G Grossman & K Rogoff (Eds), Handbook of International Economics, North Holland, 1995; E Leamer, Sources of Comparative Advantage: Theories and Evidence, MIT, 1984; P Krugman, M Fujita & A Venables, The Spatial Economy, MIT, 1999; M Obstfeld & K Rogoff, Foundations of International Macroeconomics, MIT Press. 1996.

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 Professor S

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

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

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, Labor 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, Dr A Sarychev, S482 and Dr R Inderst, S480

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: 44 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

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/EC426.htm

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 Bös, 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

Teachers responsible: Dr P Davis, R518 and Professor P Dasgupta 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: Pre-requsites 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 M Ghatak 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

(ii) Structural Features of Low-income Economies. Coping with risk. Risksharing and government policy. Formal and informal risk-sharing institutions. Saving behaviour. Development of financial institutions. Problems of agricultural development. Relationships between landlords and tenants. Poverty and undernutrition. Intrahousehold 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.

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.

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 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 A Faure-Grimaud, S475 and Dr T Mariotti, S481 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.

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 microeconomic section of EC100 Economics A together with the EC436.A

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

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 Dunkerley (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 Dr C Scott,

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; theore elical 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 Economies; Evans, Urban Economics; Armstrong & Taylor, Regional Economics and Policy; Jacobs, Cities and the Wealth of Nations; Krugman, Geography and Trade; Cheshire & Hay, Urban Problems in Western Europe: an economic analysis; Reich, The Work of Nations; Gugler, Cities in the Developing World: Issues, Theory and Policy; Thomas, Surviving in the City: The Urban Informal Sector in Latin America.

Detailed reading lists will be provided for lecture and seminar topics.

Assessment: A two-hour unseen examination paper in June.

FC438

Public Financial Policy

Teachers responsible: Dr J Leape, R538 and A N Other

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 others

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 lead 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

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: Empirical Asset Pricing; Vector Autoregressions; Cointegration; Business cycles; Phillips curves; Heterogeneous Agent General Equilibrium Models, Estimation of Non-Linear Rational Expectations Models with potentially unobserved state variables; Simulation-Based Estimators; Earnings Dynamics; Consumption Tests Using Micro Data.

Content: The emphasis will be on the connection between economic theory and empirical evaluation. The lecture course covers a wide range of topics in applied microeconometrics 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

Core syllabus: The aim of the course is to provide a comprehensive introduction to the economics of moral hazard and adverse selection in strategic settings.

Content: The first part of the course covers the static theory of moral hazard and incentive contracts (static principal-agent models, moral hazard in teams and multi-task incentive contracts) and the dynamic theory of incentive contracts (efficiency of long-run relationships, short-term versus long-term contracts and renegotiation). The second part of the course covers static mechanism design and self-selection contracts (revelation principle for Baynesian-Nash and dominant strategy equilibria, static screening contracts) with applications to 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.

Content: The course covers strategic-form games (Nash and correlated equilibria and rationalizability), dynamic games of perfect information (subgame perfection, bargaining and repeated games, complexity) static games with incomplete information (Bayesian games and equilibria) dynamic games of imperfect information (perfect Bayesian, sequential and trembling-hand perfect equilibria) and mechanism design (revelation principle, optimal auctions and regulation).

Reading list: The course will mainly draw from the following two textbooks: M J Osborne & A Rubinstein, A Course in Game Theory, MIT Press and D Fudenberg & J Tirole, Game Theory, MIT Press.

Teaching: Lectures/classes EC483: 40 MT and LT.

Assessment: A three-hour written examination in the ST.

EC484

Advanced Econometric Theory

Teacher responsible: Professor 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: An advanced treatment of the theory of estimation and inference of econometric models.

Content: Part (a) Asymptotic statistical theory: convergence in probability, almost sure, in mean and central limit theorems. Consistency and asymptotic normality of general extremum estimators. Part (b) 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: Dr V Hajivassiliou, S564, Professor P Robinson, S577 and others

Availability: This course is for the MSc in Econometrics and Mathematical Economics and for other graduate students with the permission of the course lecturer. Advanced Econometric Theory should be taken concurrently.

Core syllabus: The aim of the course is to introduce the student to topics at the frontier of econometric research of importance both at a theoretical and empirical level.

Content: The course consists of four series of ten lectures on specialised topics in econometrics. These lectures change from year to year. Presently they include: long memory time series; non-parametric and semi-parametric estimation; simulation-based estimation; nonlinear time series.

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

will be provided and lecture notes circulated.

Assessment: A three-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: Dr Gareth Austin, C319, Professor Nicholas Crafts, C321, Dr Peter Howlett, C214, Dr Tim Leunig, C322, Professor Mary Morgan, C420 and Dr Max-Stephan Schulze, C213

Availability: Compulsory course for MSc in Economic History and Economic History MPhil students. Other students may not attend without consent of the first-named course teacher. The course assumes no previous knowledge of statistics or econometrics.

Core syllabus: The course provides basic awareness of central themes and key methodological and theoretical issues in economic history; introduces students to important analytic tools used by economic historians, with an emphasis on their practical application in economic history research; and examines the ways in which economic and social historians collect, analyse and interpret qualitative and quantitative data. The training

is expected to inform dissertation work. Content: The course covers three main areas. (1) Theory and Research: this section introduces theoretical approaches to major issues in economic history, and considers the practical application in historical analysis of concepts from economics (primarily) and related disciplines. Topics vary but an illustrative list might include: processes of economic growth; economic development; culture and economic behaviour; modern macroeconomic ideas; imperfect information and incentive structures; welfare outcomes; comparative analysis of historical data. (2) Historical Methodology: this section introduces methodological issues in combining social science frameworks with historical materials, and introduces various approaches to interpretation and analysis in economic history. Topics vary but an illustrative list might include: knowledge and explanation in economic history; models, narratives and case studies; text analysis; surveys and censuses. (3) Quantitative Issues: this section introduces the problems of analysing and interpreting quantitative historical evidence (including the use of correlation, regression, and multiple regression); provides an introduction to the use of computers in historical studies, and includes exercises in the deconstruction of historical articles which have used quantitative techniques.

Preliminary reading list: T G Rawski (Ed), Economics and the Historian (1996); J E Alt & K A Shepse (Eds), Perspectives on Positive Political Economy (1990); P Dasgupta, An Inquiry into Well-Being and Destitution (1993); J Tosh, The Pursuit of History (2nd edn, 1991); D Little, Varieties of Social Explanation (1991); C Lloyd, Explanation in Social History (1986); P Hudson, History by Numbers. An Introduction to Quantitative Approaches (2000); R Floud, Essays in Quantitative Economic History (1974).

Teaching: The three parts of the course each occupy 6-7 weeks of teaching (totalling 20 weeks in the MT and LT). The first two parts are taught by a 2-hour lecture plus a 1-hour class each week. The quantitative part has a seminar plus a computer workshop, both weekly, and both of 1½ hours.

Written work: Students are required to submit two pieces of written work for the first two parts of the course and will be presented with weekly assignments for the quantitative section.

Assessment: (i) a term paper (30% of the overall marks) of not more than 3,000 words on an approved topic from the first two parts of the course, linked to the student's proposed MSc dissertation; (ii) a three-hour written examination (70% of the marks) in the ST, in which students have to answer questions from each of three parts of the examination paper, reflecting the three sections of the course.

EH416

Markets and States in Developing Economies since c1880

Teachers responsible: Dr Colin Lewis, C320 and Dr Kent Deng, C413

Availability: Optional course for students taking MSc in Economic History; MSc in Economics and Economic History; MSc in Development Studies; MSc Global Market Economics; MSc Public Financial Policy; MSc Development Management.

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: 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 Fluctuatuions of the Past (1989); C Goldin, Understanding the Gender Gap (1990); G Litecap, Contracting for Property Rights (1989); J Mokyr (Ed), The British Industrial Revolution: an Economic Perspective (1993); D C Mowery & N Rosenberg, Technology and the Pursuit of Economic Growth (1989); B van Ark & N Crafts (Eds), Quantitative Aspects of Postwar European Economic (1996).

Assessment: The final examination mark is made up of two components: an assessed piece of work and a written examination. The format of both components and their weight within the final examination mark is dependent upon which masters programme the student is following. For Economic History students: a 3,000 word essay (30%) plus a 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 prerequisites 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.

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 lliffe, The Emergence of African Capitalism (1983) and Africans: The History of a Continent (1995); R Austen, African Economic History (1987); A Hopkins, An Economic History of West Africa (1973); A Zeleza, A Modern Economic History of Africa, Vol 1, The Nineteenth Century (1993); R Bates, Essays on the Political Economy of Rural Africa (1983); and the novel by Ngugi Wa Thiong'o, Petals of Blood (1977).

Assessment: An assessed essay 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

1446 NA 02/03

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

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 work: Two essays (3,000 words each) are expected during the course. The first is due at the end of the 9th week (in the MT) and the second, the 17th week (in the LT).

Preliminary 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); T G Rawski & Lillian M Li, Chinese History in Economic Perspective (1990); Kenneth Pomeranz, The Great

Assessment: A three-hour unseen examination will count for 70% of the mark and a 3,000 word essay for the remaining 30%.

EH459

Financial and Business History: America, Europe

Teacher responsible: Dr Tim Leunig, C322

Availability: For MSc in Economic History; MSc in Economics and Economic History; MSc Global Market Economics; MSc Public Financial Policy. Other graduate students are welcome. There are no prerequisites, but some knowledge and an interest in business and finance are advantageous.

Core syllabus: This course explores the global evolution of business and finance from the late nineteenth century to the recent past. In so doing we seek to explain the success of firms, industries and nations and to show how data, particularly 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: Developmentism in Brazil and Argentina (1991); W C Smith & R P Korzeniewicz (Eds), Politics, Social Change and Economic Restructuring in Latin America (1997); R Thorp, Progress, Poverty and Exclusion (1998); J S Tulchin & A M Garland (Eds), Social Development in Latin America: the politics of reform (2000).

Assessment: 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.

FH475

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 Temin & G Toniolo, The European economy between the wars (1997); B Eichengreen, Golden Fetters. The Gold Standard and the Great Depression (1992); P Clarke, The Keynesian revolution in the making (1988); M Harrison (Ed), The economics of World War II (1998); A S Milward, War, economy and Society, 1939-45 (1977); A Boltho (Ed), The European economy: Growth and crisis (1988); D Ellwood, Rebuilding Europe. Western Europe, America and post-war reconstruction, (1992); M S Schulze (Ed), Western Europe: Economic and social change since 1945 (1999).

Assessment: A three hour unseen examination in the ST

EH477 NA 02/03 History of Economics: From Moral Philosophy to Social Science

Teacher responsible: Professor M Morgan, C420

Availability and restrictions: This course is for the MSc in Economic History, the MSc in Economics and the MSc in Economics and Economic History and other MScs where it is listed as an option. Other graduate students may take this course only with the permission of the course lecturer.

Core syllabus: The course aim is to understand the changing nature and content of economics as it turned from a branch of moral philosophy in the 18th century to a technical social science at the end of the 20th century.

Content: The course will explore the long-term changes in certain key concepts in economics, such as the notions of rational economic man, competition, equilibrium, money and economic order. The primary texts on these themes, chosen from a variety of European and American authors, will provide material for study of the changes in methods, concepts and theories of economics. Secondary literature will be used to help understand and assess the changing role of economics both as a science and as an art intended for state action.

Teaching: 40 hours over MT and LT, mixture of lectures and seminars. (Those students without relevant background should also attend the lectures for EC311).

Written work: Students will be expected to produce seminar papers and written work.

Reading list: Reading lists will be given out at the beginning of the course. Henry Spiegel's *The Growth of Economic Thought* provides a general background text.

Assessment: 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 Patrick O'Brien, E488 and Dr Gareth

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*; imperialism and global history; the physical environment and global history; the postmodern challenge to metanarrative; textual analysis*; quantitative issues in global history.

Teaching: Taught during the MT. Weekly two-hour lectures (some of them shared with EH400a) and one-hour classes.

Written work: Students will be expected to produce two written papers during the course one of which will count towards the examination (see below)

the course, one of which will count towards the examination (see below).

Preliminary reading list: K Pomerantz, The Great Divergence (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, c1000-1800/1900

Teachers responsible: Dr Kent Deng, C413 and Dr Regina Grafe, 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-Meiji' 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 expected to write four essays: one by the end of the fifth week of the MT, one by the end of the ninth week of the MT, one by end of the fifth week of the LT, and one by the end of the ninth week of the LT.

Preliminary reading list: M Olson, 'Big bills left on the sidewalk: why some nations are rich, and others poor', Journal of Economic Perspectives, 10:2 (1996); A G Frank, ReORIENT: Global economy in the Asian age (1998); E L Jones, Growth Recurring: economic change in world history (1988); M Mann, The Sources of Social Power, Vol I (1987); D North & R Thomas, The Rise of the Western World (1973); K Persson, Pre-industrial Economic Growth (1988); I Wallerstein, Historical Capitalism (1983); P Anderson, Lineages of the Absolutist State (1974); T Aston & C Philpin (Eds), The Brenner Debate: agrarian class structure and economic development in pre-industrial Europe (1985); G Deng, The Premodern Chinese Economy (1999); T C Smith, The Agrarian Origins of Modern Japan (1959).

EH483

The Development and Integration of the World Economy in the 19th and 20th Centuries

Assessment: A three-hour examination.

Teachers responsible: Mr Dudley Baines, C414 and Dr Janet Hunter, C313 Availability: Compulsory course for MSc Global History. Students taking MSc in Economic History may take either EH482 or EH483 but not both. Students taking other master's degrees may be admitted with the approval of their department and the course teachers.

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 preindustrial, 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); I Inkster, Science and Technology in History (1981); 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 two course papers count for 30%. The remaining 70% is determined by a three-hour written examination.

EH484

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 several countries over the 18th-20th centuries with a view to identifying similarities and differences in the changes taking place over time. Case studies will focus on Britain, the United States, Japan and Russia, but reference may also be made to the experience of other countries, in order to achieve a more global picture. Content: The gender division of labour in agriculture, by-employment and proto-industrialisation. Gender and the labour force in the context of manufacturing growth, mechanization and technological change. Gender distributions of the labour force between sectors and industries, and within production. The gender division of labour in the service sector. Family economies and wage levels. Legislation and state intervention in the operation of the labour market. Impact of family structure, ideology and culture on labour markets in industrialisation.

Teaching: Taught during the LT. 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

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.

EH485 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.

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: A 2-hour examination.

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-

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 essays of up to 2,000 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, 1571B1815' 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 c2100 B.C.B1900 A.D. (1997); Gang Deng, Maritime Sector, Institutions and Sea Power of Premodern China (1999); D Flynn & A Giraldez, 'Born with a "Silver Spoon": World Trade's Origins in 1571' in Journal of World History, 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: A 2-hour examination.

EH487 H NA 02/03 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

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: A two-hour written examination.

EH488 H NA 02/03 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's 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 precirculated 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 Ingrao, The Habsburg Monarchy, 1618-1815 (1994); J Komlos, The Habsburg Monarchy as a Customs Union (1983); J Komlos (Ed), Economic Development in the Habsburg Monarchy (1983); J Komlos, Nutrition and Economic Development in the Eighteenth Century Habsburg Empire (1989); R Sandgruber, Ökonomie und Politik. Österreichische Wirtschaftsgeschichte vom Mittelalter bis zur Gegenwart (1995).

EH489 H NA 02/03 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, to be handed in on the first day of the ST.

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 or excessive length. It should be no longer than 10,000 words, excluding tables, references, and bibliography; and it must be word processed (doublespaced 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

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, Postsocialist 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 Eiko Thielemann and others to be announced

Availability: Core course for MSc EU Policy Making. Option for all other El 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.

Availability: Compulsory for and exclusive to, MSc Economic History. Core syllabus: The subject of the dissertation should relate broadly to one of the economic history courses taken by the student.

Selection of title: The title must be approved by the student's supervisor. A provisional title should be agreed by the end of the first week of the LT. Arrangements for supervision: The course EH400, Historical Analysis of Economic Change, provides important preliminary training. In addition students will receive advice on the choice of topic and how to tackle it from their individual supervisors at appropriate stages. There is also a meeting, shortly after the taught-course examinations, at which students will receive general advice on the dissertation. Each student must submit a draft (by a date to be announced) late in the ST, and will receive detailed written comments on this draft only. The draft will form the basis of a paper outlining the dissertation. All students are required to present and defend the outline at the workshop near the end of that term.

Assessment: The completed dissertation must be handed in by 1 September 2003. Marks will be deducted for late submission. The length should not exceed 15,000 words. It must be word processed (doublespaced and on one side of the paper only).

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,

Assessment: One three-hour, written examination in June. One question must be answered from the Law section and one from the Policy section.

EU402

Social Market Economy 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, and the underlying ideologies, particularly in their European context. Content: This course examines economic developments and policies in Germany. It highlights the key features of economic policy-making ideas in Germany and how they have changed over time. Special emphasis is given to the economic problems arising in the context of German unification. In order to analyse the 'German political economy' an interdisciplinary approach is pursued drawing on concepts from economics, political science, philosophy and sociology. Topics covered include: the role of ideology in the German model, macroeconomic policy-making, labour market policies, corporate governance and the banking system, economic policies towards unification, privatisation in East Germany and the implications of European integration for economic policy-making in Germany.

Teaching: Lectures: Government and Business in Germany (EU402.1) twelve (weekly, LS).

Seminars: Government and Business in Germany (EU402.2) twelve

Essential preliminary reading: P Merkl (Ed), German Unification in the European Context, Penn State Press, 1993; K Larres (Ed), Germany since Unification, 2nd edn; The Development of the Berlin Republic, Palgrave, 2001; K Dyson (Ed), The politics of German regulation, Dartmouth, 1992; T Lange & G Pugh, The economics of German unification. An introduction, Elgar, 1998; Dumont & Louis, German Ideology: from France to Germany and Back, University of Chicago Press, 1994; Dumont & Louis, Essays on Individualism: Modern Ideology in Anthropological Perspective, University of Chicago Press, 1992.

Assessment: 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.

EU406

NA 02/03

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"

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:

1. Theories of nationalism, ethnicity, racism and anti-Semitism, considering the relation of pre-modern ethnies to modern nations;

2. 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;

3. 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: Dr W Schelkle

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 noneconomists reach the required standard.

Introduction: economic rationality; scarcity and opportunity cost; markets.

2. Microeconomics: choices of households and firms; perfect and imperfect competition; the role of government.

3. Macroeconomics: full employment and unemployment macroeconomics; monetary and fiscal policy; open economy.

4. Topical treatment of contemporary economic issues. Teaching: 20 hours of lectures, 4 hours per week for the first 5 weeks of

Reading list: J Stiglitz & J Driffill, Economics, Norton, 2000. Assessment: There is no examination for this course.

EU410

EU411

Interdisciplinary Research Methods and Design Teacher responsible: Dr Robert Hancké

Availability: Core course for all students on European Institute MSc courses. Core syllabus: 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 casestudies; narratives and reporting; common problems of research design. Teaching: 11 lectures EU410 (fortnightly M,L,S).

Reading list: G King, R O Keohane & S Verba, Designing Social Inquiry, Princeton University Press, 1994; S Van Evera, Guide to Methods for Students of Political Science, Cornell University Press, 1997.

Assessment: There is no examination for this course

NA 02/03 Ethnic Diversity and International Society

Teacher responsible: Dr J Jackson Preece, J206 Availability: For MSc Nationalism and Ethnicity, 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 international society relevant to ethnic diversity within states. Content: The issues considered cover two main areas:

Part one will provide a theoretical and historical background to the problem of ethnic diversity within world politics. We will survey the origins of the modern system of states within Europe and its expansion beyond Europe while at the same time paying particular attention to the conflict between ideas of pluralism and ideas of solidarism. Part two will consider problems and practices of ethnic diversity in a world of nation-states including self-determination, boundaries, decolonisation, democracy, human and minority rights, the rights of indigenous peoples, refugees, racism, ethnic cleansing, genocide, humanitarian intervention, and multiculturalism. In analysing these issues, particular attention will be paid to the relationship between evolving international norms (as disclosed in treaties, conventions, international organisations and political discourse) and changing state practices.

Teaching: Lectures 18 ML, Seminars 20 MLS.

Written work: Students are required to write four essays.

Reading list: H Arendt, The Origins of Totalitarianism, 1972; A Bozeman, Politics and Culture in International History, 1960, A Buchanan, Secession, 1991; H Bull & A Watson (Eds), The Expansion of International Society, 1984; A Cassesse, Self-Determination of Peoples, 1995; I Claude, National Minorities, An International Problem, 1955; A Cobban, The Nation-State and National Self-Determination, 1970; I Hannaford, Race, The History of an Idea in the West, 1996; R Jackson, The Global Covenant, 2000; J Jackson-Preece, National Minorities and the European Nation-States System, 1998; H Kohn, The Idea of Nationalism, 1944; W McKean, Equality and Discrimination Under International Law, 1985; J Mayall, Nationalism and International Society, 1990; R Vincent, Human Rights and International Relations, 1986. A more detailed reading list is available from Dr Jackson Preece or the

European Institute Office. Assessment: One three-hour examination in June.

EU414 Public Policy in France

Teacher responsible: Mr A Miguet, J216

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 2, 2001; H Machin & V Wright, Economic Policy and Policy-making under the Mitterrand Presidency; J Hayward, Governing France; A Knapp & V Wright, The Government & Politics of France; A Guyomarch, H Machin & E Ritchie, France in the EU.

Assessment: Two hour unseen written examination in June.

EU415

Government and Politics in France

Teacher responsible: Mr A Miguet, J216 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, corruption, and the restructuring of the party system, the Europeanisation of politics.

The effect of recent reforms of the Constitution and of the machinery of central government and local government are also analysed.

Teaching: 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 2, 2001; A Knapp & V Wright, The Government & Politics of France; A Stevens, The Government and Politics of France; A Guyomarch, H Machin & E Ritchie, France in the EU. Assessment: Two hour unseen written examination in June.

NA 02/03

EU416 Introduction to the Integration of the European

Political Economy Teacher responsible: Dr Robert Hancké

Availability: ONLY MSc European Studies, MSc EU Policy Making.

Core syllabus: The course covers the process of European economic integration, concentrating on EU policies in their broader political economy context. Emphasis is on how political economy conceptualisations can help understand developments in the European economy over the last fifty years. Content: The course is divided into five parts. The first part discusses the broad underlying conceptual issues in the study of European Integration. The second part will review and conceptualise the main stages in the history of the EC/EU, and how EC/EU institutions have influenced economic integration. In the third, we shall examine the transition from a simple customs union to the internal market, and review the key policy areas where the internal market has made itself felt: competition policy, CAP, cohesion and structural policy, and social policy. Macroeconomic issues, and most notably the establishment of an economic and monetary union, will be the subject of the fourth part of the course. The fifth and final part of the course will discuss the political-economic challenges facing the EU at the beginning of the 21st century.

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 15 weekly (M/L).

Seminars: EU416 Introduction to the Integration of the European Political Economy 16 weekly (M, L, S).

Reading list: 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 Nicolaides (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 Cviic, 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 Southeastem 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: Southeastem 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: Richard Bronk Availability: Mandatory course for MSc European Political Economy: Integration. Option 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 political and international relations background of EU enlargement, the course focuses in particular on the policy response of the EU since 1989 to the transition in Central and Eastern Europe, on the costs and benefits of enlargement, and on a positive analysis of the political and economic determinants and problems of enlargement. The course also analyses the political and economic adjustments necessary both in the EU and in the joining countries for facilitating enlargement. The analytical framework of the course draws on political economy concepts as well as those from the

disciplines of economics, political science and international relations. **Teaching:** 10 lectures and 10 seminars in the MT and 1 revision lecture and 1 seminar in the ST (first and second weeks). **Reading list:** R Baldwin et al, 'The costs and benefits of Eastern enlargement:

Reading list: R Baldwin et al, 'The costs and benefits of Eastern enlargement: The impact on the EU and Central Europe', Economic Policy, 24, 1997; R Baldwin et al, Nice Try – Should the Treaty of Nice be ratified? Monitoring European Integration 11, CEPR, 2001; P Bofinger, The Political Economy of the Eastern Enlargement of the EU, CEPR, 1234, 1995; R Faini & R Portes, European Union trade with Eastern Europe: Adjustment and opportunities, 1995; H Grabbe & K Hughes, Enlarging the EU Eastwards, RIIA/Cassel, 1998; M Lavigne, The Economics of Transition, From Socialist Economy to Market Economy, Macmillan, 1999; A Mayhew, Recreating Europe, The European Union's Policy towards Central and Eastern Europe, Cambridge, 1998. A number of additional specialised texts will be recommended.

Assessment: One two-hour written examination in June.

EU442

The Political Economy of European Integration

Teacher responsible: Professor S Collignon, J204 **Availability:** Core course for MSc European Political Economy: Integration.

Other masters' degree students may be admitted with the permission of the teachers responsible. A knowledge of basic economics is essential.

Core syllabus: An analysis of the process of European economic and monetary integration combined with a critical examination of EU macro economic policies and developments in the European economy.

Content: An overview of the development of economic integration, common policies and the single market, 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: S Collignon, Monetary Stability in Europe, Routledge, 2002; A Moravcsik, The Choice for Europe: Social Purpose and State Power from Messina to Maastricht, Cornell University Press, 1998; Paul de Grauwe, The Economics of Monetary Union, Oxford University Press, 2000.

Assessment: One 3-hour written examination in June.

EU443 H

European Models of Capitalism Teacher responsible: Dr Robert Hancké

Availability: For MSc European Political Economy.

Core syllabus: This course provides students with an in-depth understanding of the different models of European capitalism since the second oil shock. The central question which organises the course is why European integration, financial liberalisation, fifteen years or more of activist conservative as well as social-democratic governments in most European countries, and deliberate attempts at cross-national institutional borrowing have not led to a single European model of capitalism.

Content: The course consists of three parts. In the first week, we will discuss basic arguments and methodological considerations. Weeks 2-6 will be devoted to a comparative analysis of the core issue areas in the political economy of contemporary capitalism. Weeks 7-9 will build on these thematic treatments to discuss the structure of and dynamics in the three main European models of capitalism. Week 10 will recapitulate by asking how these different models react to new challenges. Early in the ST there will be two review sessions, on dates agreed between students and teachers.

Teaching: Lectures 10 (weekly LT); Seminars 10 (weekly LT).

Reading list: Peter A Hall & David Soskice (Eds), Varieties of Capitalism:
The institutional foundations of competitiveness. Oxford University Press,
2001; Herbert Kitschelt, Peter Lange, Gary Marks & John Stephens (Eds),
Continuity and Change in Contemporary Capitalism, Cambridge University
Press, 1997; Colin Crouch & Wolfgang Streeck (Eds), Political Economy of
Modern Capitalism, Francis Pinter, 1997.

Assessment: One 2-hour written examination in June.

EU444

Topics in European Economic Integration

Teacher responsible: Dr Robert Hancke, J209

Availability: Forms the core course, with EU442, for MSc European Political Economy: Integration, and only available to students taking EU442. Other Masters students may take this course with EU442 with the permission of the teachers responsible. A knowledge of basic economics is essential.

Core syllabus: The course will be made up of topics in the area of European economic integration, and EU policies in that area, taken from courses EU416 and EU443, plus additional guest lectures. It will be a supplement, and compliment, to course EU442. The two courses, EU442, and EU442a, will form the core course for the MSc European Political Economy: Integration.

Content: The lectures will be on aspects of EU economic integration other than monetary integration. They will be chosen and arranged by the responsible course co-ordinator during the year, and the timetable and chosen topics will be announced early in the Michaelmas Term.

Teaching: 10 x 1hr lectures at times to be advised.

Reading list: Essential preliminary reading; L Tsoukalis, The New

European Economy Revisited, 3rd edn (OUP 1997).

Assessment: 2 questions will be included in the exam paper for EU442 (which is a 3-hour written examination in June).

EU450

European Union: Contemporary Issues

Teacher responsible: Maurice Fraser

Availability: Compulsory for all European Institute MSc and PhD students. Core syllabus: A programme is fixed at the start of each term.

Content: Major issues of politics, and public policy in the EU and its member states. Visiting speakers from all parts of the EU.

Teaching: 16 lectures/seminars, EU450, (fortnightly M, weekly L).

Assessment: There is no examination for this course.

EU451

Post Communist Politics and Policies

Teachers responsible: Professor D Lieven, L102, Professor M Light, D411 and Dr G Sasse, J207

Availability: Recommended to students taking the MSc Russian and Post-Soviet Studies or the MSc European Political Economy: Transition and students taking the MSc option in Soviet and Post-Soviet Foreign Policy, IR425.

Core syllabus: A programme is fixed at the start of each term.

Content: The course, open to all graduates and staff interested in contemporary problems of the former Soviet bloc, draws on visiting speakers from Britain, Eastern Europe and elsewhere.

Teaching: Twenty seminars, EU451, (weekly, M,L).

Assessment: There is no examination for this course.

GENDER

G1400

Gender Theories in the Modern World: An Interdisciplinary Approach

Teachers responsible: Dr R C Gill, B508 and Dr C Hemmings, B509 Availability: This is a compulsory course for students on the MSc Gender, MSc Gender (Research), MSc Gender and Development, MSc Gender and Social Policy and MSc Gender and the Media.

Core syllabus: The course aims to enable students to: Consider theories of gender from a range of disciplinary perspectives; Develop a critical appreciation of different theories of gender; Use theories of gender relations to inform their appreciation of existing work in their own disciplines and in an interdisciplinary context; Use the analysis of gender relations as a basis for research.

Content: This is a full unit, divided into two sections. Part One: The Feminist Subject addresses formative influences on the development of gender theory and includes sex/gender, Marxism/class, psychoanalysis, race/whiteness, sexualities, masculinities, postmodernism/discourse theory. Part Two: Gender Transformations considers the impact of gender analysis on key areas of social science investigation. Topics covered will usually include democracy and representation, the state, feminist economics, gender and technology, multiculturalism, postcoloniality, queer theory, gender and the media/popular culture, gender and development, gender and social policy, feminist politics.

Teaching: The course is taught in 20×1.5 hour sessions (GI400) plus 20×1 hour seminars. It is divided into blocks of discipline-oriented lectures and linked seminars. In addition there will be 10 weekly $\times 2$ hour student-led dissertation workshops with specific themes in the LT, which are compulsory for all Gender Institute programmes.

Reading list: The following are recommended readings. A comprehensive reading list will be handed out at induction. J Butler, Gender Trouble, Routledge, New York & London (1999); I Grewal, & C Kaplan (Eds), Scattered Hegemonies: Postmodernity and Transnational Feminist Practices, Minneapolis Press (1994); P Hill Collins, Black feminist thought: knowledge, consciousness, and the politics of empowerment, Unwin Hyman (1990); N Kabeer, Reversed Realities: Gender Hierarchies in Development Thought, Verso (1994); M MacDonald, Representing Women, Arnold (1997); L Nicolson (Ed), Feminism/Postfeminism, Routledge, New York (1990); J Squires, Gender in Political Theory, Polity Press (1999); L Van Zoonen, Feminist Media Studies, Sage (1995); S Watson & L Doyal (Eds), Engendering social policy, Open University Press (1999); I Whelehan, Overloaded: popular culture and the future of feminism, The Women's Press (2000); N Yuval-Davis, Gender and Nation, Sage (1997).

Assessment: One two hour written examination (50%) and two essays,

GI401 H

Feminist Perspectives on Technology Teacher responsible: Professor Judy Wajcman, B506 (MT only)

each of not more than 3,000 words (20% and 30% respectively).

Availability: The course is a half unit, which is available to all suitably qualified students.

Core 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.

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); 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); C Cockburn & S Ormrod, Gender and Technology in the Making, Sage (1993); S Jasanoff et al, Handbook of Science and Technology Studies, Sage (1995); S Mitter & S Rowbotham (Eds), Women

Encounter Technology: Changing Patterns of Employment in the Third World, Routledge (1997).

Assessment: There will be one assessed essay of 2,500 words to be submitted at the beginning of LT and a two hour unseen examination in June. The essay will comprise 25% of the final grade and the examination the other 75%

G1402

Gender: Epistemology and Research Methodology

Teacher responsible: Dr C Hemmings, B509

Availability: This is a compulsory component for MSc Gender (Research) and is recommended for MSc Gender, Gender MPhil/PhD students in the first year of registration but also available to other suitably qualified students.

Core syllabus: The course aims to enable students: To explore key questions of epistemology and methodology in relation to the analysis of gender relations. To explore the key questions in differing social science disciplines. To examine the scope and analytical purchase of the concept of gender in the social sciences. To explore some of the ethical issues inherent in research undertaken from a gendered perspective, and particularly those of positionality and location. To link this short course with some of the issues which will arise for students when researching and writing their dissertations and other pieces of research work.

Content: The course itself traces the challenges to epistemological, methodological and interpretative frameworks that have come from within gender studies, and research focusing on gender. The focus will be explicitly interdisciplinary with the intention of marking out what is distinctive about feminist research. The course will be divided into 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.

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: 50% written assessment (research proposal and choice of essay or methodology review) to be submitted at the beginning of LT, and one 2 hour unseen exam in June (50%).

GI403

Н

Gender and the Media Teacher responsible: Dr R C Gil, B508

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 and the

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.

 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

Assessment: One assessed essay of not more than 3,000 words to be submitted at the beginning of the LT (50%), and one two hour unseen examination in June (50%).

H NA 02/03 G1404

Gender and Post-Colonial Theory

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

Teaching: 10 x two hour integrated lectures and seminars.

Reading list: J Alexander & C T Mohanty, Feminist Genealogies, Colonial Legacies, Democratic Futures, Routledge, New York (1997); Homi K Bhabha, The Location of Culture, Routledge (1994); A Brooks, Postfeminisms, Feminism, Cultural Theory and Cultural Forms, Routledge (1977); Fanon Frantz, Black Skin/White Masks, Grove Press, New York (1967); A Loomba, Colonialism/postcolonialism, Routledge (1998); J M John, Discrepant Dislocations: Feminism, Theory, and Postcolonial Histories, University of California Press (1996); D Landry & G MacLean (Eds), The Spivak Reader, Routledge (1995); M Marchand & J Parpart, Feminism, Postmodernism and Development, Routledge (1997); A McClintock, Imperial Leather: Race, Gender and Sexuality in the Colonial Contest, Routledge (1995); C T Mohanty, A Russo & L Torres (Eds), Third World Women and the Politics of Feminism, Indiana Press (1991); Edward

W Said, Orientalism, Penguin (1987). Assessment: There will be one assessed essay of 2,500 words to be submitted at the end of the term and a two hour unseen examination in June. The essay will comprise 25% of the final grade and the examination the other 75%.

G1405 Sexuality and the Body: Western Theories,

Cultures and Practices

Teachers responsible: Dr R C Gill, B508 and Dr C Hemmings, B509 Availability: The course will run as part of the Gender Institute's master programmes, but will also be available to students from other masters or PhD programmes who can provide evidence of prior knowledge of gender theory. Core syllabus: The purpose of this course is to provide a forum for students to consider the relationship among bodies, genders and sexuality both in terms of theoretical frameworks within gender studies, and in terms

of a range of sites (examples above) where those theoretical approaches become material, are negotiated or shifted. In addition theoretical or cultural histories of terms, approaches and cultural forms will be given where appropriate with particular attention to the historical slippage among racial, sexual and classed bodily signs. The course is a fully interdisciplinary innovation, which emphasises the links rather than differences between theory and practice; reality and fantasy; and between cultural, material and historical approaches to the body, gender and sexuality.

Content: Feminist theory has long understood the relationship between the sexed body, gender and sexuality as central to its theoretical, epistemological and political practice. Thus second wave feminist theorists have argued that gender is socially constructed, heterosexuality is a compulsory institution, and the sexed body is either the ground of these discourses, or discursively produced in turn. The advent of post-structuralist approaches in particular, has suggested that the body and sexuality, as well as gender, are social and politically constrained and reproduced. These debates take place in a variety of different contexts, and with a range of 'objects', and are in turn modified by those contexts. Thus feminist concerns over reproductive rights raise questions about the role of medical institutions in shaping contemporary sexuality and the status of a mother's body. Questions of HIV/AIDS raise concerns over moral and social regulation of sexual practices and the integrity and boundaries of the body. And transsexual surgery and body modifications such as tattooing and piercing suggest fluidity of both sexuality and the sexed body itself.

Teaching: 2 hour integrated lecture/seminar

Reading: K Davies, Embodied Practices: Feminist perspectives on the body, Sage (1997); J Ussher, Body Talk: the Material and Discursive Regulation of Sexuality, Madness and Reproduction, Routledge (1997); L Bland & L Doan, Sexology in culture: labelling bodies and desires, Polity (1998); L A Stoler, Race and the Education of Desire, Duke University Press (1995); C Waldby, AIDS and the body politic biomedicine and sexual difference, Routledge, New York (1996); G Chauncey, Gay New York: Gender, urban culture, and the making of the gay male world, 1890-1940, Basic Books, New York (1994); J Prosser, Second Skins: the Body Narratives of Transsexuality, Columbia University Press (1998); D Marks, Disability: Controversial Debates and Psychosocial Perspectives, Routledge (1999); M Featherstone, Body Modification, Sage (2000); K Davies, Reshaping the Female Body. The dilemma of cosmetic surgery, Routledge, New York (1995); J Holland, C Ramazonoglu et al, The Male in the Head: Young People, Heterosexuality and Power, The Tufnell Press (1998).

Assessment: One assessed essay to be submitted at the at the beginning of the ST (25%), and one two hour unseen examination in June (75%).

G1499

Dissertation

Teachers responsible: Dr R C Gill, B508, Dr C Hemmings B509 and GI

Availability: For MSc Gender, MSc Gender (Research) and MSc Gender & Media. Also for MSc Gender & Development and MSc Gender & Social Policy dependent upon supervision

Content: Students will provide a detailed research proposal covering proposed topic of investigation, research questions/hypothesis, methodology, sources and key references, together with a research proposal of not more than 800 words. Students will present their research projects at dissertation workshops.

Teaching: 10 x two hour dissertation workshops in the LT. Attendance at the workshops is compulsory for all Gender Institute Masters students, including joint degree students. These will be complemented by individual supervisory sessions in LT and ST.

Written work and Assessment: Students will submit a research proposal by the first Friday of the ST. This will be evaluated, commented upon and must be approved before proceeding to write the dissertation. Students will submit a dissertation of between 10-12,000 words for MSc Gender and MSc Gender (Research); 10-15,000 words for MSc Gender & Media; and not more than 10,000 words for MSc Gender & Development and MSc Gender & Social Policy. Deadline for all dissertations 1 September 2003.

GEOGRAPHY AND ENVIRONMENT

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: Preparation for dissertation writing. An introduction to preparing, planning and writing a Master's dissertation.

Content: Choosing a topic, writing and keeping track of sources, time management. Data sources and information handling.

Teaching: 2 Lectures and 2 workshops in the MT. Assessment: There is no assessment in this course.

GY403 Contemporary Debates in Human Geography

Teacher responsible: Professor S Corbridge, S407, with contributions from Professor I Gordon, Dr M Low, Dr M Mason, Dr E Neumayer, Dr D Perrons, Dr A Pratt and Dr Y Rydin

Availability: MSc Human Geography Research and nominated MPhil/PhD Geography students in their first year of registration.

Core syllabus: To cover a range of influential approaches to the discipline of geography. To understand the relation of past approaches to those currently employed. To appreciate the dynamic constitution of the discipline and the changing research foci.

Content: This is a course based upon intensive reading of key and canononical texts within the discipline. As such the content will be flexible. Topics will be based upon the following: scale and space; histories of geography; economy and culture; risk society; nature and society; new economic geographies; ecological modernisation; post-developmentalism; feminism and geography.

Teaching: 10 x 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, Sage, 1992; R Chorley & P Haggett (Eds), Models in Geography, Methuen, 1967; P Cloke, C Philo & D Sadler, Approaching Human Geography, PLP, 1991; D Gregory & J Urry, Social Relations and Spatial Structures, Macmillan, 1985; D Harvey, The Condition of Postmodernity, Blackwell, 1989; D Harvey, Spaces of Capital, Edinburgh, 2001; 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

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

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 Crossborder 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,

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.

H NA 02/03

Core syllabus: The political economic aspects of spatial and environmental issues explored from the perspective of historical

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

GY407

Managing Economic Development

Teacher responsible: Dr G Duranton, S513a. Other teacher involved: Professor M Storper, S368

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

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%).

European Economic Development Management

Teacher responsible: Professor I R Gordon, S513. Other teacher involved, Professor P C Cheshire, S506

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

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 P C Cheshire, S506

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 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, Aveburg, 1995; Commission of the European Communities, 5th and 6th Periodic Reports on the Social and Economic Situation of the Regions of the Community, OPOCE; 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 A Jones, S506a

Availability: For students taking: MSc Cities, Space and Society, MSc Demography, MSc Development Studies,; MSc Environment & Development, MSc Human Geography Research, MSc Local Economic Development, MSc Population and Development, MSc Development Studies and MSc International Housing. Other suitably 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 macroand 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, Captial 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), Cities in a Globalising World: Global Report on Human Settlements, 2001; F Wilson, N Kanji & E Braathen (Eds), Poverty Reduction: What Role for the State in Today's Globalised Economy?, 2001. Assessment: One extended essay (3,000 words) to be handed in at beginning of ST; 3-hour examination paper in ST (3 questions out of 9).

GY413

Course essay (25%); examination (75%).

Economic Development: Institutions, Networks and Evaluation

Teacher responsible: Dr G Duranton, S513a. Other teacher involved: Professor M Storper, S368

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

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); P Krugman, Geography and Trade, MIT Press (1991). A number of more specialised texts will be recommended.

GY414

NA 02/03

Gender, Space and Society

Assessment: 2-hour unseen examination.

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 sociospatial 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 Kabeer, 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).

ON THE RESIDENCE OF THE PARTY.

Economic Development: Global Change and

Local Response

GY415

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:

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 Regional Worlds, Guilford Press 1997; J Wolch & M Dear (Eds), The Power of Geogaphy: 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.

NA 02/03

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 (1½ hour) lectures and 5 (1 hour) seminars 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 taking MSc Human Geography Research, MSc Cities Space and Society and MSc Environment and Development, MSc Gender, MSC Population and Development, MSc Regional and Urban Planning Studies, MSc Social Policy and Planning in Developing Countries, MSc Development. Other suitably qualified and interested graduate students may take or audit the course with the permission of the teacher responsible.

Core syllabus: An analysis of gender roles and relations in developing world regions, with particular emphasis on the variability of these in different geographical contexts, and their outcomes for low-income groups, especially in urban areas.

Content: Incorporation of gender into development analysis and practice. 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

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 Kabeer, 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

H NA 02/03 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 imbued 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

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: Dr E Neumayer, S416. Other teacher involved: Mr A

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 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.

In the LT this course will provide an economic evaluation of the environment from both a neoclassical and an ecological economics perspective. The course looks at fundamental concepts of environmental evaluation, appraises the availability of natural resources for and the environmental consequences of sustained economic growth, examines the consequences of uncertainty and ignorance on environmental evaluation

Content: MT: 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.

LT: 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; Trade and Environment; Measuring progress towards sustainability: Green Net National Product (GNNP) and the Index of Sustainable Economic Welfare (ISEW).

Teaching: The course will be taught through a combination of 19 weekly lectures and 19 weekly seminars.

Reading list: E Neumayer, Weak versus Strong Sustainability: Exploring the Limits of Two Opposing Paradigms, Edward Elgar, 1999; E Neumayer, Greening Trade and Investment: Environmental Protection without Protectionism, Earthscan, 2001; J Kahn, The Economic Approach to Environmental Resource Economics, Dryden Press, 1998; M Jacobs. Greening the Economy, Pluto Press, 1991; 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%).

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.

a) EIA and SEA: methods, context, history, evolution, policies, institutions and actors, practice and performance.

b) Field trip, case studies and practitioners presentations. c) The nature of environmental data: environmental monitoring and measurement, variability of data, the nature of uncertainty.

d) 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, ElA: 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: Mr A Gouldson, S414

Availability: For students taking the MSc Environmental Assessment and

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.

Content: Project identification, research methods, report writing presentation techniques.

Teaching: 3 two-hour lectures/classes in the MT, with opportunities for group discussions.

Reading list: 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

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

Teacher responsible: Dr A C Pratt, S410. Other teacher involved: Dr M M

Availability: Students registered on MSc Cities programme; other graduate students are welcome but should seek the permission of the course

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 westerncentric 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 in an individual

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 2,000 words

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, MSc International Housing. 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

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

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; R Burgess et al (Eds), The Challenge of Sustainable Cities, 1997; S Chant, Gender, Urban Development and Housing, 1996; S Chant, Womenheaded Households: Diversity and Dynamics in the Developing World, 1997; V Desai & R Potter (Eds), The Companion to Development Studies, 2001; A Grinspun, Choices for the Poor, 2001; 'Poverty Reduction and Urban Governance', Environment and Urbanisation, Vol 11, No 2, 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; UNCHS (Habitat), Cities in a Globalising World: Global Report on Human Settlements, 2001; World Bank, World Development Report 2000/2001: Attacking Poverty, 2000; F Wilson, N Kanji & E Braathen (Eds), Poverty Reduction: What Role for the State in Today's Globalised Economy?, 2001. Key journals/reports: Environment and Urbanisation, Third World Planning Review, Human Development Report

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

GY432

Cities, Culture and Politics in the South Teacher responsible: Dr G A Jones, S506a

Availability: For students taking MSc Cities, Space and Society, MSc Human Geography Research, MSc Environment and Development, and MSc Regional and Urban Planning Studies. Other suitably 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 cultural aspects of Third World cities. Social, political and economic aspects of urban policy and development are considered but the course also offers an opportunity to reflect on these urban places in a way which does not reduce them to arenas for technical, policy-driven planning. At the same time as considering the history and present condition of urbanism, urban experience and politics in Third World cities, the course also raises questions about the conceptual approach which labels the urban as different in these contexts and seeks to understand the nature of the complex links between Western and Third

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; P Rabinow, French Modern: norms and forms of the social environment, 1995; B Yeoh, Contesting Space: power relations and the urban built environment in Colonial Singapore, 1996.

Assessment: One extended essay (2,500 words) (25%) to be handed in at beginning of ST; 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

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 GY45) 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 Haughton & C Hunter, Sustainable Cities, 1994; A Blowers (Ed), Planning for a Sustainable Environment, 1993; P Selman, Local Sustainability, 1996; R Gilbert et al, Making Cities Work, 1996.

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.

GY434

Environmental Discourse

Teacher responsible: Dr Yvonne Rydin, S413

Availability: Intended primarily for students on MSc Human Geography Research, MSc Cities, Society and Space, and MSc Media and Communications; can be taken by students on other MSc programmes with the permission of their Programme Director.

Core syllabus: The course examines the processes by which 'environmental issues' are socially constructed, the theoretical frameworks for understanding such processes and the associated institutional contexts. Content: The syllabus for the 10 weeks is as follows:

- Constructing the Environment: constructionism, embedded
- constructionism, and Actor-Network Theory Constructing Scientific Discourse: GMOs and BSE
- Foucauldian Approaches to the Environment
- Constructing 'Our Common Future': the rhetorical method
- Environment and Culture: the contribution of literary studies
- Environment and Culture: the contribution of anthropology
- Media and Environment: text, images and new social movements
- Media and Risk: the role of the 'lay' and the 'expert'
- Risk Communication: the role of the professional

10. Discourse, Negotiation and Deliberation

Teaching: 10 x 1-hour lecture, plus 10 x 1-hour seminar in MT. Reading list: S Allan, B Adam & C Carter, Environmental Risks and the Media Routledge, 2000; J G Cantrill & C L Oravec (Eds), The Symbolic Earth: discourse and our creation of the environment, University Press of Kentucky, 1996; G Chapman, K Kumar, C Fraser & I Gaber, Environmentalism and the Mass Media: the North-South divide Routledge, 1997; E Darier (Ed), Discourses of the Environment, Basil Blackwell, 1999; J Dryzek, The Politics of the Earth: environmental discourses, OUP, 1997; J Hannigan, Environmental Sociology: a social constructionist perspective, Routledge, 1995; P Macnaghten & J Urry, Contested Natures Sage

new rhetoric, UCL Press, 1996. Assessment: 2-hour unseen written examination (100% of assessment); students will be expected to make seminar presentations and submit a written version of their presentation for comment.

Publications, 1998; G Myerson & Y Rydin, The Language of Environment: a

GY435

Environment and Development:

Economics and Institutions

Teacher responsible: Dr E Neumayer, S416. Other teacher involved: Dr T Forsyth, S511

Availability: This course will form a core course for the MSc in Environment and Development. It may be taken as an option by other MSc students where regulations allow. Students should have completed a course in first year undergraduate level Economics or audit EC100

Core syllabus: In the MT the course is about the institutions that regulate the interactions between society and the natural environment, at the local and national levels (the international level is dealt with in DV415). The course is also concerned with how these relationships are perceived and understood in particular development contexts. Firstly, a range of explanatory frameworks are introduced, with particular attention to political ecology, gendered resource access, and environmental narratives. Secondly, we critically analyse a number of resource management institutions as promoted by donors and governments, and practiced by local communities. We ask how these different institutions, and the politics surrounding them, impose constraints upon and present opportunities for the promotion of sustainable and equitable development.

In the LT this course will provide an economic evaluation of the environment from both a neoclassical and an ecological economics perspective. The course looks at fundamental concepts of environmental evaluation, appraises the availability of natural resources for and the environmental consequences of sustained economic growth, examines the consequences of uncertainty and ignorance on environmental evaluation and analyses indicators for measuring progress.

Content:

MT: Interdisciplinary environmental science for development; Discourses of environmentalism; political ecology, access to resources, and environmental narratives; gender and population in environmental management; the state, the community, common property resources, and co-management of land and forests; environmental movements and environmental politics.

LT: 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; Trade and Environment; Measuring progress towards sustainability: Green Net National Product (GNNP) and

the Index of Sustainable Economic Welfare (ISEW). Teaching: The course will be taught through a combination of 20 weekly lectures and 20 weekly seminars.

Reading list: W M Adams, Green Development, Routledge, 2000; T Benton & M Redclift (Eds), Social Theory and the Global Environment, Routledge, 1994; P Blaikie & H Brookfield, Land and Society, Routledge, 1987; T Forsyth, Critical Political Ecology: the politics of environmental science, Routledge, 2002; M Leach & R Mearns (Eds), The Lie of the Land: challenging received wisdom in African environmental change and policy, James Currey, 1996; E Ostrom, Governing the Commons, Cambridge University Press, 1990; R Peet & M Watts (Eds), Liberation Ecologies: environment, development, social movements, Routledge, 1996; E Neumayer, Weak versus Strong Sustainability: Exploring the Limits of Two Opposing Paradigms, Edward Elgar, 1999; E Neumayer, Greening Trade and Investment: Environmental Protection without Protectionism, Earthscan, 2001; J Kahn, The Economic Approach to Environmental Resource Economics, Dryden Press, 1998; M Jacobs, Greening the Economy, Pluto Press, 1991.

Assessment: One 3-hour written examination (75%) and one 3,000 word extended essay (25%) for MSc Environment and Development students who write a dissertation and all other students. One 3-hour written examination (75%) and one 5,000 word extended essay (25%) for MSc Environment and Development students who do not write a dissertation.

GY436

Nationalism, Democracy and Development in

Contemporary India

Teachers responsible: Professor Stuart Corbridge (Geography) and Professor John Harriss (DESTIN)

Availability: For MSc students in Development Studies and other students on request to the teachers.

Core syllabus: The aim of the course is to develop an analysis of the politics, economy and society of contemporary India, in its international

Content: Geography and the Idea of India; Colonialism and the Construction of Tradition; the Political Economy of Colonialism; Indian Nationalism, the Constituent Assembly and the Invention of Modern India; Economic Planning and the Agrarian Question; Rural-Urban Relations and the Ruralization of Politics; Poverty; the Crisis of Indian Planning and Liberalization; Globalization and the Indian Economy; Development and the Environment; Local Politics and the Congress System; Caste and Religion in Indian Politics; Hindu Nationalism and the Rise of the BJP; Social Movements and Popular Democracy; Indian Federalism and the Local

Developmental State; India's Place in a Globalizing World. Teaching: 20 lectures in the MT and LT, and 18 classes.

Reading list: A Ahmad, Lineages of the Present: Ideology and Politics in Contemporary South Asia, Verso, 2000; C Bayly, Indian Society and the Making of the British Empire, Cambridge, 1988; S Bayly, Caste, Society and Politics in India from the Eighteenth Century to the Modern Age, Cambridge, 1999; J Bhagwati, India in Transition: Freeing the Economy, Oxford, 1993; A Bhaduri & D Nayyar, The Intelligent Person's Guide to Liberalization, Penguin India, 1996; P Bidwai & A Vanaik, South Asia on a Short Fuse, Oxford, 1999; S Bose & A Jalal (Eds), Nationalism, Democracy and Development, Oxford, 1997; P Brass, The Politics of India Since Independence, Cambridge, 1994; P Brass, Theft of an Idol, Princeton, 1997; J Breman, Footloose Labour: Working in India's Informal Economy, Cambridge, 1996; T Byres (Ed), The Indian Economy: Major Debates Since Independence, Oxford, 1998; R Cassen & V Joshi (Eds), India: the Future of Economic Reform, Oxford, 1995; P Chatterjee, A Possible India, Oxford 1997; P Chatterjee, The State and Politics in India, Oxford 1997; S Corbridge & J Harriss, Reinventing India: Liberalization, Hindu Nationalism and Popular Democracy, Polity, 2000; J Dreze & A Sen, India: Economic Development and Social Opportunity, Oxford, 1995; F Frankel, India's Political Economy, Princeton, 1978; C Fuller (Ed), Caste Toda, Oxford, 1996; M Gadgil & R.Guha, This Fissured Land: An Ecological History of India, Oxford, 1992; A Gupta, Postcolonial Developments: Agriculture in the Making of Modern India, Duke, 1998; T Hansen, The Saffron Wave: Democracy and Hindu Nationalism in Modern India, Princeton, 1999; C Jaffrelot, The Hindu Nationalist Movement in India, Hurst, 1996; R Jenkins, Democratic Politics and Economic Reforms in India, Cambridge, 1999; S Kaviraj, Politics in India, Oxford, 1997; S Khilnani, The idea of India, Hamish Hamilton, 1997; A Kohli (Ed), India's Democracy, Princeton, 1988; A Kohli, Democracy and Discontent: India's Crisis of Governability, Cambridge, 1990; A Kohli (Ed), The Successes of Indian Democrac, Cambridge, 2001; R Kothari, Politics in India, Little and Brown, 1970; T Madan, Modern Myths, Locked Minds; Secularism and Federalism in India, Oxford, 1997; O Mendelsohn & M Vicziany, The Untouchables, Cambridge, 1998; J Sachs, A Varshney & N Bajpai (Eds), India In The Era of Economic Reforms, Oxford, 1999; L Rudolph & S Rudolph, The Modernity of Tradition, Chicago, 1967; L Rudolph & S Rudolph, In Pursuit of Lakshmi, Chicago, 1987, A Vanaik, The Painful Transition, Verso, 1990; A Vanaik, The Furies of Indian Communalism, Verso, 1997. Journals: Economic and Political Weekly is essential. The news magazine Frontline will be valuable. Assessment: will be by means of two essays of 1500 words (30%) and a final examination (70%)

Seminar in Regional and Urban Planning Problems

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: To be announced 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. A Scott & M Storper, Pathways to Industrialisation and Regional Development; A Amin & N Thrift, Globalisation, Institutions and Regional Development in Europe; M Breheny (Ed), Sustainable Development and Urban Form, 1992; J Agyeman & B Evans (Eds), Local Environmental Policies and Strategies, 1994; A Blowers & B Evans (Eds), Town Planning in the 21st Century, 1997; S Buckingham-Hatfield & B Evans (Eds), Environmental Planning and Sustainability, 1996; G Haughton & C Hunter, Sustainable Cities, 1994; A Blowers (Ed), Planning for a Sustainable Environment, 1993; P Selman, Local Sustainability, 1996; R Gilbert et al, Making Cities Work, 1996; R Hudson, Production, Places and Environment, 2000; A Scott, Regions and the World Economy, 1998; A Scott (Ed), Global City Regions, 2001; R Hudson & A Williams (Eds), Divided Europe, 1999. Assessment: A two hour unseen examination paper taken in June.

GY454

Urban Policy and Planning

Teachers responsible: Dr A Thornley, S420 and other to be announced Availability: Course intended primarily for MSc in Regional and Urban Planning Studies. Also available for MSc Human Geography and other MSc students when regulations permit.

Core syllabus: The course aims to provide a synthesised approach to the analysis of urban policy-making and plan formulation. It will explore the way in which economic, political and social forces interact to effect policy approaches in different spatial settings. The aim is also to gain an understanding of the causes for similarity and difference in policy

Content: Development of urban regeneration policy; current British urban policy initiatives; urban containment policy; new settlements and new urbanism; public private partnerships; spatial transformation of cities; mega projects and retail development; city marketing.

Teaching: 10 (1 hour) lectures in the LT and 10 (11/2 hour) seminars (GY454). The course will be accompanied by seminar EC450.

Reading list: Urban Task Force, Urban Renaissance; DETR, Our Towns and Cities: The future; R Atkinson & G Moon, Urban Policy in Britain; P Hall & C Ward, Sociable Cities; E Blakely & M Snyder, Fortress America; N Bailey et al, Partnership Agencies in British Urban Policy; D Judd & S Fainstein, The Tourist City, J Mannigan, Fantasy City, T Hall & P Hubbard, The Entrepreneurial City.

Assessment: A two hour unseen examination paper in June.

GY455

Economic Aspects of Project Appraisal Teacher responsible: Dr G Atkinson, S412

Availability: Option for MSc Regional and Urban Planning Studies, MSc Human Geography, MSc Cities, Space and Society, MSc City Design and Social Science and MSc Environment and Development. Other graduate students are welcome to attend if their course regulations permit.

Core syllabus: This course is concerned with the foundations and practical use of applied welfare economics in the context of project appraisal and

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: 6 (2 hour) lectures and 4 (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, 2001; R Layard & S Glaister (Eds), Cost-Benefit Analysis, 1994; D W Pearce, Cost-Benefit Analysis, 1986; E M Gramlich, A Guide to Benefit-Cost Analysis, 1990.

Assessment: 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, MSc Environment and Development. Other students may take the course with the agreement of the course teachers but some knowledge of the theory of environmental regulation is required.

Course syllabus: The purpose of the course is to apply the theoretical material on environmental management and regulation to a variety of environmental policy situations.

Content: The application of theory and concepts in a variety of contexts in both the North and South. The selection of issues and contexts will depend on student interests. A representative list of topics would be: the North-South agenda; the role of science; social capital; environmental justice; dispute resolution.

Teaching: 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.

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

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

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 Finance and MSc Human Geography Research. It is available as an option to other students on other programmes who have an interest in real estate markets.

Core syllabus: An examination of how real property markets operate in practice and of the analytical techniques and data available to practitioners. Core content: The availability and structure of data sets in the context of property. Problems of: price/secondary property; user/investment categories; proxy variables. Creating and manipulating datasets. 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.

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: V Monastiriotis, S501a

Availability: For MSc Regional and Urban Planning Studies students.

Core syllabus: To provide students with some basic skills of statistical

Content: Introduction to data and basic data description techniques. Index construction. Measures of association. Inferential statistics. Other techniques may be added to the course syllabus in response to student

Teaching: 5 lectures and 5 workshops in the MT.

Reading list: D Ebdon, Statistics in Geography (2nd edn), 1985; J Healy, Statistics: a tool for social research, 1996; P Newbold, Statistics for Business and Economics (4th edn), 1995; G Robinson, Methods & Techniques in Human Geography, 1998.

Further reading on particular techniques will be supplied during the course.

Assessment: All students will have to reach the required standard through passing the given exercise. Students are required to submit two reports during the MT.

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 Programme

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 Programme Director and GY403 Contemporary Debates in Human Geography. In LT, there will be 2 individual tutorial sessions independently arranged with the Programme Director. The long essay is primarily a reflection of the candidates' own work; hence the Programme Director will not comment on full 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

Programme Director.

Arrangements for supervision: The essay should reflect the candidates' own views. The essay may take the form of a pilot study and include limited original fieldwork. Even where the topic is substantively a literature or policy review exercise candidates are expected to offer original reasoned argument and interpretation. Guidance on topic selection and methods will be provided by the Programme Director and via GY404 Seminar in Local Economic Development, and the research methods courses chosen by

Economic Development, and the research methods courses chosen by the student of the programme. In LT, there will be 2 individual tutorial sessions independently arranged with the Programme Director. 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 the end of the first week in September in the year registered. 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: Programme 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 for the topic must be obtained from the relevant Programme Director.

Arrangements for supervision: The essay should reflect the candidates' own views. The essay may take the form of a pilot study and include limited original fieldwork. Even where the topic is substantively a literature or policy review exercise candidates are expected to offer original reasoned argument and interpretation and show evidence of competence in research methods. Guidance on topic selection and methods will be provided by the Programme Director. In LT, there will be 2 individual tutorial sessions independently arranged with the Programme Director. The long essay is primarily a reflection of the candidates' own work; hence, Programme Director will not comment on drafts of the essay.

Assessment: Essays must be submitted by the end of the first week in 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.

GOVERNMENT

GV401 Nationalism and Ethnic Conflict in the Former Soviet Union

Teachers responsible: Dr James Hughes, L102 and Dr Gwendolyn Sasse, J207 (on leave 2002-2003)

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 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 (Transdnistria), 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 not more than 2,500 words which will count for 25% of the final mark.

GV402

Empire and Its Consequences: Comparisons, Concepts, Conclusions

Teachers responsible: Professor D Lieven, K208 and Dr Z Shakibi, K307 Availability: MSc Comparative Politics students.

Core syllabus: The course compares the nature, rise and fall of empires, and the consequences of their collapse.

Content: The course begins with a study of twentieth-century geopolitics and 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 Dibb, The Soviet Union: The Incomplete Superpower, 1986.

Assessment: Two-hour unseen written examination in June (75% of the marks) and the term essay (25% of the marks).

GV403

Network Regulation

Teachers responsible: Dr M Thatcher (Government Department), K305 and Dr Martin Lodge (Government Department)

Availability: This is an optional paper for MSc Public Policy, MSc

Regulation, and MSc Media and Communications Regulations. Other MSc students may take this course only with prior permission of the course convenor.

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 LT in a variable format: some lecture-discussions, some student-paper-led discussions, some debates and guest speakers where appropriate. Two revision sessions in ST.

Written work: All students are expected to submit one non-assessed

essay and to prepare one presentation on a topic assigned to them.

Reading list: 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-; M Armstrong, S Cowan & J Vickers, Regulatory Reform, MIT Press, 1994; D Swann, The

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

Retreat of the State, Wheatsheaf, 1988; C Hood, Explaining Economic

GV404

following the conclusion of the course.

Empire and Imperialism: Case Studies

Teachers responsible: Professor D Lieven, K208 and Dr Z Shakibi, K307

Availability: MSc Comparative Politics.

Core syllabus: The course looks at the elements of imperial power (military, economic, political, cultural, ideological, demographic and geographical) in specific polities and eras.

Content: Definitions of empire and imperialism. The sources of imperial power and the nature of imperial rule are then studied in the following polities; Rome and Byzantium; China from the Han empire to the PRC; Ottoman and Islamic empire; the Habsburg empire; the English and British empires; tsarist empire and the USSR; the USA as a global empire? The EU as the rebirth of European empire? Contemporary India and Indonesia. The aim is to see how the dilemmas of empire have changed over time, how they have been handled by various polities and cultures, and whether some contemporary polities still face traditional dilemmas of empire.

Teaching: 10 lectures and 10 seminars in the MT. 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

Reading list: D Lieven, Empire, 2000; M Doyle, Empires, 1986; S Finer, The History of Government, 1997; R Mantran (Ed), Histoire de l'Empire Ottoman, 1989; C Blunden & M Elvin, Cultural Atlas of China, 1983; P J Marshall, Cambridge Illustrated History of the British Empire, 1996; G Lundestad (Ed), The Fall of Great Powers, 1994.

Assessment: Two hour unseen written examination in June (75% of the marks) and the term essay (25% of the marks).

GV405 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: 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.

06

The Theory of Positive Freedom

Teacher responsible: Professor J Charvet, K207 **Availability:** For MSc Political Theory. Other graduate students may follow this course with permission.

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.

the state of the s

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. Topics: global justice, justice between generations, communitarianism and libertarianism.

Teaching: Ten two-hour seminars in the MT and 2 two-hour revision

seminars in the third and fourth weeks of the ST.

Reading list: W Kymlicka, Contemporary Political Philosophy; J Rawls, A
Theory of Justice; M Walzer, Spheres of Justice; A MacIntyre, Whose
Justice? Which Rationality?

Assessment: Two hour unseen written examination in June.

GV410

GV408

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 patriachalism; individualism and autonomy; justice versus care; feminist models of democracy and political representation; embodied identity and the politics of difference; issues considered are likely to include abortion, persecutively and multipulsualism.

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

H NA 02/03

H NA 02/03

Methods and Controversies in the History of Political Thought: the Continental Tradition

Teacher responsible: Professor J Coleman, L204 (on leave 2002-2003)

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

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

V413

formal and unseen two hour paper.

Methods and Controversies in the History of Political Thought: the Anglo-American Tradition

Teacher responsible: Professor J Coleman, L204 (on leave 2002-2003)

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, Oakeshott, Skinner, Butterfield, Bury, Gallie, P Burke, Pocock, Passmore, Rorty, Hexter, Dray, Popper, Lovejoy, Kuhn, Macpherson, Minogue, Coleman etc. A reading list of primary texts to be discussed and critical commentaries will be handed out at the beginning of the course.

Assessment: The examination will take place in June and will consist of a formal and unseen two hour paper.

H NA 02/03 GV414 Greek Political Theory: Thought and Action in Plato's

Political Theory Teacher responsible: Professor J Coleman, L204 (on leave 2002-2003) Availability: For MSc Political Theory and other intercollegiate MSc students, with permission. Also available to PhD students from other

departments who may find it useful for their dissertations. Core syllabus: The course will be concerned with the following themes: the trial and death of Socrates, Socratic method, the Sophists, Platonic epistemology, nature and convention, the idea of techne, attitudes to education, punishment, freedom, virtue, rationality, friendship, law, justice

and equality. Content: The course is intended to explore, both historically and analytically, the above themes in order to establish the relationship between

thought and action in Plato's philosophy. Teaching: 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.

H NA 02/03 **GV415**

Greek Political Theory: Thought and Action in Aristotle's Political Theory

Teacher responsible: Professor J Coleman, L204 (on leave 2002-2003) 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

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

(Blackwell, 1999) should be useful. Assessment: The examination will take place in June and will consist of a formal and unseen two hour paper.

History of Political Thought: the ancient Greeks to the Renaissance

GV418 Political Thinking in Britain to the End of the

Twentieth Century Teacher responsible: Professor R Barker, K100

Availability: For MSc Political Theory and other MSc students, by permission of the teacher responsible.

Core syllabus: Continuities and discontinuities in political thinking at the end of the 'short twentieth century'. Content: The relative fortunes of socialism, conservatism, liberalism and

feminism and the relevance of distinctions between left and right.

Teaching: 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!. (A full reading list and lecture and seminar programme will be issued at the beginning of the course.)

Assessment: Two hour unseen written examination in June.

Legitimation and Government

GV425

Teacher responsible: Professor R Barker, K100 Availability: For MSc Political Theory. Other graduate students may follow this course with permission from the teacher responsible.

Core syllabus: An introduction to theories of the legitimation of government, and to legitimation as an activity engaged in, and contested, by rulers, subjects, and rebels. Such a theory of legitimation is distinguished from the normative evaluation of regimes. The relation between legitimation and identification.

Content: Legitimacy and legitimation. The historical activity of legitimation. Political science, legitimation, and legitimacy. The use, scope, and function of a theory of legitimation. Identification. Legitimation as an activity of government. Elites and government. Subjects and citizens, democracy and egitimation. Rebels and vigilantes.

Teaching: 12 seminars, ten in the MT, two in the first and second weeks

Written work: Students will write two essays.

Reading list: Rodney Barker, Political Legitimacy and the State (Clarendon, 1990); Rodney Barker, Legitimating 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). (A full reading list and lecture and seminar programme will be issued at the beginning of the course.)

Assessment: Two hour unseen written examination in the ST.

H NA 02/03 **GV427** Democracy and Democratisation in East and

Teacher responsible: Dr C Lin, L202 (on leave 2002-2003) 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

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 context of democracy and democratisation in the region. Development and democracy; modernisation and democratisation as non-parallel developments. Alternative and diverse Asian paths to democracy and modernity. Comparing democracies, mainly Japan and India; and democratic transitions in the Asian NICs. Debates over "Asian values", human rights and authoritarianism. Transformation of Communism in China, Vietnam, and North Korea. Ethnic nationalism, religions and ideologies. Postcolonial nation-building and comparative institutions. New regional order in world politics.

Teaching: Ten seminars in the LT and 2 seminars in the third and fourth weeks of the ST. 30-minute lecture at the beginning of each seminar.

Written work: Students are required to write two course essays, each

Reading list: J Bauer et al (Eds), The East Asian Challenge for Human Rights (1999); D A Bell et al, Towards Illiberal Democracy in Pacific Asia (1995); M Chadha, Building Democracy in South Asia (2000); A Chan et al. Transforming Asian Socialism (1999); 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: Professor 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.

Written work: Students are required to write two course essays, each around 1,500 words.

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

Teachers responsible: Dr W Kissane, L101 and Dr E Ringmar, K309 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

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. Nationbuilding. 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 NA 02/03

Government and Politics in China Teacher responsible: Dr C Lin, L202 (on leave 2002-2003)

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; in the context of global and regional politics.

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; state and society regime and government, allocation of central and local power; bureaucracy as tradition and as invention; social organisation and class relations; citizenship and its gender dimension; ideology, political culture, and the question of democracy; Tibet and other minority regions; "one country, two systems"; political economy and market transition; nationalism and modernisation.

Teaching: 10 seminars in the MT and 2 seminars in the first and second weeks of the ST. 30-minute lecture at the beginning of each seminar. Written work: Students are required to write two assessed 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 Shirk, The Political Logic of Economic Reform in China (1993); W Tang & W Parish, Chinese Urban Life Under Reform (2000); R Weatherly, The Discourse of Human Rights in China (1999).

Assessment: Two-hour unseen written examination in June (75%) and one assessed essay (25%).

GV436

National and Ethnic Conflict Regulation Teachers responsible: Dr S Bose, L208 and Professor B O'Leary, K204 (on leave MT 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. This is a high-demand course so enrolment is not guaranteed.

Core syllabus: This course examines the strategies available to states and politicians seeking to regulate national and ethnic conflict; when particular strategies are employed; and the conditions under which they 'succeed'. The literature drawn upon includes political philosophy, policy analysis, international relations and political sociology.

Content: Defining national and ethnic conflict. Strategies for eliminati 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). Casestudies of countries with protracted national and ethnic conflict. Negotiating ethnic peace accords. Affirmative action and multi-culturalism and their

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.

Politics and Policy in Latin America

Teacher responsible: Professor G Philip, K205 Availability: For MSc Comparative Politics, MSc Comparative Politics (Latin America) and others. Students should have already attended either

Core syllabus: The relationship between history, politics and the making of economic policy in Latin America.

Content: The course considers the relationship between politics and policy making in four countries. These are Argentina, Peru, Venezuela and Mexico. The course will consider the way in which the political systems in these countries have been shaped by their various histories and also at policymakers' efforts to combine successful economic policymaking with democratic government.

Teaching: Ten seminars in the LT and 1 seminar in the third week of

Reading list: D S Palmer, Shining Path of Peru; G Di Tella & R Dornbush, The Political Economy of Argentina; G Philip, The Presidency in Mexican Politics; R Camp, Politics in Mexico; J Buxton, The Failure of Political Reform in Venezuela

Assessment: One two hour unseen written examination in June.

GV438

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 late twentieth century.

Teaching: Starting at the beginning of the Lent term, ten one-hour lectures (GV438.1) and twelve one-and-a-half-hour seminars (GV438.2): Introduction and set-up session, ten seminars, plus a revision session.

Course work: Students will be required to make topic presentations and write two essays.

Reading list: J Haynes, Religion in Global Politics; E Gellner, Postmodernism, Reason and Religion; D Martin, A General Theory of Secularisation; G Lewy, Religion and Revolution; S Berger (Ed), Religion in West European Politics; G Moyser (Ed), Religion and Politics in the Modern World; D Hanley (Ed), The Christian Democratic Parties; J Casanova, Public Religions in the Modern World. Assessment: Two hour unseen written examination in June.

GV439

H NA 02/03 Government and Politics in Eastern Europe

Teacher responsible: Dr V Dimitrov, L303 (on leave 2002-2003) 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

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 LSE Library and the library of the School of Slavonic and East European

Written work: Students are required to produce two word-processed essays. Teaching aids are distributed.

Reading list: F Fetjo, A History of the People's Democracies; R Tucker, Stalinism: Essays in Historical Interpretation; J Rothschild, Return to Diversity; S. White et al (Eds), Development in East European Politics (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

The State and Prosperity

Teacher responsible: Dr E Ringmar, K309 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: Comparative political economy. Examination of case studies, the relevance and validity of prominent arguments for and against state intervention in the economy.

Teaching: One two hour seminar per week in the LT and 2 seminars in the third and fourth weeks off 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, MITI 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

GV442

Globalization and Democracy Teacher responsible: Professor David Held, L104 (on leave 2002-2003) and Dr M Koenig-Archibugi, 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 ST.

Written work: Students will produce two short pieces of work: an essay which may be based on their class presentation; and an empirical paper mapping the enmeshment of two liberal democratic nation-states in a key domain of global flows and networks.

Reading list: S Krasner, Sovereignty, Princeton, 1999; G Garrett, Partisan Politics in the Global Economy, CUP, 1999; D Held, A McGrew, D Goldblatt & J Perraton, Global Transformations, Polity Press, 1999; D Held & A McGrew (Eds), The Global Transformations Reader, Polity Press, 2000; D Held & A McGrew (Eds), Governing Globalization, Polity Press, 2002; P Hirst & G Thompson, Globalization in Question, 2nd edn, Polity Press, 1999; J A Scholte, Globalization: A Critical Introduction, Palgrave, 2000; S Strange, The Retreat of the State, CUP, 1996; J Rosenau, Along the Domestic-Foreign Frontier, CUP, 1997; UNDP, Human Development Report, OUP, 1999; A Hurrell & N Woods (Eds), Inequality, Globalization

and World Politics, OUP, 1999. Assessment: A two hour unseen written examination in June.

GV443

The State and Political Institutions in Latin America Teacher responsible: Dr F Panizza, L201

Availability: For MSc students in Comparative Politics. Other graduate students may follow the course with permission.

Core syllabus: The principal institutions influencing politics and economic

policy-making in a Latin American context. Content: Thematic study of political institutions in Latin America including the presidency, neopopulism, congress and political parties, the private

sector, non governmental organisations and labour, 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 revision seminar in the first week of the ST.

Reading list: F Aguero, & J Stark (Eds), Fault Lines of Democracy in Post-Transition Latin America; L Diamond et al, Democracy in Developing Countries: Latin America; J Linz & A Valenzuela, The Failure of Presidential Democracy; E Epstein, Labour Autonomy and the State in Latin America; S Mainwaring, G O'Donnell & S Valenzuela, Issues in Democratic Consolidation: The New South American Democracies in Comparative Perspective; S Mainwaring & T Scully, Building Democratic Institutions: Party Systems in Latin America; E J Bartelli & L A Payne, Business and Democracy in Latin America; I P Stotzky, Transition to Democracy in Latin America: The Role of the Judiciary, R Seider, Impunity in Latin America; G Cook, The New Face of the Church in Latin America: Between Tradition

Assessment: Two hour unseen written examination in June. 25% of the marks will be awarded via a 3,000 word essay to be handed in by 13 January 2003.

GV444

Democracy and Development in Latin America Teacher responsible: Dr F Panizza, L201

Availability: For MSc students in Comparative Politics. Other graduate students may follow the course with permission.

Core syllabus: To study the relationship between political and economic change in contemporary Latin America.

Content: Democracy and economic reform; the political economy of first generation reform, the external dimensions of democracy and development; trading blocks and regional integration; poverty and inequality; the informal sector; beyond the Washington Consensus, the good governance debate; the second generation reforms.

Teaching: Ten lectures (GV444.1) and (GV444.2) 10 seminars in the LT and 1 revision seminar in the second week of the ST.

Reading list: R Gawynne & C Kay, Latin America transformed: Globalization and modernity; S Haggard & R Kaufman, The Politics of Economic Adjustment; 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; The World Bank, World Development Report 2000/2001. Attacking Poverty; H De Soto, The Other Path: the Invisible Revolution in the Third World; S Edwards, Crisis and Reform in Latin America: From Despair to Hope; P Oxhorn & P Starr, Markets and democracy in Latin America: conflict or convergence? H Veltmeyer, J Petras & S Vieux, Neoliberalism and Class Conflict in Latin America.

Assessment: Two hour unseen written examination in June.

GV446

The Politics of Empire and Post Imperialism

Teachers responsible: Professor D Lieven, K208 and Dr Z Shakibi, K307 Availability: For students of the MSc International Relations and MSc Politics of the World Economy. Other MSc or MA students may take this course if permitted by their programme regulations and with the agreement of the teachers responsible for this course.

Core syllabus: The course studies the elements of imperial power (military, political, economic, cultural, ideological, demographic and geographical) in specific polities and eras: it also compares the nature, rise and fall of empires, and the consequences of their collapse.

Content: Definitions of empire and imperialism. The sources of imperial power and the nature of imperial rule in: Rome and Byzantium; China from the Han empire to PRC; Ottoman and Islamic empire; the Habsburg empire, the English and British empires; tsarist empire and the USSR; the USA as global empire?; the EU as re-birth of European empire?; contemporary India and Indonesia. Geopolitics. Theories of imperialism and neo-colonialism. Theories of bureaucratic empire. Comparative monarchical autocracy. Imperial strategies for managing multi-ethnicity and ethnic nationalism. The decline and fall of empires. The impact of empire's loss on metropolitan peoples and polities, and empire's impact on the consolidation of democracy in former colonies. Why empire ceased to be the predominant form of polity during the twentieth century and what aspects of empire still exist in the contemporary world.

Teaching: 15 lectures and 20 seminars in the MT and LT.

Written work: Two presentations, two term essays and two one-hour mock

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 (75% of the marks) and one of the term essays (25% of the marks).

GV447

Rethinking the Modern Polity: Sovereignty,

Accountability and Governance

Teachers responsible: Professor D Held, L104 (on leave 2002-2003) and Ms Clare Chambers

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

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-Cordón (Eds), Democracy's Edges, CUP, 1999; T Schlereth, The Cosmopolitan Ideal in Enlightenment Thought, University of Notre Dame Press, 1977; C Beitz, Political Theory and International Relations, Princeton, 1979; D Mapel & T Nardin (Eds), International Society, Princeton, 1998; J Rawls, The Law of People's, Harvard University Press, 1999; C Jones, Global Justice, OUP, 1999, Shapiro & L Brilmayer (Eds), Global Justice, New York University Press,

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

Core syllabus: A philosophical study of the idea of human rights.

Content: The course will cover the following topics: the nature of rights, the history of the idea of natural or human rights, the liberal understanding of human rights, the different types of rights - civil, political, social and group rights - non-liberal, non-western understandings of human rights, the idea of cultural relativism, and Western critiques of human rights - conservative, utilitarian, and Marxist.

Teaching: 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, Mr J T S Madeley, K304, Dr V Dimitrov, L303 (on leave 2002-2003), Dr M Bruter, L107 and Professor S Balfour, J316

Availability: For MSc European Politics and Policy.

Core syllabus: The course is structured around the central theme of stability in European liberal democracy. It analyses the social, economic and political preconditions for the rise and consolidation of liberal democracy; the nature of liberal societies and state-society relations; the institutional architecture of the liberal democratic state. The course takes an historical-thematic approach and places particular emphasis on the diverse experiences of liberal democracy in individual European countries. The latter include both the established democracies of 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.

H

Reading list: Introductory texts include: M Gallagher et al, Representative Government in Europe, 3rd 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; P Heywood, et al, Developments in West European Politics 2; G Smith, Politics in Western Europe, 5th edn. Assessment: Two hour unseen written examination in June.

GV451

H NA 02/03

European Policy: Comparative Analysis Teacher responsible: Dr V Dimitrov, L303 (on leave 2002-2003)

Availability: For MSc European Politics and Policy and MSc Comparative

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

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.

European Union: Politics and Policy

Teachers responsible: Dr S Hix, L305, Dr E Thielemann, L207 and Dr M Bruter, L107

Availability: For MSc European Politics and Policy, MSc European Social Policy, MSc Public Policy, MSc Comparative Politics.

Core syllabus: This course provides a theoretical and empirical analysis of the processes of government, politics and policy-making in the European

Content: Part 1: Politics - Executive politics between the EU Council and the Commission; legislative politics between the Council and the European Parliament; judicial politics and the role of the court of justice; the role and influence of interest groups; and the role of public opinion, political parties in the EU and the issue of the 'democratic deficit'.

Part 2: Policy - regulation of the single market; environmental and social regulation; the Common Agricultural Policy and the budgetary policies; cohesion and regional policies; and economic and monetary union.

Teaching: Ten seminars in the LT and 2 seminars in the third and fourth

Reading list: S Hix, The Political System of the European Union; H Wallace & W Wallace (Eds), Policy-Making in the European Union; G Majone, Regulating Europe; G Marks, F W Scharpf, P C Schmitter & W Streek, Governance in the European Union; S George and I Bache, Politics in the European Union.

Assessment: Two hour unseen written examination in June.

GV453

Socio-economic Cohesion Policies in the EU

Teachers responsible: Dr E Thielemann, L207 and Dr R Leonardi, J108 (on leave 2002-2003)

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 subnational 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.

European Multi-Party Systems: Parties, Elections and Governments

Teacher responsible: Dr Paul Mitchell

Availability: For MSc European Politics and Policy, MSc Comparative

Content: For better or worse representative democracy is virtually unthinkable without political parties. It is the competitive interactions of multiple parties in a wide range of electoral, parliamentary and governing arenas that generates much of the business and the high drama at the heart of representative politics. This course focuses on political competition amongst parties. Topics may include:

- What motivates political parties and politicians?
- How have parties developed historically
- · How are they organised? Are we in danger of having parties without members or real supporters?
- What do parties really compete about? And how do party systems change?
- · How big a threat are 'new' parties, whether they are Greens or the extreme Right?
- How do electoral systems structure party competition?
- How do parties win? Electoral competition and government formation.
- Parties in Government do parties make a difference to policy outcomes?
- How do parties lose? Electoral losses and government termination. What is different about party systems in ethnically divided societies?

The primary focus is Western Europe, though reference will also be made to other competitive democracies.

Teaching: Ten seminars in LT and 2 seminars in the first and second

Reading list: Peter Mair (Ed), The West European Party System (1990); Giovanni Sartori, Parties and Party Systems (1976); Russell Dalton & Martin Wattenberg (Eds), Parties without Partisans: Political Change in Advanced Industrial Democracies (2000); Michael Laver & Norman Schofield, MultiParty Government: The Politics of Coalition in Europe (1990); R Taagepera & M Shugart, Seats and Votes: The Determinants of Electoral Systems (1989); D Broughton & M Donovan (Eds), Changing Party Systems in Western Europe (1999); P Mair, Party System Change (1997); Wolfgang Muller & Kaare Strom (Eds), Policy, Office or Votes: How Political parties in Western Europe Make Hard Decisions (1999); Wolfgang Muller & Kaare Strom (Eds), Coalition Government in Western Europe

Assessment: Two hour 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

Content: Founding of the Republic and Impact of the Post-War Settlement; Institutions, Instability and the Debate on Institutional Reform; Political Parties and Party system under the 'Frist Republic'; Transformation of Parties and the Party system in the 1990s; The Post-War Economy and Macro-Economic Policy-Making; The 'Three Italies' and Economic Development; Church-State Relations; Italy and the European Union; Political Earthquake: Demise of the 'First Republic'; Towards a 'Second Republic?': Italy in Transition in the 1990s; the 2001 parliamentary elections and the new government.

Teaching: Ten seminars in the MT and 2 seminars in the first and second

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; Hilary Partridge, Italian politics today; Vittorio Bufacchi & Simon Burgess, Italy since 1989.

Assessment: Two hour unseen written examination in June.

GV458

Government and Politics in Germany

Teacher responsible: Dr K H Goetz, L304 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; 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.

H NA 02/03 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 of

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

Core syllabus: 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.

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 institutions; executive-legislative relations; the role of parliament; the electoral system and its impacts; parties and voters; organised interests; sub-national politics and devolved

government; 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 (2002); 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.

GV463 Government and Politics in Scandinavia

Teacher responsible: Mr J T S Madeley, 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 particular

Content: After a survey of the historical background and the institutional context as it has evolved over recent decades, the distinctive features of the policy process in Scandinavia will be reviewed with attention directed in particular to the debates about consensualism, neo-corporatism and the pathologies of big government. The relevance of these debates to particular cases, such as the Swedish debate about nuclear energy, the handling of the EU issue in Norway and the tax issue in Denmark, will receive detailed examination in the main body of the course.

Teaching: Ten seminars in the LT and 2 seminars in the third and fourth

Reading list: D Arter, Scandinavian Politics Today; P Esaiasson & K Heidar (Eds), Beyond Westminster and Congress: The Nordic Experience; E Damgaard, Parliamentary Change in the Nordic Countries; E Einhorn & J Logue, Modern Welfare States: Politics and Policies in Social Democratic Scandinavia; G Esping-Andersen, Politics Against Markets: The Social Democratic Road to Power; H Heclo & H Madsen, Policy and Politics in Sweden: Principled Pragmatism; J Pontusson, The Limits of Social Democracy.

Assessment: Two hour unseen written examination in June.

GV464

Conflict and Consensus in Twentieth Century Ireland Teacher responsible: Dr B Kissane, L101

Availability: For MSc European Politics and Policy, MSc Comparative

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.

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

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

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 (2002); R Gunther, G Sani & G Shabad, Spain

after Franco (1988); S Bozdogan & R Kasaba (Eds), Rethinking Modernity and National Identity in Turkey (1997); S Bose, 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 (on leave 2002-2003), Professor D Lieven, K208, Dr C Lin, L202 (on leave 2002-2003), Dr F Panizza, L201, Professor G Philip, K205, Dr E Ringmar, K309, Dr S Bose, L208, Dr S Hughes, L102 and Dr J Hutchinson

Availability: Compulsory for Comparative Politics (excluding Empire and Latin America streams). Optional for other students with the approval of

Core syllabus: This course is dedicated to the analysis of significant books which have made important theoretical and or methodological contributions to comparative politics. Central themes of the course are the rise of the modern state, the process of democratisation, and the nature of

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 in MT including a revision session.

Written work: Students must write two short essays during the course. Reading list: E Gellner, Nations and Nationalism; D Lieven, Empire: The Rise and Fall of Russia and its Rivals; A Lijphart, Patterns of Democracy: Governmental Forms and Performance in 36 countries; 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; A de Toqueville, Democracy in America; J Linz & A Stepan, Problems of Democratic Transition and Consolidation.

Assessment: This consists of two parts: (i) a two hour unseen written examination in June accounting for 75% of the marks; (ii) one 2,500 word assessed essay accounting for 25% of the marks due on the first Monday

GV468

Themes in Russian History

Teachers responsible: Professor D Lieven, K208 and Dr Z Shakibi, K307 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 Miscovy 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: 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.

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.

Core syllabus: This course introduces and applies formal rational choice theory to inter-institutional politics in the European Union, particularly in the EU legislative procedures.

Content: The course aims to link the theoretical, empirical and normative analysis of the institutions of the European Union. At a theoretical level, the course will introduce the student to the application of public choice theory to the executive and legislative processes of the EU. At an empirical level, the course will test the applicability of these theories to the every-day operation of the EU, using qualitative and some statistical analysis. The main empirical focus of the course will be in four key areas: the internal workings of the Council and the Parliament; bargaining between the Commission, Council and Parliament in the Cooperation and Co-decision legislative procedures; Council-Parliament competition in the selection and investiture of the Commission; and competition between the member states, the Parliament/Commission and the European Central Bank in a European monetary union. At a normative level, the course will use the theoretical and empirical findings as levers in the on-going arguments about the 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 3,000 and 4,000 words, on one of the topics, which must apply the theoretical issues to empirical data, and draw normative conclusions, to be submitted at the end of Week 1 of the ST, accounting for 25% of the marks.

GV472 NA 02/03 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

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 H
Contemporary Political Philosophy and the Body

Teacher responsible: Dr C Fabre, K301 **Availability:** For students taking the MSc in Political Theory; other students may attend subject to space.

Core syllabus: To study standard arguments, in moral and political philosophy, for conferring on individuals the right to control what happens to their body, and for denying them such right.

Content: There is no consensus, amongst philosophers, as to whether or not we should be given the right fully to control what happens to our body. The course first looks at standard arguments regarding the status of persons; it then examines and critically assesses standard arguments for, or against, abortion, the commercialisation of the body (including surrogacy), euthanasia, cloning, coercive taking of body parts for transplant purposes. It also assesses the extent to which the state should legislate in those matters, by examining the claims of those who think, for example, that abortion is morally wrong and yet should not be made unlawful. In so doing, the course examines the relationship between private and public morality, for which our control over our body is a test case.

Teaching: Ten two-hour seminars in the LT, and two two-hour revision seminars in the ST.

Reading list: D Brock, Life and Death; D Brock & A Buchanan (Eds), Deciding for others; J Harris, Clones, Genes and Immortality; J Harris (Ed), The Future of Human Reproduction; H Kuhse, The Sanctity of Life-Doctrine in Medicine: A Critique; F Kamm, Morality, Mortality; M Nussbaum, Sex and Social Justice; P Singer & H Kuhse (Eds), A Companion to Bioethics; J J Thomson, Rights, Restitution and Risk.

Required readings for students without a background in political philosophy: W Kymlicka, An Introduction to Contemporary Political Philosophy

Written work: Students will be expected to write two essays.

Assessment: Two-hour unseen written examination in June.

GV474
Theories of Deliberative Democracy

Teacher responsible: Dr Cillian McBride, L204

Availability: Open to MSc students in Political Theory; open to others on request.

Core syllabus: This course examines recent theories of deliberative

Content: Deliberative democrats argue that democratic decision making requires citizens to deliberate with one another about their policy preferences. Central concerns include: pluralism, moral conflict, and political argument; the inclusion and recognition of marginalized groups; the transformation of identities and preferences; the relationship between democratic politics and liberal justice.

Teaching: Ten two hour seminars in the MT and two two-hour seminars in

Written work: Students will be expected to write two essays.

Reading list: 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 Democratic Paradox; Sevia Benhabib, Democracy and Difference.

Assessment: Two hour unseen written examination in the ST.

GV475 Mill's Liberalism

Teacher responsible: Professor J Gray
Availability: Open to MSc students in Political Theory; open to others on

Availability: Open to MSc students in Political Theory; open to others on request.

Core syllabus: A critical examination of J S Mill's contributions to liberal

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

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

Assessment: One two-hour unseen written examination in June.

GV476 H
Twentieth Century European Liberal Thought

Teacher responsible: Professor J Gray
Availability: Open to MSc students in Political Theory; open to others on request.

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.

GV477

Comparative Public Policy Change
Teachers responsible: Dr Mark Thatcher, K305 and Dr Martin Lodge
Availability: Students should normally have taken introduction

Availability: Students should normally have taken Introduction to Comparative Public Administration (GV480) or Public Choice I, upon which this course will build unless they already have a good knowledge of comparative public policy. Waiving of these requirements will at the discretion of the course teacher. It is primarily designed for students on the MSc in Public Policy, but may be available to other MSc students.

Core syllabus: The course uses institutionalist approaches to examine public policy change via cross-national comparison.

Content: Seminars will focus on cases in key policy domains in industrialized countries (chosen according to the literature available and interest for wider analytical questions, as well as the expertise available), but in the examination and assessed essay, any set of (2) countries can be used as examples. Key topics include: institutionalist approaches to comparison and policy change; regulatory reform; economic policy; welfare policy.

Teaching: The course is taught through 10 two-hour seminars (plus two revision seminars in ST).

Written work: students will write two unassessed essays during the term.

Reading list: There is no single textbook but the following are particularly useful introductions: B G Peters, Institutional Theory in Political Science (Pinter, London and New York, 1999); H Heclo, A Heidenheimer & C T Adams, Comparative Public Policy (Saint Martin's Press, New York, 3rd

edn, 1990); W Parsons, *Public Policy* (Edward Elgar, 1995); M Hill, *The policy process in the modern state* (1997); S Steinmo, K Thelen & F Longstreth (Eds), *Structuring Politics. Historical institutionalism in comparative analysis* (1992).

Assessment: 2 hour written examination: 75%; assessed essay (max 2,500 words by end May): 25%.

GV479 Nationalism

Teachers responsible: Professor A D Smith, J102, Dr J Hutchinson, J106, Mr G Schopflin and Dr D Jacquin-Berdel

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 Professor Smith.

Core syllabus: An examination of the causes and role of ethnic identity and nationalist movements in the modern world, and of the relations between nations and states.

Content: Definitions of ethnicity and nationalism; theories of nations and nationalism; modernism, primordialism and ethno-symbolism; nationalism and international society; multinational states; separatism and irredentism; 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 Hobsbawn, Nations and Nationalism since 1780, Cambridge University Press, 1990; A D Smith, National Identity, Penguin, 1991; L Greenfeld, Nationalism, Five Roads to Modernity, Harvard University Press, 1992; J Breuilly, Nationalism and the State, 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

Supplementary reading list: A more detailed reading list is available from Professor Smith and secretary and at the first two seminars.

Assessment: A three-hour examination in June with three questions to be answered.

GV480 Introduction to Comparative Public Administration

Teachers responsible: Dr M Thatcher, K305 and Dr M Lodge 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 M Thatcher and Dr M Lodge 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 crossnational 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); J Greenwood, R Pyper & D Wilson, New Public Administration in Britain (Routledge, 2002).

Assessment: Two hour unseen written examination paper in June.

CV/491

Public Choice and Public Policy I – Introduction
Teachers responsible: Professor K Dowding, K206 and Mr V Larcinese,

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 macropolitical economy approaches.

Content: Theory of voting and party competition; collective action and interest groups; coalition theory and log-rolling; bureaucracy and economic approaches to organizations.

Teaching: Nine lectures and 10 seminars in the MT and 2 seminars in the

first and second weeks of the ST.

Written work: Students are expected to produce one formative essay on

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

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

Public Choice and Public Policy II: Advanced Topics
Teachers responsible: Professor K Dowding, K206 and Mr V Larcinese,

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 Stigler, Chicago Studies in Political Economy; J Elster & A

Reading list: G Stigler, Chicago Studies in Political Economy; J Elster & A Hylland, Foundations of Social Choice Theory; A Sen, Choice, Welfare and Measurement; A Dixit, The Making of Economic Policy; T Persson & G Tabellini, Political Economics; W H Riker, Liberalism Against Populism.

Assessment: Consists of three parts: (i) a two hour unseen written examination in June, accounting for 75% of the marks; (ii) a single essay of between 3,000 and 4,000 words on a topic to be agreed with the course teachers by Week 10 of LT, which applies public choice approaches to a public policy problem. The essay must be submitted by the end of Week 1 of ST and accounts for 25% of the marks.

GV483
Public Management Theory and Doctrine

Teachers responsible: Dr M Barzelay, G507 and Dr Martin Lodge 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 objectives of the course are to learn how to analyze processes of administrative reform and modernization, drawing on political science methods of analyzing policy change; to understand similarities and differences among recent experiences with administrative reform and modernization, drawing on comparative research; and to learn essential

concepts and knowledge related to administrative analysis and argumentation, applicable to any scholarship and practice in the field of public management

Content: Introducing public management. Public management policymaking; Implementing public management policy change; Explaining policy and organizational change. Administrative analysis. Administrative argument. Lesson-Drawing in Public Policy and Management. Designing and Improvising Change.

Teaching: Ten lectures and ten seminars in the MT and 2 seminars in the first and second weeks of the ST.

Reading list: M Barzelay, The New Public Management, 2001; C Hood, The Art of the State, 1998; R Axelrod & M D Cohen, Harnessing Complexity: Organizational Implications of a Scientific Frontier, 1999; N C Roberts & P J King, Transforming Public Policy: Dynamics of Policy Entrepreneurship and Innovation, 1996; A Schick, The Spirit of Reform: Managing the New Zealand State Sector in a Time of Change, 1996; P Aucoin, The New Public Management: Canada in Comparative Perspective, 1995; D N Walton, Plausible Argument in Everyday Conversation, 1992; C Hood & M Jackson, Administrative Argument,

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) élites in US politics; and models of Congressional voting.

Teaching: 10 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 Dilulio, American Government, The Essentials (7th edn); J A Stimson, Public Opinion in America; F R Baumgartner & B D Jones, Agendas and Instability in American Politics; S L Popkin, The Reasoning Voter: Communication and Persuasion in Presidential Campaigns; K Poole & H Rosenthal, Congress: A Political-Economic History of Roll Call Voting; K Kollman, Outside Lobbying: Public Opinion and Interest Group Strategies; A Alesina & H Rosenthal, Partisan Politics, Divided Government and the Economy.

Assessment: Two hour unseen written examination in June.

GV485 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

Teaching: 10 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; E S Cohen, The Politics of Globalization in the United States; 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, Professor Robert Baldwin, A455 and Dr M Thatcher, K305

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.

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
- 4) Regulatory Standard-Setting: Regulatory standard-setting; economics and optimal standard-setting; risk regulation.
- 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 wellplaced 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: Professor Francis Terry, G408

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 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 indepth such topics as strategic management, performance management, business process management, customer service orientation and the accountingization of government.

Teaching: 10 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.

GV495

The Politics of Transition in the Former Soviet Union Teachers responsible: Dr G Sasse, J207 and Dr J Hughes, L102

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:

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; centreregional 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

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 twohour written examination in June (75% of the final mark).

Multiculturalism, Nationalism and Citizenship Teacher responsible: Dr P J Kelly, L100

Availability: MSc Political Theory optional course, MSc Nationalism and

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

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

Teaching: 10 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 3,000 words long on a topic agreed in advance with the course proprietor. This assessed essay may be a development of one of the two short essays referred to under 'Written work'. It must be handed in at the Government department office not later than 4pm on the Friday of the sixth week of the ST. In the overall assessment of the course, the unseen written examination counts as 75% of the total mark and the essay as 25%.

GV4A1

Warfare, Religion and National Identity

Teacher responsible: Dr J Hutchinson, J106 Availability: MSc Nationalism and Ethnicity, and for other MSc students, if space permits.

Core syllabus: Investigations into the relationships between warfare and religion and the formation of national identities, and the implications of this analysis for understanding contemporary politics.

Content: The issues cover four main areas: War and the origins of national

identities, including state formation and territorialisation; the genesis of collective myths, heroes and memories; and the rise of 'frontier' nations; Modern wars and the formation of national societies, including conscription and national citizenship; total wars, class, and the mass nation; military defeats and national secessions; wars and ethnic minorities; Religion and national formation, including cultural vernacularisation; sacralisation of lands; 'election' of peoples; secular-religious cleavages; Nationalism, religion and conflict, including nationalism as a cause of war; religionational wars; and ethno-religious conflicts within nation-states.

Teaching: Lectures 15 ML, Seminars 22 (including revision) MLS.

Reading list: J Armstrong, Nations before Nationalism, 1982; L Colley, Britons, Forging the Nation, 1707-1837, 1992; C Enloe, Ethnic Soldiers, 1982; H Fein, Genocide: A Sociological Perspective, 1993; R Gildea, The Past in French History, 1994; A Hastings, The Construction of Nationhood: Ethnicity, Religion, and Nationalism, 1997; 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.

GV4M1/GV4M2

Skills Programme

Teachers responsible: Dr Matt Mulford, B802 and Dr Paul Mitchell, K308 Other staff participants: Dr Martin Bauer, Professor George Gaskell, B811,

Assessment: One three hour examination in June.

Availability: For MSc Comparative Politics, MSc Public Policy, MSc European Politics and Policy and new Research Students in Government. All students not already familiar with IBM PCs should register on the IT induction course early in the MT and complete the session on 'Introduction to PCs' and 'Introduction to Windows 95'.

Core syllabus: This programme provides a grounding in the skills needed for undertaking political science research at postgraduate level.

Content: The programme is designed to give students a good introduction to quantitative and qualitative methods and to acquaint them with the strengths and limits of different methodologies. The course has three main components:

- 1. Research Skills. The opening weeks introduce students to skills needed in their particular MSc course, and then to a range of library and research tools, such as databases and bibliographic systems. Also covered are presentational and writing skills. At the end of these weeks students move
- 2. Quantitative Methods. Students who have no previous experience of statistics and data analysis should take component MI451: Quantitative Analysis 1: Description and Inference taught by the Methodology Institute (see course description in the section on 'MPhil/PhD Programmes of Study').

This course covers the basic theory and concepts associated with quantitative social research: logic of sampling, descriptive statistics, hypothesis testing and basic data analysis. Students will use SPSS (a statistics package) to explore and manipulate data.

If you register for course GV4M1 you will automatically be included on

Students who have already studied statistics and data analysis should take: MI452: Quantitative Analysis 2: the Generalized Linear Model also taught by the Methodology Institute (see course description in the 'MPhil/PhD Programmes of Study').

This course covers various multivariate techniques, including multiple regression, logistic regression and loglinear modelling. In both courses students must complete exercises and project work. All students must take one of these quantitative courses. Which one would be most appropriate for you should be discussed with your supervisor and/or one of the course

If you register for course as GV4M2 you will automatically be included on MI452.

3. Research Design and Qualitative Methods. Students must take MI401: Concepts and Methods in Social Inquiry which discusses the principles and assumptions, the applications and analysis and the strengths and weaknesses of various research strategies in the social sciences. Please note this course is automatically included when you register for either GV4M1 or GV4M2.

Teaching: The quantitative courses include lectures and computer classes; the research design course is lecture based.

Reading list: J F Healey, Statistics: A Tool for Social Research, 4th edn; Gary King, Robert Keohane & Sidney Verba, Designing Social Inquiry: Scientific Inference in Qualitative Research.

Assessment: The examinations for GV4M1 are GV4M1a (based on MI451) and GV4M1b (based on MI401). The examinations for GV4M2 are GV4M2a (based on MI452) and GV4M2b (based on MI401)

Passing the Skills Programme is required as part of the MSc degree. The quantitative course and the research design course are taught and examined as separate courses with separate results, even though they collectively form the 'Skills program'.

It is only possible to retake an exam that was failed. Under no circumstances is it possible to retake an exam that was passed.

INDUSTRIAL RELATIONS

ID400

Employment 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

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, LT and ST. 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).

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.

Course syllabus: The aim of the course is to provide an introduction to a comparative analysis of industrial relations processes and outcomes. This will be done through the analysis of a selection of countries including the UK, USA, Western European nations, Japan and East Asian countries.

Content: A number of industrial relations models will be analysed and

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
- The role of the state in industrial relations
- Corporate governance and its impact on industrial relations systems

Corporate governance and its impa
 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

Organizational Behaviour and Change

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 begins by examining alternative social science theories and research into individual, group and organizational issues. The main focus is the analysis and understanding of the attitudes and behaviour of individuals and groups in an organizational context. This provides the

foundation for exploring organizational change: types of organizational change, strategies for change, resistance to change and evaluation of organizational change.

Content: Psychological contracts, organizational justice, organizational citizenship behaviour, retaliation in organizations, ethical behaviour, groups, design for work, organizational culture, organizational structure and organizations as political systems.

Models and frameworks for analyzing change; strategies of change; a justice perspective or organizational change; theories of resistance to change; theory and methods of evaluation of organizational change.

Teaching: The teaching is highly participative and includes lectures and 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

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 Oslande & 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

Organisational Theory and Behaviour

Teacher responsible: Dr Mary Logan, H801

Pre-requisites and excluded combinations: 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.

- (a) To introduce students to alternative social science theories and research into individual, group and organisational issues.
- (b) To facilitate students in their evaluation of potential employers, clients and other pertinent organisations.
- (c) To encourage research and further study in this area.

Learning outcomes:

- (a) To help students to understand the interrelationships among central issues in the analysis of behaviour within an organisational context
- (b) To facilitate a critical evaluation of organisational policies and practices and their impact on work behaviours, attitudes and performance.
- (c) To increase students ability to successfully function in organisational environments.

Core syllabus: This course uses behavioural theories from sociology, psychology, anthropology, political science and social psychology to analyse employee 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, organizational learning, 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 and Dr Johann Franke.
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

Organisational Theory and Behaviour

Teacher responsible: Dr Mary Logan, H801

Pre-requisites and excluded combinations: For MSc Operational Research and other Master's degrees where regulations permit. Prior knowledge of organisation theory or work experience.

Aims:

- (a) To introduce students to alternative social science theories and research into individual, group and organisational issues.
- (b) To facilitate students in their evaluation of potential employers, clients and other pertinent organisations.
- (c) To encourage research and further study in this area.

 Learning outcomes:
- (a) To help students to understand the interrelationships among central issues in the analysis of behaviour within an organisational context.
- (b) To facilitate a critical evaluation of organisational policies and practices and their impact on work behaviours, attitudes and performance.
- (c) To increase students ability to understand and therefore successfully function in organisational environments.

Core syllabus: This course uses behavioural theories from sociology, psychology, anthropology, political science and social psychology to analyse employee behaviour and attitudes in the organisational context.

Content: Organisational structure including: design of work, employee participation, empowerment, and organisational culture. Group and intergroup 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 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: Starting in week 5 MT, weekly Dr Mary Logan and Dr Johann Franke.

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 from choice of approximately twelve questions. Separate papers are set for undergraduate and MSc students.

NA 02/03

Human Resource Management and Business Performance

ID409

Teacher responsible: Dr R Richardson, U1104

Availability: For MSc Industrial Relations and other students with an appropriate background. No prior knowledge of human resource management or practical knowledge is required.

Core syllabus: (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 H

Management of Human Resources: strategy and policies

Teacher responsible: Professor David Marsden, H802

Availability: For MSc Industrial Relations and Personnel Management and other suitably qualified students. It is recommended for those taking the International and Comparative Human Resource Management half unit. Core syllabus: The course considers the 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 10 lectures (ID410), 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, and R Schuler & S Jackson (Eds), Strategic Human Resource Management, Blackwell, 1999.

Assessment: Students do an assessed essay during the Christmas

vacation, which counts for one third of their assessment, and a summer

exam which counts for two thirds.

ID411 International and Comparative Human Resource Management

Teacher responsible: Professor David Marsden, H802

Availability: For MSc Industrial Relations and Personnel Management and other suitably qualified students. It is recommended for those taking the Management of Human Resources: strategies and policy half unit.

Core syllabus: The course deals with the policies that organisations adopt to deal with a range of human resource issues, and develops an international and comparative perspective.

Content: The course considers managerial human resource policies in their institutional, social and market contexts in advanced industrial countries. 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: microfoundations of societal diversity, Oxford University Press, 1999; J Baron, & D Kreps, Strategic human resources: frameworks for general managers, Wiley, New York, 1999; Truman Bewley, Why wages don't fall during a recession, Harvard University Press, 1999; C Crouch, D Finegold & M Sako, Are skills the answer? The political economy of skill creation in advanced industrial societies, Oxford University Press, 1999; L Dickens, 'Beyond the business case: a three-pronged approach to equality action' Human Resource Management Journal, Vol 9, No 1, 1999, pp 9-19; G Hofstede, 'The interaction between national and organisational value systems', Journal of Management Studies, Vol 22, 1985, pp 347-357; K Koike & T Y Inoki, Skill formation in Japan and Southwest Asia, University of Tokyo 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.

Labour Market Analysis: Economic Analysis of Trade Unions

Teacher responsible: Dr Steve McIntosh, R444

Pre-requisites: None, but some familiarity with basic economics and statistics in an advantage.

Core syllabus: Examination of union membership, power and impact using economic analysis. Lectures are anglo-centric but classes use international evidence.

- Content:
- labour market deregulation
 collective bargaining, union membership and objectives
- closed shop, industrial action, arbitration
- impact on firm performance, pay and jobs

Reading list: A full reading list will be provided at the start of the course. Useful preliminary reading: A Booth, *The Economics of the Trade Union*, Cambridge University Press, 1995.

Teaching:

Lectures ID201 10 weekly LT. Classes ID201 14 weekly LT. S

Classes ID201 14 weekly LT, ST.

(note: undergraduates and graduates have separate classes).
Written work: Written work is of less importance than active class contribution. Every student must come prepared to discuss the class topic

Assessment: Formal 2 hour examination. One compulsory question and one other questions chosen from about three 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 anglocentric 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.

 Penaling list: A full reading list will be provided at the start of the course.

Reading list: A full reading list will be provided at the start of the course. Useful preliminary reading: S Polachek & S Siebert, *The Economics of Earnings*, Cambridge University Press, 1993 (paperback); E Lazear, *Personnel Economics for Managers*, John Wiley, New York, 1998.

Teaching:

Lectures ID201 10 weekly MT.

Classes ID201 14 weekly MT, ST.

(note undergraduates and graduates have separate classes)

Written work: Written work is of less importance than active class contribution. Every student must come prepared to discuss the class topic

Assessment: Formal 2 hour examination. One compulsory question and one other question chosen from about three questions.

0414

Industrial Psychology

Teacher responsible: Professor John Kelly, H805

Availability: The course is designed for students on the MSc in Industrial Relations and Personnel Management. Some students on the MSc in

Social Psychology, subject to the permission of their tutor, may also take the course. Some background in psychology is highly desirable. Students without such a background will find certain sections difficult.

Core syllabus: The aims of the course are to provide a psychological framework for the analysis and understanding of the behaviour of individuals as workers and as members of groups; to demonstrate the value of psychology and of a psychological perspective in understanding human behaviour at work; and to examine a number of topics and issues in industrial relations and organizational behaviour where psychology has a particular contribution to make.

Content: Groups and intergroup relations. Conflict and cooperation. Collective bargaining and trade unions. Job insecurity. Sex discrimination and sexual harassment. Women and leadership. Psychometric assessment. Teaching: The course is taught by Professor John Kelly.

Lecture: 1 hour weekly through the MT.

Class (ID414.A) (1.5 hours) x 10, MT. Written work: A 2,000 word written assignment is required.

Reading list: The following reading list contains some of the main volumes and some easily accessible introductory volumes. Most of the course reading is taken from journals. A full reading list will be issued at the start of the course. M Argyle, The Social Psychology of Work, Penguin; J Arnold et al, Work Psychology, Pitman; S A Haslam, Psychology in Organizations: the social identity approach; R M Steers & L W Porter, Motivation and Leadership at Work, McGraw-Hill; P B Warr, Psychology at Work, Penguin. Assessment: 1. A formal two-hour examination in the ST: Students should answer two questions out of a choice of five [70%]. 2. A written assignment of not more than 2,000 words [30%].

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 11/2 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 professionial 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 organisation which they visit one day a week. This is lollowed 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.

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

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 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;

(ii) examine a problem or topic through some small scale empirical research or by using information derived from secondary sources;

(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

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,

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.

Assessment: This course is not examined.

INFORMATION SYSTEMS

IS453

Systems Design in Context

Teacher responsible: Dr C Sørensen, U508

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

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 Dietal & T R Nieto, Internet & World Wide Web: How to Program, Prentice Hall, 2000; L Groth, Future Organizational Design: The Scope for the IT-Based Enterprise, John Wiley, 1999; A Leer, Welcome to the wired world: Tune in to the digital future, ft.com, 2000; R Mansell & R Silverstone (Eds), Communication by Design: The Politics of Information and Communication Technologies, Oxford University Press, 1996; I Nonaka & H Takeuchi, The knowledge-creating company. How Japanese companies create the dynamics of innovation, Oxford University Press, 1995; D A Norman The Invisible Computer, MIT Press, 1998; K Robins & F Webster, Times of the Technoculture: From the information society to the virtual life, Routledge, 1999; G I Rochlin, Trapped in the Net: Unanticipated Consequences of Computerization, Princeton University Press, 1997; Sommerville, Software Engineering, Addison-Wesley, 1995; L Sproull & S Kiesler, Connections. New ways of working in the networked organization, MIT Press, 1993; M Stefik, Internet Dreams: Archetypes, Myths and Metaphors, MIT Press, 1997; J Yates, Control through Communication: The Rise of System in American Management, Johns Hopkins University Press, 1989.

A study pack containing essential publications will be provided along with a list of references to additional relevant books and articles.

Assessment: A three-hour formal examination in the ST accounts for 60% of the mark. A practical group project accounts for 40%.

H NA 02/03 Nature and Society: The Contribution of

Science Studies

Teachers responsible: Professor Bruno Latour, U401 and Dr Edgar A

Whitley, U304 Availability: This course is an optional stream for the MSc in Analysis, Design and Management of Information Systems and is also open to MSc and PhD students from other departments.

Core syllabus: The widespread use of information and computing technologies has lead to the myth that information is simply transportation without deformation. This course aims to provide a critique of this view by considering various regimes of enunciation of information which are not simply transportation without deformation

Content: The course examines various regimes of enunciation: technology, reference, figuration, presence, interpolation, politics and law. Through the analysis of detailed empirical studies, the course will determine the various conditions of felicity associated with each regime to allow meaningful analysis of, and discrimination between, the various regimes. Students then apply this analysis to a contemporary case study to demonstrate the various regimes.

Teaching: The course is taught through 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 & Filix Guattari, What is Philosophy, Columbia University Press, New York, 1994; A Pickering, The Mangle of Practice: Time, agency and science, University of Chicago Press, 1995; R Richard Powers, Galatea 2.2: A novel, Farrar Straus Giroux, New York,

Assessment: The course is assessed by a 5,000 word essay and assignments completed during the term.

Aspects of Systems Design in Context

Teacher responsible: Dr C Sørensen, U508

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

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 Dietal & T R Nieto, Internet & World Wide Web: How to Program, Prentice Hall, 2000; L Groth, Future Organizational Design: The Scope for the IT-Based Enterprise, John Wiley, 1999; A Leer, Welcome to the wired world: Tune in to the digital future, ft.com, 2000; R Mansell & R Silverstone (Eds), Communication by Design: The Politics of Information and Communication Technologies, Oxford University Press, 1996; I Nonaka & H Takeuchi, The knowledge-creating company. How Japanese companies create the dynamics of innovation, Oxford University Press, 1995; D A Norman, The Invisible Computer, MIT Press, 1998; K Robins & F Webster, Times of the Technoculture: From the information society to the virtual life, Routledge, 1999; G I Rochlin, Trapped in the Net: Unanticipated Consequences of Computerization, Princeton University Press, 1997; I Sommerville, Software Engineering, Addison-Wesley, 1995; L Sproull & S Kiesler, Connections. New ways of working in the networked organization, MIT Press, 1993; M Stefik, Internet Dreams: Archetypes, Myths and Metaphors, MIT Press, 1997; J Yates, Control through Communication: The Rise of System in American Management, Johns Hopkins University Press, 1989. A study pack containing essential publications will be provided along with a

list of references to additional relevant books and articles. Assessment: A two-hour formal examination in the ST.

IS470 Information Systems

Teachers responsible: Professor C Ciborra, U506 and Dr Jiannis Kallinikos, U408

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: 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; J Kallinikos, In the Age of Flexibility: Managing Organizations and Technology, Academia Adacta,

Assessment: 50% course work (5% for the language skills assessment exercise, 45% for a 5,000 word research essay) and 50% for a two hour unseen examination.

IS471

Systems Development

Teachers responsible: Dr C Sørensen, U508 and Dr T Cornford, U511 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

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 tion 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

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 two hour examination in the ST 60% of the final assessment and a team project provides the remaining 40%.

Information Systems Management

Teacher responsible: Professor I O Angell, U302. Other teacher involved: Dr S Smithson, U310

Availability: This course is compulsory for the MSc in the Analysis, Design and Management of Information Systems. It is available as an outside option to other MSc students. A basic knowledge of computing is

Core syllabus: This course examines management and organisational issues involved in the introduction and operation of computer-based information systems in business.

Content: The course discusses the proposals for the use of information technology for competitive advantage in business and examines issues involved in the management of the technology, including policies for strategic planning, project management and the implementation of computer-based systems. Organisational problems are addressed, including end-user computing and the evaluation of computer-based information systems. Case studies are used to demonstrate the key issues. Teaching: 10 one-hour lectures, 10 classes and 10 two-hour seminars in

Reading list: R D Galliers, D E Leidner & B S H Baker, Strategic Information Management, 2nd edn, Butterworth Heinemann, 1999; R H Sprague & B C McNurlin, Information Systems Management in Practice, 3rd edn, Prentice Hall, 1993; J C Wetherbe, V T Dock & S L Mandell, Readings in Information Systems, 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, U304. Other teachers involved Professor C Ciborra, U506 and Dr Jannis Kallinikos, U408

Availability: This course is an option for the MSc in the Analysis, Design and Management of Information Systems. It is available as an outside option to other MSc students.

Core syllabus: The course explores the socio-philosophical foundations of information and information systems. It introduces students to the key theoretical principles underlying information systems and applies them to practical issues of information systems development and management.

Content: The course is structured around a number of themes. Each of the themes is introduced and explored in relation to the appropriate critical literature which is then applied to information systems issues.

Teaching: The course is taught through 20 hours of lectures and 10 hours of classes in the LT and 10 hours seminar LT.

Suggested readings: Indicative readings are given below. A full reading list will be provided at the start of the course.

L Introna, Management, Information and Power, Macmillan, 1996; U Beck, The Risk Society: Towards a New Modernity, Sage, 1986/1992; W E Bijker, TP Hughes & T Pinch, The Social Construction of Technological Systems: New directions in the sociology and history of technology, MIT Press, Cambridge, MA, 1987; M Heidegger, Being and Time (trans J Macquarrie & E Robinson); B Latour, We Have Never Been Modern (trans Catherine Porter), Harvester, New York, 1993; M Polanyi, The Tacit Dimension, Peter Smith, Gloucester, MA, 1996; L Wittgenstein, Philosophical Investigations (trans. G E M Anscombe), Basil Blackwell 1956; C Ciborra, From Control to Drift, Oxford University Press, 2000; H Collins & M Kusch, The shape of actions: What humans and machines can do, MIT Press, Cambridge, MA, 1998; C Ciborra, Information Complexities: Challenging the Wisdom of

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

Teacher responsible: Dr C Avgerou, U510. Other teacher involved Dr Tony Cornford, U511

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 the situated interaction between the process of IS development and

Content: 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

Teaching: 5 one-hour lectures, 9 two-hour seminars and 5 one-hour research classes in the LT and 10 x 1 hour help sessions LT.

Reading list: Chapters from 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; C Avgerou, Information Systems and Global Diversity, Oxford University Press, 2002. 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, U306. Other teacher involved Dr C

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

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

Content: The unit is organised as follows: a) Concepts of development, information society and information

economy; theoretical perspectives on ICT policy; discussion of policy b) ICT innovation in public administration and in NGOs in the developing

world. Studying the current and potential impact of E-governance c) ICT innovation and socio-economic context; methodological issues in

studying ICT innovation in context. 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. 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. Public Key Infrastructure. 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; Adams & Lloyd, Understanding Public Key Infrastructure, 1999; C Pfleeger, Security in Computing, Prentice Hall, 1989; G Robb, White Collar Crime in Modern England, Cambridge, 1992; W Cheswick & S Bellovin, Firewalls and Internet Security, Addison Wesley Professional Computing Series, 1994; W Stallings, Network Security Essentials, Prentice Hall, 2000; S Gafinkel, Database Nation: the death of privacy, O'Reilly Associates, 2000

Assessment: 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.

Interorganisational Information Systems

Teacher responsible: Dr Steve Smithson, U310

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.

Aspects of Information

Teacher responsible: Dr Edgar A Whitley, U304. Other teachers involved Professor C Ciborra, U506 and Dr Jannis Kallinikos, U408

Availability: This course is an option for the MSc in the Analysis, Design and Management of Information Systems 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

Teaching: The course is taught through 20 hours of lectures in the LT and 20 hours of classes.

literature which is then applied to information systems issues.

Suggested readings: Indicative readings are given below. A full reading list will be provided at the start of the course.

L Introna, 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, 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; C Ciborra, Information Complexities: Challenging the Wisdom of Systems. Assessment: A three-hour examination in the ST.

IS482 Aspects of the Implementation and Use of

Information Systems Teacher responsible: Dr C Avgerou, U510. Other teacher involved Dr Tony Cornford, U511

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 course introduces a number of theoretical perspectives on systems development 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 onehour 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, U306. Other teacher involved Dr C

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:

a) Concepts of development, information society and information economy; theoretical perspectives on ICT policy; discussion of policy

b) ICT innovation for public administration and NGOs in the developing world. Studying the current and potential impact of E-governance

c) ICT innovation and socio-economic context; methodological issues in studying ICT innovation in context.

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

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 and security. Principles of risk and contingency. Principles of communication and security issue; theory of communication. 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. Public Key Infrastructure. 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; J Liebenau & J Backhouse, Understanding Information: an Introduction, Macmillan, 1990; Adams & Lloyd, Understanding Public Key Infrastructure, 1999; C Pfleeger, Security in Computing, Prentice Hall, 1989; G Robb, White Collar Crime in Modern England, Cambridge, 1992; W Cheswick & S Bellovin, Firewalls and Internet Security, Addison Wesley Professional Computing Series, 1994; W Stallings, Network Security Essentials, Prentice Hall, 2000; S Gafinkel, Database Nation: the death of privacy, O'Reilly

Assessment: There is a three hour formal examination in the ST.

IS485

Interorganisational Information Systems

Teacher responsible: Dr Steve Smithson, U310

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.

Topics in Information Systems Teacher responsible: Dr E Whitley, U304. Other teachers involved: Professor I O Angell, U302 and Mr S Davies, U410

Availability: This course is optional for the MSc Analysis, Design and Management of Information Systems and MSc New Media Information and Society. Students will choose one of the two options below. IS486(a) is compulsory for MSc in Information Systems Security and Access

Core syllabus: An examination of new trends in information systems.

(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,

(b) Knowledge, Organizations and Technologies Teachers responsible: Mr M Cushman and Ms E Enkel

Content: This course will explore the concepts of knowledge, organizational forms, human activity systems and the development and application of information and communication technologies. The course will

not see these as independent areas of concerns but as structures, processes and artefacts that mutually define each other but are imperfectly reflected in each other.

Reading list: M Alavi & D E Leidner, 'Knowledge Management and Knowledge Management Systems: Conceptual Foundations and Research Issues', MIS Quaterly 25 (1), 2001; C U Ciborra & R Andreu 'Sharing Knowledge across Boundaries', Journal of Information Technology, 16 (2), 2001; R D Galliers & S Newell 'Back to the Future From Knowledge Management to Data Management' in The 9th European Conference on Information Systems, Bled, Slovenia, Moderna Obganizacija, 2001; S Newell, M Robertson, H Scarbrough & J Swan, Managing Knowledge Work, Palgrave, 2002; I Nonaka & H Takeuchi, The Knowledge-Creating Company, Oxford University Press, New York, 1995; H Scarbrough, J Swan & J Preston 'Knowledge Management and the Learning Organization: A Review of the Literature', Institute of Personnel and Development, London, 1999; U Schultze, 'Investigating the Contradictions in Knowledge Management' in IFIP WG8.2 & WG8.6 Joint Working Conference on Information Systems: Current Issues and Future Changes, Helsinki, Finland, 10-13 December 1998, pp 155-174, Omnipress, Wisconsin, 1998; R V Tenkasi & R J Boland, 'Exploring Knowledge Diversity in Knowledge Intensive Firms: A New Role for Information Systems', Journal of Organizational Change Management, 9 (1), 1996; H Tsoukas & E Vladimirou, 'What Is Organizational Knowledge?' Journal of Management Studies, 38 (7), 2001

(c) Innovation and Technology Failures

Teacher responsible: Dr Nathalie Mitev, U411 Availability: This course is optional for the MSc Analysis, Design and Management of Information Systems.

Core syllabus: An examination of new trends in information systems. Content: The course explores the relevance of innovation and technology studies to the understanding of the emergence, success and failure of information systems. Topics include: software and systems failures, management failures, sociology of deviance, IT expertise, sociology of technology, decision-making, project escalation, and in-depth case studies

will be examined. Teaching: Lectures IS486c, weekly in LT.

Reading list: C Sauer, Why information Systems Fail: A Case Study Approach, Alfred Waller, 1993; 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

Assessment: Individual seminar in the last three weeks of term (40%); Individual written assignment of no more than 5,000 words at the end of term (60%); Both will be based on case material and guidelines will be made available prior to the seminars.

IS489

Principles of Privacy and Data Protection

Teacher responsible: Mr S Davies, U410

Availability: This course is optional for MSc Analysis, Design and Management of Information Systems and MSc New Media, Information and Society. Other MSc students may follow the course.

Core syllabus: History and definition of privacy, Privacy in context: Cultural and personal perspectives, Privacy and the law, Globalisation and the internet; Financial privacy, Data mining and data matching, Privacy in the workplace, Encryption and other privacy enhancing techniques.

Content: The course provides a detailed overview of the key elements of privacy and data protection. Its content is international in nature, and discusses technical, social, legal and political dimensions of key issues including visual surveillance, national security, policing, internet and

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,

Teaching: There are 10 2-hour seminars in the LT,

Assessment: The course is assessed by a 5,000 word research essay.

IS490

Information Technology: Issues and Skills Teacher responsible: Dr E Whitley U304

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

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 pratical guide to postgraduate research in the business area, Blackhall, Stillorgan, 2000. Other books and journal articles will be recommended.

H NA 02/03 Nature and society: The contribution of

IS900

Teacher responsible: Professor Bruno Latour, U401

Assessment: This course is not formally assessed.

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

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: 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 Emplcheurs 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 key turning points and crisis decision-making.

Content: German decision-making, July 1914; Peacemaking, 1919; the Ruhr Crisis; The Manchurian and Abyssinian crisis; the Munich Conference; the Nazi-Soviet Pact; Hitler's decision to attach the Soviet Union; the outbreak of the Pacific War; the decision to drop the Atomic Bomb; the origins of containment; the Berlin Blockade; the Korean War; the Suez-Hungary crisis; the Cuban Missile Crisis; the US and Vietnam; the ArabIsraeli Wars of 1967 and 1973; détente; the fall of détente; the end of the

Teaching: Twenty-two weekly seminars (HY400). A number of wellresearched essays and brief class presentations will be assigned during the

Students should also attend the lecture programme HY202 International History since 1890.

Written work: Students must submit four pieces of written work. These of consist of three essays of up to 3,000 words in length and one time

Reading list: Full bibliographies are provided in the seminars. Students may consult the following introductory accounts: W R Keylor, The Twentieth-Century World: an International History; C J Bartlett, The Global Conflict, 1880-1970; D Stevenson, The First World War and International Politics; W A McDougall, France's Rhineland Diplomacy, 1914-1924; J Jacobson, Locarno Diplomacy: Germany and West, 1925-1929; P M H Bell, The Origins of the Second World War in Europe; A Iriye, The Origins of the Second World War in Asia and the Pacific; T E Vadny, The World Since 1945; J L Gaddis, Strategies of Containment: A Critical Appraisal of Postwar American National Security Policy; R Crockatt, The Fifty Years War. Assessment: There will be one three-hour written examination in the ST. Candidates will be expected to answer three questions, with at least one taken from each of the paper.

HY401

Europe: Unity and Disunity since the Renaissance

Teacher responsible: Dr Janet Hartley, E405 Availability: For MA/MSc History of International Relations and MSc in

European Studies. Core syllabus and Content: This is a general course designed to provide essential historical and cultural background about Modern Europe. It focuses on the movements, ideas and events which have forged a

distinctive European identity from c1500 to the present day. Students are expected to think in broad, historical terms about the forces which have prompted both unity and disunity in the Continent. Stress will be placed on the development of a rigorously analytical approach to the dual themes of the course.

Among the major topics covered are ideological movements such as religious divisions, nationalism, fascism and communism; cultural movements such as the Renaissance, the Enlightenment and Romanticism. Plans for the peaceful and the forced reshaping of Europe across the period will be studied, from Erasmus to the EC, from Philip II and Napoleon to Hitler and Stalin.

We will also touch upon a range of associated themes such as economic factors; the encounters and conflicts of Europe with the non-European world; and two areas on the periphery, Russia and Ottoman/Muslim

Teaching: Twenty-two seminars of two hours (HY401).

Written work: Students will be required to write three essays, one of which will be formally assessed. They will also be required to answer a mock

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 Rodríguez-Salgado, 'In Search of Europe', History Today, Vol 42 (February 1992).

Assessment: There will be a three-hour unseen written examination in the ST which accounts for 75% of the mark. The third essay will be assessed and will make up the remaining 25%.

HY408

Nationalism, Communism and Conflict in East Asia, 1931-1954

Teacher responsible: Dr Antony Best, E408

Availability: For MA/MSc History of International Relations and MSc Theory and History of International Relations. There are no formal prerequisites 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

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.

Written work: Students will be required to write three essays and one mock examination over the academic year.

Reading list: A detailed reading list will be issued at the start of the course, but the following books cover most aspects of the course and should be regarded as essential: A Best, Britain, Japan and Pearl Harbor; D Borg & S Okamoto (Eds), Pearl Harbor as History; P Calvocoressi, G Wint & J Pritchard, Total War, Vol. 2; B Cumings, The Origins of the Korean War, Vols. 1 & 2; J W Garver, Chinese-Soviet Relations, 1937-1945; A Iriye, The Origins of the Second World War in Asia and the Pacific; M Schaller, The American Occupation of Japan.

Assessment: 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%.

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 prerequisites.

Core syllabus: The course covers three themes in the history of the Second World War that are normally treated separately, but were in reality inextricably intertwined: its diplomatic, internal-political, and ideological origins, its military, strategic, and economic preparation, and its conduct by

governments and peoples. The course aims to introduce students to a variety of methods and interpretative perspectives; to provide comprehensive understanding of the origins, events, and dynamics of the Second World War; to offer a firm basis for more advanced historical work in this and other areas; and to provide the factual grounding and conceptual apparatus necessary to understand the contemporary implications of the greatest war in history.

Content: After an introduction to the structure of world politics in the interwar period and to the military, economic, political, and strategic lessons the powers drew from the Great War, the course will analyse German rearmament and foreign policy, the responses of the major powers, the crises of 1935-39, the outbreak of the war, its diplomatic and strategic structure and turning-points, the military-economic balance, the role of ideology in diplomacy, strategy, and unit-level fighting power, the wars in East Asia and the Pacific, in the air, and at sea, the final destruction of National Socialist Germany and Imperial Japan, and the emerging conflict between the victors.

Teaching: 22 two-hour weekly seminar meetings (HY409, MLS).

Written work: Students will be expected to submit two 3,000-word essays each term in MT and LT from topics selected from the course examinations for the previous two sessions (available in the departmental public folders). Essays do not form part of the final course assessment, but are a required component of the course, and essential preparation for the course

Reading list: A seminar programme and full bibliography will be provided at the first meeting, and can also be found, along with other course materials, in the departmental public folders. The following works offer useful background: G Weinberg, The Foreign Policy of Hitler's Germany and A World at Arms; W Murray, The Change in the European Balance of Power, 1938-39; M Knox, Mussolini Unleashed, 1939-1941 and Common Destiny; A Iriye, The Origins of the Second World War in Asia and the Pacific; O Bartov, Hitler's Army: Soldiers, Nazis, and War in the Third Reich; R B Frank, Downfall: The End of the Imperial Japanese Empire

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,

Availability: For MA/MSc History of International Relations, MSc European Studies, MSc Nationalism and Ethnicity. A prior knowledge of twentiethcentury European history will be an advantage. Students unfamiliar with the subject should do some preliminary reading.

A reading knowledge of French and/or German will be useful but in no

Core syllabus: The antecedents and development of Western European integration from the First World War to the 1990s.

Content: European integration before 1914; German and Allied projects during the First World War; inter-war developments and the Briand Plan; the Nazi New 'Order'; Resistance and Allied planning during the Second World War; the impact of the Marshall Plan; the Council of Europe; the Schuman Plan and the Coal and Steel Community; the European Defence Community project; the Treaties of Rome; the Common Agricultural Policy; the integration policies of the Six and Britain; de Gaulle and the Communities; enlargement, monetary integration, and developments in the 1970s and 1980s; recapitulation and themes.

Teaching: There will be 22 weekly seminars of one and a half hours. In addition there will be a series of 10 dedicated lectures.

Written work: 4 essays will be required in the course of the year. The second essay in the LT will be an assessed piece of work counting towards

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.

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

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, 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, 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.

NA 02/03 HY414 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

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

Content: Topics will include the reasons for France's collapse in 1940; the role of Vichy, Free France and the Resistance as defenders of French interests during the Second World War; French war aims and the post-war settlement; Gaullists, Communists and the Third Force idea in France; French 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: 22 two-hour seminars including brief class presentations and

some use of video material (HY414).

Written work: Students will be expected to produce at least three essays during the year and to sit a one-hour mock examination in the first of the two classes in the ST. They will also be expected to give informal class

Reading list: A detailed course outline and reading list will be distributed at the beginning of the courses. The following books are recommended as introductory reading: C de Gaulle, War Memoirs, 3 vols, (1955-60); J Jackson, France: the Dark Years, 1940-1944 (2201); R O Paxton & N Wahl (Eds), De Gaulle and the United States (1994; M Shipway, The Road to War: France and Vietnam, 1944-1947 (1997); H A Kissinger, The Troubled Partnership (1966); C G Cogan, Forced to Choose: France, the Atlantic Alliance and NATO (1997); A Clayton, France: Soldiers and Africa

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

Written work: This course requires four essays, two non-assessed, one assessed, and one timed.

Reading list: A detailed reading list will be issued at the beginning of the course. Useful introductory works include: Mark Tessler, A History of the Israeli-Palestinian Conflict (Indiana University Press, 1994); Kirsten E Schulze, The Arab-Israeli Conflict (Longman, 1999).

Assessment: This course will be assessed through a combination of continuous assessment and a three-hour written examination.

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 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: 22 seminars of two hours. Students are expected to keep up with readings for the weekly meetings and to participate in the seminar

Written work: Students are required to produce three essays during the year. There will also be a mock exam (a one-hour time essay) in the first of the two revision classes in the ST.

Reading list: A full bibliography accompanies the course and the teacher will advise on reading. M Small, Democracy and Diplomacy (1996); O R Holsti, Public Opinion and American Foreign Policy (1996); S Casey, Cautious Crusade (2001); D Foyle, Counting the Public In (1999); R Sobel, The Impact of Public Opinion on US Foreign Policy since Vietnam (2001).

Assessment: A three-hour unseen written examination in June. A mock examination paper will be distributed to students at the first meeting to familiarise themselves with the structure of the examination. The final examination will count for 100% of the final course assessment.

HY424

The Napoleonic Empire: The Making of Modern Europe?

Teacher responsible: Dr Janet Hartley E405

Availability: For MA/MSc History of International Relations, MSc Theory and History of International Relations, MSc Comparative Politics (Empire). Other Master's students may take this course as permitted by the regulations for their degree.

Core syllabus: The Napoleonic Empire was crucial in the formation of modern Europe. Much of Europe was covered by the Napoleonic Empire and its impact was felt on all of Europe and parts of the non-European world. Through an analysis of both the areas directly incorporated into the Napoleonic empire and of those outside it, the course will examine the extent of the direct and indirect influence of this era on the development of what we understand by a modern European society and a modern state system. The course analyses how this empire was created and the states and society which it forged. The varied and sometimes contradictory elements of this era will be analysed - from the impact on the growth of secularisation, constitutionalism and the codification of laws to the beginnings of Romanticism, manifestations of early nationalism and monarchical reaction after 1815.

The course will also assess the significance of both the reality and the 'myth' of empire not only at the time but also in the later nineteenth and twentieth centuries.

Content: The making of the Empire; changes in armies and warfare; analysis of the changing nature of the Napoleonic Empire from the core to the periphery; the impact of the empire on countries which remained outside it and on the non-European world; the diplomacy of war and the diplomatic 'system' which emerged after 1815; the impact of the Napoleonic era on the modernisation of society, the economy, law and the state; early manifestations of nationalism in the Italian and German lands, Spain and Russia; reaction against the Napoleonic 'system' after 1815; developments in culture and the arts in support or reaction to the empire; the 'myth' of empire; case study of the use of the Napoleonic myth in the twentieth century (the 1812 and 1941 invasions of Russia compared in Soviet

Extensive use will be made of primary materials which will be available in a course pack.

Teaching: 22 two-hour seminars.

Written work: Students will be required to write three essays, one of which will be formally assessed. They will also be required to answer a mock examination question.

Reading list: A detailed reading list will be issued at the beginning of the

Useful introductory works include: G Ellis, The Napoleonic Empire; M Broers, Europe under Napoleon 1799-1815; S J Woolf, Napoleon's Integration of Europe; C Esdaile, The French Wars 1792-1815; O Connelly, Napoleon's Satellite Kingdoms; P Geyl, Napoleon, For and Against.

Assessment: 75% by three-hour examination; 25% course assessment of a 4,000 word essay.

HY426

The European Enlightenment, c1680-1830

Teacher responsible: Dr Tim Hochstrasser, E407

Availability: For MA/MSc History of International Relations. 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 chronological framework of the Enlightenment is taken to be Europe between the reign of Louis XIV and the end of the Bourbon Restoration in

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

Teaching: The course will be taught by both lectures (HY315) and seminars (HY426). There will be 20 lectures and 20 seminars held in the MT and LT and 2 revision sessions in the ST.

Written work: Four assignments are required, two essays of up to 3,000 words each, a literature review of the same length, and a mock examination

The literature review may be substituted with a formal assessed presentation. Students will also be expected to give shorter non-assessed class presentations

Reading list: A full reading list will be provided at the start of the course. The following represent basic introductory reading only, and students will be expected to give class presentations.

William Doyle, The Old European Order, 1660-1800 (1991 edn); Thomas Munck, The Enlightenment (2000); Dorinda Outram, The Enlightenment (1995); Ulrich Im Hof, The Enlightenment (1994); Roy Porter, The Enlightenment (1990). Anthologies: I Kramnik (Ed), The Portable Enlightenment Reader (1995); Simon Eliot & Beverley Stern (Eds), The Age of Enlightenment (2 vols, 1979).

Assessment: A three-hour written examination in the ST.

NA 02/03 Britain and the Modern World: Power and Decline since 1870

Teacher responsible: Dr A C Howe, E600

Availability: For MA/MSc History of International Relations and MSc Theory and History of International Relations students; also available as an outside option.

Core syllabus: This course seeks to examine the roots of British power within the international system since 1870, with special reference to the extensive recent literature on 'British decline'. It investigates this theme in relation to its political, diplomatic, economic and cultural dimensions within a comparative international framework.

Content: The historiography of British decline; Britain and the European state system in 1870; British exceptionalism and British power; Britain and Empire, 1870-1914; the origins of British decline, 1870-1914; strategies to avoid decline before 1914; Liberalism and the rise of Labour in a nonrevolutionary setting; the First World War and British military power; the impact of the War on the domestic and international bases of British power; Britain's economic and defence predicaments between the wars; the impact of the Second World War on British society and British power; the loss of Empire; post-war British politics and economic performance; the revival of British power since 1979.

Teaching: 20 seminars of two hours duration (HY428).

Reading list: K Robbins, The Eclipse of a Great Power: Modern Britain, 1870-1992 (1993); W D Rubinstein, Capitalism, Culture and Decline (1993); D Reynolds, Britannia Overruled: British Policy and World Power in the Twentieth Century (1992); C Barnett, The Audit of War (1986); D Edgerton, Science, Technology and British Industrial Decline (1996); A Gamble, Britain in Decline (1994); A Sked, An Intelligent Persons Guide to Post-War Britain (1997); J W Young, Britain and the World in the Twentieth Century (1997).

Assessment: 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 Palestine question; the Suez Crisis, 1956; nuclear relations, 1939-60; the Skybolt Crisis; Kennedy, Macmillan and the Cuban Missile Crisis; Anglo-American relations and European integration, decolonisation and Anglo-American relations since 1945; the impact of the Vietnam War; transatlantic influences on culture and society since 1945; intelligence co-operation; Thatcher, Reagan and the Cold War in the 1980s; the Falklands War; the significance of personal relations at the top; retrospect and prospects for Anglo-American relations.

Teaching: The course will be taught by means of 22 seminars of two hours

duration during the MT, LT and ST

Written work: Four pieces of written work must be submitted by students taking this course. These consist of three essays of up to 3,000 words in length and one timed class essay.

Reading list: For an introduction to Anglo-American relations, students should consult the following texts: 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 Ovendale, 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

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 and 10 one-hour seminars in the MT, 12 seminars in

Written work: Students will be expected to produce at least three essays during the year and to sit a one-hour mock examination in the first of the two classes in the ST. They will also be expected to give informal class

Reading list: A detailed course outline and reading list will be distributed at the beginning of the course. The following books are recommended as introductory reading: R Mayne, Postwar: The Dawn of Today's Europe (1983); S Hoffmann, Stanley & C S Maier, The Marshall Plan: a retrospective (1984); J Becker & F Knipping (Eds), Power in Europe? Great Britain, France, Italy and Germany in a postwar world, 1945-50 (1986); F Gori, Francesca & S Pons (Eds), The Soviet Union and Europe in the Cold War, 1943-53 (1966); A Bullock, Ernest Bevin, Vol III, Foreign Secretary, 1945-51 (1985); R A Pollard, Economic Security and the origins of the Cold War, 1945-1950 (1985); M Trachtenberg, A Constructed Peace: The Making of the European Settlement 1945-1963 (1999); C A Wurm (Ed), Western Europe and Germany: The Beginnings of European Integration, 1945-1960 (1995).

Assessment: One three-hour written examination paper in the ST. Candidates will be expected to answer three questions.

The Cold War and Third World Revolutions Teacher responsible: Dr O A Westad, 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.

Written work: All students will be required to submit two essays and an extended book review. There will also be a mock exam for all students in ST.

Reading list: Before the first meeting students should familiarise themselves with the Cold War International Project homepage (http://cwihp.si.edu) and with M Light, Troubled Friendships: Moscow's Third World Ventures; D J Macdonald, Adventures in Chaos: American Intervention for Reform in the Third World; O A Westad, Reviewing the Cold War: Approaches, Interpretations, Theory.

Assessment: 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 blocks but also within them.

Content: The domestic political bases of, and the political relations between, the leading figures (Gorbachev, Yeltsin, Reagan, Bush, Thatcher, Major, Mitterrand, Delors and Kohl) will be covered as well as the diplomacy of the period. Major topics will include Ostpolitik and the reunification of Germany; the collapse of the Soviet Union, the collapse of the Soviet Empire; the Rhodesian Settlement; the Falklands and Gulf Wars; America and her Western European partners; the Single European Act, the ERM and the Maastricht Treaty; the security arrangements of Russia and NATO after the fall of communism; Germany after reunification; Eastern Europe after communism; Russia and the former territories of the USSR; Italy after the fall of communism.

Teaching: 22 two-hour weekly meetings arranged on a mixed lecture/seminar basis.

Written work: Four essays will be required.

Reading list: A full bibliography will be provided at the first meeting of the class. Key books include: Mikhail Gorbachev, Memoirs; Margaret Thatcher, The Downing Street Years; Timothy Garton Ash, In Europe's Name; Philip Zelicow & Gondoleeza Rice, Germany Unified and Europe Transformed; Geoffrey Smith, Thatcher and Reagan, Julius W Friend, The Long Presidency, France in the Mitterrand Years, Raymond L Garthoff, The Great Transition: American-Soviet Relations and the End of the Cold War, Peter Duignan & L H Gann, The United States and the New Europe, 1945-1993; Martin McCauley, Gorbachev.

Assessment: One three-hour examination; three questions must be answered.

HY43

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: 20 two-hour seminars and two revision classes.

Written work: Students will be required to write three essays and a timed

ritten work: Students will be required to write three essays and a timed say.

eading list: A full reading list will be issued at the start of the course.

Reading list: A full reading list will be issued at the start of the course. Besides primary texts, key readings include: S Schwartz, Implicit understandings. Observing, reporting and reflecting on the encounters between Europeans and other peoples in the Early-Modern era (1994); J Larner, Marco Polo and his description of the world (1999); D Brading, The first America (1991); A Pagden, The fall of natural man (2nd edn, 1986); L Hanke, All mankind is one (1974); A Gerbi, The dispute of the New World (1973); J Spence, The memory palace of Matteo Ricci (1985, rep. 1999); J Rubiés, Travel and ethnology in the Renaissance (Cambridge, 2000); P Marshall & G Williams, The great map of mankind: British perceptions of the world in the age of the Enlightenment (London, 1982); A Grossrichard, The sultan's court. European fantasies of the East (London, 1998); B Smith, European vision and the South Pacific (1985); M Sahlins, How 'natives' think. About captain Cook, for example (1995); R Inden, Imagining India (1990); Lata Mani, Contentious Traditions. The Debate on Sati in Colonial India (Berkeley, 1998); R Fox, Gandhian Utopia. Experiments with Culture (Boston, 1989); B Cohn, An Anthropologist among Historians and Other Essays (Oxford and Delhi, 1988); Aziz-al-Azmeh, Islams and Modernities; R Hyam, Empire and Sexuality: the British Experience (Manchester, 1991); S Dubow, Scientific Racism in Modern South Africa (Cambridge, 1995); M Sahlins, Tribesmen (Englewood Cliffs NJ, 1968).

Assessment: One three-hour unseen examination for 75% of the final mark, and one assessed essay (delivered in the LT) for the remaining 25% of the mark.

HY434

The Rise and Fall of Communism in Europe 1917-1990

Teacher responsible: Dr Anita J Prazmowska, E494

Availability: Primarily for postgraduate students registered for the following degrees: MA/MSc History of International Relations, MSc Theory and History of International Relations, MSc European Political Economy Transition, MSc Russian and Post-Soviet Studies. Postgraduate students registered for other MSc courses within the School will be considered on application.

Core syllabus: The course will examine the rise, survival and collapse of the Soviet Communist ideology and Communist regimes based in Russia and Eastern Europe during the period 1917-1990. The course will also deal with the struggle for Communist influence in Western Europe during the same period.

Content: The course will start with the study of the Russian revolution and the civil war to the establishment of the Stalinist regime in the Soviet Union. This will be followed by the study of the history of Soviet involvement in the Second World War and the extension of Soviet influence into Eastern Europe after the Second World War. An examination of the installation of Soviet style regimes in that region will be followed by the analysis of Soviet post-war objectives and Soviet objectives towards Germany. The death of Stalin and the Soviet responses to the Polish and Hungarian events in 1956 is linked to the study of Khrushchev and the Brezhnev eras. Additionally the course analyses the extension of Communist influence into Western Europe through the Comintern and the Cominform. The course concludes with a consideration of détente, the Gorbachev period, and the collapse by the end of 1990 of the Soviet Union and other Communist regimes in Europe.

Teaching: The course will be taught through 20 weekly two-hour seminars. **Written work:** Students will be required to write two essays in MT and one essay and a timed one hour essay during LT.

Reading list: A full bibliography will be provided at the beginning of the academic year. For an introduction, the following may be of assistance: E H Carr, The Russian Revolution 1917-1921 (3 vols.); F Claudin, The Communist Movement from Comintern to Cominform; I Deutscher, Stalin; A Nove, An Economic History of the USSR; R C Tucker (Ed), Stalinism: Essays in Historical Interpretation; C Kennedy-Pipe, Russia and the World, 1917-1990; P Kennoz, A History of the Soviet Union from the Beginning to the End; C Read, The Making and Breaking of the Soviet System; V Mastny, Russia's Road to the Cold War. Diplomacy, Warfare and the Politics of Communism 1941-1945; Rothschild, Return to Diversity: A Political History of East Central Europe since World War II; F A Fejto, A History of the People's Democracies: Eastern Europe since Stalin; A Heller & F Feher, From Yalta to Glasnost. The Dismantling of Stalin's Empire; G Stokes, The Walls Came Tumbling Down.

Assessment: 75% of the final mark will be awarded on the basis of performance in a three-hour written examination taken in the ST. 25% of the final mark will be awarded on the basis of the third essay, of no more that 3,000 words to be submitted in the LT.

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 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

(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

(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: 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, 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

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 NA 02/03

Sovereignty, Rights and Justice

Teacher responsible: Professor C Brown, D410

Availability: Course intended primarily for MSc International Relations,
MSc International Relations Research and MSc Theory and History of
International Relations, MSc Human Rights and other interested students

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 and MSc International Relations Research.

Core syllabus: An historical and theoretical analysis of core concepts in International Relations, of the normative and analytic issues involved, and of their relationship to the social sciences in general. The first term's teaching is based on set texts, the second on discussion of broader theoretical issues.

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) held in MT and LT and 15 Seminars, (IR410.2) held in the MT and LT. One revision lecture will be held in the 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: Benedict Anderson, Imagined Communities, 2nd edn (Verso, 1991); Hedley Bull, The Anarchical Society, 2nd edn (Macmillan, 1995); E H Carr, The Twenty Years' Crisis (Macmillan, 1939 and several subsequent edns); Ian Clark, Globalization and International Relations Theory (Oxford University Press, 1999); Martha Nussbaum, Women and Human Development: The Capabilities Approach (Cambridge University Press, 2000); Karl Polanyi, The Great Transformation (New York, 1944, 1975 2nd edn); John Rawls, The Law of Peoples (Harvard University Press, 1999); Immanuel Wallerstein, Historical Capitalism (Verso, 1996); Kenneth N Waltz, Man, The State and War (Columbia, 1959 and subsequent edns); Michael Walzer, Just and Unjust Wars, 2nd edn (Basic Books, 1992).

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

Teachers responsible: Professor M Light, D411 and Dr C Alden, D608 **Availability:** Course intended primarily for MSc International Relations, MSc International Relations Research and MSc Theory and History of International Relations students. 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 presupposes 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

Cold War and the process of eastern enlargement

Teacher responsible: Professor W Wallace, D508

Availability: Course intended primarily for MSc International Relations and MSc International Relations Research, MSc Theory and History of International Relations and MSc European Studies; optional for MSc European Social Policy. 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

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

NA 02/03

Strategic Aspects of International Relations III

Teacher responsible: Dr C Coker, D511

Availability: Course intended primarily for MSc International Relations, MSc International Relations Research and MSc Theory and History of International Relations. A working knowledge of international history since 1815 and of traditional theories of international politics is desirable.

Core syllabus: This is *not* a conventional Strategic Studies course. It is about the *cultural* context of military conflict between states and within them. The place of war in international relations, and the social, political, and economic consequences of the use of force. The greater part of the course is concerned with force in international relations since 1945.

Content: The Western Way of War; Non Western Ways of Warfare; The new political economy of wars. The Revolution in Military Affairs. Clausewitz and the Western Way of Warfare; war and genocide; war in the developing world; terrorism and crime; policing the international order; NATO and its future; Globalisation and Security; 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 2002/2003 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: Dr S Economides, D709

Availability: Course intended primarily for MSc International Relations, MSc International Relations Research, 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

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: Dr S Economides, D709

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

Teacher responsible: Dr C Hughes, D509

Availability: Optional course for the MSc in International Relations, MSc International Relations Research and MSc Theory and History of International Relations; available to other interested students where regulations permit. Desirable to possess a first degree in politics and/or history but special interest in region of prime importance.

Core syllabus: The international political experience of primarily postcolonial 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.

9 NA 02/03

The International Relations of the Middle East
Teachers responsible: Professor F Halliday, D510 and Dr K Dalacoura,

Availability: Course intended primarily for MSc in International Relations, MSc International Relations Research and MSc Theory and History of International Relations students. A knowledge of the international political system and of the major issues in its contemporary development is required. Core syllabus: The course is intended to provide an analysis of the regional 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.

R421

NA 02/03

Concepts and Methods of International Relations

Teacher responsible: Mr M Hoffman, D512

Availability: Course intended primarily for MSc International Relations and MSc International Relations Research, MSc Politics of the World Economy (Research Track), MSc Theory and History of International Relations, and first year research students. The lectures for this course are also designed to provide advanced level coverage of theoretical issues for students taking the Diploma in World Politics and for 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 interparadigm debate; neo-realism and neo-liberalism; normative, critical theory, postmodern, feminist and constructivist perspectives.

Teaching: There are 10 lectures (IR421.1) in the MT and a weekly seminar (IR421.2) commencing in week one of the LT for MSc candidates for examination in the subject. They are also open to research students.

Written work: Three 2,000-word essays are set and marked by the seminar teacher.

Reading list: A detailed reading list will be provided at the first meeting. Useful surveys and textbooks are: K Booth & S Smith (Eds), International Relations Theory Today (1994); C Brown, International Relations Theory: New Normative Approaches (1992); S Burchill & A Linklater (Eds), Theories of International Relations (1996); J George, Discourses of Global Politics (1994); F Halliday, Rethinking International Relations (1994); I Neuman & O Weaver (Eds), The Future of International Relations: Masters in the Making (1997); V S Peterson (Ed), Gendered States (1994); S Smith, K Booth & M Zalewski (Eds), International Theory: Positivism and Beyond (1996); C Sylvester, Feminist Theory and International Relations in a Postmodern Era (1994).

Assessment: The MSc examination in Concepts and Methods consists of a three-hour paper taken in mid-June, with three questions out of 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, MSc International Relations Research, MSc Theory and History of International Relations, and MSc Development Studies. Other suitably qualified graduate students may only take this course with permission of the teacher responsible. A basic background knowledge of the subject would be an advantage. Students are encouraged to attend the lecture series Complex Emergencies (DV420) and Strategic Aspects of International

Core syllabus: This course draws upon the relevant interdisciplinary literature in order to examine the problems of conflict and peace in international relations.

Content: A survey of theoretical approaches and practical responses to the problems of conflict, violence and peace, together with associated concepts including stability, change, order and justice. General and particular theories and debates concerning the causes, dynamics, processes, functions and effects of conflict: social psychological, nationalism and ethnic identity, political economy, basic human needs, gender. Characteristics of contemporary conflicts: protracted social conflicts versus complex emergencies. Theories of peace: order, justice, procedural. Characteristics and techniques of official and unofficial approaches to conflict management, resolution and transformation. Applications of these to contemporary conflicts. Ethics of third party interventions.

Teaching: 10 1.5 hour lectures (IR422) beginning week one of MT; 18 1.5 hour seminars (IR422.1) beginning in week five 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); Hugh Miall, Oliver Ramsbotham and Tom Woodhouse, Contemporary Conflict Resolution (2000); J Burton (Ed), Conflict: Human Needs Theory (1990); C Crocker & F O Hampson (Eds), Managing Global Chaos: Sources of and Responses to International Conflict (1997); V Jabri, Discourses on Violence: Conflict Analysis Reconsidered (1996); C R Mitchell & M Banks, Handbook of Conflict Resolution: The Analytical Problem-Solving Approach (1996); W Zartman & L Rasmussen (Eds), Peacemaking in International Conflict: Methods and Techniques (1998).

Assessment: 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 M Light, D411

Availability: Course intended primarily for MSc International Relations, MSc International Relations Research, MSc Theory and History of International Relations and MSc Russian and Post-Soviet studies. Other students may take this course as permitted by the regulations for their degrees. Familiarity with international relations theory and/or some knowledge of international history and Russian and Soviet history and

government are desirable.

Core syllabus: The development of Soviet and post-Soviet foreign and defence policy from 1917 to 2002 in relation to its ideological and historical roots. Particular attention will be paid to the similarities and differences between the relations of the Soviet Union with different kinds of states; to the relationship of theory to practice and to the continuity and change in

Soviet and Russian foreign policy.

Content: Historical, geographic and ideological factors affecting Soviet and Russian security perceptions. Foreign policy decision-making. Marxist-Leninist theory and its influence on foreign policy. Conflict and amity in East-West relations. The cold war and détente as case-studies of conflict and amity. Socialist internationalism and relations within the socialist system. Soviet-Third World relations. Perestroika, glasnost and the 'new thinking'. Russia and the 'near and far abroad'. Nationalism and foreign

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

Reading list: A more detailed list will be distributed at the beginning of the lecture course but students will find the following preliminary reading useful: Paul Dibb, The Soviet Union: The Incomplete Superpower, Macmillan, 1986; F Fleron, E Hoffman & R Laird (Eds), Classic and Contemporary Issues in Soviet Foreign Policy, Aldine de Gruyter, 1991; M S Gorbachev, Perestroika: New Thinking for Our Country and the World, Collins, 1987; Fred Halliday, The Making of the Second Cold War, Verso, 1983; Margot

Light, The Soviet Theory of International Relations, Wheatsheaf, 1988; Joseph L Nogee & Robert H Donaldson, Soviet Foreign Policy since World War II (3rd edn), Pergamon Press, 1988; Mark Webber, The International Politics of Russia and the Successor States, Manchester University Press, 1996; N Malcolm, A Pravda, R Allison & M Light, Internal Factors in Russian Foreign Policy, CUP, 1996.

Assessment: 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, MSc International Relations Research and MSc Theory and History of International Relations. Other students may take this course as permitted by the regulations for their degrees. Some familiarity with international relations theory would be useful.

Core syllabus: The international and regional dimensions of contemporary African politics.

Content: The state in Africa; the impact and legacies of colonialism and the Cold War; nationalism and 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 Laïdi, 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.

Written work: 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

IR440

Internationalism and its Critics

Teacher responsible: Professor F Halliday, D510

Availability: MSc International Relations and MSc International Relations Research, MSc Politics of the World Economy and MSc Politics of the World Economy Research, MSc Nationalism and Ethnicity, MSc Theory and History of International Relations. Other graduate students may take this course by agreement.

Core syllabus: An introduction to theories of loyalty and organisation transcending the nation state. Classical, and contemporary theories. Statist, nationalist and communitarian criticisms. Internationalism and contemporary policy issues.

Content: Theories of internationalism – liberal, revolutionary, hegemonic. Core issues. Variants of internationalism in classical Greco-Roman, Islamic and Christian thinking. Enlightenment and after: Kant, Paine, Saint-Simon, Marx. Contemporary theorists: Beitz, O'Neill, Held, Linklater, Beck, Nussbaum. Internationalism in the contexts of globalisation and of protest movements, anti-globalisation and Islamist. Critics: Rousseau, Herder, Carr, Rawls, Walzer. Contemporary policy issues: migration, economic redistribution, human rights, intervention, global governance, nationalist revival.

Teaching: Fifteen lectures in MT and LT, fifteen seminars LT and ST.

Written work: Students will be expected to write three 2,000-word essays at stipulated times during the course of the year to be marked by the

Introductory reading list: Daniele Archibugi & David Held (Eds), Cosmopolitan Democracy; Charles Beitz and others (Eds), International Ethics; E H Carr, Nationalism and After; Pheng Cheah & Bruce Robbins (Eds), Cosmopolitics; Fred Halliday, Revolution and World Politics; Derek Heater, World Citizenship and Government; Stanley Hoffmann & David Fidler (Eds), Rousseau on International Relations; F H Hinsley, Power and the Pursuit of Peace; Ghita Ionescu (Ed), The Political Thought of Saint-Simon; Dominic Lieven, Empires; Andrew Linklater, The Transformation of Political Community; Roel Meijer (Ed), Cosmopolitanism, Identity and Authenticity in the Middle East; J Ostrom Moller, The End of Internationalism; Martha Nussbaum and others (Eds), For Love of Country; John Ruggie, Constructing the World Polity; Anthony Smith, Nations and Nationalism in a Global Era.

Assessment: Three-hour unseen written examination in June.

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 and MSc Politics of the World Economy Research.

Core syllabus: An advanced introduction to concepts and contending approaches in international political economy, and an overview of the evolution of international economic relations since the late nineteenth

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

The key question analysed is the impact of the system of states, with its distinctive goals of military security and autonomy, on the functioning of both the international and national economies and the consequences for the relationship between them. Though the emphasis is primarily on this political impact on the operation of the market and the opportunities and constraints posed by the latter on the former, attention will also be devoted to the international economic relations of the formerly planned economies in transition.

In seeking to investigate the relevance of the interaction of the parameters identified above (the state and the market), the growth and location of production, and its distribution between countries will be of special interest for the course. Specific phenomena like the functioning of the Bretton Woods order, international financial and trade relations and the spread of regionalism will also be examined. In this context, the analysis will refer to both inter-state conflict and co-operation (including its institutional expression) in the arena of international political economy, the particular divergences between the richer and poorer countries, the role of non-state actors like multinational corporations, and the altering structure of the international order itself under the influence of the political economy of globalisation.

It is not a course in elementary international economics nor in the politics of international economic thought nor in the history of the world economy, although students will be expected during their course to acquire, if they do not already have, some knowledge of all these. Rather it attempts to familiarise students with the basic concepts that help them to unite theory and history. Students are expected to present papers for discussion at the individual seminars which accompany each lecture. These seminars are organised in terms of a list of questions formulated to reflect issues raised in each lecture and also encompasses the subject more generally.

Teaching and Written work: There will be a lecture course (IR450.1) on International Political Economy commencing in week one of the MT

given by Dr 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.

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; Phylis Deane, The State and the Economic System; Robert L Heilbroner, The Worldly Philosophers, 1955 edn, Chapters 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

NA 02/03

Politics of Money in the World Economy

Teachers responsible: Dr D Josselin, D515 and Dr A Walter, D507

Availability: Course intended primarily for MSc Politics of World For

Availability: Course intended primarily for MSc Politics of World Economy and Politics of the World Economy Research and other graduates by permission.

Core syllabus: This course is designed as a component of the study of an international system in which the management and mismanagement of money are matters of increasing consequence, both for international political relations and for domestic politics. It may also be of particular help to students specialising in international political economy.

Content: It deals with the basic concepts regarding the creation, use and management of money in the international system. Students are introduced to international monetary relations over the past century. Issues covered include the use of national currencies as international money, the politics of exchange rate adjustment, the operations of banks and other institutions in international money and capital markets, the evolution of international financial markets, the relationship between states and markets in the arena of global finance, international monetary cooperation, and the choices of monetary and financial policies open to developed and developing countries. The course emphasises that contemporary issues, such as financial crises and the politics of IMF conditionality, are best understood in a broader theoretical and historical context.

Teaching and Written work: One lecture course (IR451.1) and one seminar course (IR451.2). Lectures begin in the first week of MT and continue in the LT. Seminars begin in the third week of the MT and continue in the LT, with a revision session in week 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

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

NA 02/03

International Business in the International System
Teacher responsible: Dr R Sally, D416

Availability: Course intended primarily for MSc International Relations and MSc International Relations Research; MSc Politics of the World Economy and MSc Politics of the World Economy Research and other graduates by

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: 17 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

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.

Politics of International Trade

Teacher responsible: Dr G Sen, D513

Availability: Course intended primarily for MSc in the Politics of the World Economy and MSc Politics of the World Economy Research though other interested MSc students may apply as permitted by the regulations for their

Core syllabus: An examination of the major political issues and controversies in international trade.

Content: The evolution of trade policy in theory and practice. The course deals with the underlying theories of free trade and protection, and the political assumptions upon which they are based. It then considers the postwar evolution of the international trading system from the founding of the GATT through "middle-age" protectionism to the conclusion of the Uruguay Round. It then looks at the key actors in international trade policy (US, EU, Japan, developing and transition countries, MNEs, NGOs), the WTO as an international organisation and "new issues" such as labour and environmental standards.

Teaching and Written work: A series of 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 Obstfeldt, International Economics; Paul Krugman, Pop Internationalism; Douglas Irwin, Against the Tide: An Intellectual History of Free Trade; Jagdish Bhagwati, Protectionism and Writings on International Economics; B Hoekman & M Kostecki, The Political Economy of the World Trading System; Jacob Viner, International Economics and Studies in the Theory of International Trade; John Jackson, The World Trading System; Jagdish Bhagwati & Robert Hudec (Eds), Fair

Trade and Harmonisation: Prerequisites for Free Trade? A detailed reading list will be distributed at the beginning of the session. Assessment: Formal three-hour examination in ST, three questions to be

IR458 NA 02/03

International Political Economy of Energy Teacher responsible: To be announced

chosen from twelve.

Availability: Course intended primarily for students taking the MSc in the Politics of the World Economy and MSc Politics of the World Economy Research 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

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

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

Teaching and Written work: There will be a course of 10 3-hour lectures (IR458) and 5 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

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, 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/Wheatsheaf, 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 ST.

NA 02/03

History of Ideas in International Political Economy Teachers responsible: Dr R Sally, D416 and Dr A 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

Teacher responsible: Dr D Stasavage, D707

Availability: Course intended primarily for MSc in the Politics of the World Economy and MSc Politics of the World Economy Research although other interested MSc students may apply.

Core syllabus: The comparative study of democratic institutions and economic policy choice.

Content: This course will investigate how theories emphasising distributional interests and domestic institutions can explain economic policy choices. Particular emphasis will be placed on giving students an understanding and critical appreciation of basic game theoretic models of politics, and the use of quantitative methods in political economy research. A third main objective will be to show how similar theories of political economy can be applied to both OECD and developing country cases. While there will be no formal 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

Teaching and written work: 12 1.5-hour weekly lectures beginning in week 1 of MT, and 17 weekly seminars beginning in week 4 of MT. 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; 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

The second second

International Relations Long Essay

Teachers responsible: Dr C Hughes, D509 and Dr A Walter, D507 MSc International Relations and MSc International Relations Research and MSc Politics of the World Economy and MSc Politics of the World Economy Research students are required to write a 10,000-word 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 P Lyon, Institute of Commonwealth Studies (020-

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 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 NA 02/03

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 regimes in relation to theories of the disarmament process. Public opinion and other non-governmental influences on disarmament; institutional frameworks of policy formation and international negotiation; international behavioural assumptions underlying approaches to disarmament.

Teaching: 15 lectures, MT and LT (IR903).

Written work: None.

Reading list: C D Blacker & G Duffy (Eds) for the Stanford Arms Control Group, International Arms Control (2nd edn); H Bull, The Control of the Arms Race; N W Gallagher (Ed), Arms Control; J A Larsen & G J Rattray (Eds), Arms Control toward the 21st Century; S de Madariaga, Disarmament; A Myrdal, The Game of Disarmament; P J Noel-Baker, The Arms Race; N A Sims, The 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.

NA 02/03

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

NA 02/03

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 meetingplace 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.

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: Mr J Penner (LSE), 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

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

LL402

Alternative Dispute Resolution

Teacher responsible: Professor S Roberts, A150 and Professor M Palmer

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

- 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).

VII. 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).
- Mediation in family disputes (three seminars).
- Labour dispute resolution (three seminars).
- 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

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.

International and Comparative Law of Copyright and Related Rights

Teachers responsible: Ms A Barron (LSE) and Mr L Bently (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

Assessment: One three-hour written paper.

LL404

Evidence and Proof

Teachers responsible: Professor W Twining (UCL) and Dr M Redmayne,

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

NA 02/03

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

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: Professor R Baldwin, A455 and Mr L Stirton Availability: This is an optional paper for LSE LLM, students, the MSc ADMIS, MSc Law and Accounting, MSc Public Policy and a 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 lecturediscussions, some student-paper-led discussions, some debates and guest speakers where appropriate.

Written work: All students are expected to submit one non-assessed essay and to prepare one presentation on a topic assigned to them.

Reading list: R Baldwin & M Cave, Understanding Regulation (1999); R Baldwin, C Hood & C Scott, Socio-Legal Reader on Regulation (OUP, 1998); A Ogus, Regulation (OUP, 1994); R Baldwin, Rules and Government (OUP, 1995); I Ayres & J Braithwaite, Responsive Regulation (OUP, 1992); L Hancher & M Moran, Capitalism, Culture and Regulation (OUP, 1989); M Derthick & P Quirk, The Politics of Deregulation (1985); M Bishop, J Kay & C Mayer, The Regulatory Challenge (OUP, 1995).

Assessment: Consists of two parts: (i) a two hour unseen written examination in June accounting for 75% of the marks; (ii) a single essay for assessment to be submitted by the end of the third week of the term following the conclusion of the course.

LL407

Media and Communications Regulation

Teachers responsible: Mr A Murray, A473, Mr L Stirton, A340, Dr M Thatcher (Government Department, K304 and Ms A Barron, A155 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 lecturediscussions, some student-paper-led discussions, some debates and guest speakers where appropriate.

Written work: All students are expected to submit one non-assessed essay and to prepare one presentation on a topic assigned to them.

Reading list: 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 Murroni, New Media New Policies (Polity, 1996); R Collins (Ed), Converging Media?: Converging Regulation? (IPPR, 1996); S Venturelli, Liberalizing the European Media: Politics, Regulation, and the Public Sphere (OUP, 1998); 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); Parkinson, Corporate Power and Responsibility (1994); B Pettet, Company Law (2001); 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 (2001).

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

- The problem of universal norms and diverse societies.
- International human rights law in national courts.
- 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
- 8. Methods of implementation: public interest litigation, human rights commissions, role of NGOs.

Teaching: 27 two-hour seminars, including guest lecturers and student

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; Shivii, 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 (UCL)

Availability: For LLM students.

Core syllabus: The Course will examine responses to international disputes including the law, policies and practices of adjudicatory and nonadjudicatory 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

Part Two will consider thematically institutional aspects of the adjudicatory methods of international dispute settlement including the appointment and role of adjudicators; the role of registry/secretariat; participants (and nonparticipants in proceedings) and their representation; applicable law: procedural and substantive; issues of access, including jurisdiction (contentious and advisory), standing and admissibility; and financing of international courts and tribunals and proceedings before them. It will also look at procedural aspects including third party participation, including intervention and amicus curiae briefs; preparation and filing of written pleadings and the role of oral arguments; provisional measures; evidentiary rules and principles; the powers of the various courts and tribunals, including remedies; and interpretation, appeal and review. These issues will be considered through reference to a range of the international courts and tribunals now in existence.

Teaching: One two hour seminar per week.

Reading list: J Merrills, International Dispute Settlement (3rd edn, 1998); P Sands, R Mackenzie & Y Shany, Manual of International Courts and Tribunals (Butterworths, 1999); J Collier & V Lowe, International Courts (Oxford, 1999). Additionally, reference will be made to other treatises and

law review articles. Materials and information will be placed regularly on the course website. Assessment: Examination will be by three hour written examination in 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

Availability: For LLM students.

Core syllabus: The objectives of the course are to examine from a comparative perspective systems of family law and issues of contemporary importance in developed and developing countries.

Content: Section A examines family laws of developed countries and Section B examines developing countries. The focus is on the evolution and structure of legal regulation, political and institutional influences on legislation; and the context in which family laws operate. Topics examined include: marital capacity and divorce, abortion, gender equality, economic and property relations, the status of unmarried heterosexual and same-sex relationships; domestic violence and concepts of child welfare.

Teaching: Weekly seminars over three terms.

Written work: Students are expected to produce an essay on either a prescribed topic or a topic of their choice.

Reading list: No single book covers the syllabus for this course. Students will be provided either with a detailed reading list and/or photocopied material for seminar topics.

Assessment: One three-hour paper.

LL412

European Community Tax Law

Teachers responsible: 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

Teaching: Two-hour lectures (LL412) weekly at Barts Medical School site with occasional classes.

Reading list: Detailed reading lists will be provided during the course.

Assessment: The examination will be by 3-hour written paper. Candidates may 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 and Dr J Benjamin

Availability: For the LLM degree. Students will be expected to have a prior knowledge of business taxation or to be taking Taxation of Business 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 decisionmaking and both deepens and widens general knowledge of taxation. While essentially considered in a UK context, international aspects will also be

Corporate Finance - overview and accountancy aspects

Characteristics of corporate securities - Shares

Characteristics of corporate securities - Debt

Characteristics of corporate securities - Derivatives

Interest and Dividends The Nature of Banking

Globalisation and taxation

Accounting aspects

Taxation of loan relationships

10. Taxation of foreign exchange

Taxation of financial instruments

12. Stamp duty 13. VAT

14. Transactions in securities

Securities offerings

Finance Leasing Taxation of collective investment schemes

Taxation of insurance companies

19. Taxation of pension funds

Global custody

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 IALS. Assessment: The examination will be by 3-hour written paper.

Candidates may 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 collateralistion of financial exposures and the impact

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

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 LLM (Labour Law) degree. Some knowledge of torts and welfare law will obviously be helpful, but is not essential.

Core syllabus: The aim of the course is to analyse compensation claims in torts and in the welfare state at an advanced postgraduate level. The course will also consider alternative methods of compensation in other countries and the various proposals for reform which have been suggested in Britain.

The inter-relationship of Torts Liability, private insurance and social

A. Negligence Liability Elements of Personal Injuries litigation: duty, breach, causation, remoteness.

Employer's Liability. Health and Safety at Work.

Transport Liability.

Medical Malpractice litigation.

Psychiatric Damage. Occupier's Liability.

Sports and Leisure Pursuits Liability.

Trespass to the Person and the Criminal Injuries Compensation Board.

Defences: Assumption of Risk and Contributory Negligence.

11. Vicarious Liability.

12. Damages for personal injuries and death.

B. The Welfare State

13. Workman's Compensation and the origins of National Insurance.

14. The Industrial Injuries system. 15. Industrial Diseases.

- -

Disability and other benefits.

17. The personal social services.

Teaching: A weekly seminar (LL415) of 2 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 recommended to write an essay during both the Christmas and Easter vacations on assigned questions from former examination papers, which will help refine their examination technique.

Reading list: Students should purchase a copy of Atiyah's Accidents, Compensation and the Law (6th edition by Dr Peter Cane, 1999), Hepple, Howarth & Matthews, Casebook on Torts (5th edition 2000) and a torts textbook.

Assessment: 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: Ms Emily Jackson, A328

Availability: For LLM students. Core syllabus: This course examines legal responses to developments in medical science. It addresses the ethical dilemmas raised by new biotechnologies and their regulation.

Content: Risk analysis

Reproductive technologies

Genetics and confidentiality

Ownership of the human body; ownership of genes

Preimplantation genetic diagnosis

Moral status of the embryo Scarcity of human organs; alternative sources

Stem cell research

Reproductive cloning 10. Surrogacy

11. 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. 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.

Content:

 The Emergence of Criminal Legislation. 2. The Development, Structure and Functioning of the Criminal Justice

3. The Pattern and Trends of Crime and Control. The uses and limitations of official statistics. Their construction by agencies of control. 4. Crime Prevention and Control. Formal and informal mechanisms.

Assessments of effectiveness.

5. The Role and Treatment of Victims. 6. The Operation and Effectiveness of Particular Institutions. Police,

criminal courts, penal institutions and alternatives. 7. Penal Policy and Institutions. The origins, nature, organisation and effects of custodial and non-custodial sanctions.

8. The Role and Impact of Criminological Research on Public Policy. Teaching: LL417 28 MLS (11/2 hour seminars).

Written work: Students may have an opportunity to prepare and present papers to the seminar. Copies of these papers will be supplied to the other

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 (3rd edn,

Assessment: There will be one three-hour examination which will count for 100 per cent of the marks.

LL419

Criminal Procedure

Teacher responsible: Dr Mike Redmayne 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: 1. Theories of criminal procedure: accusatorial and inquisitorial systems; justice and rights.

2. 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.

10. The jury: theory and history. Rules governing English juries. 11. Plea: ensuring the integrity of the plea; plea bargaining. 12. The judge and the criminal trial: functions in relation to the jury;

exclude evidence; fairness to accused; charging the jury; limits of powers over jury.

13. 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.

controls over sufficiency of evidence; over admissibility; discretion to

15. Lawyers' ethics: obligations of defence and prosecution lawyers in an adversarial criminal justice system.

Teaching: Weekly seminars of 11/2 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. On particular topics: M Zander, Police and Criminal Evidence Act 1984; M Zander, Cases and Materials on the English Legal System; I Dennis, The Law of Evidence are useful. 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

Assessment: One three-hour written examination.

LL420

Legal Regulation of Information Technology

Teachers responsible: Mr A Murray, A473

Availability: This is 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 (a) An introduction to electronic media including hardware, software, connectivity and interoperability. An introduction to Internet technology including the role of Internet Service Providers, linking, framing, caching and domain names.

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

software. Also a re-analysis of the Y2K bug and the legal effect of 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

analysis of the position of the UK and the EU in relation to defective

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

(c) Interception and decryption of communications. The application of The Regulation of Investigatory Powers Act 2000. Powers of investigatory authorities. Role of Internet Service Providers in intercepting communications and provide enforced decryption. An analysis of the Act in light of the right of privacy found in the ECHR.

Surveillance in the workplace. Effect of the Telecommunications (Lawful Business Practice) (Interception of Communications) Regulations 2000 on the working environment. Meaning of "unauthorised use". Use of material gathered covertly in unfair dismissal claims.

Part III - Computer Crime

(a) Computer Fraud and the "Prestel Hack". Dealing with computer fraud, Classifications of Fraud - The Input Fraud, the Output Fraud and Internet Fraud. Impact of R v Gold (the Prestel Hack) and the subsequent Scottish Law Commission and Law Commission reports.

(b) Hacking and the Computer Misuse Act 1990. An analysis of the unauthorised access offence (hacking), the unauthorised modification offence (virus seeding) and the ulterior intent defence, as dealt with by the Computer Misuse Act 1990. Further, an analysis of the applicability of the offence against employees and the question of authorised access for unauthorised purposes.

(c) Digital theft and digital distribution of pornographic materials. Traditional criminal activities facilitated by digitisation. Application of traditional legislation such as the Theft Act 1968, Obscene Publications Act 1959 and the Video Recordings Act 1984 to digital content. Role, and liability, of Internet Service Providers in commission of digital crimes. Comparative study of US/UK approaches.

(d) Detecting and prosecuting computer crime. Role played by the Regulation of Investigatory Powers Act 2000 and Police and Criminal Evidence Act 1984. Admissibility of computer-based evidence in court, and the problems raised by the cross-jurisdictional nature of

Part IV – Electronic Commerce

 (a) Off-line contracts. Dealing with distribution agreements and monopolistic practices. Includes an analysis of the Department of Justice v Microsoft Action.

(b) On-line contracts. The conclusion of contracts on-line both by webclick and e-mail. When is a contract formed? What are the terms of such a contract? and Where will the contract be enforceable?

(c) Digital systems. Electronic signatures and electronic payment methods. An analysis of the PKI signature system, including the role of Certification Authorities. The legality of digital documentation around the world. Electronic payment systems including the MS digital wallet system and digital currencies such as beenz.

Part V - The Use of IT in the Courts

a) The role of IT in case management and computer based evidence before the courts. Also the role of IT in the lawyer's office and the development of electronic practice management.

Part VI - What Next?

(a) Looking to future developments and future technologies including WAP and third generation mobile phones. Is the law ready to deal with such changes? Has the law caught up with the Internet revolution? Will it ever do so? Is legal regulation rendered redundant by technological innovation and community censure?

Teaching: The course is taught by weekly seminars throughout the year. Reading lists are handed out in advance of the seminars and students are expected to participate in discussions.

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 Waelde (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: One assessed essay contributing 50% of the final mark and one two-hour formal examination contributing 50% 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.

1. Why Study Cyberlaw?

What value may be gained from the study of Cyberlaw and New Media Regulation?

2. Code and Other Laws of Cyberspace: Lawrence Lessig's Modalities of Regulation

A review of Lawrence Lessig's "modalities of regulation" model of Cyber-regulation.

3. Architecture I – Internet Structure and Regulatory Bodies
To introduce students to the underlying architecture of the Internet and the standards-setting agencies who manage this structure including the Internet Engineering Task Force (IETF), the International Telecommunications Union (ITU), the Internet Society (ISOC) and the Internet Corporation for Assigned Numbers and Names (ICANN).

4. Architecture II - Domain Names

The role of ICANN and the Uniform Dispute Resolution Policy (UDRP) in regulating Cyberspace. ISOC. The registration process, including the role of registrars and the implementation of the UDRP. Cybersquatting and honest concurrent trade mark use.

5. Market Controls

The role of the market in allocating the scare resources in new media sectors. The practice of using market forces to allocate bandwidth in relation to both the 3G telecommunications sector and the Internet.

6. Social and Cultural Controls
The role played by 'norms' or community-based controls in Cyberspace.
The growth of cybercommunites and cybernorms. The arguments for greater self-regulation, in the sense of regulation by self and community, in

7. Law: Dealing with Illegal Content

Analyse and review the role played by 'law as command' in structuring Cyberspace. The effectiveness of hierarchical controls in a decentralised environment and the future role of law in the regulatory framework of Cyberspace

8. Case Study One - Copyright Management Systems

An analysis and discussion of the technology involved in Copyright Management Systems and the legal and social issues which surround the use of such systems.

9. Case Study Two - Free Expression and Content Control

A discussion of the competing interests of the community in protecting free expression against the rights of an individual to take steps to protect oneself and one's standing in the community.

10. The Future and the Commons

The concept of the commons and what it means for the future development of the structure and content of Cyberspace.

Teaching: 10 weekly two hour seminars in a student-led discussion or debate format. Some 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, New York, 1998); L Lessig, The Future of Ideas: The Fate of the Commons in a Connected World (Random House, New York, 2001); S Biegel, Beyond Our Control? Confronting the Limits of Our Legal System in the Age of Cyberspace (MIT Press, 2001); C Sunstein, Republic.com (Princeton University Press, 2001); R Mansell & E Steinmuller, Mobilizing the Information Society (OUP, 2002); M Castells, The Internet Galaxy (OUP, 2001); E Dyson, Release 2.1: A Design for Living in a Digital Age (Broadway Books, New York, 1998); N Negroponte, Being Digital (Vintage Books, New York, 1998); W Gates, The Road Ahead (Penguin, 1996); W Gates, Business @ the Speed of Thought Penguin, 2000); Y Akdeniz, C Walker & D Wall (Eds), The Internet, Law and Society (Longman, 2000); L Edwards & C Waelde (Eds), Law and the Internet: Regulating Electronic Commerce (Hart, 2000); C Reed & J Angel (Eds), Computer Law (Blackstone Press, 2000); I Lloyd, Information Technology Law (3rd edn, Sweet & Maxwell, 2000)

Assessment: Consists of two parts: (i) a two hour unseen written examination in June accounting for 75% of the marks; (ii) a single essay for assessment to be submitted by the end of the week following conclusion of the course.

LL426

Environmental Law and Policy

Teachers responsible: Dr J Holder, (UCL), Professor Richard Macrory, (UCL) and Mrs S 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 gives detailed consideration to the policy dynamics of environmental regulation. This will involve discussion of the philosophical, historical and/or policy debates with which environmental policy is infused. Time will be spent critically assessing the role that law has to play in regulating the environment and in this context a range of environmental theories will be examined.

Content: The course considers key concepts such as 'environment' and 'sustainable development' from a theoretical perspective, and the transposition of such concepts into legal norms. The course investigates regulatory philosophies and mechanisms, ranging from traditional regulatory approaches such as private civil liability through public mechanisms such as 'command and control' regulation, as well as 'alternative' approaches eg the use of fiscal instruments and self-regulation. We consider a range of sectoral issues within environmental law, including pollution and development control, nature conservation, risk assessment and management, as well as issues relevant to environmental litigation such as public participation and access to information. Although the course uses case studies from UK environmental law and policy we necessarily consider international and, more importantly, EC law and policy. Inevitably there is some overlap in terms of substantive law with the EC Environmental Law course, although the courses adopt different perspectives. Experience has shown that the course is interesting and important for students from a wide range of legal backgrounds.

Objectives: By the end of the course, you will be expected to have a thorough understanding of the fundamental principles of environmental law as well as the policy factors shaping environmental regulation. Having explored and critically assessed a range of environmental philosophies, you should be in a position to judge, in an informed manner, the role of law in

the future development of environmental protection.

Teaching: The course is taught by seminar discussion. Project work is an important part of the course. It is expected that 'teams' will work on a project which complements the course and which deepens understanding of a particular area. Although a number of project topics will be recommended, we encourage teams to work on their own areas of interest. You will be expected to write up your work and to present it to the class. Although the projects play no part in the final assessment, we regard them

as an integral part of the course. Those of you wishing to write an assessed dissertation as part of your examination may be able to treat the project element of the course as a launching pad for your own research. In addition to the project work, two essays must be completed during the course. One of these may be 'timed' in preparation for the examination.

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).

For further details, please contact Jane Holder, uctljbh@ucl.ac.uk or 020 7679 1407.

Assessment: Students may choose between either: a three hour written examination in which four questions must be answered or a two hour examination in which three questions must be answered, plus an assessed dissertation of between 7-8,000 words which is to be submitted in duplicate not later than 1 July. The assessed dissertation is worth one third, and the examination, two thirds of the total marks. The examination paper will be divided into two sections: one section is concerned with theory/policy questions, and the other with substantive law. Students must answer at least one question from each section.

LL427 EU Environmental Law

NA 02/03

LL428

International and European Labour Law

Teachers responsible: Professor P Davies (LSE), Professor H Collins (LSE), Professor B Bercusson (KCL), Professor A McColgan (KCL) and Ms E Barmes (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:

The origins and structure of the ILO

2. The International Labour Code

Freedom of association within the ILO
 The enforcement of ILO standards

5. Social Clauses in trade agreements

Britain and the ILO

7. Future prospects of the ILO

History and Theory of EC Social Policy
 EC Social Policy and the Single Market

10. The Social Dialogue and Collective Bargaining in the EC

The Social Dialogue and Collective
 The Restructuring of Enterprises

12. Discrimination in Employment

13. Consultation and Participation

14. Conditions of Employment15. Job Creation in the EC

Job Creation in the EC
 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.

Reading list: Detailed reading guides will be provided.

Assessment: This subject is examined by one three hour paper.

LL429 H NA 02/03 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, A362

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 and the Merger Regulation. The first term is devoted to exploring the economic and policy rationale for competition law and application of Article 81 to a variety of agreements including: price-fixing, market sharing, distribution, research and development, franchising, collective purchasing. The second and third term will review the relationship between competition law and intellectual property, the concepts of dominance and abuse of dominance under Article 82, the scope and application of the Merger Regulation and the control of oligopoly. Attention will be paid to the implications of the Commission's modernisation of EC competition law.

Teaching: One two hour seminar each week.

Reading list: The main works for the student market are: Whish, Competition Law (4th edn, 2001); Jones and Sufrin, EC Competition Law: Cases and Materials (2001); Korah, An Introductory Guide to EC Competition Law and Practice (7th edn, 2000); Goyder, EC Competition Law (3rd edn, 1998); Cini and McGowan Competition Policy in the European Union (1998).

A full reading list is distributed at the beginning of the course and each seminar sheet will contain references to relevant literature.

Assessment: 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 V Heyvaert, A539

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 Members 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, seized 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:

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"; procedural and substantive changes to the EC Treaty made to follow up on this commitment; and the role of standardisation in the construction of a Single Market.

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 23-26 EC and directives) as interpreted by the ECJ. Discriminatory internal taxation: Arts 90-91 EC and case law. Quotas and equivalents on import or export: Arts 28-30 EC, directives and case law.

4. People

Free movement of employed and self-employed workers: the field of activities (including sports and entertainment) covered by the word 'economic': Arts 39-48 EC and implementing measures. The public service exceptions of Arts 39(4) and 45 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. Moving beyond the scope of workers, the course furthermore covers the new Title IV in the EC Treaty on visas, asylum, immigration and other policies relating to the free movement of persons.

5. Social Policy

History; legal and political framework.

6. 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.

7. 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.

8. External Economic Relations

Covers questions of competence to enter into international agreements, and the development of the common commercial policy.

Note: There may be slight variations in the topics covered per academic 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 (3rd edn, 1999); Chalmers & Szyszczak, Towards a European Polity? (Ashgate, 1998).

Assessment: Normal three-hour written examination.

NA 02/03 LL433 International and Comparative Commercial Arbitration

Teacher responsible: To be announced Availability: For LLM students and other Masters level students with

Core syllabus: This course, which is divided into three main parts, is designed to provide an overview of domestic and international arbitration as a means of settling commercial disputes. The first part of the course examines the theory and institutional structure of arbitration and the legal framework within which arbitral disputes are resolved. In the second part of the course, there is a review of the principles and practices of international commercial arbitration. This section will also examine recent developments in international commercial arbitration, the emergence of common or converging laws, international efforts to achieve uniformity and an overview of the arbital institutions of China, Hong Kong and Japan. The English law and practice of arbitration is the subject of the final part of the course, with particular reference to the changing role of the court in providing assistance for the arbitrator(s) and in reviewing arbitration awards, in light of the Arbitration Act 1996.

Teaching: One weekly two-hour seminar. Reading list: Detailed reading lists will be provided during the course.

Assessment: 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

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

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 A Barron (LSE), 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

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.

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: History and objectives; types of copyright; infringement; ownership and transactions.

Industrial Designs: Artistic copyright; unregistered design right; registered

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

Content: Part I – Role and Objectives of Insolvency Law and Procedures

1. Introduction: Aims and Objectives

Particular problems posed by different entities

Outline of procedures available

4. Insolvency Practitioners Part II - Averting Bankruptcy and Liquidation

5. Voluntary advice and assistance schemes

Rescue Procedures I 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

Employees

Teaching: Weekly seminars (LL439) of 2 hours duration throughout the

Reading list: A full reading list and materials will be distributed during the course. Wider background reading will include some comparative law reform and other material including: Cork Report, Report of the Review Committee on Insolvency Law and Practice (Cmnd 8558, 1982); T H Jackson, The Logic and Limits of Bankruptcy Law, Harvard (1986); Justice, Insolvency Law: An Agenda for Reform (1994); V Finch, Corporate Insolvency Law: Perspectives and Principles (Cambridge University Press,

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, H606, 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

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:

1. Judicial jurisdiction in cases involving international business transactions, especially

(a) jurisdiction over companies (the "doing business" test);

(b) products liability actions;

(c) branches and agents; (d) constitutional limitations on jurisdiction in the United States;

(e) forum-selection clauses;

(f) forum non conveniens;

(g) lis alibi pendens. 2. Obtaining evidence in transnational business litigation: extraterritorial application of the forum's own discovery rules, international judicial assistance, blocking statutes and injunctions

3. Provisional remedies and procedural problems in transnational business litigation: Mareva injunctions, Anton Piller orders and equivalent remedies.

 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 expeced 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 (UCL)

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.

2. International sale of goods.

3. The international reach of legislation for the regulation of business and the protection of consumers and employees.

4. The private international law aspects of boycotts and embargoes.

5. The application of international conventions to international business transactions.

6. The international aspects agency.

Exchange controls.

8. Financing international business transactions: documentary credits and other financial mechanisms.

9. Currency problems in international contracts.

10. The international aspects of property transactions. 11. The recognition of foreign expropriations and other governmental acts

affecting property (including financial assets). 12. The problem of extraterritoriality with special reference to American antitrust law and EEC competition law.

Teaching: 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 Reading list: (Students are not expected to buy any of these books). Georges R Delaume, Transnational Contracts: Applicable Law and Settlement of Disputes; Henry J Steiner & Detleve F Vagts, Transnational Legal Problems; Dicey & Morris, The Conflict of Laws; Cheshire and North, Private International Law; P M North, Contract Conflicts; Robert A Leflar, American Conflicts Law; Russell J Weintraub, Commentary on the Conflict

of Law; P E Nygh, Conflict of Laws in Australia; Eugene Scoles & Peter Hay, Conflict of Laws; J G Castel, Canadian Conflict of Laws; Philip Wood, Law and Practice of International Finance; F A Mann, The Legal Aspects of Money; Richard Plender, The European Contracts Convention.

International Criminal Law Teachers responsible: Dr G J Simpson A471, Professor C J Greenwood,

QC, A387 and Mr Max du Plessis Availability: For LLM students and MSc Human Rights.

Core syllabus: The doctrine, theory and practice of international criminal

Content:

LL445

Michaelmas Term. Part One, Institutions: Introduction and Concepts; the Problem of International Criminal Law; Pre-History; Nuremberg and Tokyo; Municipal Trials (eg Finta, Barbie); Jurisdiction (eg Eichmann); The ICTY (Yugoslavia); Internal and International Wars (Tadic); ICTR (Rwanda); The

International Criminal Court. Lent Term. Part Two, Substantive Law: General Principles of International Criminal Law; War Crimes and International Humanitarian Law; Crimes Against Humanity, Genocide (Milosevic); Crimes against Peace and Aggression; Gender-Based Crimes; Crimes as Torts (Karadzic); The Draft Code of Offences Against the Peace and Security of Mankind and "New" International Crimes; Superior Orders (Calley); in Command Responsibilities; Sovereign Immunity and International Crimes (Pinochet). Summer Term. Part Three, Alternatives to Trial: Fact Finding; Cooperation; Tort; Outlaw States; State Criminal Responsibility and the ILC; Truth Commissions.

Teaching: Seminars (LL445). 10 MT; 10 LT; 7 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 11/2 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

NA 02/03

International Environmental Law Teachers responsible: Dr L D M Nelson, Dr Elias (KCL) and Dr M

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

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 Soverign 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

Assessment: There is a three-hour written examination paper in September, consisting of at least 10 questions, four of which must be

LL449

EC Regulation of the State in Competitive Markets Teachers responsible: Professor M Cremona (QMW), Professor E Szyszczak (LSE) and Mr G Monti (LSE)

Availability: Background knowledge of the substantive law of the EU is required, particularly knowledge of the Internal Market and Competition

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.

- 1. The Treaty context, theory of regulation of the state, the EC as a regulatory state, the emergence of an economic constitution to the EC.
- 2. Articles 10, 81 and 82 EC. The application of private competition rules to state anti-competitive activity.
- 3. Article 86 EC lex specialis of public undertakings. Case study, telecommunications and privatisation.
- 4. Article 31 EC. Case study of Nordic alcohol monopolies.
- State Aids, procedures, case study.
- 6. Public Procurement, use of public procurement to further non-economic

Teaching: Seminars 1 x 2 hours each week in the LT. Students will be asked to make presentations, using case studies.

Reading list: Detailed reading lists will be provided. Assessment: Two-hour examination plus 15 minutes reading time. Candidates must answer two questions out of a selection of eight.

LL450

The International Law of Natural Resources

Teachers responsible: Professor C J Greenwood, QC, A387 and academics from UCL

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 noncommercial 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 13/4 hours per week being

offered for 10 weeks in the MT, 10 weeks in the LT; and for 7 weeks in

Reading list: Course materials are available for purchase. Assessment: There is a three-hour formal examination in the August or September following the end of the course, based on the entire syllabus. There are usually 9 or more 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.

- Sources of the Law.
- Historical Development of the Law of the Sea.
- The Regime based on the 1992 Convention on the Law of the Sea and the Agreement Relating to the Implementation of Part XI of the United Nations Convention on the Law of the Sea of 10 December 1982.
- (i) The Territorial Sea and Contiguous Zone.
- International Straits and Archipelagos. (iii) The Exclusive Economic Zone.
- (iv) The Continental Shelf.
- (v) High Seas.
- (vi) Fisheries.
- (vii) Deep Seabed Mining Regime. (viii) Landlocked and Geographically Disadvantaged States.
- (ix) Protection and Preservation of the Marine Environment.
- (x) Marine Scientific Research. (xi) Settlement of Disputes.
- 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

The International Law of Armed Conflict and the Use of Force

Teachers responsible: Professor C J Greenwood, QC, A387 Availability: For LLM students and MSc Human Rights. Some prior knowledge of international law is useful but not essential.

Core syllabus: The aim of this course is to develop an understanding of the principles of international law which regulate the use of force in international society.

The course examines both the law relating to when it is permissible to use force and the law governing the conduct of hostilities once the decision to resort to force has been taken (The Law of Armed Conflict or International Humanitarian Law).

Content: The first half of the course is devoted to the law on resort to force. It concentrates on the prohibition of resort to force in Article 2(4) of the United Nations Charter and the exceptions to that prohibition. This part of the course looks in detail at the right of self-defence, humanitarian intervention, intervention to promote democracy, self-determination and to protect nationals, reprisals and intervention in civil war. The use of force by or with the authorization of the United Nations is also considered.

The second half of the course is concerned with the legal regulation of the conduct of hostilities and examines the concepts of war and armed conflict, the right to participate in hostilities, the law of weaponry (including nuclear and chemical weapons), the protection of civilians, belligerent occupation, the law of naval warfare and the enforcement of the laws of war (including the activities of the Yugoslav and Rwanda international tribunals).

Teaching: Teaching is by seminar given by Professor Greenwood. There is 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

Assessment: There is a three hour formal examination in the August or 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 nondiscrimination; 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 noninstitutional methods of promoting human rights, including the role of Non-Governmental Organisations, are studied.

Teaching: This course (LL453) is taught by 11/2 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

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:

- Types of taxes and tax systems.
- The theory of tax structure, change during development. 3. Taxation in developing economies: tax incentives to encourage
- Taxation in the developed economies.
- Taxation in planned economies: socialist approaches to taxation.
- 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

- Methods of assessment and collection of taxes.
- Revenue Authorities: administrative control of revenue authorities.
- Tax appeals and judicical control of revenue authorities.
- 4. Approaches to tax avoidance: measures to counter tax avoidance (in

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.
- 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.
- 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. 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: 2-hour seminars (LL455) weekly 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

General journals: Bulletin of International Fiscal Documentation (BIFD); Cahiers de Droit Fiscal International; European Taxation; 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.

NA 02/03 LL456

The Legal Regulation of the Music Industry Teachers responsible: Ms Anne Barron (LSE) and Mr Lionel Bently (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

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

- Music, the culture industries and the 'information society'.
- 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.

Conceptions of music deployed in schemes for the public funding of the arts

B. The Production of Music: Technologies, Institutions and **Investment Strategies**

- Technologies of music production and their implications for legal initiatives affecting the music industry.
- Overview of the Structure and Activities of the Music Industry. The role of music industry representatives as political actors.
- The Economics of Music Production
- The international framework for the protection of IPR's in music
- The rights of the copyright owner and the duration of copyright
- The rights of the performer and of the person with whom the performer has an exclusive recording contract
- 14-15. Recording and Publishing Contracts The Enforcement of Copyright and Performer's Rights in Music
- C. Distributing Music
- Parallel Importation 18-21. The Exploitation of Copyright and Performers' rights in the Music

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.

D. Consuming Music

- Defences to copyright infringement Market Failure, Compulsory Licences and Levies 23.
- 24. Case study I: Digital sound sampling
- 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: Dr J Fionda (KCL), Dr Ben Bowling (KCL), Dr J Rumgay (LSE) and Dr R Jago (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.

- 1. Theory. Treatment and welfare. Justice and punishment. The definition of "child" and "young person". Theories of youth crime and crime prevention
- 2. History and background. The development of special legislation and youth justice policy. The classification of offenders. Youth courts and
- 3. Pre-trial procedures. The police and juveniles reprimands and warnings. The role of the CPS.
- 4. Present arrangements. Fines upon offenders and parents. Community penalties. The use of custody and s.53 of the Children and Young Persons Act 1933. ASBOs, local curfews and child safety orders. Parental responsibility for youth crime. Truancy.
- 5. Special categories of offenders. Alcohol and drug misuse. Race and sex discrimination. Young adults.
- 6. Social policy. The media response to youth crime. 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); J Fionda, Legal Concepts of Childhood

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), Phil Bates (KCL) and Professor Nigel Eastman (St George's Hospital Medical School)

Availability: For LLM students and (with permission) MSc in Criminal Justice Policy.

Core syllabus: This course is designed to integrate a practical and theoretical understanding of mental health law, from the perspective of both law and mental health sciences. It tries to provide students with a broad conceptual understanding of the problems that bedevil mental health law. Content: The first part of the course concerns the context of mental health law; the second, issues of capacity and compulsory treatment both in hospital and in the community; the third, methods of release from compulsion. Next we deal with mental health law, rights and discrimination. The fifth part concerns mentally disordered offenders. We deal both with issues of criminal law, with severe anti-social personality disorder and look at what happens in Inquiries after Homicide. The sixth part of the course examines law and ethics. Finally, we look at the future and examine the recommendations of the Richardson Committee and the proposals for reform in the 2000 White Paper 'Reforming the Mental Health Act'.

Teaching: Weekly seminars of one and a half hours for 11 weeks in the MT, 9 in LT and up to 7 in the ST.

Written work: Students are encouraged to prepare written work for the

Reading list: There is no single satisfactory text. As a general textbook we recommend P Bartlett & R Sandland, Mental Health Law. Policy and Practice, Blackstone Press (1999). We will also make extensive reference to N Eastman & J Peay (Eds), Law Without Enforcement: Integrating Mental Health and Justice, Hart Publishing (1999). A study pack for

Assessment: There will be one three hour examination which will count for 100% of the marks.

LL459

Constitutional and Institutional Law of the European Union

Teacher responsible: Professor T C Hartley, A467 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 Schermers.

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

Teaching: Teaching is by seminar (LL461), with 11/2 hours per week being offered for 10 weeks in the MT and 10 weeks in the LT and for 8 weeks in

Reading list: Simma, Charter of the United Nations: Conforti, The Law and Practice of the United Nations; White, The Law of international

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 August or September following the end of the course, based on the entire syllabus. There are usually at least 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: Twenty-five 11/2 hour weekly seminars.

Written work: There will be one written assignment in each of the first two

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.

- A. Law, Modernity and Society
- 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. Core 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.

- 1. An Introduction to International Finance Transactions and Relevant Principles of English Law
- Euro-Currency Term Loans
- Syndicated Loans
- Euro-Bonds
- Project Finance
- Derivatives and Swaps
- Conflict of Laws aspects Loan transfers and Securitisation
- 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

LL470

Banking Law

Teacher responsible: Dr C Hadjiemmanuil, A360 and Professor J J Norton

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:

- Introduction: Banks and theories of banking regulation.
- International regulatory convergence: Basle Committee on Banking Supervision.
- 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.
- EC Banking Supervision: organisational issues and the impact of
- 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.
- Organisation of the Supervisory Function in the UK: Bank of England Act 1998. The role of the Financial Services Authority.
- 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 bankercustomer 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: 28 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 Dassesse, Isaacs & Penn, EC Banking Law (1994); Van Empel & Smits (Eds), Banking and EC Law: 0 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: Wadsley & Penn, The Law Relating to Domestic

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 examination.

Banking (2000); Cranston, Principles of Banking Law (1997); Ellinger &

LL472

NA 02/03

Marine Insurance Availability: For LLM students. A general knowledge of the law of contract 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.

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 Laws); Dover, Analysis of Marine Insurance Clauses (8th edn, 1960); Martin, The History of Lloyds and of Marine Insurance in Great Britain (1876); Wright & Fayle, A

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: Dr B Bowling (KCL) and Professor R Reiner, A207 Availability: For LLM, MSc Criminal Justice Policy, MSc Crime, Deviance and Control and MSc Regulation.

Core syllabus: The police are a central part of the criminal justice system and of the State's formal machinery for maintaining order and enforcing law. It is difficult to underestimate their importance in the process of criminal law enforcement and social policy more generally. There is a burgeoning research, policy-oriented and theoretical literature analysing the nature and functions of policing. 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. It will look at the changing forms of policing in contemporary society.

- 1. The nature and functions of 'policing'. What is the role of the police in the
- State and legal system? What other forms of policing operate? 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 11/2 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

LL480 NA 02/03 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

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 02/03

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

Content: Economic theories of legal topics such as:

- Property Rights allocation and transfer of rights, pollution control. Torts - negligence, forseeability 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
- (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

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

NA 02/03

Administrative Law

LL483

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

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: 27 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

Teachers responsible: Dr C Hadjiemmanuil, A360 and Professor J

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, eg company law.

No previous knowledge of financial market regulation or background in economics is required for those wishing to follow this course. Indeed, the course provides a good background for further study of both financial and economic law and economic analysis of law. The course might be regarded as complimentary to 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

Reading list: Posner & Scott, Economics of Corporation Law and Securities Regulation; Ogus & 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 Thomas Krebs (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

Core syllabus: The course considers in detail the principles which underpin the law of restitution and the general case for such a distinct

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 (1997); G Virgo, The Principles of the Law of Restitution (1999); A Burrows, The Law of Restitution (1993); P B H Birks, Introduction to Restitution (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 UK tax system, or to be taking Taxation Principles and Policy. 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 International Tax Law and Value Added Tax.

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. 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 Orange Tax Handbook, or CCH Tax Statutes and Statutory Instruments Vols. 1a, 1b,

LL492

Taxation Principles and Policies

Teachers responsible: Dr I Roxan, A460, Dr A Mumford, Professor Malcolm Gammie and others

Availability: For LLM degree and MSc in Law and Accounting. The course is suitable both for those who have not studied taxation before and for those who have studied the subject in a non-theoretical context. Although UK based, this course provides a useful overview of the system for non UK students interested in comparative taxation. It is 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.

A. Policy Issues

- Objectives of taxation and various criteria for evaluating tax systems.
- Introduction to basic concepts used in the economic analysis of taxation. (eg. neutrality, vertical and horizontal equity, progressivity, etc).
- 3. Economic analysis of types of taxation direct/indirect, capital/
- 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.
- Historical background.
- Sources of tax law.
- Interpretation of taxing statutes and introduction to tax avoidance debate. B. Administration and Enforcement
- . Structure of the Inland Revenue and Customs and Excise.
- 2. The Court System in relating to tax cases, including Law and Fact.
- Assessment.
- 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.
- Personal allowances, rates of tax, computing personal liability to taxation.
- Schedule D, Cases I and II and Class 4 social security contributions. 4. Schedule E and Class 1 social security contributions (omitting profitsharing 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) Sessional (weekly).

Reading list: Tiley, Revenue Law; Whitehouse, Revenue Law Principles and Practice; Tiley & Collison's, U.K. Tax Guide; A Easson, Cases and Materials on Revenue Law; Kay & King, The British Tax System; James & Nobes, The Economics of Taxation.

Current editions should be used.

Detailed reading lists will be provided during the course.

Assessment: The examination will be by 3-hour written paper.

Relevant legislation may be taken into the examination room. (Butterworths Yellow Tax Handbook and Butterworths Orange Handbook or CCH Tax Statutes and Statutory Instruments) may be used if unannotated.

LL493

Tax, Social Security and the Family

Availability: For LLM No previous knowledge of tax, social security or family law is required.

NA 02/03

Core syllabus: The course aims to provide an integrated study of family finance from the perspectives of both tax law and social security law. Content:

- 1. 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
 - (a) Husband and wife: taxation of spouses (including capital taxation); aggregation for social security; arguments for and against aggregate systems of taxation and social security disaggregation.
 - (b) Cohabitees: the cohabitation rule for social security; taxation of cohabitees.
 - (c) Dependants: increases in social security benefits; taxation reliefs including arguments for and against the deductability of child care expenses.
- Social Security and the Family
 - (a) Contribution rules (in outline), credits and home responsibilities (b) State provision for the family; family credit, child benefit, one-
 - parent benefit, maternity benefits, quardian's allowance. (c) The impact of other welfare benefits upon the family: income support and the social fund, housing benefit.

Income Replacement and the Family

- (a) The impact of "income replacement" benefits on the family: maternity benefits, unemployment benefits for sickness and disability, retirement pensions, widows pensions. (b) Taxation of benefits and state pensions.
- Marriage Breakdown
- (a) Support Rights: Between spouses and for children. The impact of the Child Support Act 1991.
- (b) The effect of separation/divorce on benefit entitlement. The effect of benefit entitlement on support rights. (c) Taxation effects: tax planning in relation to settlement and Court
- orders; impact of the reforms in the Finance Act 1988. (d) 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
- (a) The Poverty and Unemployment Traps.
- (b) 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 threehour 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, A460, Professor John Avery Jones

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

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 proposais 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: Two-hour seminar weekly.

Reading list: Students will be expected to acquire either the Butterworths Orange Tax Handbook, or the CCH Tax Statutes for the relevant year. Students will be provided with detailed outlines and reading lists for the course, together with selected materials for further study.

Assessment: Three-hour formal written examination. Candidates will be permitted to take into the examination room unannotated copies of the Butterworths Orange Tax Handbook or CCH Tax Statutes and Statutory

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: 24 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

NA 02/03

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

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

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

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.

NA 02/03

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

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 agement and participation 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 Readiustment: 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%

The essay topic must be approved by Professor McAuslan and must be derived from the syllabus for the course.

LL500

Law Department Research Seminar

Teachers responsible: Professor N Lacey, A 463 and Mr G Simpson,

Availability: For MPhil and PhD research students and interested LLM students.

Content: The first term will consist of seminars addressing questions of doctoral research method and theoretical paradigms in legal research. In the second term, the sessions will include presentations by currently registered research students on aspects of their own research, focusing on

problems of methodology and theory underlying their work.

Teaching: 20 two-hour seminars (LL500) in MT, LT and ST (subject to number of currently registered research students).

Assessment: There are no examination arrangements. However, each research student is required to attend regularly and to make periodic

LL501

European Community Law: Economic and Monetary Union

Teachers responsible: Dr C Hadjiemmanuil, A360 and Dr G Walker

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 wellsuited for students will an interest in EC law generally, as well as for those

banking law. Content:

1. 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

with interests in banking, finance and law and economics. Students desiring

to pursue the course do not need any special background in EC or

- 2. 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.
- 3. Economic Union: Budgetary constraints, the excessive deficit procedure surveillance: limitations. The Stability and Growth Pact. Microeconomic policies and regional adjustment: the missing links?
- 4. 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: 15 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

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

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

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

Teaching: 28 two-hour lectures, taught at QMW.

Reading materials: A set of primary materials will be made available to

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

NA 02/03

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

(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
- (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
- Authorisation requirements. Modes of obtaining authorisation. Exemptions. Consequences of not being authorised or exempted.
- Regulation of the conduct of investment firms under the FSMA. The main features of the regulation. The making of investment advertisements. Disciplinary powers.
- Collective investment schemes.
- Official listing of securities in the Stock Exchange. The Stock Exchange and the regulation of its markets. Liability for offer
- (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
- (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 selfregulatory 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: 28 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

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

Regulation in action: the rise of the European agencies.

Enforcement, or policing 'the level playing field': the role of the

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

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

Financial accountability and the audit culture. The European Court

Teaching: There will be 25 two-hour seminars. A full weekly seminar list of appropriate readings will be provided.

Written assignments will be distributed as appropriate throughout the course of the year.

Opportunities will be provided for student presentations.

Reading list: For general and reference purposes, we recommend P Craig & G de Burca, EC Law, Text Cases and Materials (2nd edn, 1998). The following books contain essential reading for different parts of the course: P Craig & C Harlow (Eds), Lawmaking in the European Union (Kluwer, 1998); R Dehousse, The European Court of Justice (Macmillan, 1998); J Hayward & E Page, Governing the New Europe (Polity); G Majone, Regulating Europe (1996); P Craig & G de Burca, The Evolution of European Law (Oxford, 1998); C Harlow, Accountability in the European Union (Oxford University Press 2002, forthcoming).

Relevant writings by the teachers include: R Rawlings, 'Law, Territory and Integration. A View from the Atlantic Shore', Journal of the International Institute of Administrative Sciences (2001); R Rawlings, 'Engaged Elites. Citizen Action and Institutional Attitudes in Commission Enforcement', 6 European Law Journal 4 (2000); C Harlow, 'European Administrative Law and the Global Challenge' in P Craig & G de Burca, The Evolution of EU Law (Oxford, 1998); C Harlow, 'Francovich and the Problem of the Disobedient State', 2 European Law Journal (1996).

The principal journals used in the course are as follows: Common Market Law Review, European Public Law, European Law Journal, European Review of Public Law, Journal of Common Market Studies, Journal of European Public Policy, European Journal of Legal Integration, Public Law,

Modern Law Review, West European Politics. Assessment: One three-hour examination.

LL900

Issues in Taxation

subjects of current interest.

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

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

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 11/2 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 objectives of the course are to learn how to analyze processes of administrative reform and modernization, drawing on political science methods of analyzing policy change; to understand similarities and differences among recent experiences with administrative reform and modernization, drawing on comparative research; and to learn essential concepts and knowledge related to administrative analysis and argumentation, applicable to any scholarship and practice in the field of public management.

Content: Introducing public management. Public management policy-making; Implementing public management policy change; Explaining policy and organizational change. Administrative analysis. Administrative argument. Lesson-Drawing in Public Policy and Management. Designing and Improvising Change.

Teaching: Ten lectures and ten seminars in the MT and 2 seminars in the first and second weeks of the ST.

Reading list: M Barzelay, The New Public Management, 2001; C Hood, The Art of the State, 1998; R Axelrod & M D Cohen, Harnessing Complexity: Organizational Implications of a Scientific Frontier, 1999; N C Roberts & P J King, Transforming Public Policy: Dynamics of Policy Entrepreneurship and Innovation, 1996; A Schick, The Spirit of Reform: Managing the New Zealand State Sector in a Time of Change, 1996; P Aucoin, The New Public Management: Canada in Comparative Perspective, 1995; D N Walton, Plausible Argument in Everyday Conversation, 1992; C Hood & M Jackson, Administrative Argument, 1991. 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 H

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 indepth 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

Written work: Students, individually or in groups, will be asked to make presentations and participate in negotiation exercises.

Reading list: L Thompson, The Mind and Heart of the Negotiator, Prentice Hall (2001); A Dixit & S Skeath, Games of Strategy, Norton (1999); R Clemen, Making Hard Decisions: An Introduction to Decision Analysis, Duxbury Press (1996); M Bazerman & M Neale, Negotiating Rationally, Free Press (1992); H Raiffa, The Art and Science of Negotiation, Harvard University Press (1982). Note that no one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

Assessment: A formal 2-hour examination in January.

MN404 Incentives and Governance in Organisations (B)

Teachers responsible: Sir Geoffrey Owen, G407, 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

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

Aspects of Human Resource Management Teacher responsible: Dr Rafael Gomez, G514

Availability: Primarily for MSc Management students, but other MSc students may take the course with the approval of the course teacher. Core syllabus: The course considers the policies 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) 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, G514

Pre-requisites and excluded combinations: For MSc Management

students, but other MSc students may take the course with approval of the course teacher.

Core syllabus: The course covers the main theories in Marketing Management. It emphasises theories and a strategic approach to understand the marketing behaviour of firms in an international setting.

Content: The course focuses on the 'theory' of marketing with attention also paid to some applied research. One of its important aims is to emphasise the range of social science disciplines that are relevant if marketing is to be properly understood. It will be a critical course, in the sense that the marketing taught here will not involve 'how to' or intensely 'practical' applications. Rather, the emphasis will be on understanding strategic concepts with broader applicability. The course will encourage students to question the limitations and problems of marketing management.

Teaching: Lectures: 20 one-hour lectures. 15 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, G514

Pre-requisites and excluded combinations: This course is for students who have taken some marketing or market research courses or, who have taken MN302 or ST327. This course may be taken in conjunction with MN413 by students who do not have any of these perquisites subject to the agreement of Dr R Gomez.

Core syllabus: This course is designed for students who have followed an introductory course in the Marketing or Marketing research area and who wish to develop their research skills in this area.

Content: Students will use the techniques they have acquired in previous Marketing course to develop their ideas and technical capacity in an area connected with Marketing.

Teaching: There will be personal meetings with the instructor and then 10 hours of Workshops in the MT and a final presentation in the ST.

Reading list: Some useful texts are Kinnear & Taylor's, Marketing Research: An Applied Approach and Chisnall's, Marketing Research.

Assessment: Students will be assessed on a 10,000 word project and oral presentation given in the ST.

MN415

The Analysis of Strategy (A)
Teacher responsible: Dr Tobias Kretschmer, G509

Availability: Compulsory course for MSc Management students. There is no guarantee that additional places will be available.

Core syllabus: The objective of the two courses (A and B) is to provide students with a critical appreciation of what it takes to be a strategist – in the context of the real world, within and outside firms and with other strategists. The critical aspect of being a strategist is to anticipate and prepare in advance for possible reactions of other players (eg competitors). These two courses will help students to understand how managers in the real world ought to read situations from a strategic angle. The particular emphasis is on the perspective provided by economics on the subject of strategy. Besides applications, stress will also be given to the theoretical underpinnings.

Content: The course is an interaction of game theory, economics, and strategic management. In this course, students will be introduced to ideas of behaving in strategic situations. A powerful tool to study these situation is game theory, where the emphasis is on outplaying a competitor who is trying to outplay you. About three lectures and two seminars will be devoted to building up the flavour of game theory and basic equilibrium concepts (Nash and subgame-perfect Nash). The second part of the course will be focused on applying these concepts to salient issues in competitive industries; in particular, we will be studying economies of scale and scope, vertical relations, and building and maintaining competitive advantage. These issues will be deepened further in the accompanying seminars. Finally, a particularly important set of markets will be discussed in the last two lectures and seminars of the course: We will be studying the dynamics of markets with network effects, ie where there are advantages to consumers in joining the same (compatible) network. Theoretical issues of analysing such markets will be enriched by in-depth case studies and

Reading list: D Besanko, D Dranove & M Shanley, Economics of Strategy, John Wiley, 2000; A Dixit & B Nalebuff, Thinking Strategically: The Competitive Edge in Business, Politics and Everyday Life, Norton, 1998; A Dixit & S Skeath, Games of Strategy, Norton, 1999; C Shapiro & H Varian, Information Rules — A Strategic Guide to the Network Economy, HBS Press, 1999.

Teaching: 10 two hour lectures and one hour classes in the MT. Assessment: 2 hour examination in the ST.

The Analysis of Strategy (B)

MN416

Teacher responsible: Dr Jörn Rothe, G511 Availability: Compulsory course for MSc Management students. Other students may attend subject to numbers, degree regulations, and at the discretion of the teacher responsible. MN415 The Analysis of Strategy (A) is a pre-requisite.

Core syllabus: In this course we continue, deepen and extend the analysis of strategy. The success of a firm depends on the decisions it makes, and these decisions have to take the behaviour of competitors into account who themselves try to make optimal decisions. Thus the firm faces a problem of strategic interaction, and game theory takes this interaction into account. This course aims at a strategic understanding of the decision situations that a firm faces.

We will study the general principles of strategic thinking, the application of these principles to specific problems and the general conclusions we can draw in these situations.

Content: This part of the course focuses on the strategic aspects of competing against other firms within the same industry. We start by analysing market structure and 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 gametheoretic 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 (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

MN419

H NA 02/03

Systems Thinking and Strategic Modelling

Teacher responsible: To be announced

Availability: Compulsory course for students taking the MSc Management (CEMS Route)/IMEX Programme. Pre-requisites are a sound understanding of algebraic and functional relationships as well as comfort with the use of elementary differential equations and the practical use of computer packages.

Core syllabus: The course provides an introduction to the form of systems thinking called system dynamics. The emphasis is on the creation and use of strategic models which allow the rigorous testing of different policies. This course introduces the causal feedback thinking at the centre of system dynamics and shows how this qualitative modelling approach can add clarity and precision to strategic debates. The benefits of fully specified and parametrised simulation models are then described using a range of examples and students are expected to explore and experiment with quantitative computer models using 'state of the art' simulation software with a graphical interface. This course concentrates on the use of simulation models and the contribution that they can make to management. It therefore compliments the course OR431 System Dynamics Modelling which gives greater emphasis to the process of model building and which offers a broader range of examples from business, public-policy making, epidemiology/ecology and elsewhere. Non CEMS/IMEX students may take either or both courses, subject to their specific degree requirements, the respective course restrictions, and the approval of the teacher

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

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:

- Concepts, Hypotheses, Learning Algorithms
 Learning Boolean Formulae
- 3. Probabilistic Learning
- 4. Consistent Algorithms and Learnability
- 5. Practical Considerations 6. Growth Functions and the VC Dimension
- 7. VC Dimension 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, Discrete Mathematics of Neural Networks: Selected Topics (SIAM, 2001); 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 Quantitative Methods (MA107) and some knowledge of probability.

Core syllabus: The theory of games and its applications in economics. Content: Game trees with perfect information, NIM. Backward induction. Extensive and strategic (normal) form of a game. Nash equilibrium. Commitment. Zero sum games, mixed strategies. Maxmin strategies. Nash equilibria in mixed strategies. Finding mixed-strategy equilibria for twoperson games. Extensive games with information sets, behaviour strategies, perfect recall. The Nash bargaining solution. Multistage

Teaching: The lecture course MA300.1 Game Theory I consisting of 2 lectures a week and classes MA300.1A in the MT. Revision lectures will be arranged in the ST.

Written work: Weekly exercises are set and marked.

Reading list: The text is K G Binmore, Fun and Games. Assessment: MSc students will take a written examination paper in the ST.

MA406

Theory of Algorithms

Teacher responsible: Dr B von Stengel, B408
Availability: Students should be familiar with abstract concepts and willing to cope with technical details of computer usage.

Core syllabus: Introduction to the theory of algorithms, data structures, and computational complexity.

Content: Basics of programming in Java. Sorting and searching. Running times. Stacks. Linked lists. Tables. Graphs and graph traversal. Polynomialtime algorithms.

For further informations see:

http://www.maths.lse.ac.uk/Courses/ma314.html

Teaching: 20 lectures (MA406), 10 classes (MA406.A), and optional computer help sessions, in MT.

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

Reading list: T H Cormen, C E Leiserson & R L Rivest, Introduction to Algorithms, MIT Press 1990 (or 2nd edn, 2001). D Flanagan, Java in a Nutshell, 3rd edn, O'Reilly 1999.

Assessment: MSc students will take a written examination paper in the ST.

OPERATIONAL RESEARCH

OR401 Techniques of Operational Research

Teacher responsible: Dr G Appa, G312

Availability: Students must have a knowledge of mathematics and statistics to the level of the undergraduate paper Quantitative Methods. The course is compulsory for most MSc Operational Research students.

Core syllabus: An introduction to Operational Research techniques. Content: Basic Operational Research Techniques (OR401.1): An introduction to stock control, scheduling, queueing theory, replacement; critical path analysis, dynamic programming, markov chains, game theory,

linear programming, and forecasting. Workshop in Computer Software (OR401.2): Applications of computers

Teaching:

Lectures: OR401.1 20 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.

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,

Students may also wish to consult: F S Hillier & G J Lieberman, Operations Research; H M Taylor & S Karlin, An Introduction to Stochastic Modelling. Assessment: A formal 3 hour examination, based on the course OR401.1, in ST. The paper contains at least 7 questions of which 5 must be attempted.

OR402

Operational Research In Context

Teacher responsible: Professor J Rosenhead, G311 Availability: The course is intended for the MSc Operational Research, for which it constitutes a compulsory half-unit paper.

Core syllabus: This course is designed to complement the theoretical emphasis of Techniques of Operational Research OR401. The intention is firstly to give students an appreciation of the non-technical factors which enter into the successful execution of an operational research study - by means of case study presentations, a discussion of methodological issues, and an experience of 'practical' project work. Secondly the course provides an introduction to several other disciplines which are very relevant to the practice of Operational Research.

Content: Operational Research Methodology (OR402.1): The practice and context of operational research - how they affect each other. Topics covered range from problem formulation and model building through to the scientific status of OR and to the nature of OR's social responsibility. The course is taught by a mixture of presentations by the lecturer and by groups

of students. The approach of the course is critical - students will be encouraged to re-examine cherished assumptions, and debate their

Selected Topics in Operational Research (OR402.2): A series of invited speakers present practical illustrations of OR in business or in public

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

Financial Reporting and Management (AC491) Dr T Ahrens: An overview of management account

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) To be announced: An

Teaching: OR402.1 4 x 1 hour MT; 7 x 1.5 hours LT OR402.28 x 2 LT OR402.3 1 x 6 LT and 1 x 5 ST AC4915 x 2 LT OR402.4 8 x 1.5 LT

OR402.5 5 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. Reading list: Recommended books (for Operational Research Methodology) are: P Keys, Operational Research and Systems; G Majone & E S Quade (Eds), Pitfalls of Analysis; J Rosenhead (Ed), Rational

Analysis for a Problematic World. A more extensive reading list will be provided at the start of this lecture course. Useful preliminary reading for Financial Reporting and Management is C T Horngran & G L Sunden, Introduction to Management nts of the course will be reco accounting. Reading for other eler by the teachers.

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.

Teaching: OR401.1 2 MT

OR403.1 10 MT, OR403.1A 9 MT and 9 x 2 computer workshop hours MT OR403.2 10 MT and OR403.2A 9 MT

OR403.3 10 MT and OR403.3A 9 MT.

Reading list: Recommended are: R Paul & D W Balmer, Simulation Modelling; H P Williams, Model Building in Mathematical Programming; Wiley; Ramsey & Schafer, The Statistical Sleuth, Duxbury; M Chapman & B Mahon, Plain Figures; W W Himes & D C Montgomery, Probability and Statistics in Engineering and Management Science; D C Hoaglin, R J Light, B McPeek & F Mosteller, Data for Decisions; J A Rice, Mathematical Statistics and Data Analysis; B F Ryan & B L Joiner, MINITAB Handbook; E Tufte, The Visual Display of Quantitative Information; J W Tukey, Exploratory Data Analysis; T J Wonnacott & R J Wonnacott, Econometrics. Students may also wish to consult: A M Law & W D Kelton, Simulation Modelling and Analysis; M Pidd, Computer Simulation in Management Science; H P Williams, Model Solving in Mathematical Programming, Wiley; D Smith, Linear Programming Models in Business.

Assessment: This course is examined entirely by course work and projects, as follows:

35% for a management report covering the results of a computer simulation program. 35% for mathematical programming based on weekly exercises and/or a final project. Written work is marked on presentation as well as on content. 30% for a final project for Applied Statistics.

The projects are given during the second half of MT for completion by the beginning of LT.

OR404

Applied Operational Research

Teacher responsible: Professor H P Williams, G314

Availability: MSc Operational Research only.

Core syllabus: A substantial project as an introduction to practical

Content: The student will carry out and report upon a substantial practical piece of Operational Research. The project will either be found by the department or may be suggested by the student, with the approval of his/her teachers.

Teaching: Lectures: OR404 Applied Operational Research and OR418 Applied Decision Sciences: 7 MT, 3 x 1 LT, 1 x 2 LT and 3 x 3hr seminars LT.

In addition each student will be assigned an internal supervisor who will monitor his/her progress on a continuing basis and give tutorial guidance as required.

Reading list: Detailed suggestions for reading will be provided in the course of supervision.

Assessment: Assessment is based entirely on the report, two copies of which must be submitted by the beginning of September.

OR406 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

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. Teaching: OR401.1 2 MT

OR403.1, OR403.1A see Course Guide OR403 OR406 18 MT and LT OR406A 18 MT and LT.

Written work: Written answers to set problems will be expected weekly.

Reading list: V Chvatal, Linear Programming; G Dantzig & M Thapa. Linear Programming 1 and 2; M Padberg, Linear Optimization and Extensions; M Bazaraa, J Jarvis & H Sherali, Linear Programming and Network Flows; J Nocedal & S Wright, Numerical Optimization; S Wright, Primal Dual Interior Point Methods; Nemhauser & Wolsey, Integer and Combinatorial Optimization; A Schrijver, Theory of Linear and Integer Programming; J More & S Wright, Optimization Software Guide: H P Williams, Model Building and Mathematical Programming; H P Williams, Model Solving in Mathematical Programming.

Assessment: A formal 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.

Teaching:

OR408 18 lectures LT, OR408A 18 classes LT.

Written work: Lecture notes containing problems are supplied. Written answers will be expected by the lecturer on a regular basis, and the problems will be discussed in the problem class.

Reading list: Relevant sections from the following texts will provide useful supplementary reading - N Christofidis, Graph Theory: An Algorithmic Approach; M R Garey & D S Johnson, Computers and Intractability; E Lawler, Combinatorial Optimization; E L Lawler, J K Lenstra, Rinnooy Kan & D H Shimoys (Eds), The Travelling Salesman Problem; Nemhauser, Rinnooy Kan & Todd, Optimization; Nemhauser & Wolsey, Integer and Combinatorial Optimization; C H Papdimitiou & K Steiglitz, Combinatorial Optimization; C F Laywine & G L Mullen, Discrete Mathematics using Latin Squares, Wiley & Sons 1998. As concise reference material for the graph theoretic part of the course R Wilson's book Introduction to Graph Theory

Assessment: Students will be assessed by a 3 hour formal examination in

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

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

Research to the level of Basic Operational Research Techniques.

knowledge of game theory and stochastic processes. Content: The precise content will vary from year to year to reflect important developments. Areas normally covered are: discrete and continuous dynamical systems; game theory; auction design; queueing theory; replacement; ecology and evolution

Teaching: OR409 18 LT, OR409A 18 LT.

Very full lecture notes are provided, and every week a set of problems is given out in the lecture. These are discussed in the following classes

Reading list: Recommended books are: H M Taylor & S Karlin, An Introduction to Stochastic Modelling; K Binmore, Fun and Games; J T Sandefur, Discrete Dynamical Systems; H C Tijms, Stochastic Models; D W Jorgenson, J J McCall & R Radner, Optimal Replacement Policy; F S Hillier & G J Lieberman, Operations Research.

Assessment: A two-hour formal examination in the ST covering the whole

OR411

Problem Structuring Methods

nsible: Professor J Rosenhead, G311

Availability: This course is available without prerequisites to students on any MSc programme where the regulations permit. However it is most likely to be of interest to those on the MSc in Operational Research, MSc in Decision Sciences, MSc in Analysis Design and Management Information Systems, MSc in Management, and MSc Management and Regulation of Risk.

Core syllabus: The course provides an introduction to a range of participative methods for structuring the understanding of problems situations under conditions of complexity, uncertainty and conflict. They are situated by a discussion of the debate on planning theory.

Content: Planning Theory (OR411.1) The debate on planning theory rational comprehensive planning, incrementalism, mixed scanning, transactive planning, political economy school, communicative action.

Introduction to Problem Structuring Methods (OR411.2) The classical techniques of operational research provide solutions to well-structured problems. The course will cover, both descriptively and critically, the variety of interactive approaches which have been developed to structure such situations. These include Soft Systems Methodology, Strategic Choice, Robustness Analysis, Cognitive Mapping, and Metagames.

Teaching:

OR411.1: 8 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

Reading list: Students should buy J Rosenhead (Ed), Rational Analysis for a Problematic World.

Recommended reading is: M Camhis, Planning Theory and Philosophy; P B Checkland, Systems Thinking, Systems Practice; C Eden & F Ackermann; Making Strategy: the journey of strategic Management; J K Friend & A Hickling, Planning Under Pressure; C Eden & J Radford (Eds), Tackling Strategic Problems.

Details of other relevant reading will be provided at the start of the course. Assessment: Examination will be by a 3 hour paper in the ST.

OR413

Operational Research in Less Developed Countries

Teacher responsible: Professor J Rosenhead, G311 Content: The course addresses the content and practice of operational

research in less developed countries, and explores its similarities to and differences from OR as practiced in developed countries. An introduction to theories of development and technology transfer leads to a discussion of factors limiting the practice of operational research in the Third World. Selected topics are addressed in greater depth. Various methods are used to explore the central issues. These include case studies, parallels with community operational research, and particular areas of application. Additionally students will be expected to attend selected sessions of other development-related courses.

Teaching: OR413 15 sessions of 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.

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

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 G305.

Teaching: 15 x 2hr sessions in MT and LT.

Reading list: There is no textbook suitable for the course. Detailed suggestions for reading will be given in the sessions.

Written work: Details will be provided at the start of the course.

Assessment: This course is examined entirely by course work and/or project work. The nature of the work will depend on the topics offered.

OR417

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

Content: Topics covered are the theory of decisions with multiple objectives, influence diagrams and belief nets, cascaded Bayesian inference, stratified systems theory and group processes. Teaching will be by lectures and case studies.

Teaching: OR417 10 x 2 LT, OR417A 10 LT.

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.

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.

Teaching: See Course Guide OR404. Each student will be assigned an internal supervisor who will monitor their progress on a continuing basis and give tutorial guidance as required.

Reading list: See course guide OR404

Assessment: See course guide OR404.

OR422

Decision Analysis in Theory and Practice

Teachers responsible: Dr 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

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. 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 & LT,

OR304.2 10 LT, OR304.2B 5 LT & ST,

Written work: Written answers to set problems will be expected weekly. Up to six projects will be set during the year.

Reading list: H Raiffa, Decision Analysis: Introductory Lectures on Choices Under Uncertainty; S R Watson & D M Buede, Decision Synthesis; P M Lee, Bayesian Statistics: An Introduction; P R Goodwin & G Wright, Decision Analysis for Management Judgment; D von Winterfeldt & W Edwards, Decision Analysis and Behavioural Research; D V Lindley, Making Decisions (2nd edn); J Baron, Thinking and Deciding (2nd edn); R Clemen, Making Hard Decisions: An Introduction to Decision Analysis (2nd edn).

Assessment: The course is examined by an essay or project assignment during the year (20%) and by a 3 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.

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-

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).

Teaching: There are four lecture courses. ST331.1 and ST331.1B, ST331.2 and ST331.2B see course guide OR422. OR304.1 and OR304.1B, OR304.2 and OR304.2B see course guide OR422. Written work: Written answers to set problems will be expected weekly. Up to three projects will be set during the year.

Reading list: H Raiffa, Decision Analysis: Introductory Lectures on Choices Under Uncertainty; S R Watson & D M Buede, Decision Synthesis; P M Lee, Bayesian Statistics: An Introduction; P R Goodwin & G Wright, Decision Analysis for Management Judgment; D von Winterfeldt & W Edwards, Decision Analysis and Behavioural Research; D V Lindley, Making Decisions (2nd edn); J Baron, Thinking and Deciding (2nd edn); R Clemen, Making Hard Decisions: An Introduction to Decision Analysis (2nd edn).

Assessment: The course is examined by an essay or project assignment during the year (20%) and by a 2 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 02/03

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.

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

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, Wales, Northern Ireland and Scotland, Working for Patients, CM555, HMSO, 1989. Lord Chancellor's Department, Modernising Justice, HMSO, 1998.

Assessment: Students will be required to produce two assessed essays of about 3,000 words each. There will be a choice of topics, but students may also, subject to agreement with the teacher responsible, write on a subject

OR430

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.

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

Teaching: See separate entries on OR course guides: OR402.1; OR402.4; OR403.2: OR403.2A.

Reading list: Recommended are: R Paul & D W Balmer, Simulation Modelling; A M Law & W D Kelton, Simulation Modelling and Analysis; M Pidd, Computer Simulation in Management Science; P Keys, Operational

Research and Systems; G Majone & E S Quade (Eds), Pitfalls of Analysis. Other reading will be recommended by the teachers.

Assessment: The course is examined entirely by course work and a project. 45% weight is given to a management report covering the results of a computer simulation program. 35% weight is given to a 2 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.

H NA 02/03

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

Core syllabus: This course introduces the theory and application of the system dynamics modelling approach as it is used to support strategic decision making in complex social systems. It involves the qualitative and quantitative mapping of the relevant system structure (including physical processes, information links and human decision making) and the simulation of the dynamic consequences of that structure. The aim is both to examine the general modes of behaviour that result so as to gain qualitative insights and also to experiment with alternative policies in order to formulate ones which improve behaviour. It has three distinctive themes: the concept of information feedback, the use of computer simulation models to explore complex behaviour and the need to work with the mental models of relevant system actors (with a view both to drawing on the relevant knowledge and interpretations of the system and to implementing the insights gained from the modelling process). The course deals with all stages of the modelling approach as well as introducing some research topics in the field. Students will use 'state of the art' simulation software with a graphical interface (currently STELLA/iThink) and will be expected to work extensively with quantitative computer models. The practical application of system dynamics will be emphasised throughout, using various cases studies from business, public-policy making and elsewhere. Content: The course is structured primarily around three themes, each with

Feedback: Modelling feedback with causal loop diagrams (the concept of feedback, CLDs, conceptualisation exercises, the limits of CLDs).

Simulation Modelling: Simple structures (positive loop, negative loop, coupled loops, loop polarity and shifts in loop dominance), model formulation (rate equations, auxiliary equations, table functions, levels, delays, representation of decision processes, principles of formulation), model testing (understanding model behaviour, sensitivity analysis), policy analysis (general approach, application to inventory management).

Working with Mental Models: Insights and archetypes (necessity and benefits of system dynamics, use and abuse of archetypes, general system insights), system dynamics in organisations (as group decision support tool, as organisational learning tool).

In addition students will be introduced to: critiques of system dynamics, further applications, current research problems Teaching: 10 x 3 LT (primarily lectures but including problems classes).

Reading list: J W Forrester, Industrial Dynamics; G P Richardson & A L Pugh, Introduction to Systems Dynamics Modelling with DYNAMO; J W Forrester, Principles of Systems; J Randers, Elements of the System Dynamics Method; J D W Morecroft & J Sterman, Modelling for Learning Organizations; G P Richardson, Feedback Thought in Social Science and System Theory; P M Senge, The Fifth Discipline; D H Meadows, The Global Citizen, various research papers from The British Library of Political

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 Robert Bishop, T403

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 NA 02/03

Philosophical Logic and Metaphysics

Availability: The course is primarily intended for the MSc Philosophy of the

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 portional course.

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 Helen Billinge, T401B

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 PH403 x 20 (ML). Seminars PH403.1 x 20 (ML).

Written work: Students will be required to produce two essays per term and to give class papers.

Reading list: P Benacerraf & H Putnam (Eds), Philosophy of Mathematics: Selected Readings (especially 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.

PH404

History of Science

Teacher responsible: Professor John Worrall, T501B

Assessment: A three-hour written examination in the ST.

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 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 three parts: lectures – PH213 and

PH404.1 and seminars – PH404.2

(a) PH213: 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; 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).

(b) 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

(c) PH404.2: Further investigations of the central issues raised in the lectures PH213. Particular topics chosen will depend in part on students' interests

Teaching: Lectures PH213 x 20 (ML) (Professor J Worrall), PH404.1 x 10 (M) (Dr J Milton); Seminars PH404.2 x 10 (L) (TBA).

Written work: Students will be expected to write at least two essays per term and give class papers.

Reading list: PH213 and PH404.2: Background reading: T S Kuhn, The Structure of Scientific Revolutions; G Holton (revised by S Brush): Theories and Concepts in Physical Science; Imre Lakatos, 'Falsification and the Methodology of Scientific Research Programmes' in his The Methodology of Scientific Research Programmes, Philosophical Papers 1. Reading for particular topics including primary material by Galileo, Newton and others will be specified during the course.

PH404.1: 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. Students will be required to prepare presentations for the seminars but marks for these will not form part of the final assessment.

PH405

Philosophy of the Social Sciences

Teacher responsible: Dr Jason Alexander, T401A

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 of values in social science; methods of evolutionary explanation in the social sciences. Philosophical problems of particular social sciences such as anthropology, sociology, and economics may 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; B Skyrms, Evolution of the Social Contract. 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 Philosophy & History of Science, MSc Philosophy of the Social Sciences, MSc Economics & Philosophy and MSc Social Research Methods (Philosophy). No previous knowledge of probability is assumed.

Core syllabus: The course covers the various interpretations of probability, and examines how the concept is used in science, economics, artificial intelligence, and philosophy of science.

Content: The classical, logical, subjective, frequency, and propensity interpretations of probability. Discussion of at least two of the following topics: Confirmation theory and the Bayesian controversy. The use of probability in the natural sciences compared and contrasted with its use in economics. The problem of representing uncertainty in expert systems – particularly those for medical diagnosis. No previous knowledge of probability is assumed. The mathematical side of the course requires only simple algebraic manipulations.

Teaching: Lectures PH407 x 20 (ML); Seminars PH407.2 x 20 (ML).

Written work: Students are expected to write at least one essay per term. Reading list: P Laplace, Philosophical Essay on Probabilities; J M Keynes, A Treatise on Probability; H E Kyburg & H E Smokler (Eds), Studies in Subjective Probability; R von Mises, Probability, Statistics and Truth; K R Popper, Realism and the Aim of Science; D A Gillies, An Objective Theory of Probability; C Howson & P Urbach, Scientific Reasoning: The Bayesian Approach.

Assessment: 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; Loewenheim-Skolem theorem; Skolem's paradox. Computers; recursive functions and relations; recursively enumerable relations. Church's thesis. The MRDP theorem (every r.e. relation is diophantine) stated without proof. Register machines and the general idea of computability. Diagonalisation and the halting problem. Formal first-order theories of arithmetic. Non-categoricity of complete first-order arithmetic. Code-numbering. Tarski's theorem. Church's theorem. Gödel's incompleteness theorems.

Teaching: This is an intercollegiate course. Lectures are taught at one of the colleges of the University of London, seminars are held at LSE. Lectures PH200 20 x 2hrs (ML); Seminars PH408.1 x 20 (ML).

Reading list: The text for the course is H Enderton, A Mathematical Introduction to Logic (Academic Press Inc, 1972).

PH409

Philosophical Foundations of Physics Teacher responsible: Dr Robert Bishop, T403

Assessment: A three-hour written examination in the ST.

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.

Course 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 von Plato, 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 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 cognition. The last topic focuses especially on evolutionary theories of cognition, and in general there is an emphasis on empirical approaches to philosophical issues in psychology and biology.

Teaching: The main teaching for this course is a seminar given at King's College PH411.1 10 x 1½ hr (ML). Students are also expected to attend an additional intercollegiate masters' Philosophy of Psychology 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). Students would also benefit from attending the intercollegiate masters' Philosophy of Mind seminar held at King's College 20 x 1½ hr (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: W Lycan (Ed), *Mind and Cognition*, 2nd edn (Blackwell, 1999); E Sober, *Philosophy of Biology*, (Oxford University Press, 1987); P Griffiths & K Sterelny, *Sex and Death* (University of Chicago Press, 1999). Assessment: A three-hour written examination in the ST.

PH413

Philosophy of Economics

Teacher responsible: Professor Edward McClennen, T402

Availability: The course is primarily intended for students taking MSc Philosophy of the Social Sciences, MSc Philosophy & History of Science, MSc Economics & Philosophy, MSc Philosophy, Policy & Social Value and MSc Social Research Methods (Philosophy). The seminar is also open to research students.

Core syllabus: Philosophical issues in economics.

Content: The nature of economic theories. The status of laws of economics. Explanation and idealisation in economics. Falsifiability of economic theory. Learning from economic models, causal reasoning in economics. The issues of experimental economics. The status of economic theories and laws. Explanation and idealisation in economics, theory assessment, the role of models in economic theory, causal reasoning in economics. Positive/normative economics. The nature of rationality: decision and game theory. Social choice theory: Arrow's impossibility theorem and the problem of interpersonal comparisons of welfare. Sen's Paretian liberal paradox. Contractarianism and libertarianism. Welfarism and utilitarianism; freedoms and capabilities. The concept of a perfectly competitive market and market failures. Institutional economics. Distributive justice; constitutional political economy.

Teaching: Lectures PH211 x 20 (ML); Seminars PH413.2 20 x $1\frac{1}{2}$ hr (ML). Written work: Students will be expected to write at least two essays per term.

Reading list: D Hausman, The Inexact and Separate Science of Economics; D Hausman (Ed), The Philosophy of Economics; L Robbins, The Nature and Significance of Economic Science; J Rawls, A Theory of Justice; R Nozick, Anarchy, State and Utopia; J Elster & J E Roemer (Eds), Interpersonal Comparisons of Well-Being; A Sen & B Williams (Eds), Utilitarianism and Beyond; J Buchanan & G Tullock, The Calculus of Consent; R Hardin, Liberalism, Constitutionalism and Democracy (1999). Additional reading suggestions, particularly of articles, will be made in the lectures and the seminars.

Assessment: 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: Foundational, philosophical reflections on the methods and goals of public policy. Topics include: the nature of practical reasoning; the aims of public policy and the scope of rational social choice; the application of scientific knowledge to decision-making; decision-making under conditions of risk and uncertainty; the relevance of conflicts in interests and conflicts regarding questions of ultimate or intrinsic value; the concept of prudence; noncooperative and cooperative theories of interaction; bargaining theory, and consensual decision-making. The role of market and non-market institutions. Special attention will be given to historical and contemporary debates concerning the overarching issues of justice, equality, liberty, and welfare, especially as these issues arise within the context of political and

economic theory.

Teaching: Lectures PH415 10 x 1hr (M); Seminars PH415.2 15 x 2 hr (ML).

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. Ten Core Lectures on foundations of public policy 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: Central topics in moral and political philosophy.

Content: The focus has alternatively been on problems and topics in contemporary normative philosophy, or on the historical classics of moral and political philosophy. When taught in the former way, the topics include: types of ethical theories — consequentialism, deontology, virtue ethics; moral realism and anti-realism; naturalism and non-naturalism; moral relativism; justice, equality and difference; the nature of freedom; the limits of state authority and 'natural rights'; individualism and its critics; science and ethics. When taught from an historical perspective, the works of such thinkers as Plato, Aristotle, Aquinas, Machiavelli, Hobbes, Locke, Hume, Kant, Mill, Marx and Nietzsche are the focus of attention. Prospective students are advised to check with the Departmental Secretary to determine for the year in question what the orientation of this course will be.

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 or recommended contemporary readings will be supplied at the beginning of the course. A useful historical anthology is Michael L Morgan (Ed) Classics in Moral and Political Theory (2001). For contemporary topics, see W Kymlicka, Contemporary Political Philosophy (1990); J Wolff, An Introduction to Political Philosophy (1996); R Goodin & P Pettit, A Companion to Contemporary Political Philosophy (1993); S M Cahn & P Markie, Ethics: History, Theory and Contemporary Issues (1998), nicely combines both approaches.

Assessment: A three-hour written examination in the ST.

PH417

Logic: Formal and Philosophical

Teacher responsible: Professor Colin Howson, T301C Availability: This course is primarily intended for MSc Philosophy of the Social Sciences, MSc Philosophy & History of Science.

Core syllabus: The formalisation of deductive arguments within propositional and predicate languages and the use of trees 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. The tree 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: C Howson, Logic with Trees; 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: A three-hour written examination in the ST.

PH418

Philosophical Research and Writing:

Economics and Philosophy

Teacher responsible: Max Steuer, T501C

Availability: The course is restricted to students taking the MSc Economics

& Philosophy.

Core syllabus: The course is intended to develop the ability to make

philosophical arguments and to write structured philosophical essays. It will serve to prepare students for research and writing their dissertation.

Content: Among the substantive issues covered may be some of the following: Methodological issues in economics – what counts as a successful economic theory?; When is one rival theory inferior to another?;

Are economic theories falsifiable?; The status of assumptions of economic

rationality.

Teaching: Seminar: 10 x 1 hr (M); 10 x 2 hr (L).

Assessment: A dissertation of not more than 10,000 words submitted by

PH421

Philosophical Research and Writing:

Philosophy Policy and Social Value

Teacher responsible: Professor Edward McClennen, T402

Availability: The course is restricted to students taking the MSc Philosophy, Policy & Social Value.

Core syllabus: The course is intended to develop the ability to make philosophical arguments and to write structured philosophical essays. It will serve to prepare students for research and writing their dissertation.

Content: Most of the seminars will cover topics that are chosen by MSc students for their theses. In the early meetings some core topics in the philosophy and social policy may be discussed.

Teaching: Seminar: 10 x 1hr (M); 10 x 2 hr (L). Assessment: None.

PH422

Philosophical Research and Writing: Philosophy of Social Science

Teacher responsible: Dr Jason Alexander, T401A

Availability: The course is restricted to students taking the MSc Philosophy of the Social Sciences.

Core syllabus: The course is intended to develop the ability to make philosophical arguments and to write structured philosophical essays. It will serve to prepare students for research and writing their dissertation.

Content: Most of the seminars will cover topics that are chosen by MSc students for their theses. In the early meetings some core topics in the philosophy of social science may be discussed:

Methodological issues such as the role of mathematical models, methodological individualism and its rivals, autonomy of the social sciences.

Teaching: Seminar: 10 x 1 hr (M); 10 x 2 hr (L).

Assessment: None.

SOCIAL POLICY

SA400

Applied Epidemiology

Teachers responsible: Dr C Stephens, 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: 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

Assessment: One piece of continuous assessment taken within the study unit of the course (40%). A three-hour written examination in the ST (60%).

SA401

Building Studies

Teacher responsible: Ms G Beckett, c/o A224

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, A267

Availability: For postgraduates mainly on the MSc in Social Policy and Planning, MSc in Gender, MSc European Social Policy, MSc Gender and Development, MSc Gender and Social Policy.

Core syllabus: The course will examine the policy response to ageing and ageing populations from different theoretical perspectives taking into account the fact that women make up the great majority of the older population. The aim will be to consider the experience of ageing and to analyse the options available in different societies, taking cultural, demographic, economic, social and political conditions into consideration.

Content: Attitudes to old age, positive and negative; demography, sex,

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 11/2-hour seminars, MT.

Written work: Students will write a course work essay of 1,500-2,000 words, which must be submitted by 14 January 2003.

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 addresses major theories, issues and methods in the analysis of criminal justice practice and policy.

Content: Policy processes are examined in relation to the principal elements in the criminal justice system: law making, crime prevention, victim support, policing, prosecution, sentencing, non-custodial and institutional penalties and their aftermath. Trends in criminal justice are examined in relation to major theories of punishment: eg functionalist, Marxist and structuralist. The course has a united comparative emphasis, both historically and in relation to criminal justice systems and policies, in relation to Europe and North America.

Teaching: Lectures: SA403.1. 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, 3rd edn, 2002. A full reading list covering all seminars is provided at the first seminar.

The following is a basic reading list: S Cohen, Visions of Social Control; P E Rock (Ed), A History of British Criminology; D M Downes, Contrasts in Tolerance; D Garland, Punishment and Modern Society; D Garland, The Culture of Control; R Reiner & M Cross (Eds), Beyond Law and Order: Criminal Justice Policy and Politics into the 1990's; T P Morris, Crime and Criminal Justice Since 1945; R Reiner, The Politics of the Police; M Zander, A Matter of Justice.

Assessment: A three-hour written examination in the ST.

SA405

European Social Policy

Teacher responsible: Dr S Mangen, A261

Availability: Compulsory for MSc European Social Policy; available as an option in other Master's degrees as permitted by the regulations.

Core syllabus: The course reviews the development of welfare states and contemporary social policies in Western Europe, focusing particularly on member states of the European Union, Social policy-making at the EU level

also forms an equally important component.

Content: The comparative study of the development of Western European welfare states in their political, social and economic contexts. The first part of the course traces the emergence of collective provisions of welfare from the last 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. In addition there are two assessed

essays (see below).

Reading list: Some introductory texts are: P Baldwin, The Politics of Social Solidarity; M Kleinman, A European Welfare State? EU Social Policy in Context, Palgrave; L Hantrais, Social Policy in the EU, Macmillan; C Pierson, Beyond the Welfare State, Polity; G Esping-Andersen, Social Foundations of Post-Industrial Economies; M Ferrera & M Rhodes, Recasting European Welfare States; P Pierson, 'Three Worlds of Welfare State Research', Comparative Political Studies, Vol 33, 2000, pp 791-821.

A full list will be handed out with the seminar programme. **Assessment:** One assessed paper of 2,000 words in each of the MT and LT (50%). A two-hour written examination in the ST (50%).

SA406

European and Comparative Health Policy

Teachers responsible: Dr E Mossialos, J413, Mr P Kanavos and Ms A Dixon, J301

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, Population and Society, 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 care systems in advanced countries emphasising present and future policy options and problems. Particular attention will be paid to the development of health policies in Europe.

Content: Health systems: an analysis of existing and suggested models of finance and delivery – methods of funding including taxation, social and private health insurance, user charges and medical savings accounts, resource allocation, hospital and physician payment arrangements; challenges in the long-term care sector, development of mental health care; dental health systems; pharmaceutical policy; health care reform trends; cross-national comparisons; the state's role in health.

Teaching: 22 lectures and 12 two-hour seminars, sessional.

Reading list: E Mossialos, A Dixon, J Figueras & J Kutzin (Eds), Funding Health Care: options for Europe, Open University Press, 2002; M McKee & J Healy (Eds), Hospitals in a Changing Europe, Open University Press, 2002; R B Saltman, R Busse & E Mossialos (Eds), Regulating Entrepreneurial Behaviour in European Health Care Systems, Open University Press, 2002; B Abel-Smith, An Introduction to Health: policy, planning, and financing, Longman 1994; E Mossialos & J Le Grand (Eds), Health Care and Cost Containment in the EU, Ashgate, 1999; R Freeman, The Politics of Health in Europe, Manchester University Press, 2000; H Glennerster, Paying for Welfare, Harvester, 1997; R Robinson & J Le Grand (Eds), Evaluating the NHS Reforms, King's Fund Institute, 1994; J Hurst, The Reform of Health Care: A Comparative Analysis of Seven OECD Countries, OECD, 1992; OECD, The Reform of Health Care Systems: A review of Seventeen OECD Countries, OECD, 1994; B Saltman & C Von Otter, Implementing Planned Markets in Health Care, Open University

Press, 1995; C Ham (Ed), Health Care Reform: learning from international experience, OU Press, 1997; R Saltman, J Figueras, C Sakellarides (Eds), Critical Challenges for Health Care Reform in Europe, OUP, 1998.

Assessment: Students will be required to submit one essay (40%) at the end of LT. A three-hour written examination in the ST (60%).

European and Comparative Health Policy Teachers responsible: Dr E Mossialos, J413, Mr P Kanavos and Ms A

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, Population and Society, 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 advanced countries emphasising present and future policy options and problems.

Content: Health systems: cross-national comparisons; the state's role in health; an analysis of existing and suggested models of finance and delivery - methods of funding including taxation, social and private health insurance, user charges and medical savings accounts, resource allocation, hospital and physician payment arrangements.

Teaching: 10 lectures and 5 two-hour seminars, MT.

Reading list: E Mossialos, A Dixon, J Figueras & J Kutzin (Eds), Funding Health Care: options for Europe, Open University Press, 2002; E Mossialos & J Le Grand (Eds), Health Care and Cost Containment in the EU, Ashgate, 1999; R Freeman, The Politics of Health in Europe, Manchester University Press, 2000; B Abel-Smith, An Introduction to Health: policy, planning, and financing, Longman 1994; H Glennerster, Paying for Welfare, Harvester, 1997; 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 Sakellarides (Eds), Critical Challenges for Health Care Reform in Europe, OUP, 1998.

Assessment: A two-hour written examination in the ST.

SA408

Health Economics

Teachers responsible: Professor A McGuire, J405 and Dr F Sassi, A259 Availability: For MSc Health, Population and Society, MSc International Health Policy 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

Content: Distinction between health and health care. Nature of health care as an economic commodity. Opportunity costs and problems of rationing health care. Definitions of technical and allocative efficiency, and of various types of equity. How markets and insurance markets work, and how they can fail for health care. The economics of financing health care and different approaches taken by governments in different countries. Containing costs and efficiency. Costs: fixed, marginal and average costs. The measurement of hospital case-mix and risk in populations. The economics of paying providers and different approaches taken by governments in different countries. The measurement of health and health state utility. Discounting and risk aversion. Deriving Quality-Adjusted Life Years (QALYs) and Disability-Adjusted Life Years (DALYs). Using costeffectiveness analysis to set priorities.

Teaching: 10 lectures (SA414.1) and 10 seminars (SA414.2) held at LSE,

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 includes references to 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: Professor J Le Grand, A244 and Professor A Mills, Department of Public Health Policy, London School of Hygiene & Tropical

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 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

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 guest lectures. 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

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

Assessment: An assessed essay to be submitted in the last week of LT (40%). A three-hour written examination in the ST (60%).

SA414

Health Economics

Teachers responsible: Professor A McGuire, J405, Dr F Sassi, A259, Professor C Normand, Dr J Fox-Rushby and Dr L Kumaranayake, Department of Public Health Policy, London School of Hygiene & Tropical

Availability: For MSc Health Policy, Planning and Financing and, subject to agreement, other Master's students registered in the Department of

Core syllabus: This course develops basic economic concepts as they are applied to the health sector, and provides for specialisation in health

Content: Distinction between health and health care. Nature of health care as an economic commodity. Opportunity costs and problems of rationing health care. Definitions of technical and allocative efficiency, and of various types of equity. How markets and insurance markets work, and how they can fail for health care. The economics of financing health care and different approaches taken by governments in different countries. Containing costs and efficiency. Costs: fixed, marginal and average costs. The measurement of hospital case-mix and risk in populations. The economics of paying providers and different approaches taken by governments in different countries. The measurement of health and health state utility. Discounting and risk aversion. Deriving Quality-Adjusted Life Years (QALYs) and Disability-Adjusted Life Years (DALYs). Using costeffectiveness 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 costeffectiveness 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 either Advanced cost-effectiveness analysis in healthcare - 10 lectures and 14 seminars at LSE, or Economic Evaluation - 2 days a week for 5 weeks at LSHTM, or Economics for Management and Policy - 2 days a week for 5 weeks at LSHTM.

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 Dinwiddy & 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 includes references to specialised texts and articles on each subject covered within the course.

Assessment: An assessed essay to be submitted in the LT (40%). A threehour 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 owneroccupation, private renting and the social sector. Paying for investment in social housing. The introduction of private finance into social housing. Financing housing as part of urban regeneration and neighbourhood renewal. Examples will be drawn from British housing policy, with comparisons from other industrialised countries.

Teaching: 20 lectures MT and LT; 23 seminars MLS, starting week 3 of MT. 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 MacCrone & M Stephens, Housing Policy in Britain and Europe; P Williams (Ed), Directions in Housing Policy; M Kleinman, Housing, Welfare and the State in Europe; S Monk & C M E Whitehead, Restructuring Housing Systems.

Assessment: A three-hour written examination in the ST.

SA425 Social Security Policies

Teacher responsible: Professor D Piachaud, A243

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

Teaching: Teaching comprises lectures and seminars.

Lectures: There are 10 lectures Social Security Policy (SA425.1) in the MT 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 10 weekly meetings in the first

Written work: Seminar members will be expected to make regular presentations to the seminar, and submit a written paper at the end of the

Reading list: Basic reading for the course includes: A B Atkinson, The Economics of Inequality, 2nd edn, Oxford, 1983; S Baldwin & J Falkingham (Eds), Social Security and Social Change, Harvester Wheatsheaf, 1994; N Barr, Economics of the Welfare State, 2nd edn, Weidenfeld, 1993; E Kingson & 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

Assessment: An assessed essay of 1,500 words (25%) to be submitted in the first week of the LT. A two-hour written examination in the ST (75%).

SA426

Hospital Economics and Management Teachers responsible: Professor A McGuire, J405 and Mr P Kavanos

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, LT & ST, plus one revision semina

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: An assessed essay of 2,000 words (40%) to be submitted by the last day of the LT. A 2-hour written examination in the ST (60%).

Pharmaceutical Economics and Policy

Teachers responsible: Dr E Mossialos, J413 and Dr M Mrazek, J4 Availability: An optional course for the MSc International Health Policy. Students must have an understanding of basic Health Economics

Core syllabus: An international comparative analysis of the economics of pharmaceutical markets and related policies including pricing, financing and reimbursement decisions in developed and developing countries; the health versus industrial policy dilemma, cost-containment strategies and economic evaluation of pharmaceuticals.

Content: The course analyses the following areas: theories of industrial organization relating to high technology industries; structure of and competition in the international pharmaceutical industry; systems of pricing and financing of pharmaceuticals in OECD countries; supply-, demand- and proxy-demand-side cost containment measures. Industrial policy in the pharmaceutical sector and the economics of patents, pharmaceutical policy issues in developing countries and access to medicines. International perspectives on the application of economic evaluation of pharmaceutical products. The above course material is supplemented by case studies from the international literature.

Teaching: 10 x 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; M Vandergrift & P Kanavos, 'Health Policy v. Industrial Policy in the Pharmaceutical Sector: The Case of Canada', Health Policy, September 1997; E Mossialos, 'Regulating expenditure on medicines in European countries' in R B Saltman, J Figueras & C Sakellarides (Eds), Critical Challenges for health care reform in Europe, Open University Press, 1998; E Mossialos & M Mrazek, 'Entrepreneurial Behaviour in Pharmaceutical Markets and the Effects of Regulation' in R Saltman, R Busse & E Mossialos (Eds), Regulating Entrepreneurial Behaviour in European Health Care Systems, Open University Press, 2002.

Assessment: An assessed essay of 2,000 words (40%) to be submitted by the 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, Professor K Kiernan, A279, 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

Teacher 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: Five x 11/2-hr seminars in the MT, to introduce the English legal

10 lectures and 10 seminars in LT; 3 x 11/2-hr seminars, ST. 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-

Teaching arrangements:

Management Studies - Eight one-hour seminars with prominent housing policymakers and managers and two 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

Teachers responsible: Professor Richard Sennett and Mr Savvas Verdis Availability: Compulsory for MSc City Design and Social Science students. Other graduate students may attend only with the permission of the teacher

Core syllabus: This course aims to orient students to some basic issues linking the social life of cities and the building of cities. It is not a survey of urban sociology; rather, a more in-depth exploration of three key themes: 1) The relation between public life and public space, 2) The relation between urban space and time, and 3) The relation between bodily experience and built forms.

Content: The course explores the following problems:

- Public Life and Public Space
- The concept of the Agora, and its Historical Reality The Public Realm conceived as a Theatre
- Memory and Place
- Spatial Narrative
- Movement
- Bodily Experience and Built Form
- Crowding
- Exposure Rituals of the Body

Teaching: 10 weekly lectures and 8 weekly 11/2-hour seminars, LT.

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 ST.

SA435

NGO Management, Policy and Administration

Teacher responsible: Dr D Lewis A118

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

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%).

H

H

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 11/2-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, 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,

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

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 11/2-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 and Development

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

Core syllabus: To develop a critical understanding of the physical infrastructure of the city, its relationship to development, and its impact on

Content: Development and Engineering. Development Process. Transport Systems. Project Delivery and Regeneration. Impact of Infrastructure. Cost Benefit Analysis. IT and Security. Traffic Congestion. Project Implementation. Sustainability.

Teaching: 10 weekly lectures and 10 weekly seminars in LT.

Reading list: A more comprehensive reading list will be issued at the beginning of the LT. Key texts include: A A Jackson, Semi-detached London: Suburban Development, Life and Transport, 1900-1939, George Allen & Unwin, London, 1973; London County Council, County of London Plan, Macmillan & Co, London, 1944; O Marriott, The Property Boom, Hamish Hamilton, London 1967; D Banister, Transport and Urban Development, Spon, London, 1995; S Guy, S Marvin & T Moss (Eds), Urban Infrastructure in Transition: Networks, Buildings, Plans, Earthscan, London, 2001; K J Button, & E T Verhoef, Road pricing, traffic congestion, and the environment: issues of efficiency and social feasibility, Edgar Allen

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 NA 02/03 Managing Risk in Mental Health Care

Teachers responsible: Dr E Munro, A272 and Dr J Rumgay, A255 Availability: For postgraduate students in Criminal Justice Policy, Social Policy and Planning and, subject to agreement, other MSc courses 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

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,

Assessment: Two items of course work, one submitted at the beginning of the LT (25%) and one at the beginning of the ST (25%). A two-hour written examination (50%) in the ST.

SA441

Planning Studies

Teacher responsible: 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

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 11/2-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,

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 required training session for Diploma in Housing students. The Race and Housing module helps students understand and learn to deal with issues of equality and discrimination in housing.

SA444 NA 02/03

Rehabilitation of Offenders

Teacher responsible: Dr J Rumgay, A255 Availability: For MSc Criminal Justice Policy; MSc Crime Deviance and Control; LLM. This course is also open to other MSc students in consultation with their supervisors.

Core syllabus: The aim of the course is to provide a critical analysis of the historical, contemporary and future role of offender rehabilitation policies within the criminal justice system

Content: Rehabilitation of offenders: the ideal, the model, the critiques and the reformation of the approach. Criminal justice process: intervention points and service agencies, juvenile justice, custodial, probation and aftercare services, problems of coercion, accountability and multi-agency coordination, 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 11/2-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, modernisation, sustainable rural livelihoods.

Key inputs for rural development: land reform, agricultural research and extension, basic education, micro-credit, participatory management, community development and popular education. Impacts of mainstream strategies: green revolution, integrated rural development, involuntary resettlement, frontier colonisation, natural resource protection. Crosscutting issues: gender, ethnicity, food security and income diversification.

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; IFAD, Rural Poverty Report 2001; B Crow & H

Bernstein (Eds), Rural Lives: Crises and Responses, 1992; C Dixon, Rural Development in the Third World, 1990; J Harris (Ed), Rural Development, 1982; A Pearse, Seeds of Plenty, Seeds of Want, 1980; R Chambers, Rural Development: Putting the Last First, 1983; C K Eicher & J M Staatz (Eds), International Agricultural Development, 1998.

Assessment: Students are required to write an extended elective essay of 3,000 words (25%). A three-hour written examination in the ST (75%).

NA 02/03 SA446

Psychology and Crime

Teacher responsible: Dr J Rumgay, A255

Availability: 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

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

Varieties of Criminal Behaviour: violent offending; drugs and crime; alcohol and crime; sex offending; property crime; mental disorder and crime.

Courtroom Processes: juror decision-making; testimony; sentencing decision-making; treatment of victims. Crime Prevention and Investigation: victims and lifestyles; procedural

analysis of crime; situational crime prevention; profiling of serial offenders. Teaching: 20 lectures and 22 seminars (including revision).

Written work: Students will be expected to make a number of class presentations and write two essays.

Reading list: D A Andrews & J Bonta, The Psychology of Criminal Conduct, 1994; R Blackburn, The Psychology of Criminal Conduct: Theory, Research and Practice, 1993; P Feldman, The Psychology of Crime: a social science textbook, 1993; S Hodgkins (Ed), Mental Disorder and Crime, 1993; J Rumgay, Crime, Punishment and the Addicted Offender, 1998; G M Stephenson, The Psychology of Criminal Justice, 1992; M Felson, Crime and Everyday Life: Issues and Insights for Society, 1993; J Boros, I Munich & M Szegedi (Eds), Psychology and Criminal Justice: International Review of Theory and Practice, 1998; N J Pallone & J J Hennessy, Criminal Behaviour: A proven psychological analysis, 1992; J Tedeschi & R Felson, Violence, Aggression and Coercive Actions, 1994; J Boon & L Sheridan, Stalking and Psychosexual Obsession: Prevention, Policing and Treatment, 2002; G Gudjonsson, The Psychology of Interrogations and Confessions, 2002; E Hickey, Serial Murderers and their Victims, 2002; G Godwin, Criminal Psychology and Forensic Technology: a Collaborative Approach to Effective Profiling, 2001

Assessment: A three-hour written examination in the ST.

SA447

Foundations of Health Policy

Teacher responsible: Professor J Le Grand, A244 Availability: For postgraduate students in the department of Social Policy

and other students on application. 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 coursework essay of not more than 2,000 words to be submitted at the end of the MT (40%). A two-hour written examination in the ST (60%).

SA448

Foundations of Social Service Policy

Teachers responsible: Miss S Sainsbury, A250 and others Availability: An optional course for postgraduate students in the Social Policy Department. Other graduate students may attend where regulations

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

Teaching: The course consists of 10 lectures and 10 seminars in the MT, 1 seminar in the LT and 2 seminars in ST. Students will participate in presenting at least one seminar paper.

Written work: Students will write one essay and present one piece of course work during the course.

Reading list: The following are useful introductory texts: H Brown & H Smith, Normalisation: a reader for the nineties, 1992; N Carter, R Klein & P Day, How Organisations Measure Success, 1992; K Jones, Asylums and After: a revised history of the mental health services, 1993; M Knapp et al, Care in the Community, 1992; S Sainsbury, Regulating Residential Care, 1989; G Wistow et al, Social Care Markets, 1996; M Parton et al, Child Protection: Risk and the Moral Order, 1997; J Twigg & K Atkin, Carers Reviewed: Policy and Practice in Informal Care, 1994.

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%).

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, MSc in Health Planning and Financing, MSc in Health and Social Services and 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

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.

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, R512 (with colleagues) Availability: For MSc Social Research Methods (Social Policy), MSc Social Policy and Planning, MSc Social Policy (Research) and MSc European

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 . Students will make at least one se

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, A28, Dr S Kumar, A226 and Dr H

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; poverty and income distribution, social capital; social exclusion; gender, the social dimensions of the debt crisis and structural adjustment programmes, approaches to social planning and implications for planning methodology and community participation; national level social policy issues relating to population, aid, famine and food security, the environment; the role of government, international organisations, and 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: 20 x 11/2hrs. Seminars: 20 x 11/2hrs, session

SA452.3a: Conceptualising the Research Process: 10 x 2hr sessions, MT. Students should also attend MI453 Fundamentals of Research Design: 10 x 2hr sessions, MT, as well as SA4C1 Long Essay and the Research Process: 5 sessions MT and LT. All non-asses

SA452.3b: The Methodology of Social Policy, Planning and Participation in Developing Countries: Lectures: 10 x 11/2 hrs, LT.

Written work: In addition to the preparation of papers, workshop exercises and a project-planning exercise for the seminars, students will write essays

for their tutors on the subject matter of the course. Reading list: No one book covers the entire syllabus so that specialist lists for each topic will be provided. The following books are recommended:

M Hardiman & J Midgley, The Social Dimensions of Development: Social Policy and Planning in the Third World; J Brohman, Popular Development: Rethinking the Theory and Practice of Development; D Booth (Ed), Rethinking Social Development; J Toye, Dilemmas of Development; D Hulme & M Turner, Sociology and Development: Theories, Policies and Practices; J Midgley, Social Development, M Bulmer & D Warwick (Eds), Social Research in Developing Countries; M Cernea, Putting People First: Sociological Variables in Rural Development.

Assessment: A written report produced as part of the project planning exercise (25%) to be handed in at the end of week 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 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.

SA458

Child Protection: Risk Assessment and **Decision Making**

Teacher responsible: Dr E Munro, A272

Availability: An optional course for postgraduate students in the Social Policy Department. Other graduate students may attend where regulations permit. It is intended primarily for students with experience in child

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; E Gambrill, 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

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; nongovernmental 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: 7 x 11/2hrs. Seminars: 13 x 11/2hrs MT and LT, plus one revision session. ST

Written work: All students are expected to read widely, make seminar presentations during the year, and actively participate in seminar discussions and workshops. Additionally, students may be required to write

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, A117

Availability: Compulsory for students taking the MSc in Voluntary Sector Organisation. The course is intended for students interested in the study, policy analysis and management of the voluntary, non-profit or third sector. Other students may attend where regulations and place availability permit. Core syllabus: The course is concerned with the development, role, contribution, policy and management of voluntary, non-governmental and non-profit organisations. It covers theoretical and applied approaches, focuses on service delivery and advocacy functions and draws on experiences from the UK, other EU countries and the United States.

Content: Approaches to the study of the voluntary sector; historical development, role and functions; economic, political and sociological theories; size, scope and structure of the voluntary sector in the UK and abroad; contributions and contemporary functions; organisational behaviour; management approaches, models and practices; funding; statesector relations; current policy issues.

Teaching: Lectures: 22 x 11/2-hour. Seminars: 22 x 11/2-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

M Hudson, Managing Without Profit; M Harris & C Rochester (Eds), Voluntary Organisations and Social Policy in Britain: perspectives on change and choice: L. Salamon & H. Anheier. The Emerging Nonprofit Sector, J Kendall & M Knapp, The Nonprofit Sector in the United Kingdom; W Powell (Ed), The Nonprofit Sector: A Research Handbook: H Anheier & J Kendall (Eds), Third Sector Policy at the Crossroads: An International Nonprofit Analysis.

Assessment: The average mark of the two best of the three course essays submitted during the MT and LT (50%). A three-hour written examination in the ST (50%).

SA462

Welfare Rights

This is a required training session for Diploma in Housing students normally taken in their final year. Welfare Rights familiarises students with how to advise and help low income tenants with benefits and other income support, introducing the agencies, services and structure of the benefits

SA464

Current Issues in Housing and Urban Policy Teachers responsible: Professor A Power, A239 and Dr R Tunstall, A240 Availability: For MSc/Diploma in Housing and Housing (International).

Other students may attend where regulations permit. Core syllabus: The changing organisation of housing and urban policy in

Britain, and other countries, with a focus on social housing. Content: Different models of housing tenure: organisation and management of housing, alternative landlords, privatisation, tenant participation and control. Homelessness, access and affordability. Urban regeneration and brown field development. Social exclusion and housing; funding affordable housing; owner occupation and private renting in the

21st century

Teaching: 10 Lectures, LT. 10 Seminars, LT.

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

Assessment: A two-hour written examination in the ST.

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

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

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 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 1 September in the year of the examination. It must not exceed 10,000 words - bibliography and tables will not be included in this

SA468

Health Policy, Planning and Financing - Report

Teachers responsible: Dr F Sassi, A259 and Mr P Jacklin, London School of Hygiene and Tropical Medicine.

Availability: This course is intended for students studying on the MSc Health Policy, Planning and Financing who have extensive experience in

Core syllabus: The purpose is to allow students to explore, in depth, health policy topics, applying analysis and techniques studied in other parts

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

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 12 September 2003. 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, A118 Availability: For MSc in NGO Management. This course is compulsory for

Core syllabus and objective: A dissertation on a topic related to NGO Management and approved by the candidate's teachers. The dissertation offers the opportunity for detailed exploration, under supervision, of an area of special interest to the student. It may involve original fieldwork or the analysis, appraisal and application of existing literature.

Supervision and teaching: Students will pursue their dissertations under the supervision of one of their course teachers who will offer advice on the choice and scope of subject, methodology, reading, construction and presentation of the work. Comments will be provided on an initial draft. There will be five seminars on writing and research skills in the MT and weekly seminars, beginning in the LT, to enable students to explore their proposals and plans as a group.

Assessment: The dissertation must be submitted to a course teacher by the 1 September. It should be not more than 10,000 words and typewritten.

Social Policy and Planning – Long Essay

Teachers responsible: Professor D Piachaud, A243 and tutors Availability: For MSc Social Policy and Planning. The Long Essay is

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

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 1 September in the year of the examination. It must not exceed 10,000 words.

SA472

Social Policy and Planning in Developing Countries -Dissertation

Teacher responsible: Dr 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 n 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 1 September 2003. 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

Voluntary Sector Dissertation

Teacher responsible: Dr Sarabajaya Kumar, A119

Availability: Compulsory for students taking the MSc in Voluntary Sector

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 12x 11/2-hour seminars, sessional, to review research skills and methodology, and to enable students to explore their proposal as

Assessment: The dissertation must be submitted to a course teacher by 1 September. 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 02/03 Legal Aspects of Service Development and Provision

Teacher responsible: Dr J Carrier, A238 Availability: An optional course for postgraduate students in the Social Policy Department. Other graduate students may attend where regulations

Core syllabus: To provide an introduction to the major legal ideas, cases, and practices which affect Health and Social Services provision.

Content: The course is in two parts. Part I will cover the major legal concepts and jurisprudence which structure legal decision-making.

Part II will cover key social policy areas, which are structured by legal decisions:

- (a) Health care
- (b) Social Services with reference to community care; children (protection) and legal/financial relationships between Health and Social Service authorities, especially in the care of the elderly.
- (c) Housing and the "vulnerable" homeless.
- (d) Education with reference to "special needs".

(e) The impact of equality legislation – race, gender, employment. Teaching: 10 Lectures, LT. 10 Seminars (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

Assessment: A two-hour written examination in June.

SA478

International Housing and Social Change

Teachers responsible: Professor A Power, A239 and Dr S Kumar, A226 Availability: For MSc Housing (International) and MSc/Diploma Housing (International); 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

Core syllabus: Key urban social 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 micro-initiatives, 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 4 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, Squatter Settlements; Van Vliet, International Housing Policy; Basrah, Our Urban Future; D Satterthwaite, Sustainable Cities. Assessment: A three-hour written examination in the ST.

SA479

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 City Design and Social Science, MSc Social Policy and Planning, MSc European Social Policy, 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 housing models, the post-war drive for mass house building, the growth of owner-occupation and the decline of the private rented sector, problems within social housing, radical housing change since the 1980s, European housing policies, partnerships, alternative approaches.

Teaching: 10 lectures, MT. 10 seminars, MT. There will be revision

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 02/03

Advanced Population Analysis

Teacher responsible: Professor J Hobcraft, A251

Availability: Available to students taking MSc in Population and Development. Students must take Basic Population Analysis (SA481) or equivalent and must have a familiarity with personal computers.

Core syllabus: This course provides a computer-based introduction to techniques of indirect demographic estimation; the tabular analysis of largescale demographic survey data; and multivariate analysis of such demographic data.

Content: The course comprises three blocks:

- 1) Indirect demographic estimation: an introduction to the underlying principles and techniques for estimating mortality from special questions on survival of relatives and other related indirect techniques. Application of these techniques using a specialised computer package (Mortpak-lite).
- 2) Tabular analysis of demographic survey data: this will focus on the structure of demographic data, including some of the complications arising from censoring and selection in demographic event histories. Applications will make use of a standard statistical package (Stata) and use a substantial demographic survey, covering cross-tabulations, derivation of rates and life-tables.
- 3) Model-based analysis of demographic data; this will cover multiple regression analysis of fertility and mortality and will touch on issues of censoring in event history analysis. The underlying concepts and assumptions will be stressed. Applications will use a standard statistical package (Stata).

Course materials: Relevant documentation and data sets will be made available and a full reading list given.

Teaching: Ten one-hour lectures and ten two-hour computer sessions in

Assessment: The course will be assessed on the basis of three assignments (100%).

SA481

Basic Population Analysis Teacher responsible: Dr A Gjonca, A229

Availability: For MSc Population and Development; MSc Development Studies and MSc Statistics. Also available to other MSc students. Beyond a basic numeracy, there are no pre-requisites.

Core syllabus: This course covers the basic principles and techniques of population analysis. Topics covered include the analysis of mortality, fertility, nuptiality, and migration, as well as the basic principles of population projection.

Content: The construction, interpretation, and uses of life tables. The measurement and analysis of fertility and birth intervals. Natural fertility and the proximate determinants of fertility, including Bongaarts' framework. Cohort and period approaches to measurement. Nuptiality and reproductivity. The basic measurement of migration. Component population projections. The use of models in demography.

Teaching: 10 x 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.

SA482

H NA 02/03

H NA 02/03

Demographic Data Collection, Sampling and Surveys Teacher responsible: Dr E Coast, A232

Availability: Available as an optional course for MSc in Population and Development and other MSc students where regulations permit.

Core syllabus: The course deals with the main 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?

Assessment: A two-hour written examination in the ST

What are the main sources of demographic data? How might qualitative demographic data be collected? What are the key elements of questionnaire design?

How might demographic data quality be improved? What are the problems associated with data collection in less developed countries?

What factors should be taken into consideration when designing a sample

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 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 1,500 words) during the term.

Reading list: Reading lists are provided at the beginning of each term along with topics for class presentations. Some key overview texts include: D Lucas & P Kane, Asking demographic questions; M Bulmer & D Warwick (Eds), Social research in developing countries; A Basu & P Aaby, The methods and uses of anthropological demography; C Moser & G Kalton, Survey methods in Social Investigation; D J Casley & D A Lury, Data Collection in Developing Countries; J C Caldwell, Micro approaches to

Assessment: A two-hour written examination in the ST.

SA485 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.

H NA 02/03

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

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, each of a maximum of 10xA4 pages, which will involve the formulation, execution and writing up of a project concerned with a model for population planning, which has been agreed with the teacher responsible.

SA488

Development of Social Policy

Teachers responsible: Professor D Piachaud, A243 and others Availability: For MSc/Diploma in Housing and MSc/Diploma Housing

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 and 10 weekly seminars MT.

Reading list: Some introductory texts are: M Bulmer, J Lewis & D Piachaud (Eds), The Goals of Social Policy, Unwin Hyman, 1989; H Glennerster, British Social Policy since 1945; H Glennerster, Paying for Welfare: the 1990s, Harvester Wheatsheaf, 1997; J Hills et al, The State of Welfare, Oxford, 1990; J Hills, The Future of Welfare, JR Foundation, 1993. A full bibliography will be handed out with the programme of seminar topics. Study packs will be available.

Assessment: 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 deterpolicies 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 11/2-hour lectures and ten x 11/2-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 Health, Population and Society. Also available for other MSc students where regulations permit

Core syllabus: This course is primarily concerned with the effectiveness and efficiency of reproductive health programmes especially those that deliver services. The key issues addressed are the design of programmes, their effective implementation, and their evaluation.

Content: The course addresses key questions such as: What role can the mass media play in communicating reproductive health

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

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 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.

SA496 NA 02/03 Fertility and Mortality in Their Socio-Economic

Context: Research Seminars

Teacher responsible: To be announced Availability: Mainly for MSc and PhD students in Demography and

Population and Development. Content: Seminar presentations of work in progress or complete, by researchers inside and outside the School.

Assessment: Non-examinable.

SA499

1

Population and Development – Dissertation

Teachers responsible: MSc Convenor and personal supervisor. Availability: This course is intended for students taking the MSc in

Population and Development. Core syllabus: The purpose is to allow students to explore a particular

research topic in depth. Selection of topic: The topic of the dissertation is selected in consultation

with the student's personal supervisor. Arrangements for supervision: An appropriate dissertation tutor will be appointed to advise each student as the work proceeds. In addition, students are given a class on research and dissertation writing.

Assessment: The completed dissertation must be submitted by September in the year of examination.

Critical Studies of Cities and Regions

Teacher responsible: Professor E Soja, Y310 Availability: For MSc City Design and Social Science and MSc Regional &

Urban Planning students. Also available to other MSc students where regulations permit. Core syllabus: This course aims to introduce students in spatially-oriented

disciplines (architecture, urban and regional planning, geography sociology) to recently developed approaches to the critical study of cities and regions. The primary emphasis will be on the interplay between urban culture and the geopolitical economy both in terms of an empirical understanding of contemporary urbanisation processes and as a field of inquiry that combines urban and regional analysis with critical cultural studies (post-structuralism, post-colonial critiques, post-modern feminism). Integrating the historical and contemporary discussions is a critical rethinking of the concepts of space and the social spatiality of urbanism. Comparisons will be drawn mainly from Los Angeles and London. Content: Lectures will cover the following topics

New developments in spatial theory and urban studies

Rethinking the origins of cities: the three Urban Revolutions

Modernity and the Industrial Capitalist Metropolis

Postmodernity and the New Urbanisation Processes

Industrial restructuring and the Postfordist metropolis

Globalisation processes: capital, labour, culture Exopolis and the Fractal City: social and spatial polarisations

Controlling the Postmetropolis: police vs. polis

Simcities: restructuring the urban imaginary

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 2,500 words each (100%) to be handed in during the MT.

SA4A2

H

Health, Population and Society

Teacher responsible: Professor M Murphy, A234

Availability: For MSc in Health Population and Society. Also available to where regulations permit. There are no pre-red 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. Implications of Human Genome Project for health.

Teaching: 24 lectures, weekly MLS and 12 seminars, fortnightly MLS. Reading list: A detailed reading list will be provided at the beginning of the

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 Fainstein, The City Builders: Politics and Planning in London and New York; S Fainstein et al, Divided Cities: New York and London in the Contemporary World; N Smith, The New Urban Frontier: gentrification and the revanchist city; C Jencks & P Peterson, The Urban Underclass; D King & G Stoker, Rethinking Local Democracy; A Etzioni, The Spirit of Community.

Assessment: Course work in the form of a 3,000 word essay (25%). A twohour written examination in the ST (75%).

SA4A5

Gender and Social Policy - Dissertation

Teacher responsible: Professor K Kiernan, A279

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. It may be written in conjunction with an internship with an

Selection of topic: The area of study is defined by the student, with the supervisor's assistance, if necessary. When a dissertation is written during an internship, the institution hosting a student may propose a topic suitable for a dissertation. The student with their supervisor needs to ensure that the proposed topic meets academic standards. The final title of the dissertation, together with a detailed outline, methodology and a list of references should be completed by the end of June.

Supervision: An appropriate academic tutor will be appointed to advise each student and to comment on the first draft of the dissertation. In addition, where a student undertakes an internship a placement supervisor will be assigned who will liaise with the academic tutor regarding the student's progress.

Assessment: The final draft of the dissertation must be typewritten and must be submitted at the end of the first week in September in the year of examination. It must not exceed 10,000 words.

SA4A7

Gender and Social Policy: Theory and Practice

Teacher responsible: Dr W Sigle-Rushton

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 Jackon & R Pearson
(Eds), Feminist Visions of Development: gender analysis and poverty; N
Kabeer, Reversed Realities: gender hierarchies in development thought,
1994; N Visvanathan, The Women, Gender and Development Reader, 1997.

Assessment: A 3,000 word essay to be handed in on the first day of ST
(25%). A two-hour written examination in the ST (75%).

SA4A9

Gender and European Welfare States

Teacher responsible: Dr W Sigle-Rushton
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%).

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

Core syllabus: This course will examine the dimensions of family change and its implications for the public and private domains of life. The approach will be interdisciplinary and comparative.

Content: The course will examine the historical and contemporary debates on the family. The major themes to be covered include: theoretical and methodological perspectives; parenthood, care and costs of children, work and family life including employment and income patterns, the division of labour and allocation of resources within the household, the role of fathers in family life, divorce and lone parenthood issues, the emergence of cohabitation and alternative styles of living and family, state and public policy. Teaching: 10 Lectures and 10 seminars, LT.

Written work: Presentation of short class papers and one essay.

Reading list: A detailed reading list will be provided at the beginning of the session. General reading: J R Gillis, A World of Their Own Making: myth ritual and the quest for family values, Harvard University Press, 1996; D M Klein & J M White, Family Theories: an introduction, Sage; ONS, Social Focus on Families, 1997; K O Mason & A-M Jensen (Eds), Gender and Family Change in Industrialised Countries, OUP, 1995; J Millar & A Warman, Family Obligations in Europe, Family Policy Studies Centre, 1996; L Hantrais & M Lebablier, Families and Family Policies in Europe, 1996; HM Government's Paper on the Family, Supporting Families, ONS 1999; B Rogers & J Pryor, Divorce and Separation: the outcomes for children, Joseph Rowntree Foundation, 1998; K Kiernan, H Land & J Lewis, Lone Motherhood in the Twentieth Century, from footnote to frontpage, OUP, 1998; A Hochschild, The Second Shift: working parents and the revolution at home, Piatkus, 1989; 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

Teachers responsible: MSc Convenor and personal supervisor

Availability: For students taking the MSc Health, Population and Society Core syllabus: The purpose is to allow students to explore a particular research topic in depth.

Selection of topic: The topic of the dissertation is selected in consultation with the student's personal supervisor.

Supervision: An appropriate dissertation tutor will be appointed to advise each student as the work proceeds. In addition, students are given a class on research and dissertation writing.

Assessment: The completed dissertation must be submitted by 1 September in the year of examination.

SA4B4

Child Rights, Child Poverty and Development

Teachers responsible: Professor P Townsend, A201 and Dr E Munro, A272 **Availability:** An optional course for MSc in Human Rights. The course is also an option for other MSc courses, where regulations permit.

Core syllabus: This is an interdisciplinary course that explores the links between child rights and child poverty at all levels of development in rich and poor countries.

Content: The social and economic as well as the civil and political rights of children, as defined in recent international laws and Conventions, are examined in relation to the conditions, especially poverty, experienced by many children. Human rights theories as a basis for international and social policies will be a focus of attention, and issues of importance in both rich and poor societies — such as child labour, abuse, commercialisation of childhood, gender inequality, family disputes between the generations, sexual and reproductive rights and general rights of women, and services for disabled children — are included. The structural problems of market globalisation and social polarisation in the 21st century, and the implications for children will be addressed. The role of the international agencies and NGOs in relation to policy will be assessed.

Teaching: Lectures: 20 x 1hr. Seminars: 20 x 1½hrs 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 (2,000 words) by the ninth week of each term. This will be marked and returned to the student but not assessed in the award of the degree.

Reading list: UNICEF, Implementation Handbook for the Rights of the Child, New York, 1998; D Fottrell (Ed), Revisiting Child Rights: 10 Years of the UN Convention on the Rights of the Child, Kluwer, 2000; G Van Bueren, The International Law on the Rights of the Child, Kluwer Law International, 1994; UNICEF, A League Table of Child Poverty in Rich Nations, Innocenti Report, Florence, 2000; J Kerr, Ours by Right: Women's Rights as Human Rights, Zed Books, 1993; H Cunningham & P Viazzo, Child Labour in Historical Perspective 1800-1995, UNICEF, 1996; DOH, Convention on the Rights of the Child: Second Report to the UN by the United Kingdom, London, 1999; D Gordon & P Townsend, Breadline: Europe: The Measurement of Poverty, Policy Press, Bristol, 2001.

A full reading list will be circulated at the start of the course.

Assessment: An assessed essay of up to 3,000 words to be submitted by the first day of the ST (40%). A three-hour written examination in the ST (60%).

SA4B5

International Planning and Children's Rights

Teachers responsible: Professor P Townsend, A201 and Dr E Munro,

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 11/2hrs MT.

Students will be expected to participate in seminars and to share seminar presentations twice in the term.

Written work: Students are expected to submit one written essay (2,000 words) by the ninth week of term. This will be marked but not assessed in the award of the degree.

Reading list: UNICEF, Implementation Handbook for the Rights of the Child, UNICEF, New York, 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? 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 (2,000 words) by the ninth week of term. This will be marked but not assessed in the award of the degree.

Reading list: J Vandermoortele, Absorbing Social Shocks, Protecting Children and Reducing Poverty, 2000: The Role of Basic Social Services, UNICEF Working Papers, UNICEF, New York; UNICEF, A League Table of Child Poverty in Rich Nations, Innocenti Report, Florence, Italy, 2000; G Van Bueren, The International Law on the Rights of the Child, Kluwer Law International, 1994; Ruxton, Implementing Children's Rights: What Can the UK Learn from the International Experience, SCF, London, 1998; G Lansdown, Independent Human Rights Institutions for Children, Innocenti Research Centre, Florence, 2001; V Kumar, Poverty and Inequality in the UK: The Effects on Children, National Children's Bureau, 1995; P Alston, S Parker & J Seymour, Children, Rights and the Law, Clarendon, 1992; G Douglas & L Sebba, Children's Rights: 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, A258 and Miss S Sainsbury, A250

Availability: Mainly for the MSc in Social Policy and Planning in Developing Countries. Work experience in social welfare or social work in developing countries is desirable but not essential.

Core syllabus: The focus of this course is on social welfare policy and its implementation, social work knowledge, values, and skills in an international context.

Content: The course will be divided into two parts. The first term is devoted to the welfare of children and families: social work from an international perspective, demographic change and diversity, assessing children's needs, children's rights, disabled children and welfare solutions. The second term concerns social work with vulnerable adults: institutional care, disability, the elderly, HIV/Aids, mental health, and social work in transitional economies. How 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. 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, Roofs and Roots: the care of separated children in the developing world; K Lyons, International Social Work: Themes and Perspectives.

Assessment: A 3,000-word assessed essay (25%). A three-hour written examination in the ST (75%).

SA4B8

Ethnicity, 'Race' and Social Policy Teacher responsible: Dr C Phillips, A235

Availability: For MSc Social Policy and Planning, MSc European Social Policy, MSc Voluntary Sector Organisation, MSc Gender and Social Policy. Also available as an optional course for other MSc students where regulations permit.

Core syllabus: The course analyses the historical and contemporary relations between ethnicity and 'race' in the discipline and practice of social policy. It will examine the theoretical frameworks which seek to explain patterns of racial inequality, racial discrimination, and racism in the formulation, implementation and outcome of social policies.

Content: Historical and contemporary contexts; Conceptual and theoretical frameworks; Policy and ideology; Demography, geography and housing; The family; Education; Employment and poverty; Social and community care, Victimisation and criminal justice; Minority perspectives and anti-discrimination initiatives.

Teaching: 10 x 1 hour lectures, and 10 x 11/2 hour seminars, MT.

Reading list: J Solomos & L Back, Racism and Society, 1996; D Mason, Race and Ethnicity in Modern Britain, 2000; P Gilroy, There Ain't No Black in the Union Jack, 1987; F Anthias & N Yuval-Davis, Racialized Boundaries, 1992; M Mac an Ghaill, Contemporary Racisms and Ethnicities: social and cultural transformations, 1999; T Modood & R Berthoud, Ethnic minorities in Britain: diversity and disadvantage, 1997; F Williams, Social Policy: a critical introduction, 1989; B Bagilhole, Equal Opportunities and Social Policy, 1997; W Ahmad & K Atkin, 'Race' and Community Care, 1996.

Assessment: A 2,000 word essay to be handed in on the first day of LT (25%). A two-hour written examination in the ST (75%).

London School of Hygiene Study Units SA4H1 Study Unit 1

SA4H2 Study Unit 2 SA4H3 Study Unit 3 SA4H4 Study Unit 4

Availability: Restricted to MSc Health Policy, Planning and Financing and MSc International Health Policy students. 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.

London School of Hygiene Linear Unit Papers SA4H5 Linear Unit Paper SA4H6 Linear Unit Paper

Availability: Restricted to MSc Health Policy, Planning and Financing and MSc International Health Policy students. Students taking Linear Units at the London School of Hygiene and Tropical Medicine (LSHTM) are required to sit for this examination. Students taking SA4H6 will be assessed by a 1½-hour written examination in the ST. Students taking SA4H5 will be assessed by a 3-hour written examination in the ST. A maximum of two LSHTM linear units may be taken.

SA4B9

Education Policy, Reform and Financing Teacher responsible: Dr A West, A139

Availability: For MSc students on Social Policy Programmes, and others as regulations permit, as an option.

Core syllabus: The course considers education policy, reforms and financing across developed countries, in particular Britain, Europe and North America. There is a particular focus on equity and social justice and the redistribution of resources.

H NA 02/03

Content: Topics will include: market-oriented reforms in education; reform of education finance and demand-side financing; impact of social background (socio-economic, race/ethnicity, gender) on outcomes and related policy reform; education and social exclusion; special educational needs/disability and policy; international comparisons of attainment and policy; higher education policy and practice.

Teaching: 10 lectures and 10 seminars, LT.

Written work: Students will be expected to make a number of seminar presentations.

Reading list: Specialist lists for each topic will be provided. The following books are recommended: A H Halsey, H Lauder, P Brown & A Stuart Well, Education: Culture, economy and society, Oxford University Press, 1997; J Le Grand & W Bartlett (Eds), Quasi-Markets and Social Policy, Macmillan, 1993; M Coleman & L Anderson (Eds), Managing Finances and Resources in Education, Paul Chapman, 2000; G Johnes, The Economics of Education, Macmillan, 1993.

Assessment: One written assignment of no more than 2,000 words (25%) to be submitted during the first week of the ST. A two-hour written examination in the ST (75%).

SA4C1

Long Essay and the Research Process

Teacher responsible: Dr E Munro, A272

Availability: For all MSc Social Policy programmes (as listed in the Calendar) involving a dissertation or long essay. Exemptions at the discretion of the course tutor. Lecture notes will be available electronically via Social Policy public folders (for part-time students).

Core syllabus: The course aims to provide an understanding of issues associated with the research process in the context of MSc Social Policy long essays. It includes an examination of philosophical issues underpinning research methods in social policy, the place of different research methods (qualitative and quantitative) in social policy and the process of writing a long essay.

Content: Issues in the methodology of social policy research; selecting the appropriate methods; the process of framing a research question; hypothesis building and/or using conceptual frameworks; and constructing an argument

Teaching: 2 lectures in MT, 3 lectures in LT.

Written work: None required.

Reading list: Three useful texts are: T May, Social research: Issues, methods and processes, Open University Press, 1997; C Robson, Real world research: A resource for social scientists and practitioner-researchers, Oxford University Press, 1993. N S R Wallimann, Your research project: A step-by-step guide for the first-time researcher, Sage, 2001.

Assessment: Non-examinable. It is expected that the student's dissertation will be informed by the course and appropriate discussion of methodological issues will be incorporated in all dissertations.

SA4C2

Basic Education for Social Development Teacher responsible: Dr A Hall, A281

Availability: For MSc in Social Policy and Planning in Developing Countries. Students in other Masters degrees may also take this paper by

agreement with their supervisors and the class teacher and as permitted by the regulations. Work experience in a developing country is highly desirable but not essential.

Core syllabus: The course is designed to examine the role of basic education in developing countries as it relates to social development and social policy.

Content: History of education and current problems in developing countries, links between basic education and socio-economic development, primary and secondary provision, decentralisation of education management and funding, non-formal and vocational education, adult literacy, popular education for grassroots development and environmental education.

Teaching: 10 x 1 hour lectures and 10 x 1.5 hour seminars, LT.

Reading list: K Watkins, The Oxfam Education Report, 2000; UNICEF, The State of the World's Children: Education, 1999; International Consultative Forum on Education for All, Education for All 2000 Assessment, 2000 (www.unesco.org); L Kane, Popular Education and Social Change in Latin America, 2001; World Bank, Priorities and Strategies for Education, 1995; S Graham-Brown, Education in the Developing World: Conflict and Crisis, 1991; M Todaro, Economics for a Developing World, chapter 9, 2000; H. Patrinos & D. Ariasingam, Decentralisation of Education: Demand-Side Funding, 1997; J. Huckle & S. Sterling (Eds), Education for Sustainability, 1996.

Assessment: One 2,000-word essay to be handed in during the first week of ST (25%). A two-hour examination paper in June (75%).

1½ Units

City Design Studio

SA532

Teacher responsible: 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.

SOCIAL PSYCHOLOGY

PS400

Contemporary Social Psychology

Teacher responsible: Professor George Gaskell, B811

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) (1 hour) x

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 Social Psychology, CUP, 1981; C Fraser & G Gaskell, The Social Psychological Study of Widespread Beliefs, Clarendon Press, 1990; R M Farr & S Moscovici (Eds), Social Representations, CUP, 1984; S Livingstone, Making Sense of Television (2nd edn), Routledge, 1998; K Danziger, Naming the Mind: How psychology found its language, Sage, 1997; S Bem & H Looren de Jong, Theoretical Issues in Psychology; An introduction, Sage, 1996; M Billig, Arguing and Thinking: A rhetorical approach to social psychology, CUP, 1987. In addition reading lists on specific topics will be distributed during the course.

- 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 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: S Clegg & C Handy, Studying Organisations: Theory and Method, Sage, 1998; E H Schein, Organisational Psychology (3rd edn), Prentice Hall, 1988; G Morgan, Images of Organisation (2nd edn), Sage, 1997; E Jaques, Requisite Organisation, Casson Hall, 1989; A Bryman (Ed), Doing Research in Organisations, Routledge, 1988; D Hoskins & I Morley, A social psychology of organising, Simon and Schuster, 1992; K E Weick, Sense making in organisation, Addison Wesley, 1995; P Humphreys et al (Eds), Decision Support in Organizational Transformation, Chapman & Hall 1997

Assessment:

- A formal three-hour examination in the ST: 3 questions from a choice of 10 [50%].
- A 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, S213 and others

Availability: Students on degrees other than the MSc Global Media and Communications and MSc Media and Communications may only attend subject to numbers, their own degree regulations and with the permission of the teacher responsible.

Core syllabus: This course is the core theoretical and conceptual course for students studying media and communications and it takes a social science perspective on a range of issues in media and communications.

Content: An interdisciplinary, theoretical course, covering selected topics in contemporary media and communications research and addressing key concepts and debates at an advanced level. Topics will normally be chosen from among the following: traditions, concepts and debates in media and communications research, theories of media, society and power, media meanings and representations, media and cultural processes, media and identity, the influence of the media, media and development, globalisation, public opinion, public sphere, social aspects of emerging media and communication technologies.

Teaching: Lectures: (PS405) (1.5 hours) x 20 MT and LT; Seminars: (PS405A) (1 hour) x 20 MT and LT.

Written work: 1 written assignment of not more than 5,000 words is required plus additional coursework as set.

Reading list: N Abercrombie, Television and Society, Polity Press, 1996; N Couldry, The Place of Media Power: Pilgrims and Witnesses of the Media Age, Routledge, 2000; J Curran & M Gurevitch (Eds), Mass media and society (3rd edn), Edward Arnold, 2000; J Curran & J Seaton, Power Without Responsibility, Routledge, 1997; P Dahlgren, Television and the Public Sphere: Citizenship, Democracy and the Media, Sage, 1995; R Collins, J Curran, N Garnham, P Scannell, P Schlesinger & C Sparks (Eds), Media, culture and society: A critical reader, Sage, 1986; J Fiske, Television culture, Methuen, 1987; M R Levy & M Gurevitch, Defining media studies, OUP, 1994; R Mansell & W E Steinmueller, Mobilizing the Information Society: Strategies for Growth and Opportunity, Oxford University Press, 2000; O Boyd-Barrett & C Newbold, Approaches to media: A reader, Arnold, 1995; R Silverstone, Why study the media, Sage, 1999; J Thompson, The media and modernity, Polity, 1995; F Webster, Culture and Politics in the Information Age, Routledge, 2001. 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

- A tormal three-nour 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

Citizenship and the Media
Teacher responsible: Dr Stephen Coleman

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 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 MT.

Written work: 3,000 word written assignment required.

Reading list: P Dahlgren & C Sparks (Eds), Communication and Citizenship: Journalism and the public sphere, Routledge, 1993; S

Coleman, Stilled Tongues: From soapbox to soundbite, Porcupine Press, 1997; J Keane, The Media and Democracy, Polity Press, 1991; N Chomsky, Necessary Illusions, Verso, 1990.

Assessment:

- A formal two-hour examination in the ST: 2 questions from a choice of 5 150%.
- 2. A written assignment of not more than 3,000 words [50%].

PS410

Social Representations
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 Massovici (Eds), Social Representations

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:

- 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

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 story-telling in the media. Cultural products. Case studies of television drama production. Propaganda through the media: war propaganda, election campaigns, encouragement of stereotypes. Presentation techniques: diffusion of messages, mediation of myths. Publicity and advertising: contexts, methods and mechanisms. The media as agents of planned social change. Creating social reality: the process of news selection and construction. The ideology of impartiality and balance.

Teaching: Lecture/seminar (PS411) (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; M Sturken & L Cartwright, Practices of Looking: An Introduction to Visual Culture, Oxford, 2001; 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

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

2. A written assignment of not more than 3,000 words [50%].

H NA 02/03 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)

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

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: Rationality in individual and collective decision taking. The scientific and lay representations of risk. Trust in contemporary society. Consumer behaviour, fashion and the symbolic aspects of consumption.

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

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, socioeconomic status, age, region, ethnicity. Doctor-patient relations. Dominant and alternative/complementary approaches of health and healing. Mental ill-health and psychotherapy.

Teaching: Lecture/Seminar (PS418) (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: M Crossley, Rethinking health psychology, Open University Press, 2000; G Albrecht, R Fitzpatrick & S Scrimshaw, The handbook of social studies in health and medicine, Sage, 1999; J Ogden, Health Psychology - A Textbook, Open University Press, 2000; S Nettleton, The sociology of health and illness, Polity, 1995; M Foucault, The history of sexuality, Vol 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

2. A written assignment of not more than 3,000 words [50%].

PS421 Issues in Social Psychology: Evolutionary Psychology

Teacher responsible: Dr Andy Wells, S305 Availability: Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: An introduction to evolutionary theory and its applications to social psychology.

Content: Darwin's theories of natural and sexual selection. Fisher's runaway model, Zahavi's handicap theory, indicator theory. Evolutionary genetics. The nature-nurture controversy. Trivers' parental investment theory, Hamilton's kin selection theory. Gender issues in evolutionary biology. Altruism between individuals and groups. Mate choice. Homicide, violence and aggression. Gene and culture co-evolution.

Teaching: Lecture/seminar (PS421) (two hours) x 10 LT.

Written work: A 3,000 word written assignment is required. Reading list: C Crawford & D Krebs (Eds), Handbook of Evolutionary Psychology, Lawrence Erlbaum Associates, Hillsdale, NJ, 1998; H Cronin, The Ant and the Peacock, CUP, 1991; C Darwin, On the Origin of Species by means of Natural Selection or the Preservation of Favoured Races in the Struggle for Life, John Murray, London, 1859. Facsimile reproduction with an introduction by Ernst Mayr, Athenaeum, New York, 1967; C Darwin, The Descent of Man and Selection in Relation to Sex, John Murray, London, 1871. Facsimile reproduction with an introduction by J T Bonner & R M May, Princeton University Press, 1981; R-H Frank, Passions Within Reason. The Strategic Role of the Emotions, W W Norton & Company, New York, 1988; P A Gowaty (Ed), Feminism and Evolutionary Biology, Boundaries, Intersections and Frontiers, Chapman and Hall, London, 1997;S B Hrdy, Mother Nature. Natural Selection and the Female of the Species, Chatto & Windus, London, 1999; G Miller, The Mating Mind. How Sexual Choice Shaped the Evolution of Human Nature, Heinemann, London, 2000; R Trivers, Social Evolution, Benjamin Cummings, Menlo Park, CA, 1985.

Assessment: 1. A formal two hour examination in the ST: 2 questions from a choice of 5

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 Murroni, New Media New Policies, Polity, 1996; I de Sola Pool, Technologies of Freedom, Belknap, 1983; N Garnham, Capitalism and Communications, Sage, 1990; Department for Culture, Media and Sport/Department of Trade and Industry, White Paper, A New Future for Communications, 2000; H Tumber (Ed), Media Power, Professionals and Policies, Routledge, 2000. Assessment:

1. A formal two-hour examination in the ST: 2 questions from a choice of 5

2. A written assignment of not more than 3,000 words [50%].

PS423 **Political Communication**

Teachers responsible: Dr Margaret Scammell, S213 and others

Availability: Available primarily for MSc students taking Media and Communications programmes. Other students may only attend subject to numbers, their own degree regulations and at the discretion of the teacher

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 lyengar & R Reeves (Eds), Do the Media Govern?, 1997; W L Bennett & R Entman (Eds), Mediated Politics, Cambridge University Press, 2001; J Lichtenberg (Ed), Mass Media and Democracy, Cambridge University Press, 1991; D Swanson & P Mancini, Politics, Media and Modern Democracy, Praeger, 1996; M Scammell & H Semetko (Eds), Media, Journalism and Democracy, Ashgate, 2000.

Assessment: 1. A formal two-hour examination in the ST: 2 questions from a choice of 5

2. A written assignment of not more than 3,000 words [50%].

PS428 **Knowledge Processes in Organisations**

Teachers responsible: Dr Lucia Garcia-Lorenzo and Professor Patrick Humphreys, S364

Availability: The course is offered as an option within existing MSc programmes in the Department of Social Psychology. Students on degrees without a psychology or media component may only attend subject to numbers, their own degree regulations and at the discretion of the teacher

Core syllabus: The course will look at the social and organizational process involved in the generation, communication and sharing of organizational knowledge from a systemic point of view. It will explore the conceptual frameworks for understanding the various aspect of those knowledge processes as well as the different developments in the research and practice of knowledge management initiatives in organizations.

Content: Organisations in the 'information economy'. Learning with/in organisations. Communities of Practice. ICT's in organisations. Organisations as Complex Evolving Systems. New emerging organisational forms. Researching knowledge

Teaching: Lecture (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 Newell et al. Managing knowledge work. Palgrave, 2002; isot Knowledge Assets Oxford University Press, 1998: G Von Kroah et al, Enabling Knowledge Creation, Oxford University Press, 2000; J Sawn & H Scarbrough, 'Knowledge Management: Concepts and controversies', Journal of Management Studies Vol 38, No 7, 2001.

Assessment:

1. A formal two-hour examination in the ST: 2 questions from a choice of 5

2. A written assignment of not more than 3,000 words [50%].

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

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 Organisational & Social Psychology students only. Core syllabus: Theoretical analysis or empirical research relating to the programme content, carried out on the student's own initiative, under the supervision of a member of staff.

Content: The report is one quarter of the year's work. It is an opportunity for students to link aspects of social psychology to their professional interests. The report may take the form of a dissertation (extended essay) or an empirical research project. Students must obtain the approval of their supervisors before embarking on any research. PS434 includes a short series of structured workshops (organised by Mr Steve Bennett, Director of the Technical Workshop) to introduce students to the specialised facilities for research available in the Department. These workshops will normally be

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

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 would be willing to supervise dissertations. Students should approach the potential supervisor whom they think is most appropriate to supervise the research they have in mind, before a supervisor is formally allocated early in the LT. The supervisor will advise the student, help provide information and bibliography, and identify likely problems with the research proposed. A one-day Dissertation Symposium is held towards the end of the LT where students present their topic to peers and staff for feedback.

Assessment: Two copies of the dissertation must be handed in to the Media@lse MSc Programme administrator by Monday 18 August 2003. 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 Powe

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

Content: The course will focus on methods employed by research organisations throughout the world to study interactive media. The class has three objectives. First, to explore the research challenges posed by new technologies and their applications, including interactive television, the Internet and wireless telephony. 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

Reading list: J Nielsen, Designing Web Usability: The Practice of Simplicity. New Riders, 1999; J M Spool, T Scanlon, W Schroeder, C Snyder & T DeAngelo, Web Site Usability: A Designer's Guide. Morgan, San Francisco, 1999. Assigned reading will also include up-to-date articles from academic journals, trade publications and the Internet.

Assessment:

- 1. A formal two-hour examination in the ST: 2 questions from a choice of 5
- 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

H NA 02/03

2. 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
- 2. A written assignment of not more than 3,000 words (50%).

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

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.

resentations 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.

PS443

PS444

The Media Seminar

1. A formal two-hour examination in the ST: 2 questions from a choice of 5

H

2. A written assignment of not more than 3,000 words (50%).

Modern Social Psychology Teacher responsible: Dr Jan Stockdale, S366

Availability: A compulsory half-course unit for the MSc in Organisational and Social Psychology. Students on this degree who do have a prior knowledge of social psychology may gain an exemption from the Programme Director for this MSc. Other students may attend subject to numbers, their own degree regulations and at the discretion of the teachers

Core syllabus: The course provides an overview of key theories and concepts in social psychology.

Content: The perspective of social psychology; the social nature of the self; social identity and inter-group relations; causal representations; social influence and ideology.

Teaching: 10 x 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 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

2. A written assignment of not more than 3,000 words (50%).

Teacher responsible: Dr Margaret Scammell, S213

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

The Park

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

Content: The course will concentrate on contexts in which, at the outset, there is uncertainty about how to represent the structure of the decision problem and examine both the formal techniques and the kind of discourses employed in negotiating and constructing representations of "the decision problem", securing agreement on "the decision" and the associated commitments to action, and attempting to manage its implementation. In organisational decision making, the decision maker may be a "problem owner" but, on his or her own, may have insufficient information or power to formulate and implement a policy for action, and so usually relies on the support of proposers of solutions to parts of "the problem", on experts and perhaps on some computer based "decision support system" which may be introduced by external consultants. Hence in studying organisational decision making systems we shall need to examine the sometimes conflicting motivations of people occupying these various roles. We shall also investigate how decision problems representations are employed as 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 situated and developed as a methodology shaping social decision making in a wide range of contexts.

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 Zeg, Rational Choice and Organisational Theory: A Critique, Sage, 1998; 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; P R Kleindorfer, H C Kunreuther & P H Schoemaker, Decision Sciences: An Integrative Perspective, Cambridge University Press, 1993; P Humphreys & P Brezillon, Decision Systems in Action, Hermes, 2001; O Larichev & D L Holson, Multiple Criteria Analysis in Strategic Citing Problems, Kluwer, 2001; C Jaegar et al, Risk, Uncertainty and Rational Action, Earthscan, 2001.

- 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%).

PS446

Issues in Organizational and Social Psychology: Organizational Life

Teachers responsible: Professor Patrick Humphreys, S364 and Mr Barry

Availability: Students on degrees without a psychology component may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: The course aims to give a social psychological perspective on the elements of continuity and change in contemporary organisational life allowing students to develop a critical and reflective understanding of these key processes. The course will be informed throughout by a dual mandate: a rigorous approach to theory yet one firmly placed within the context of emerging organisational issues and relevant, current topics of debate. It develops the basic conceptual themes explored in the PS404 while providing detailed focus on a range of contemporary organisational issues - students will be actively encouraged to relate key themes covered to 'unfolding' organizational issues in the press and media. In line with this approach, a primary focus for the course in 2002/2003 will be the 'career' and the changing nature of the employment relationship.

Content: Elements of continuity and change in organisational life globalisation & knowledge. Production as a service industry. The boundaryless organisation - from workplace to workspace. The changing nature of the social in, around and outside organisations. Social psychological issues associated with new ways of working. Making sense of the career - models of structure and agency. Project work. Career enactment. Managing the employment relationship - a critical look at the role of HR within the contemporary organization. Individual and Organisational learning - knowledge management and knowledge interests. From training via lifelong learning towards learning to learn. Leadership and strategy - models of innovation and creativity. Managing under uncertainty. The inclusive organisation - ethics, social responsibility and cultural diversity. Career fragmentation and the feminisation of the workspace - winners and losers, reality or rhetoric? Models of organisational communication - from 'silver bullet' to organisational 'listening'. Multiple rationalities. Implications for models of management and for methodology. People, our greatest asset? - framing people policy on the continuum between trust and control. The emerging complexity of the employment relationship

Teaching: Lecture (1 hour) x 10 LT; class (1 hour) x 10 LT.

Written work: 3,000 word assignment required.

Reading list: Detailed references and class topics are distributed in the first lecture of the series. The following are of general use: M B Arthur, K Inkson & J K Pringle, The New Careers: Individual Action and Economic Change, Sage, 2000; S R Barley, 'Careers, Identities and Institutions: The legacy of the Chicago School of Sociology', in M B Arthur, D T Hall & B S Lawrence (Eds), Handbook of Career Theory, Harvard University Press, 1989; P Berger & T Luckmann, The social construction of reality, Penguin, 1967; S J Frenkle, M Korczynski, K A Shire & Tam, On the front line: Organization of Work in the Information Economy, ILR Press, Ithaca, New York, 1999; J Pfeffer, 'Understanding Organizations: Concepts and Controversies' in D T Gilbert, S T Fiske & G Lindzey (Eds), The Handbook of Social Psychology, 4th edn, Vol 2, pp 733-778, McGraw-Hill, New York, 1998; E Wenger, Communities of Practice: learning, meaning and identity, Cambridge University Press, 1999; K E Weick, Sensemaking in Organisations, Sage, California, 1995.

Assessment:

- 1. A formal two-hour examination in ST. Questions from a choice of 5 (50%); and
- 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, S213 and Peter Lewis,

Availability: Available primarily for MSc students taking Media and Communications programmes. Other students may only attend subject to numbers, their own degree regulations and the discretion of the teacher

Core syllabus: The course aims to introduce the forms and structures characteristic of British radio through a range of theoretical approaches which illustrate current research work in this hitherto neglected sub-field of media and cultural studies

Content: The first three sessions will introduce the main ways radio is structured and organised - public service, commercial and community radio, while a fourth session will take advantage of the close proximity of Bush House to hear from a guest lecturer how the BBC's World Service is addressing its post-colonial, post-communist audiences. Following sessions will examine the relationship between formats, genres and production styles and the identities of the individuals and communities who form the audience. A linking theme will illustrate how British radio has adapted, rejected or pioneered approaches which to some degree are found across the world. Lectures in this group will use a range of methodological approaches to illustrate contemporary academic studies. Radio's use in democratic development and armed struggle will be examined. A final session looks at the implications for regulation, funding and listening of digital and internet radio and will include a visit to the LSE Student Union's

Teaching: Lecture/seminar (PS450) (2 hours) x 10 LT. Written work: A 3,000 word (formally assessed) written assignment is

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 esponsibility, 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 examination in the ST: 2 questions from a choice of 5

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 (1 hour) x 10 LT.

Written work: 3,000 word assignment required. Reading list: Detailed references and a synopsis of lectures and class topics are distributed in the first lecture of the series, and are available in 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%).

H NA 02/03 PS452

Moral Psychology

Teacher responsible: To be announced

Availability: Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: The course examines a range of perspectives in moral psychology and their respective treatments of the nature and consequence of moral commitments.

Content: The classical legacy in moral psychology: psychoanalysis, behaviourism and crowd psychology. The altruism question, evolutionary psychology and adaptations for co-operation. Cognitive constructivism: moral judgement, stage and domain theories. Cultural influences on morals. 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.

- 1. A formal two-hour examination in ST: 2 questions from a choice of 5
- 2. A written assignment of not 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 following programmes: MSc Gender and the Media, MSc Media and Communications Regulation and MSc New Media, Information and Society. It 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 students on the above programmes. It addresses key theoretical and conceptual issues in the field of media and communications, taking an interdisciplinary social science perspective, with the focus centrally on issues of media power.

Content: Beginning with a broad introduction to theories and concepts in the field of media and communication, the course addresses a series of debates centred on the media and power, locating these in their historical and cultural perspective. The aim of the course is to enable students to develop their understanding, and formulate critical appraisals, of the relation between media and power at the level of institutions, culture and social processes. The course encompasses a selection of issues at an advanced level, relating media and communications to such topics as political economy, the culture industries, the public sphere, public opinion,

regulation, impacts and influence. Teaching: Lectures: 10 x 1.5 hours [MT]; Seminars: 10 x 1 hour [MT]. Written work: A 3,000 word (formally assessed) written assignment is

Reading list: N Abercrombie, Television and Society, Polity Press, 1996; O Boyd-Barrett & C Newbold (Eds), Approaches to Media: A Reader, Arnold, 1995; N Couldry, The Place of Media Power: Pilgrims and Witnesses of the Media Age, Routledge, 2000; D Crowley & D Mitchell (Eds), Communication Theory Today, Polity Press, 1994; J Curran & M Gurevitch, Mass Media and Society (3rd edn), Arnold, 2000; J Curran & J Seaton, Power Without Responsibility, Routledge, 1997; P Dahlgren, Television and the Public Sphere: Citizenship, Democracy and the Media, Sage, 1995; N Garnham, Emancipation, the Media, and Modernity, Oxford University Press, 2000; S Herbst, Reading Public Opinion: How Political Actors View the Democratic Process, University of Chicago Press, 1998; S Livingstone, Making Sense of Television (2nd edn), Routledge, 1998; H Mackay & T O'Sullivan (Eds), The Media Reader: Continuity and transformation, Sage, 1999; R Mansell & W E Steinmueller, Mobilizing the Information Society: Strategies for Growth and Opportunity, Oxford University Press, 2000; M Scammell & H Semetko, Media, Journalism and Democracy: A Reader, Ashgate, Aldershot and Dartmouth, 2000; M Schudson, The Power of News, Harvard University Press, 1995; J Shanahan & M Morgan, Television and its Viewers: Cultivation Theory and Research, Cambridge University Press, 1999; R Silverstone, Why Study the Media?, Sage, 1999; J B Thompson, The Media and Modernity: A social theory of the media, Cambridge: Polity, 1995; F Webster, Culture and Politics in the Information Age, Routledge, 2001.

Assessment:

1. A formal two-hour examination in the ST: 2 questions from a choice of 5

2. A written assignment of not more than 3,000 words [50%].

PS454

The Social Psychology of Public Communication Teacher responsible: Dr Darrin Hodgetts, S113

Availability: The course is intended primarily for students enrolled in MSc programmes within the department of Social Psychology and Media@lse. Students on degrees without a psychology or media component may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: The course provides students with a critical understanding of the broadly defined area of public communication and the opportunity to develop skills that are transferable to applied settings.

Content: Public communication as a social psychological process central to the conduct of everyday life. Various domains of public communication, including public information initiatives, communication strategies, and organisational communication. The theoretical and practical dilemmas faced by those working in this arena. Further details will be provided at the

Teaching: Lecture 1 hour) x 10 MT; Class (1 hour) x 10 MT. Written work: A 3,000 word written assignment required.

Reading list: No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

R Heath & B Jennings, Human communication theory and research: Concepts, contexts, and challenges (2nd edn), Lawrence Erlbaum, 2000; L Jackson & B Duffy, Health communication research: A Guide to developments and directions, Greenwood, 1998; A Mattelart & M Mattelart, Theories of communication: A short introduction, Sage, 1998; D McQuail, McQuail's mass communication theory (4th edn), Sage, 2000; R Rice & C Atkin, Public communication campaign, Sage, 2000; D Walker, Public relations in local government: Strategic approaches to better communication, Pitman, 1997.

Assessment:

- 1. A formal two-hour examination in the ST: 2 questions from a choice of 5
- 2. A written research assignment of not more than 3,000 words [50%]

PS940

Psychology (Seminar)

Teachers responsible: Professor Sonia Livingstone, S303 and Dr Sandra Jovchelovitch, S307

Availability: Open to staff and graduate students in Social Psychology Department

Teaching: Fortnightly seminars (PS940) Sessional. Papers will be presented by outside speakers.

Assessment: Non-examinable.

Current Research in Social Psychology Seminar

Teacher responsible: Dr Catherine Campbell, \$387 Availability: Academic staff and research students only.

Teaching: Weekly seminars (PS950) MT, LT and ST. Seminars for research students in Social Psychology and Organisational and Social Psychology throughout the academic session. Assessment: Non-examinable.

PS960

Classical Texts in Social Psychology

Teachers responsible: Dr Martin Bauer, Dr Sandra Jovchelovitch, Professor George Gaskell and others

Availability and restrictions: None. Core syllabus: To maintain awareness of classical monographical studies of social psychology, its psychological as well as its sociological tradition. To provide a forum for entire textual reading and contextual discussions of contributions by J Vygotzky, K Piaget, Lewin, G H Mead, LeBon, McDougall, F Bartlett, S Freud, E Goffman, Ichheiser, Buehler and others. Teaching: A series of discussion seminars centering on key texts and authors. LT and ST.

Reading list: R M Farr, The Roots of Modern Social Psychology, Blackwell, 1996. Further readings will be suggested at the start of the

Assessment: Non-examinable.

PS4M1/PS4M2

Methods of Research in Social Psychology

Teachers responsible: Dr Jan Stockdale, S366 and Dr Sandra

Availability: MSc Social Psychology students and MSc Organisational and Social Psychology (Research) students only.

Core syllabus: The aims of the course are to provide students with a broad training in research methods and techniques, including research design, the collection, analysis and interpretation of data, and to enable students to evaluate critically their own research and that of professional researchers. Content: The course has two components:

(i) Principles of Social Research: The course comprises a core content including research design and ethics, interviewing, analysis of qualitative data, including content analysis, survey and participant-observation, evaluation research and sessions (3) on research topic selection and research report presentation. Additional sessions focus on issues such as event sampling, experimental design, analysis of text, including-aided analysis, and SPSS (Statistical Package for Social Scientists).

(ii) Quantitative Analysis: Students will take two of the following courses offered by the Methodology Institute: MI451 Quantitative Analysis 1: Description and Inference and MI452 Quantitative Analysis 2: The Generalised Linear Model (if you register for course PS4M1 you will automatically be included on MI451 and MI452), or MI452 Quantitative Analysis 2: The Generalised Linear Model and MI455 Quantitative Analysis 3: Applied Multivariate Analysis (if you register for course PS4M2 you will automatically be included on MI452 and MI455).

For details of the course content please consult the relevant course

Assignments: (i) Principles of Social Research: Two formally assessed assignments. Workshops may have associated practical exercises. (ii) Quantitative Analysis: Please see the relevant course guide

Teaching: PS430: (i) Lectures: 10 x 1 hour MT, 6 x 1 hour LT (including 2 x (1hour) research report presentations) & Workshops: 8 x 1 hour MT and 4 x 1 hour LT. (ii) MI451 9 x 2 hour lectures and 9 x 1 hour computer classes MT, and MI452 9 x 2 hour lectures and 9 x 1 hour computer classes (this course is given twice per Session, starting in the second week of each of the MT and LT), and MI455 Lectures: 10 LT. Computer Workshops: 4 x 2

Reading list: C Robson, Real World Research: A Resource for Social Scientists and Practitioner Researchers, Blackwell, 1993; D Silverman (Ed), Qualitative Research: Theory, method, practice, Sage, 1997; M W Bauer & G Gaskell (Eds), Qualitative researching with text, image and sound; A practical handbook. London, Sage, 2000; D Burton, Research Training for Social Scientists: A Handbook for Postgraduate Researchers, Sage, 2000; N Hayes, Doing Psychological Research: Gathering and analysing data, Open University Press, 2000; F N Kerlinger & H B Lee, Foundations of Behavioural Research (4th edn), Harcourt Brace, Fortworth, 2000; N Gilbert, Research Social Life (2nd edn), Sage, 2001; T May, Social Research: Issues, Methods and Process, Open University Press, 2001.

No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

Assessment:

 Coursework [67%]. This is based on two coursework assignments. 2. Quantitative Analysis coursework and examination (Methodology Institute course guide) [33%].

PS4M3 Methods of Research in Organisational and Social Psychology

Teachers responsible: Dr Jan Stockdale, S366 and Professor Patrick Humphreys, S364

Availability: MSc Organisational & Social Psychology (Standard Track) 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 including research design and ethics, interviewing, analysis of qualitative data, including content analysis, survey and participant observation, evaluation research and sessions (3) on research topic selection and research report presentation.

(ii) Quantitative Analysis: Students will take one course offered by the Methodology Institute: MI451 Quantitative Analysis 1: Description and Inference. Please note if you register for course PS4M3 you will automatically be included on MI451.

Assignments: (i) Principles of Social Research: one formally assessed assignment. Workshops may have associated practical exercises. (ii) Quantitative Analysis: weekly assignments are required.

Teaching: (i) Principles of Social Research: Lectures 10 x 1 hour MT, Workshops 8 x 1 hour MT; (ii) Quantitative Analysis: MI451 9 x 2 hour lectures and 9 x 1 hour computer classes MT.

Reading list: G Symon & C Cassell (Eds), Qualitative Methods and Analysis in Organisational Research: A Practical Guide, Sage, 1998; J Mingers & A Gill, Multimethodology, Wiley, 1997; M W Bauer & G Gaskell (Eds), Qualitative researching with text, image and sound: A practical handbook, Sage, 2000; D Burton, Research Training for Social Scientists: A Handbook for Postgraduate Researchers, Sage, 2000; N Hayes, Doing Psychological Research: Gathering and analysing data, Open University Press, 2000; N Gilbert, Research Social Life (2nd edn), Sage, 2001; T May, Social Research: Issues, Methods and Process, Open University Press, 2001; D Silverman (Ed), Qualitative Research: Theory, method, practice, Sage, 1997.

No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at

1. Coursework [100%]. This comprises one assignment: relating to Principles of Social Research (80%) and one examination relating to Quantitative Analysis (20%).

PS4M5/PS4M6

Advanced Methods of Research in Media

and Communication

Teachers responsible: Dr Jan Stockdale, S366 and Professor Sonia Livingstone, S303

Availability: MSc Media and Communication, MSc Media and Communication Regulation, and MSc New Media Information and Society. Core syllabus: The aims of the course are to provide students with a broad training in research methods and techniques, including research design, the collection, analysis and interpretation of data, and to enable students to evaluate critically their own research and that of professional researchers. Content: The course has two components:

(i) Principles of Social Research: The course comprises a core content including research design and ethics, interviewing, analysis of qualitative data, normally including content analysis, survey and participantobservation, evaluation research. Additional sessions focus on issues such as epistemology/reflexivity, policy/institutional analysis, audiovisual analysis, Nudist and SPSS (Statistical Package for Social Scientists).

(ii) Quantitative Analysis: Students will take two of the following courses offered by the Methodology Institute: MI451 Quantitative Analysis 1: Description and Inference and MI452 Quantitative Analysis 2: The Generalised Linear Model or MI452 Quantitative Analysis 2: The Generalised Linear Model and MI455 Quantitative Analysis 3: Applied Multivariate Analysis. If you choose to register on PS4M5 you will automatically be included on MI451 and MI452 and if you choose to register on PS4M6 you will automatically be included on MI452 and MI455.

For details of the course content please consult the relevant course guide. Assignments: (i) Principles of Social Research: Two formally assessed assignments. Workshops may have associated practical exercises. (ii) Quantitative Analysis: Please see the relevant course guide.

Teaching: PS427: (i) Lectures: 10 x 1 hour MT, 6 x 1 hour LT (including 2 x (1 hour) research report presentations) and Workshops: 8 x 1 hour MT and 4 x 1 hour LT.

ii) MI451 9 x 2 hour lectures and 9 x 1 hour computer classes MT, and MI452 9 x 2 hour lectures and 9 x 1 hour computer classes (this course is given twice per Session, starting in the second week of each of the MT and LT), and MI455 Lectures: 10 LT. Computer Workshops: 4 x 2 LT.

Reading list: U Flick, An Introduction to qualitative research, Sage, 1998; A Hansen et al, Mass Communications Research Methods, Macmillan, 1998; R P Webster, Basic Content Analysis, Sage, 1985; R Kent, Measuring Media Audiences, Routledge, 1994; R C Adams, Social Survey Methods for Mass Media Research, Lawrence Erlbaum Associates, 1989; K B Jensen & N Jankowski (Eds), A Handbook of Qualitative Methodologies for Mass Communications Research, Routledge, 1991; P Alasuutari, Researching Culture, Sage, 1995; D Silverman (Ed), Qualitative Research. Theory, Method, Practice, Sage, 1997; J Habermas, Knowledge and human interest, Polity, 1997; M W Bauer & G Gaskell (Eds), Qualitative researching with text, image and sound: A practical handbook, 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,

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. Quantitative Analysis coursework and examination (Methodology Institute course guide) [33%].

PS4M4

Methods of Research in Media and Communication

Teachers responsible: Dr Jan Stockdale, S366 and Professor Sonia

Availability: MSc Media and Communication, MSc Media and Communication Regulation, MSc Global Media and Communications, MSc New Media Information and Society, and MSc Gender and the Media 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 including research design and ethics, interviewing, analysis of qualitative data, including content analysis, survey and participant observation, evaluation research and documentary/archive analysis. There will also be sessions on research topic selection and research report presentation.

(ii) Quantitative Analysis: Students will take one course offered by the Methodology Institute: MI451 Quantitative Analysis 1: Description and Inference. Please note that this course is automatically included when you

Assignments: (i) Principles of Social Research: One formally assessed assignment. Workshops may have associated practical exercises. (ii) Quantitative Analysis: weekly assignments are required.

Teaching: (i) Principles of Social Research: Lectures 10 x 1 hour MT, Workshops 8 x 1 hour MT; (ii) Quantitative Analysis: MI451 9 x 2 hour lectures and 9 x 1 hour computer classes MT.

Reading list: U Flick, An Introduction to qualitative research, Sage, 1998; A Hansen et al, Mass Communications Research Methods, Macmillan, 1998; R P Webster, Basic Content Analysis, Sage, 1985; R Kent, Measuring Media Audiences, Routledge, 1994; R C Adams, Social Survey Methods for Mass Media Research, Lawrence Erlbaum Associates, 1989; K B Jensen & N Jankowski (Eds). A Handbook of 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.

1. Coursework [100%]. This comprises one assignment: relating to Principles of Social Research (80%) and one examination relating to Quantitative Analysis (20%).

METHODOLOGY INSTITUTE (SOCIAL RESEARCH METHODS)

Concepts and Methods of Social Inquiry

Teachers responsible: Dr Paul Mitchell, K308 and others Availability: For MSc Government and other MSc programmes.

Core syllabus: This course focuses on qualitative research design in the social sciences. It seeks to encourage a critical attitude towards the basic assumptions that might inform research projects in the political and social sciences. The broad aims are: to investigate the possibility that social scientific research can contribute to social progress; to heighten methodological awareness in postgraduate study; and to enable students to improve their dissertations. By the end of the course participants should have obtained a clearer understanding of some central issues that are basic to the idea of a social science. By achieving a solid grasp of important methodological debates, they should be able to employ appropriate criteria in assessing the scientific merits of scholarly literature in their area of study. Students will also be facilitated in their efforts to pursue their own research in an analytically rigorous manner.

Content: The course is in two parts. Part 1 'Research Design and Evaluation' addresses broad conceptual and methodological issues in the social science, including descriptive and casual inference in qualitative research, hypothesis testing, the logic and strategies of comparative research and rational theory evaluation. Theory will be balanced with some prominent case studies of influential political science research.

Part two 'Techniques of Analysis' shifts from broad conceptual matters to outline a partial 'menu' of some of the actual research techniques that have been used to great effect in the social sciences. Topics covered include: content analysis of texts and documents; social and political surveys and questionnaires; how to design, conduct and analyse individual and group interviews; and, rational choice theory. There is also a stand-alone session on preparing an MSc dissertation.

Teaching: 10 sessions of 2 hours in LT.

Reading list: G King, R O Keohane & S Verba, Designing Social Inquiry: Scientific Inference in Qualitative Research (Princeton University Press, 1994); B Guy Peters, Comparative Politics: Theory and Methods (Macmillan, 1998). (A very readable introduction to the methodology of comparative politics); A F Chalmers, What is this thing called Science?, 3rd edn (OUP, 1999) (treatment by a rationalist philosopher); Paul Pennings, Hans Keman & Jan Kleinnijenhuis, Doing Research in Political Science: An uction to Comparative Methods and Statistics (Sage, 1999); G Sartori, 'Comparing and Miscomparing', Journal of Theoretical Politics, 3 (1991); R O'Kane, 'The Ladder of Abstraction', Journal of Theoretical Politics, 5 (1993); M Dogan & A Kazancigil, Comparing Nations: Concepts, Strategies and Substance (Blackwell, 1994); R Rose, 'Comparing Forms of Comparative Analysis', Political Studies, Vol 39, No 3 (1991). Assessment: A two-hour unseen examination.

MI414 NA 02/03 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, retails 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

MI424

Interviewing Skills Workshop

Teacher responsible: Professor George Gaskell, B811 and others

Core syllabus: The aim of this course is to give students the basic principles, conduct and analysis of in-depth interviewing of individuals,

Content: Basic concepts in qualitative research, sampling of respondents and the design of the topic guide; interviewing skills for individuals, elite respondents and groups; the analysis of qualitative data, reporting results and the issue of quality indicators in qualitative research.

Teaching: One-day course during the Christmas vacation (to be arranged). Assessment: Non-examinable.

N/A 02/03 MI440

Evolution and 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 and ultimate causation: evolution as the neglected ultimate cause in social science explanation. 2) Holism and individualism: limitations of the holistic approach of social science and solutions to the problem of altruism, co-operation and social behaviour in other species. 3) Reductionism and anti-reductionism:

the role of genetics, psychology and neuroscience in social science explanation. 4) Free-will and determinism: mentalism and anti-mentalism in psychology, evolution and the social sciences.

Teaching: 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 27: 21 41 (1996); D Freeman, The fateful hoaxing of Margaret Mead: a historical analysis of her Samoan researches (1998); W D Hamilton, Narrow Roads of Gene Land (1996); Judith Rich Harris, The Nurture Assumption; J Lopreato & T Crippen, Crisis in Sociology: The Need for Darwin; R Plomin & J C DeFries et al, Behavioral Genetics (1997); J Tooby & L Cosmides, 'The Psychological Foundations of Culture' in The Adapted Mind: Evolutionary Psychology and the Generation of Culture (1992); J Barkow, L Cosmides, J Tooby & R Trivers, Social Evolution (1985); R Trivers, Sociobiology and Politics (1981); E White, Sociobiology and Human Politics. Assessment: Non-examinable

MI445 NA 02/03

Ethical and Legal Aspects of Social Research Teachers responsible: Dr George Gaskell, B811 and others

Availability: For MSc Social Research Methods students, research students, and staff of all departments.

Content: The ethical issues of social research will be examined over several seminars with experts from within and outside the LSE dealing with (a) general philosophical approaches to ethics; (b) ethical issues in experimental research; (c) ethical issues in survey research; (d) ethical issues in ethnographic research; (e) the legal protection of privacy and the conduct of social research; and as much of social research is conducted commercially; (f) business ethics.

Teaching: A two day seminar/workshop (to be arranged).

Reading list: I Kant, Grounding for the Metaphysics of Morals; P Singer (Ed), Applied Ethics; R Homan, The Ethics of Social Research; J A Barnes. Who Should Know What? Social Science, Privacy and Ethics; R M Lee, Doing Research on Sensitive Topics: T L Beauchamp et al (Eds), Ethical Issues in Social Science Research; M Bulmer (Ed), Social Research Ethics; A M Rivlin & P M Timpane (Eds), Ethical and Legal Issues of Social Experimentation. A course pack with further suggestions for preparatory reading will be made available prior to the course. Assessment: Non-examinable

MI451

Quantitative Analysis 1: Description and Inference

Teachers responsible: Dr Matthew Mulford, B802, Paul Mitchell, K308

Availability: Optional for MSc Social Research Methods; also available for research students.

Core syllabus: An intensive introduction to quantitative data analysis in the social sciences.

Content: The course is intended for students with no previous experience of quantitative methods or statistics. It covers the foundations of estimation and inference. At the end of the course students should be able to carry out and correctly uni and bi-variate data analysis and have an appreciation of multiple regression. The computer classes give 'hands-on' training in the application of statistical techniques to real social science research problems using the SPSS computer package (no prior knowledge of SPSS is

Teaching: 9 x 2-hour lectures and 9 x 1-hour computer classes in the MT. Weekly assignments are required.

Reading list: Students should buy the latest edition of J Healey, Statistics: A Tool for Social Research, Wadsworth. This is the core text for this course. A course pack will be handed out at the beginning of the course and additional reading will be recommended.

Assessment: A two-hour open book unseen examination in ST.

Quantitative Analysis 2: The Generalized Linear Model Teachers responsible: Colin Mills, A452, Dr Jouni Kuha, B808 and Dr

Matthew Mulford, B802 Availability: This course is designed to follow in sequence from Quantitative Analysis I. Students are required to have passed MI451 or

an equivalent level statistics course.

Core syllabus: The course is designed for students with a good working knowledge of elementary descriptive statistics; sampling distributions; one and two sample tests for means and proportions; correlation and the least squares regression model with one or more predictor variables. The course is concerned with deepening the understanding of the generalized linear model and its application to social science data. The main topics covered are: least-squares regression; logistic regression; log-linear models. Class exercises and homework will be carried out using the SPSS package.

Teaching: 9 x 2-hour lectures and 9 x 1-hour computer classes. Weekly assignments are required. This course is given twice per Session, starting in the second week of each of the MT and LT.

Reading list: M Lewis-Beck, Applied Regression: An Introduction; J Aldrich & F D Nelson Linear Probability, Logit, and Probit Models; D Knoke & P J Burke, Log-Linear Models. A course pack will be provided at the beginning of the course and additional reading will be recommended.

Assessment: A two-hour open book unseen examination in ST.

MI453

Fundamentals of Research Design

Teachers responsible: Professor George Gaskell, B811 and Mr Colin

Availability: Compulsory for MSc Social Research Methods; also available for research students.

Core syllabus: The objective is to give students an appreciation of the basic concepts, debates and methodologies in social scientific research. The course is designed to enable students to critically evaluate empirical research, to understand the strengths and weaknesses of different methods and designs and to provide a foundation for research projects/dissertations. Teaching: 10 x 2 hours lectures and practicums in the MT.

Introduction: research as social inquiry

- Ethnography and participant observation
- The comparative method
- Policy analysis Case studies
- Forms of interviewing
- Questionnaire and survey design
- Sampling and social measurement
- Data sources and secondary analysis

10. The pragamatics of research: management, ethics and dissemination. Reading list: M W Bauer & G Gaskell (Eds), Qualitative Researching with Text, Image and Sound: A Practical Handbook (Sage, 2000); L Bickman & D Rog (Eds), Handbook of Applied Social Research Methods (1998); M Dogan & A Kazancigil, Comparing nations: Concepts, strategies and substance (Blackwell, 1994); A Fink & J Kosecoff, How to conduct surveys. A step by step guide (Sage, 1985); J Habermas, Knowledge and Human Interest (1987); J Hughes, The philosophy of social research (Longman, 1990); G King, R O Keohane & S Verba, Designing social inquiry: scientific inference in qualitative research, Chapter 1 (Princeton University Press, 1994); D Little, Varieties of social explanation (Westview Press, 1991); R K Yin, Case study research. Design and method, 2nd edn (Sage, 1994). Assessment: A two hour unseen examination.

MI454

Qualitative Social Research: Interview, Text and Image Teacher responsible: Dr Martin Bauer, B804

Availability: Compulsory for MSc Social Research Methods in conjunction with MI453 and MI555; also available for research students from other

Core syllabus: Building on the module 'Fundamentals of Research Design' this course covers the process of social research with an emphasis on qualitative inquiry. Given a research question and the requirement for evidence the process of research is captured in the stages of building of a corpus of data, for example texts or images, and in the choice among different analytic and interpretational approaches. The practicums will give give students hands on experience of different techniques including

software packages for the analysis of texts. Teaching: 9 x 2-hour lectures and practicums in the LT.

- Corpus construction Systematic observation
- Individual and group interviewing
- Content analysis: classical coding Content analysis: indexing and memoing: Atlas T/I
- Discourse analysis: narratives and rhetoric
- Semiotic and image analysis
- Data sources: quantitative data sets, qualitative and internet
- Quality indicators in social research

Reading list: M Bauer & G Gaskell, Qualitative researching with text, image and sound (Sage, 2000); U Flick, An introduction to qualitative research (Sage 1998)

Please Note: No single publication covers the whole content of the course. Assessment: A two hour unseen examination.

Quantitative Analysis 3: Applied Multivariate Analysis Teachers responsible: Dr Jouni Kuha, B808

Availability: Optional for MSc Social Research Methods and for MSc Social Psychology; also available for research students. Pre-requisite: a basic knowledge of probability and statistical methods up to first degree

Core syllabus: An introduction to the application of modern multivariate methods used in the social sciences.

Content: A selection from the following topics: cluster analysis, multidimensional scaling, principal components analysis, correspondence analysis, factor analysis, latent variable models and structural equations

Teaching: Lectures: 10 LT. Computer Workshops: 4 x 2 LT.

Reading list: B S Everitt & G Dunn, Applied Multivariate Data Analysis; C Chatfield & A J Collins, Introduction to Multivariate Analysis; D J Bartholomew & M Knott, Latent Variable Models and Factor Analysis. Assessment: A two-hour written examination in the ST. Students are also

assessed on work done during the course.

MI461

Quantitative Analysis 1: Description and Inference (Anthropology)

For MSc Social Anthropology (Research) only. See course guide for MI451.

MI462

Quantitative Analysis 2: The Generalized Linear Model (Anthropology)

For MSc Social Anthropology (Research) only. See course guide for MI452.

MI463

Fundamentals of Research Design (Anthropology)
For MSc Social Anthropology (Research) only. See course guide for MI453.

MI4M1/MI4M2

Foundations of Social Research 1 and 2

Teachers responsible: Professor George Gaskell, B811, Dr Matt Mulford, B802, Dr Martin Bauer, B804 and Mr Colin Mills B809

Availability: For MSc students (not Social Research Methods) and first year research students.

Core syllabus: This programme is designed to give students a good introduction to quantitative and qualitative methods and to acquaint them with the strengths and limits of different methodologies.

Content: The course has three main components:

a) Either (for students registered on MI4M1):

MI451 Quantitative Analysis 1: Description & Inference (see course outline on page 221) – this course is intended for students with no previous experience of quantitative methods or statistics. Students who have already studied statistics and data analysis should take MI452.

Or (for students registered on MI4M2).
MI452 Quantitative Analysis 2: The generalized linear model (see course outline on page 221).

Plus:

b) MI453 Fundamentals of Research Design: (see course outline on page 221).

c) MI454 Qualitative Research: Interview, Text & Image: (see course outline on page 221).

Teaching: See separate course outlines above.

Assessment: Examination is by two two-hour papers in the ST. Students registered on course MI4M1 will take paper MI4M1a (based on the MI451 syllabus) and MI4M1b (based on the MI453 and MI454 syllabuses). Students registered on course MI4M2 will take paper MI4M2a (based on the MI452 syllabus) and MI4M2b (based on the MI453 and MI454 syllabuses).

MI555

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 MI401 or MI454.

Content: It is intended to provide research students with an appreciation of various computer packages for qualitative analysis through introduction courses and hands-on training in the use of these tools.

Teaching: 2 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.

SOCIOLOGY

SO403 NA 02/03

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.

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; periodical translations and the state of the

socialist development paths.

Teaching: Seminars: SO404 24 MT, LT and ST.

Written work: Students are expected to write and present at least two seminar papers (one during the MT and one during the LT).

Reading list: L Brydon & S Chant, Women in the Third World, 1989; P Dicken, Global Shift (3rd edn), 1998; D Harrison, The Sociology of Modernization and Development, 1988; J T Roberts & A Hite (Eds), From Modernization to Globalization, 1999; L Sklair, Sociology of the Global System (2nd edn), 1995; L Sklair (Ed), Capitalism and Development, 1994; A Webster, Introduction to the Sociology of Development, 1990.

Supplementary reading list: Detailed reading lists on specific topics are available from 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.

NA 02/03

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

Core syllabus: The course is concerned with the relationship between religion and other areas of society; the ways in which and extent to which religion can affect and be affected by individuals, social groups, institutions and cultures.

Content: The course concentrates primarily, but not exclusively, on the role of religion in industrial societies during the past century. The approach of writers such as Weber, Durkheim and Marx is considered at the theoretical and empirical levels. Topics receiving special attention include secularisation; modern forms of religion; relations between church and state; religion in former Soviet societies; the rise of fundamentalism; gender and methodological issues associated with the sociology of religion.

Teaching: 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

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

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; Religion in Modern Europe (OUP, 2000); M Douglas, Purity and Danger, Routledge, 1966.

Assessment: A three-hour formal paper in the ST (60% of the marks) and a 4,000 max word essay, to be handed in on Friday 2 May 2003 before 5pm to the Departmental Office, S219a. This is to be a comparison of three (or more) religious services which the student visits during the year. Further details will be given in lectures.

0409

Sociology of Crime, Deviance and Control

Teachers responsible: Professor S Cohen, S277, 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: To be announced

Availability: For MSc Sociology, MSc Social Research Methods
(Sociology), MSc Gender and Social Policy, MSc Political Sociology.

Core syllabus: Analysis of the nature and causes of gender divisions in society

Content: Recent developments in the sociology of gender relations. Theoretical debates and contemporary issues. Employment; occupational segregation; household divisions of labour; emergent household formations; femininities/masculinities; sexuality; reproductive technologies; gender, politics and the state; gender, class, race and stratification; violence; research methodology; concepts of patriarchy, essentialism and difference.

Teaching: 23 Seminars (SO411) on a weekly basis. Students are also recommended to attend the lectures for Course SO208 Gender and Society. Students will share facilitation of the seminars, and will prepare papers.

Reading list: (the following indicates some of the books): R W Connell, Masculinities, 1995; R W Connell, Gender & Power, 1987; M McNeil, I Varcoe & S Yearly, The New Reproductive Technologies, 1990; C Smart, Regulating Womanhood, 1992; S Walby, Theorizing Patriarchy, 1990; I Whelehan, Modern Feminist Thought, 1995; S Jackson, Heterosexuality in Question, 1999; S

Lees, Ruling Passions, 1997; E Silva & C Smart, The New Family?, 1999; J Wacjman, Managing like a man: Women and men in corporate management, 1998. A more detailed reading list will be provided at the beginning of the course.

Assessment: A three hour unseen examination. Three questions to be answered.

SO416

Cults, Sects and New Religions

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 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, Cults, Religion and Violence (CUP, 2002); D Bromley & J Hadden (Eds.), The Handbook on Cults and Sects in America, JAI Press, 1993; L Dawson (Ed.), Cults in Context (Transaction, 1998); J G Melton, Encyclopedic Handbook of Cults in America, Garland, 1992; A Shupe & D Bromley, The New Vigilantes: Deprogrammers, Anti-Cultists, and the New Religious, Sage, 1980; R Wallis, The Elementary Forms of the New Religious Life, Routledge, 1984; B Wilson, The Social Dimensions of Sectarianis, Clarendon, 1990.

Assessment: A three-hour formal paper (60% of marks) and a 4,000 max word essay (40%), to be handed in on Friday 2 May 2003 before 5pm to the Departmental Office, S219a. 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

Supplementary reading list: A more detailed list will be distributed in the

Assessment: There is a conventional three-hour examination in the ST in which three questions must be answered.

NA 02/03 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 coevolution. Evolutionary psychology and psychodarwinism. DNA, race and language. Biotechnology and the human genome project.

Teaching: 10 lectures in the first term, plus 22 seminars in both terms. Students are encouraged to attend the lectures for SO215, Evolution and Social Behaviour.

Reading list: C Badcock, PsychoDarwinism, 1994; M Berg & M Singer, Dealing with Genes: The Language of Heredity, 1992; H Caton, The Samoa Reader; R Cook-Degan, The Gene Wars: Science, Politics and the Human Genome, 1994; W Cookson, The Gene Hunters, 1994; N G Cooper (Ed), The Human Genome Project, 1994; H Cronin, The Ant and the Peacock: Altruism and Sexual Selection from Darwin to Today, 1991; R Dawkins, The Selfish Gene, 1989; River Out of Eden, 1995; D Freeman, Margaret Mead and Samoa: The Making and Unmaking of an Anthropological Myth, 1983; W D Hamilton, Narrow Roads of Gene Land, 1996; A Edey & D Johanson, Blueprints: Solving the Mystery of Evolution, 1990; D J Kevles & L E Hood, The Code of codes: scientific and social issues in the human genome project; D Nelkin & M S Lindee, The DNA Mystique: The Gene as a Cultural Icon; 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 and 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 and 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

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 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

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

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: 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

Teaching: Lecture/seminar (SO421) (2 hours) x 10 LT.

Written work: A 3,000 word (formally assessed) written assignment is required

Reading list: R Silverstone, Television and Everyday Life, Routledge, 1994; R Silverstone & E Hirsch, (Eds), Consuming Technologies, Sage, 1992; R Silverstone, Why Study the Media?, Sage, 1999; W Dutton (Ed), Information and Communication Technologies: Visions and Realities, OUP, 1996; A Feenberg, Questioning Technology, Routledge, 2000; W Dutton (Ed), Society on the Line: Information Politics in 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

2. A written assignment of not more than 3,000 words [50%].

SO422

H NA 02/03

Globalisation, Regulation and Public Policy Teachers responsible: Professor Roger Silverstone, S102 and Mr Stefaan

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

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

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

Reading list: K W Grewlich, Governance in "Cyberspace". Access and Public Interest in Global Communications, Kluwer Law International, 1999; L Hitchens (Ed), 'Communications Regulation - New Patterns and Problems' (Special Feature), The Journal of Information, Law and Technology, Issue Three, 1997; David R Johnson & David G Post, Law and Borders - The Rise of Law in Cyberspace, Stanford Law Review, 1996; L Lessig, Code and other Laws of Cyberspace, Basic Books, 1999; D A Levy, Europe's digital revolution: broadcasting regulation, the EU and the nation state, Routledge, 1999; C Marsden & S Verhulst, Convergence in European Digital TV Regulation, Blackstone Publishers, 1999; Jamie F Metzl, Information Intervention: When Switching Channels Isn't Enough, Foreign Affairs, 1997; E Olechowska & H Aster, (Eds), Challenges for International Broadcasting: New Tools, New Skills, New Horizons, Mosaic Press, 1999; M Price & S Verhulst, 'The Concept of Self Regulation and the Internet' in J Waltermann & M Machill (Eds), Protecting our Children on the Internet: Towards a New Culture of Responsibility, Bertelsmann Foundation Publishers, 1999; 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

2. A written assignment of not more than 3,000 words [50%].

SO423

Media and Globalisation

Teacher responsible: Dr Terhi Rantanen, S214 Availability: Compulsory for students taking the MSc Global Media and Communications and available primarily for MSc students taking Media and Communications programmes. Other students may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible

Core syllabus: The aim of this course is to explore and demonstrate the role of the media in the process of globalisation by introducing the relevant literature, by examining various theories of globalisation and by identifying their relevance in understanding the media.

Content: Introduction; Theorizing Globalization and Media: Global Media Actors; Theorizing Globalization I: Americanization, Media or Cultural Imperialism; Theorizing Globalization II: Hybridization, Glocalization, Localization; Theorizing Globalization III: Time, Place and Space: Global. National and Local Audiences; Resistance to Globalization I: The Global Meets the National; Resistance to Globalization II: Alternative Media; 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: U Beck, What is Globalization?, Polity Press, 2000; O Boyd-Barrett & T Rantanen (Eds), The Globalization of News, Sage, 1998; A Giddens, The Consequences of Modernity, Polity Press, 1990; M Featherstone, S Lash & R Robertson (Eds), Global Modernities, Sage, 1995; E Herman & R W McChesney, The Global Media, Cassell, 1997; J Lull, Media, Communication, Culture: A global approach (2nd edn), Polity Press, 2000; A Sreberny-Mohammadi et al (Eds), Media in Global Context, Arnold, 1997; D K Thussu (Ed), Electronic Empires, Arnold, 1998; J Tomlinson, Globalization and Culture, Polity Press, 1999.

1. A formal two-hour examination in the ST; 2 questions from a choice of 5

2. A written assignment of not more than 3,000 words [40%]

3. Active participation in on-line discussions [10%]

SO424

Key Issues in Human Rights

Teachers responsible: Professor S Cohen, S277 and Professor C

Availability: Compulsory core course for MSc Human Rights students. Also available to MSc Crime, Deviance and Control; MSc Sociology; MSc Criminal Justice Policy; MSc Political Sociology students and as an outside option for LLM, MA/MSc International Relations, and other MSc degrees, where regulations and numbers permit.

Core syllabus: This is an inter-disciplinary course. It aims to provide MSc students with a general overview of (a) legal and social scientific thinking about the concepts and ideals of "human rights"; (b) the study of the prevention and control of selected human rights violations and (c) a selection of major current issues and public debates in the area.

Content: The 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: 25 two-hour seminars in the MT, LT and ST.

Written work: Students will be required to write a 4,000 word paper by the end of the Easter vacation.

Reading list: Main Course textbook: Henry J Steiner & Philip Alston, International human rights law in context: law, politics, morals: text and

materials; 2nd edn, Oxford University Press, 2000.

Additional readings: 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; Tony Evans, The Politics of Human Rights: A Global Perspective, Pluto Press, 2001; 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; Francesca Klug, Values for a Godless Age: The Story of the UK's New Bill of Rights, Penguin, 2000; Neil J Kritz (Ed). Transitional Justice: How Emerging Democracies Deal with Former Regimes, 1997; A James McAdams (Ed), Transitional Justice and the Rule of Law in New Democracies, University of Notre Dame Press, 1997; A Na'aim & F Deng (Eds), Human Rights in 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, Obeying 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.

Assessment: (1) Assessed essay (30%). (2) Written examination paper

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: 22 weekly two-hour seminars, which will combine lecture-led and student-led discussions with debates.

Written work: All students are expected to submit one piece of nonassessed 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.

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

Teaching: 10 two-hour seminars (SO426) weekly during MT.

Reading list: Relevant books that provide an overview include: B Barnes, Elements of Social Theory; Z Bauman; Postmodernity and Its Discontents; A Callinicos, Social Theory; N Dodd, Social Theory and Modernity; A Giddens, Capitalism and Modern Social Theory; A Giddens, The Constitution of Society; G Ritzer, Sociological Theory.

Assessment: 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: Dr Nigel Dodd, S283

Availability: For MSc students who have taken Sociological Theory Part I, or can demonstrate that they have a sufficient grounding in the theories 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 structualism 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 ST. 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

SO430

Economic Sociology

Teachers responsible: Dr Nigel Dodd, S283 and Dr Patrick McGovern,

Availability: For MSc Sociology; also available as an outside option within other Masters degrees where regulations permit.

Core syllabus: An examination of theoretical and empirical developments in economic sociology from classical theory to the present day. Developments in the 'New Economic Sociology' will be a particular focus. Content: Classical approaches to economy and society; economic interpretations of social life; rational choice theory; the 'new economic sociology'; the sociology of money; the social organisation of financial markets; the social organization of labour markets; social capital in the labour market; immigrant employment.

Teaching: 10 two-hour seminars on a weekly basis during the LT.

Written work: A 2,000 word essay (formally assessed) is required. Reading list: N Fligstein, The Architecture of Markets (2001); M Granovetter, & R Swedberg (Eds), The Sociology of Economic Life (1992); N Smelser & R Swedberg (Eds), The Handbook of Economic Sociology (1994); R Swedberg, Economic Sociology: Past and Present (1987); R Swedberg, Max Weber and the Idea of Economic Sociology (1998); S Zukin & P DiMaggio (Eds), Structures of Capital: The Social Organization of the

Assessment: A two-hour unseen examination (two-thirds) and an essay of 2,000 words (one-third). The essay should be submitted no later than the first Friday of 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

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,

- 1. A formal two hour examination in the ST: 2 questions from a choice of 5
- 2. A written assignment of not more than 3,000 words [50%].

SO432

New Media, Information and Knowledge Systems

Teacher responsible: Professor Robin Mansell, S210 Availability: This is a core course for students on the MSc New Media, Information and Society. It is also available as an option for students on the MSc Global Media and Communications, MSc Media and Communications and MSc Media and Communications Regulation. Other students may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: The aim of this course is to provide insight into analytical perspectives on the social, organisational, and economic processes contributing to innovation within new media, information and knowledge

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

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-A 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, 2002; R Mansell & U Wehn (Eds), Knowledge Societies: Information Technology for Sustainable Development, OUP, 1998; R Mansell (Ed) Inside the Communication Revolution: Evolving Patterns of Social and Technical Interaction, OUP,

Assessment:

- 1. A formal two-hour examination in the ST: 2 questions from a choice of 5
- 2. A written assignment of not more than 3,000 words [50%].

SO433

Cultural Theory

Teachers responsible: Dr Nick Couldry, S216 and Dr Don Slater, S218a Pre-requisites and excluded combinations: Available for students taking Sociology or Media and Communications Masters programmes. Other students may attend subject to numbers and their own degree regulations. Core syllabus: The course aims to provide intellectual foundations for theorizing and researching cultural forms and institutions within the context of social science disciplines. It will give students familiarity with major issues in contemporary cultural theory and its interrelations to social, spatial

Content: The course will provide a theoretical foundation for researching cultural processes and institutions. The course investigates concepts of culture in relation to core concerns of social theory. This includes both a review of traditions of theorizing culture and a consideration of analytical frameworks and debates that have developed in relation to specific social dimensions such as the city, economy, mediation, ethnicity, gender and

Teaching: Weekly lecture/seminar (10 x 2hrs) MT.

Written work: All students are expected to submit one piece of nonassessed written work and prepare seminar presentations.

Reading list: P Bourdieu, Distinction (1984); *P du Gay (Ed), Production of Culture, Cultures of Production (1997); *N Couldry, Inside Culture (2000); T Eagleton, The Idea of Culture (2000); *M Featherstone & S Lash (Eds), Spaces of Culture: City-Nation-World (1999); U Hannerz, Cultural Complexity (1992); D Harvey, The Condition of Postmodernity (1990); P Jackson, M Lowe et al (Eds), Commercial Cultures: economies, practices, spaces (2000); A McRobbie, In the Culture Society: Art, Fashion and Popular Music (1999); A J Scott, The Cultural Economy of Cities (2000); R Sennett, The Fall of Public Man (1977); *D R Slater, Consumer Culture and Modernity, Cambridge (1997); M Smith, Culture: Reinventing the Social Sciences (2000); J Storey (Ed), Cultural Theory and Popular Culture: A Reader (1998); John Thompson, The Media and Modernity (1995); R Williams, Culture and Society (1958).

Assessment:

- 1. A formal two-hour examination (50%).
- 2. A written assignment of not more than 3,000 words (50%).

SO435 Culture and Economy

Teacher responsible: Dr Don Slater, S218a

Pre-requisites and excluded combinations: Optional course for MSc Sociology, also available to other graduate students where regulations permit.

Core syllabus: The course explores the relation between culture and economy within contemporary theory and contemporary social life, It focuses on the construction of the economy/culture division, critiques of this division, within traditions of social thought in general, and within the sociology

of economic life in particular. It also looks substantively at selected economic institutions and processes through key themes and case studies.

Content: Traditions of theorizing the relation between culture and economy; the 'cultural turn' in economic sociology; commercial institutions and processes in contemporary economic life; the concept of market society in modern thought and critique; 'new economy' and other concepts of the 'enculturation' of economy in contemporary society; globalization. Teaching: Weekly lecture/seminar MT.

Written work: All students are expected to submit one piece of nonassessed written work and prepare seminar presentations.

Reading list: M Callon (Ed), The Laws of the Market (1998); J G Carrier (Ed), Meanings of the Market: The Free Market in Western Culture (1997); P du Gay (Ed), Production of Culture, Cultures of Production (1997); J K Gibson-Graham, The End of Capitalism (as we knew it?): A Feminist Critique of Political Economy (1996); M Granovetter & R Swedberg (Eds), The Sociology of Economic Life (1992); R J Holton, Economy and Society (1992); S Lash & J Urry, Economies of Signs and Space (1994); N Klein, NoLogo (2001); L Ray & A Sayer (Eds), Culture and Economy: After the Cultural Turn (1999); D Slater & F Tonkiss, Market Society: Markets and Modern Social Thought (2001); V A Zelizer, The Social Meaning of Money (1997).

Assessment: 1. A formal two-hour examination in the ST (50%).

2. A written assignment of not more than 3,000 words (50%).

SO436

Sociology of Consumption Teacher responsible: Dr Don Slater, S218a

Pre-requisites and excluded combinations: Optional course for MSc Sociology, also available to other graduate students where regulations

Core syllabus: The course explores the various theoretical traditions that have contributed to producing the sociology of consumption, and attempts to situate consumption within modern social thought. This includes the investigation of the concepts such as 'consumer culture' and 'consumer society', and of fundamental social categories that have been closely interrelated with consumption such as choice, identity, needs and cultural reproduction. The course will also present case studies from selected areas of the sociology of consumption.

Content: Traditions of theorizing consumption and consumer society; consumption, identity and subjectivity; consumption and cultural reproduction; cultural consumption; postmodernity and late modernity; globalization, localization and cross-cultural consumption; case studies. Teaching: Weekly lecture/seminar LT.

Written work: All students are expected to submit one piece of nonassessed written work and prepare seminar presentations.

Reading list: P Bourdieu, Distinction (1984); J Entwistle, The Fashioned Body (2000); Falk & Campbell, The Shopping Experience (1997); M Featherstone, Consumer Culture and Postmodernism (1991); T Frank, One Market Under God (2000); J Gronow & A Warde, Ordinary Consumption (2001); A Haugerud et al, Commodities and Globalization (2000); P Jackson et al, Commercial Cultures: economies, practices, spaces (2000); S Lash & J Urry, Economies of Signs and Space (1994); N Klein, NoLogo (2001); M Lee (Ed), The Consumer Society Reader (2000); D Miller, Material Culture and Mass Consumption (1987); D Miller (Ed), Acknowledging Consumption: A Review of New Studies (1995); G Ritzer, The McDonaldization of Society (1993); D R Slater, Consumer Culture and Modernity (1997).

Assessment:

- 1. A formal two-hour examination in the ST (50%).
- 2. A written assignment of not more than 3,000 words (50%).

Communications Regulation in Theory and Practice

Teacher responsible: Dr. Nick Couldry, S216 and Professor Robin

Availability: Available primarily as a core course (half unit) for students taking the MSc Media and Communications Regulation, but also as an option for students taking the MSc New Media Information and Society. Other students may only attend subject to numbers, their own degree regulations and the discretion of the teachers responsible.

Core syllabus: The aim of this course is to explore from an interdisciplinary perspective, first, the connections between the theory of regulation and fundamental research questions in the social sciences concerning regulation and, second, current themes in regulatory practice both as the object of sociological investigation and from the perspective of practitioners in the regulation and the media and communications industries.

Content: The first part of the course (five sessions) reviews how the theory of regulation draws on key issues in the social sciences, comprising an initial lecture introducing the course's general themes and outlining the fundamentals of network economics, as they relate to regulation issues, followed by sessions on key concepts relevant to regulation from political theory, sociology, political science, and the analysis of socio-economic development. The second part of the course (five sessions) explores current issues in the practice of media and communications regulation, including sessions on the issues raised for both regulators and media industries by the convergence of media content and distribution systems, on the social scientific study of regulatory practice in the field, and on current regulatory issues in the media industries (with invited speakers from the regulatory and media sectors), followed by a concluding lecture that reviews the interdisciplinary basis of both theory and practice in media and communications regulation.

Teaching: 20 hours (10L + 10S), fortnightly in MT and 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: Seyla Benhabib (Ed), Democracy and Difference (Princeton University Press, 1995); Nicholas Garnham, Emancipation, The Media and Modernity (Oxford University Press, 2000); G Le Blanc 'Market Efficiency in the Digital Economy: Lessons from the US and European Telecom Industry Dynamics', Communications & Strategies, Special Issue, No. 44 (4), pp 29-53, 2001; Clare Hall, Colin Scott & Christopher Hood, Telecommunications Regulation: Culture, Chaos and Interdependence Inside the Regulatory Process (Routledge, 2000); Lawrence Lessig, Code and Other Laws of Cyberspace (Harvard University Press, 1999); E Noam, Interconnecting the Network of Networks (MIT Press, 2001); Amartya Sen, Development as Freedom (Oxford University Press, 1999); C Shapiro & H Varian, Information Rules: A Strategic Guide to the Network Economy (Harvard Business School Press, 1998); A Zerdick et al, E-conomics: Strategies for the Digital Marketplace (European Communication Council Report, Springer-Verlag, Berlin, 2000).

- 1. A formal two hour examination in the ST; 2 questions from a choice of 5
- 2. A written assignment of not more than 3,000 words [50%].

SO438

Sociology of Employment I: Social Relations at Work Teacher responsible: Dr Patrick McGovern, S275.

Availability: For graduate students in the departments of Industrial Relations and Sociology and The Interdisciplinary Institute of Management. Students should preferably have a degree with a sizeable component of Sociology, but any social science is acceptable; other students will be admitted at the discretion of the course convenor.

Core syllabus: Theoretical perspectives and empirical analyses of the employment relationship with a particular emphasis on social relations in the workplace. Labour market divisions, especially those based on gender. Content: The employment relationship; control and consent at work; scientific management and McDonaldization; informality, work groups and efficiency; labour market divisions; women in the labour market; discrimination at work.

Teaching: 11 two-hour seminars on a weekly basis during the MT.

Written work: A 2,000 word essay (formally assessed) is required. Reading list: There is no recommended textbook. Books of a general nature that cover substantial parts of the syllabus are: K Grint, The Sociology of Work (2nd edn); C Tilly & C Tilly, Work Under Capitalism; C Hakim, Key Issues in Women's Work. A more comprehensive bibliography will be available to students taking this course.

Assessment: A two-hour unseen examination (two-thirds) and an essay of 2,000 words (one-third). The essay should be submitted no later than the first Friday of the LT.

Sociology of Employment II: Contemporary Management and Globalization

Teacher responsible: Dr Patrick McGovern, S275

Availability: For graduate students in the departments of Industrial Relations and Sociology and the Interdisciplinary Institute of Management. Students should preferably have a taken Sociology of Employment I in the Michaelmas Term. Other students will be admitted at the discretion of

Core syllabus: Sociological perspectives on changes in the employment relationship with particular emphasis on contemporary developments in management, work organisation and globalization.

Content: Change in the employment relationship; employment in Japan; contemporary developments in management such as self-managing teams, lean production and management gurus; globalization and labour; employment practices of multinational corporations; immigrant workers; the future of work.

Teaching: 11 two-hour seminars on a weekly basis during the LT.

Written work: A 2,000 word essay (formally assessed) is required. Reading list: There is no recommended textbook. A comprehensive bibliography will be available to students taking this course.

Assessment: A two-hour unseen examination (two-thirds) and an essay of 2,000 words (one-third). The essay should be submitted no later than the first Friday of the ST.

SO4M1/SO4M2

Methods of Sociological Study Teacher responsible: Dr Ursula Henz, S218

Availability: Compulsory course for MSc Sociology and MSc Religion in Contemporary Society. Part-time students taking the MSc over two years may take the course in either the first or second year. As part of this course students are required to attend and be assessed in MI451 Quantitative Analysis in Social Research 1: Description and Inference or MI452 Quantitative Analysis 2: The Generalised Linear Model (see below).

Core syllabus and content: Selected strategies for the collection, analysis and interpretation of quantitative and qualitative data. Research design; questionnaire design; question wording; attitude measurement and scaling; interview practice; sampling; collecting qualitative data; analysis of qualitative data. Quantitative Methods: Students who have no previous experience of statistics and data analysis should take component MI451: Quantitative Analysis 1: Description and Inference taught by the

Methodology Institute. This course covers the basic theory and concepts associated with quantitative social research: logic of sampling, descriptive statistics, hypothesis testing and basic data analysis. Students will use SPSS (a statistics package) to explore and manipulate data. If you register for course SO4M1 you will automatically be included on MI451. Students who have already studied statistics and data analysis should take component MI452: Quantitative Analysis 2: The Generalized Linear Model also taught by the Methodology Institute. This course covers various multivariate techniques, including multiple regression, logistic regression and loglinear modelling. In both courses students must complete exercises and project work. All students must take one of these quantitative courses. Which one would be most appropriate for you should be discussed with your supervisor and/or one of the course teachers. If you register for course SO4M2 you will automatically be included on MI452.

Teaching: The first 10 seminars will be concerned with issues to do with survey and related types of research design (plus MI451 or MI452 computer classes). Seminars in the LT are concerned with qualitative research methods.

Written work: There is one compulsory (assessed) assignment in MT and one in LT. Additional pieces of compulsory practical work which will not contribute towards the assessment are undertaken during the year.

Reading list: There is no single textbook that covers the content of the whole course but students are encouraged to purchase C M Judd, E R Smith & L H Kidder, Research Methods in Social Relations (6th edn), Holt, Rinehart and Winston, Fort Worth, 1991, ISBN 0-03-031149-7, CC H62 J91. Other useful textbooks are: R Burgess, In the Field, HM28 B95 CC, I984; N Denzin & Y Lincoln (Eds), Handbook of Qualitative Research H62 H23 CC, 1994.

Assessment: The course is assessed by two methods. (a) Two pieces of coursework: This counts for twenty-three per cent of the final mark and consists of two equally weighted components. (b) Two written exams: Students registered on SO4M1 will take SO4M1a which is a 2-hour open book examination based on MI451 (worth 12%) and SO4M1b (worth 65%) which is a three-hour formal unseen examination based on the quantitative and qualitative components taught in the Department. Students registered on SO4M2 will take SO4M2a which is a 2-hour open book examination based on MI452 (worth 12%) and SO4M2b (worth 65%) which is a threehour formal unseen examination based on the quantitative and qualitative components taught in the Department. All examinations will be given in ST.

SO4M3/SO4M4

Methods of Criminological Inquiry

Teachers responsible: Dr Janet Foster, S268 and Ms Rachel Condry, S2 Availability: For MSc Crime, Deviance and Control. This course is also open to students taking other MSc programmes.

Core syllabus: This course offers the opportunity to examine elements of quantitative and qualitative research methods which are particularly helpful for criminological enquiry. As part of this course students are required to attend, and be assessed in MI451 Quantitative Analysis in Social Research 1: Description and Inference (for those with little, or no statistical training), or MI452 Quantitative Analysis 2: The Generalised Linear Model (for those with more sophisticated statistical skills).

Content: The course begins with EITHER: MI452 or MI451 in the Autumn term. These courses are run by the Methodology Institute and form the foundation of the quantitative element of the course. MI451: Quantitative Analysis 1: Description and Inference covers the basic theory and concepts associated with quantitative social research: logic of sampling, descriptive statistics, hypothesis testing and basic data analysis. Students will use SPSS (a statistics package) to explore and manipulate data. If you register for SO4M3 you will automatically be included on MI451. MI452 Quantitative Analysis 2: The Generalized Linear Model is a more sophisticated course that covers various multivariate techniques, including multiple regression, logistic regression and log-linear modeling. If you register for course SO4M4 you will automatically be included on MI452. For both M1451 and MI452 exercises and project work must be completed. In the second term we examine qualitative methods, including interviewing techniques, problems of gaining access and ethnographic methods, as well as quantitative research and its uses in Criminology (for example, crime surveys, longitudinal analysis, crime trend analyses and

Teaching: MI452 or MI451 in the Autumn term. Ten Methods of Criminological Enquiry Seminars, 1.5 hours in the LT.

Reading list: K Punch, Introduction to Social Research: Quantitative and Qualitative Approaches, 1999; M Hammersley & P Atkinson, Ethnography Principles in Practice, 1995; Miles & A Huberman, Qualitative Data Analysis, 1994; A Oppenheim, Questionnaire Design and Attitude Measurement; R Black, Evaluating Social Science Research; K Bordens & B Abbott, Research Design and Methods; V Jupp, Methods of Criminological Research, 1989; P Rossi & H Freeman, Evaluation: A Systematic Approach.

Assessment: This course has four elements of assessment. Students registered on SO4M3 will take SO4M3a which is a 2-hour open book examination based on MI451 (worth 30%). Students registered on SO4M4 will take SO4M4a which is a 2-hour open book examination based on MI452 (worth 30%). All students must also take SO4M3b/SO4M4b a twohour formal unseen examination on Methods of Criminological Enquiry (worth 40%), All examinations will be given in ST. In addition, students must also submit in LT a qualitative fieldwork exercise (worth 15%) and a methodological critique of a quantitative study submitted at the beginning of

STATISTICS

ST402 Principles and Methods of Statistical Practice

Teacher responsible: Dr J Penzer, B610

Availability: Primarily for MSc Statistics, also available as an option to MSc students. Pre-requisite: Mathematics to the level of MA200/MA201 Further Mathematical Methods.

Core syllabus: The course is intended partly as a refresher - quickly covering some fundamental aspects of practical probability and statistics and partly as an introduction to advanced methods currently used in social

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.

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: Mrs J I Galbraith, B615

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. Nonresponse errors, weighting and other practical constraints with examples

Teaching: Lectures: 20 MT.

Classes: 8 MT plus one 2-hour workshop 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.

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, multidimensional scaling, principal components analysis, correspondence analysis, factor analysis, latent variable models, multivariate normal distribution, exponential family, and structural equations models.

Teaching: Lectures: 15 LT. Computer workshops: 4 x 2 hour LT.

Written work: Two small reports to be used for assessmen Reading list: D J Bartholomew , F Steele, I Moustaki and J I Galbraith, The Analysis and Interpretation of Multivariate Data for Social Scientists; D J Bartholomew & M Knott, Latent Variable Models and Factor Analysis; C Chatfield & A J Collins, Introduction to Multivariate Analysis; B S Everitt & G Dunn, Applied Multivariate Data Analysis.

Assessment: Course assessment [30%]; 2-hour written examination in the ST [70%].

ST409

Stochastic Processes

Teacher responsible: Ms Pauline Barrieu, B603

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: 20 LT. Classes: 10 LT. Reading list: N H Bingham & R Kiesel, Risk Neutral Valuation; R Durrett, Essentials of Stochastic Processes: P Embrechts, Modelling Extremal Events;

T Mikosch, Elementary Stochastic Calculus; S I Resnick, Adventures in Stochastic Processes; S M Ross, Introduction to Probability Models. Assessment: 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 probability and distribution theory.

Core syllabus: A broad introduction to statistical time series for

Content: Autocorrelation, stationarity and causality. ARIMA models, identification, estimation, diagnostic checking and linear prediction. Nonstationarity and differencing. Structural time series models, state space models, Kalman filtering and smoothing. Seasonality, cycles, explanatory variables, structural breaks, intervention analysis and modelling volatility. 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.

Regression, Diagnostics and Generalized Linear

Modelling Teacher responsible: Professor A C Atkinson, B709

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

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

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

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.

Surveys and Experiments in Social Research

Teacher responsible: Dr J Kuha, B808

Availability: Primarily for MSc Statistics, MSc Social Research Methods (Statistics) and MSc Operational Research. Pre-requisite: a basic knowledge of statistics and probability up to first degree level.

Core syllabus: The course deals with practicalities of the design and

Content: Principles and methods of empirical research. Strategies and methods of survey data collection, problems of measurement and scaling, attitude measurement, questionnaire design, response errors, interviewer effect, problems of and procedures for compensation for non-response. Experimental studies, common experimental and quasi-experimental Teaching: Lectures: 10 MT and 20 LT,

Reading list: C A Moser & G Kalton, Survey Methods in Social Investigation; W R Shedish, T D Cook & D T Campbell, Experimental and Quasi-experimental Designs for Generalized Causal Inference. Assessment: 2-hour written examination in the ST (70%); course

assessment (30%).

ST416

Multilevel Models

Teacher responsible: Dr J Kuha, B808 Availability: Primarily for MSc Statistics and MSc Social Research Methods (Statistics). Pre-requisites: a knowledge of probability and statistical theory, including linear regression and logistic regression.

Core syllabus: A practical introduction to multilevel modelling with applications in social research.

Content: This course deals with the analysis of data from hierarchically structured populations (eg individuals nested within households or geographical areas). 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: T Snijders & R Bosker, Multilevel Analysis: an Introduction to Basic and Advanced Multilevel Modelling, Sage.

Also recommended are: I Kreft and J de Leeuw, Introducing Multilevel Modelling; H Goldstein, Multilevel Statistical Models; S W Raudenbush and A S Bryk, Hierarchical Linear Models: Applications and Data Analysis

Assessment: Course assessment [50%]; 2-hour written examination in the

H

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

ST417.2: Packages and Data Analysis (Dr M Knott) Analysis of data using standard statistical packages such as MINITAB, S-PLUS, STATA and SPSS. Students will work on a series of mini-projects presenting their

results to the group. Teaching: Lectures ST417.1: 8 MT.

Student Presentations ST417.1: 1 day during ST. Computer Workshops ST417.2: 15 MT.

Student Presentations ST417.2: 20 LT. Written work: ST417.1 one assessed project. ST417.2 two mini-projects using analysis of data sets and one presentation of a statistical package. Reading list: Appropriate material will be made available during the course. A general source referred to throughout will be the current issue of Social Trends, HMSO.

Assessment: Course assessed: ST417.1 [40%], ST417.2 [60%].

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 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

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

Assessment: 2-hour written examination in ST

ST450

Advanced Lectures on Special Topics in Statistics Teacher responsible: To be announced

Seminar series. Please refer to Departmental web page for details.

MRes/PhD IN POLITICAL SCIENCE

The programme is divided into two parts:

(1) Taught courses examined by unseen written examination, leading to the MRes in Political Science (one year of courses for students with a Masters' degree and two years for students without a Masters' degree). Students choose a 'Major' and 'Minor' specialisation from the Government Department's MSc programmes: Comparative Politics, European Politics and Policy, Public Policy, and Political Theory.

(2) Research and writing of a doctoral thesis.

TRACK 1 (Entry to the programme without an appropriate MSc or MA in Political Science)

First Year of Track 1

A. First draft of the Research Prospectus, to be submitted on 1 September (not to exceed 10,000 words)

B. Six taught courses:

Two 'foundation' courses:

GV505 Foundations of Political Inquiry (2nd term)

2. GV481 Public Choice and Public Policy I: Introduction (H) (1st term)

Two 'skills' courses

3. One of the following:

MI451 Quantitative Analysis 1: Description and Inference (1st term) (compulsory if no prior statistics)

MI452 Quantitative Analysis 2: The Generalized Linear Model (1st term)

4 One the following:

MI452 Quantitative Analysis 2: The Geralized Linear Model (2nd term) (compulsory if MI451 taken under 3)

MI455 Quantitative Analysis 3: Applied Multivariate Analysis (2nd term)

Another advanced-level course on statistics or econometrics taught elsewhere in the School (with the approval of the Programme Convenor)

Two 'specialisation' courses:

5. One of the following – the 'core course' in the Major specialisation:

GV467 Introduction to Comparative Politics (H) (1st term)

GV450 European Politics: Comparative Analysis (H) (1st term)

GV483 Public Management Theory and Doctrine (H) (1st term)

GV408 Contemporary Disputes about Justice (H) (1st term)

6. Any course taught in the second term listed in the MSc programme of the Major specialisation

Second Year of Track 1

A. Final version of the Research Prospectus, to be submitted on 1 September (not to exceed 10,000 words)

Five taught courses:

One 'skills' course: 1. A qualitative or quantitative methods course taught in either term in the Methodology Institute or elsewhere in the School, or a language course.

Four 'specialisation' courses:

2. The core course listed under 'First Year - 5', from the Minor specialization.

3. A course taught in either term listed in the MSc programme Major specialization.

4. A course taught in either term listed in the MSc programme Minor specialisation, which is not listed in the M.Sc. programme of the Major specialization.

5. Any course taught in either term in the Government Department or elsewhere in the School (with the approval of the Programme Convenor).

C. Attend the following non-examined workshops:

1. GV500 Doctoral Programme Seminar (1st term only)

2. One of the following Research Workshops (1st and 2nd terms):

GV501 Doctoral Workshop: Political Theory

GV502 Doctoral Workshop: European Politics and Policy

GV503 Political Philosophy Research Seminar

GV504 Doctoral Workshop: Political Economy and Institutional Analysis

GV506 Doctoral Workshop: Comparative Politics

D. Attend the following non-examined professional training courses:

Teaching Induction Course.

2. MI513 Drafting, Writing and Publishing a PhD Thesis (2nd term).

Third and Fourth Years of Track 1 (if upgraded to PhD)

Research and Writing Dissertation. The candidate is required to attend at least one of the PhD Research Workshops during the Third and Fourth Years (including Workshops attended in the previous year).

TRACK 2 (Entry to the programme with an MSc or MA in Political Science, with appropriate prior methods training, the focus of which becomes the candidates' Major subject for the MRes/PhD in Political Science).

A. The Research Prospectus, to be submitted on 1 September (not to exceed 10,000 words).

B. Five taught courses:

Two 'foundation' courses:

1. GV505 Foundations of Political Inquiry (2nd term).

2. GV481 Public Choice and Public Policy I: Introduction (H) (1st term) (or any course listed in the MSc programme of the Minor or Major subject if GV481 or a similar course taken in the MSc/MA).

One 'skills' course:

3. One the following:

MI452 Quantitative Analysis 2: The Generalized Linear Model (1st or 2nd term)

MI455 Quantitative Analysis 3: Applied Multivariate Analysis (2nd term)

Any methods course taught in the Methodology Institute or elsewhere in the school, if MI452 already taken.

Two 'specialisation' courses, or one 'specialisation' course and one 'skills' course:

4. One of the following - the 'core course' in the Minor specialisation:

GV467 Introduction to Comparative Politics (H) (1st term)

GV450 European Politics: Comparative Analysis (H) (1st term)

GV483 Public Management Theory and Doctrine (H) (1st term) GV408 Contemporary Disputes about Justice (H) (1st term)

5. One of the following:

Any advanced methods course taught anywhere in the School.

Any course taught in either term listed in the MSc programme of the Major or Minor specialization.

C. Attend the following non-examined workshops:

1. GV500 Doctoral Programme Seminar (1st term only).

One of the following Research Workshops (1st and 2nd terms):
GV501 Doctoral Workshop: Political Theory
GV502 Doctoral Workshop: European Politics and Policy

GV503 Political Philosophy Research Seminar

GV504 Doctoral Workshop: Political Economy and Institutional Analysis

GV506 Doctoral Workshop: Comparative Politics

D. Attend the following non-examined professional training courses:

1. Teaching Induction Course

2. MI513 Drafting, Writing and Publishing a PhD Thesis (2nd term).

Second and Third Years of Track 2 (if upgraded to PhD)

Research and Writing Dissertation. The candidate is required to attend at least one of the PhD Research Workshops during the Third and Fourth Years (including Workshops attended in the previous year).

Award of the MRes in Political Science

The MRes in Political Science will be awarded if all the examinations are passed, with an overall grade determined as follows:

- a 'Pass' is awarded if the examinations are passed with an average mark of between 50 and 59;

- a 'Merit' is awarded if the examinations are passed with an average mark of between 60 and 67; and

- a 'Distinction' is awarded if EITHER (a) a mark of 70 is achieved in a majority of the examinations, OR (b) the examinations are passed with an average mark of 68 or more.

Upgrade to PhD

Upgrade to PhD is dependent upon:

Pass of the MRes with at least a Merit grade.

2. Approval of the Research Prospectus by the Prospectus Approval Committee. The prospectus is defended in front of the Prospectus Approval Committee (probably in early October). The Committee will be comprised of: (a) the student's two co-supervisors, (b) the PhD Programme Convenor, and (c) the External Examiner of the MRes

degree. The two co-supervisors will be expected to have been in consultation with the student in the preparation of the prospectus.

Award of the PhD in Political Science

Award of the PhD is dependent upon:

. Completion of a research monograph (maximum 75,000 words).

2. Successful defence of the Thesis according to the rules of the University of London.

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.

INTRODUCTION

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.

See YOUR PROGRAMME OF

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

The Methodology Institute provides a number of courses for research track PhD programmes. For first year PhD students MI450 Foundations of Social Research has modules in quantitative analysis, research design and qualitative methods. MI510 Advanced Social Research Methods offers modules in study skills, quantitative analysis and specialist options in a range of aspects of social research. All PhD students are welcome to attend any courses offered by the Institute, details of which are in the relevant part of the section on Masters degrees above.

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

Core syllabus: Introduction to the methods and materials of study for the MPhil and PhD. The purpose is to provide a preliminary introduction (a) to look at practical problems likely to be encountered in working for a higher degree by thesis; and (b) to review the resources available to assist students at the School.

Content: 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: One meeting in the second week of the MT.

MI512

Information Skills

Teachers responsible: Library staff 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. Introduction to the Data Library. This session will explore the data resources available for research students. Covering the different UK Data Centre services the class will enable participants to locate and access a variety of datasets.

Teaching: All classes will be held in the Library Training Room, Lower Ground Floor. Class times are available from the Library website and will be announced in the Institute's brochure Courses for Research Students. No booking is required for these classes

Assessment: This course is non-examinable.

MI513

Drafting, Writing and Publishing a PhD Thesis

Teacher 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. Core syllabus: 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. Content: 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

Teaching: Four 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,

Assessment: This course is non-examinable.

Applied Quantitative Analysis

Teachers responsible: Jouni Kuha, B808 and Matthew Mulford, B802 Availability: Students must have taken MI452 or have an equivalent

background in quantitative methods. Admittance to the seminar is limited in the first instance to those registered for the MSc Social Research Methods and interested PhD students.

Content: This course is a seminar and is not intended to provide training in any particular method. We will discuss issues concerning the application of quantitative methods to particular substantive issues in different social science disciplines. The methods to be discussed will primarily be those covered in MI452 and MI453. Discussions in the seminar will be based on the reading of a select number of research articles. These articles will be chosen as examples of good or bad practice or because they highlight interesting methodological issues. The papers will come from a variety of social science disciplines, including, political science, psychology, social policy, and sociology

Course Aims and Objectives: The objective of the course is to provide a forum for the discussion of methodological issues in the social sciences. In addition, students will gain a better understanding of how quantitative methods are used in practice. MSc students will be able to use this knowledge to guide them in the design and writing of their dissertation. For research students, critical evaluation of research articles is an essential part of professional socialisation.

Requirements: In order for this seminar to work participants must make a nmitment to do the assigned reading. Teaching: The course will run in the LT

Assessment: The course is not compulsory and not examined.

Spatial Analysis using GIS

Teacher responsible: Mr Peter Wright, S417a

Availability: Research Students, Research Officers and members of staff. Course syllabus: This course aims to provide an introduction to the rapidly growing field of Geographical Information Systems (GIS), for students and staff interested in applying it within their research. GIS are computer systems that can handle spatially referenced information in a far greater variety of ways than was ever possible with paper maps. By capturing, checking, manipulating, integrating and displaying spatial data quickly and accurately a wide range of different analyses can be carried out and questions addressed. Everything from social research - from the relationship between health, disease and the standard of living, to the environmental analysis of road building in Area of Outstanding Natural Beauty - can be included.

Content: During the course the students will be made aware of the potential uses of GIS, as well as its application within various fields of study. An introduction to the principles of GIS as well as the main state-ofthe-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: ESRI's 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 some of the skills necessary for individual application.

Teaching: This three day intensive course will take place during the Easter holiday and will be organised into two parts:

Part 1 - Introduction to GIS principles and applications - 10 hours of lectures (over three days)

Part 2 - Introduction to ArcView software and applications - four two-hour practical sessions (over three days).

Reading list: A comprehensive reading list will be given by the course teacher but the following are important texts that are referred to during the course: P Longley, M Goodchild, D Maguire & D Rhind, Geographical Information Systems and Science, Wiley, 2001; P Burrough & R McDonnell Principles of Geographical Information Systems, OUP 1998; I Heywood, S. Cornelius & S Carver, An introduction to Geographical Information Systems, Longman 1998; P Longley, M Goodchild, D Maguire & D Rhind, GIS: Principles, technical issues, management issues and applications, Wiley, 1999; D Martin, Geographic information systems: socio-economic applications, Routledge 1996; J Pickles (Ed), Ground truth: the social implications of geographic information systems, Guilford Press, 1995. Assessment: This course is non-examinable but the students will be given support and feedback on the practical work done during the course.

Seminar on sampling and survey methodology

Teacher responsible: Dr Patten Smith, c/o B811

Availability: Research students, research fee students in all departments

Core syllabus: The course will provide an introduction to the methodology of social surveys.

Content: It will cover all stages involved in designing and implementing a social survey, and will make frequent reference to major social surveys carried out in the UK. Important recent developments in survey methodology will also be covered.

Teaching: The seminar series will run for ten weeks in the LT.

Assessment: There will be no formal assessment associated with the course.

Methodology Institute Seminar

Teacher responsible: The Director of the Institute, B811

Availability: Open to research students, staff, and students on the Social Research Methods programme.

Content: Papers on topics of methodological interest will be presented by staff and visitors.

Teaching: Meetings arranged as needed, to take place in B813. Assessment: This course is non-examinable.

Special Topics in Social Research Methodology

Teacher responsible: The Director of the Institute, B811

Availability: Open to research students, staff and students on the Social Research Methods programme

Content: Special topics is a generic title covering a range from core training to issues at the leading edge of social research methodology. Past and future topics include simulation, sampling, quality indicators, questionnaire design, multilevel analysis and other multivariate methods. The sessions will be given by Institute staff and by academic visitors.

Teaching: Details are circulated as sessions are arranged.

Assessment: This course is non-examinable.

Advanced Qualitative Analysis: Text, Image & Sound Teacher responsible: Dr Martin Bauer, B804

Availability: Research Students undertaking projects using qualitative

Core syllabus: 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 Miler, Computer programs for qualitative data analysis (Sage, 1995); M Bauer & G Gaskell, Qualitative Researching with Text, Image and Sound (Sage, 2000).

Assessment: This course is non-examinable.

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 MI401 or MI454.

Content: It is intended to provide research students with an appreciation of various computer packages for qualitative analysis through introduction courses and hands-on training in the use of these tools. Teaching: Two half-day introductory training courses on computer packages such as NUD*ist, TEXTSMART, ATLAS/ti and ALCESTE during the MT and LT

Reading list: B Pfaffenberger, Microcomputer applications in qualitative research (1988); R Tesch, Qualitative Research; Analysis Types and Software Tools (1990); N G Fielding & R M Lee, Computer Analysis & Qualitative Research (Sage, 1998); E A Weitzman & M B Miles, Computer programs for qualitative data analysis (Sage, 1995). Assessment: This course is non-examinable

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

DURATION OF STUDY

Minimum period of

Maximum period of

registration

Continuous

registration rule

The minimum period of registration is two academic years (six terms) for full-time students, and for part-time students two years (six terms) for the MPhil or three years (nine terms) for the PhD. The University may under certain conditions reduce the minimum period to one year for those coming to the School to continue research previously being done for a research degree elsewhere in the UK.

The maximum period is six years (18 terms) for full-time students and eight years (24 terms) for part-time students or students who have studied a mixture of full- and part-time. Extension to the maximum period will be allowed only in exceptional cases by permission of your department, the Dean of Graduate Studies and Chair of the Graduate Studies Subcommittee.

You are required

- · to remain in registration, to consult your supervisor regularly about your progress and to be subject to the School's regular progress-reporting system, whether in attendance at the School or not, for as long as you wish to retain the right to submit a thesis for examination;
- to pay full fees at the appropriate rate up to the end of the minimum period of registration; • to pay for the first year (ie three terms) thereafter fees at 75% of the appropriate full rate; to pay the Completion Fee annually thereafter until either a thesis is submitted for examination, the

maximum period of registration has been met or the research is abandoned.

Subject to the approval of your supervisor, the Doctoral Programme Director and the Dean, you may continue registration outside the London area and/or outside the UK for employment purposes, if the minimum period of registration has been completed and if your department is satisfied that you will maintain regular communication and make satisfactory progress. Any re-

registration will be part-time.

London

Residence outside

Please complete the interruption of registration form available in the Student Services Centre. A maximum of two years interruption may be allowed. Exceptionally and subject to the approval of the Doctoral Programme Director, the Dean of Graduate Studies may allow a longer period. Periods of interruption do not count towards the minimum period of registration required by the University of London. No fees are charged for periods of interruption of registration

Research students: you may spend time away, to consult original sources or to undertake fieldwork or for other reasons, only on leave of absence with the written permission of the supervisor and the Dean of Graduate Studies, While on leave of absence you pay to the School the 'leave of absence' fee to maintain your registration. You are not issued with a Library card and you are not expected to make heavy demands on your supervisor's time; up to three 'supervisions' by correspondence per session may be expected. You will not be allowed leave of absence for more than a total of eighteen months unless exceptional permission has been given by the Dean of Graduate Studies and the supervisor following an examination of the academic case for leave.

Any period of leave of absence for which full fees are paid will count towards the minimum period of registration; otherwise it will not count. Students with awards from the ESRC will normally be counted as full-time students during periods of leave of absence, for which full fees will be charged.

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 Student Services Centre 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.

Interrupting your Studies

The Leave of Absence Fee is at the same level as the Completion Fee.

You may choose to pay full fees while on leave of absence.

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

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.

SUPERVISION AND RESEARCH TRAINING SUPPORT

Outside supervision

Doctoral Programme

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.

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
Departmental facilities 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.

Research Training Support Grant and **Fieldwork Grants**

The degrees of MPhil and PhD are examined by thesis. Before you can submit your thesis for examination you must get official approval for your thesis title from the Graduate Studies Subcommittee. To do this you should complete the Thesis Title Approval Form available from the Student Services Centre

RESEARCH DEGREE **EXAMINATION**

Official entry

You will then need to complete an official examination entry form available from the Student Services Centre. Your supervisor will have to countersign your form. Your supervisor will also need to indicate on the form who will be organising the examination and to which Subject Area Board the entry should be forwarded. Your supervisor will be asked to nominate an internal (to the University) and external examiner. The internal examiner should, if possible, come from another School or College of the University. Your supervisor cannot be appointed as the internal examiner.

The University's procedures for appointing examiners can be slow-moving. Your supervisor might wish to make informal contact with the proposed examiners before you submit your thesis, especially if it hoped to arrange the oral examination soon after the thesis is submitted.

The signed entry form (and the requisite supporting forms) should be sent to the Student Services Centre so that it may be authorised and forwarded to the Research Degree Officer at the University (tel 020 7636 8000, ext 7018/7019). The Student Services Centre will contact your supervisor for the names of the proposed external examiners. These names are then forwarded to relevant committees for approval. When the examiners have formally been approved the Research Degrees Office writes to the examiners, inviting them to act. When the Research Degrees Office receives your thesis it will pass it on to the examiners.

Once an entry form has been submitted, enquiries about the practicalities of thesis submission and oral examination should be directed to the Research Degrees Office at Senate House. The practical arrangements for examinations are entirely a matter of convenience between the examiners and the student and neither the Student Services Centre nor the Research Degrees Office at Senate House is involved.

You have 18 months from the date of your examination entry within which to submit your thesis. If you do not submit within 18 months your entry will lapse and a new entry will have to be made.

Your thesis must be submitted in the approved format. Details about the format are available from the Student Services Centre. You are responsible for the costs involved in the production of your thesis to the correct format.

Practical arrangements for your examination

Format and binding of thesis

Names of typists willing to type theses are sometimes advertised in LSE News and Views. Departmental Managers may also be able to make recommendations.

Typing and photocopying of thesis

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).

Re-submission of thesis

UNIVERSITY OF LONDON REGULATIONS FOR THE DEGREES OF MPhil AND PhD

Qualifications for Admission

- 1.1 The normal minimum entrance requirement for registration for the MPhil degree or the PhD degree is:
 - (a) 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
 - (b) 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
 - (c) a Postgraduate Taught degree of the University of London in a subject appropriate to the course to be followed; or
 - (d) 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 not

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.
- 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:
 - (a) 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;
 - (b) 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;
 - (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, and indicate in what respects they appear to the candidate to advance the study of the subject:
 - (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) 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;
 - (h) 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

² 'University' in this context refers to the Medical Studies Committee or the relevant Subject Area Board.

³ In certain fields of study a longer period of study may be necessary to prepare a thesis of equivalent scope.

part of the thesis. However presented, this work must be accompanied by an adequate and approved form of retainable

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:

(a) consist of the candidate's own account of his/her investigations;

(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;

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;

- 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;

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

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

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 Re-entry £250 MPhil Degree First entry Re-entry

[Cheques should be made payable to the 'University of London' and crossed 'NatWest Bank A/C Payee'.]

- A candidate shall be examined in accordance with the regulations in force at the time of his/her entry or re-entry.
- The entry form may not be submitted to the University earlier than six months before the completion of the prescribed course and must be submitted at least four months before the submission of the thesis.
- 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.

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.
- 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, nter-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.
 - 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.

In certain fields a longer period of study may be necessary to prepare a thesis of equivalent scope.

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.

- 9.1.5. 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.

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

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 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 satisfied. Thereafter the following conditions and procedures will apply:
 - (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.
 - (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
- 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.
- 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.

9.3.5. 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.)

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 the 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.

© University of London 2000

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.

- This code of practice sets out the minimum required of MPhil/PhD students (hereafter referred to as 'students'), their supervisors and departments. It may be supplemented by separate departmental or institute codes and guidelines covering specific departmental
- Regulations governing the registration, attendance and examination of students are published annually in the School Calendar. Students and their supervisors should acquaint themselves with these regulations. Different regulations are in force for students who commenced their registration before October 1989 and before October 1993. Information on these is supplied to the students affected
- The University of London regulations for the degrees of MPhil and PhD define the requirements of the MPhil and PhD thesis and these are published annually in the Graduate Handbook.
- The School's requirements on attendance and registration are published annually in the Graduate 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

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. Students should submit written work regularly to their supervisors.
- Students should take note of the guidance and feedback from their supervisors.
- Students should produce all material in typed or word-processed form.
- Students should, as a matter of courtesy, inform their supervisor of other people with whom their work is being discussed.
- 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.
- 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
- If a student cannot resolve serious problems within the Department or Institute he/she should approach the Dean of Graduate Studies who will attempt to resolve the problem.
- Students are obliged to complete and return the Dean's Questionnaire for Research Students by the stipulated deadline.
- Students are obliged to complete and forward to their supervisor the Progress Monitoring Form, which is sent to them by the Student

Obligations and responsibilities of supervisors

- The supervisor should have knowledge of a student's subject area and/or theoretical approach to be applied.
- 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.
- 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
- 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.

 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.
- 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
- 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
- acting as an advocate for research students in the department
- 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.
- 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.
- that teachers should not have sole supervisory responsibility for research students until they have passed their departmental review.
- (d) that no supervisor is overloaded with supervisory responsibilities. The recommended maximum number of registered research students per supervisor is eight.
- (e) that supervisors have the training and support they require to undertake effective supervision. This support might include recommending a supervisor to attend various training courses, conferences and seminars; teaching relief; and adjustment of other departmental responsibilities to take account of the supervisory load. The appraisal system might be used to identify training needs but the Doctoral Programme Director should also consider reviewing supervisors' responsibilities on an annual basis
- 30. In cases where a supervisor is criticised for poor supervision the Convener should discuss the complaint with the supervisor and, where appropriate, either recommend training or, if necessary, give other duties instead of supervision.
- 31. In cases where the supervisor being criticised is also the Convener, the Chairman of the Graduate Studies Subcommittee will have the responsibilities set out in paragraph 30.

Research training and support

- 32. All students are recommended to acquire keyboard and, where necessary, computer skills. If a student does not have these skills before registration Information Technology Services should be asked to advise on suitable training.
- All students should have training in appropriate research methods.
- Each department should establish, where appropriate, a collective research training programme for its students.
- 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

- 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).
- 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.
- 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.

- 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.
- 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 Student Services Centre, 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.

- 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 Graduate Studies to determine whether there is a prima facie case. If the Dean determines that there is no prima facie case, the student will be notified by the Academic Registrar in writing.
- 47. Where the Dean determines that there is a prima facie case, the Academic Registrar will convene an Appeal Panel comprising the Chair of the Graduate Studies Subcommittee and two members of the Committee chosen by lot. If the student belongs to the Chair's Department, the Chair will nominate another member of the Committee as a substitute.
- 48. Where the Dean has determined that there is no prima facie case, the student must inform the Academic Registrar in writing within fourteen days if he or she wishes to pursue the appeal. If the student wishes to pursue the appeal, a Panel will be convened as above.
- 49. The student's original statement and the Dean's determination will be available to the Panel. The student will be free at this stage to introduce grounds additional to those contained in the original statement. The Panel will take evidence from all relevant parties in the presence of all the parties. The Dean may give evidence to the Panel, but will not take part in its deliberations.
- 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.
- 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.
- The procedures for examination entry are published annually in the Graduate Handbook.
- 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.
- 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 June 2002

PROGRAMME OF STUDY, SEMINARS AND WORKSHOPS

The Department has a formally structured PhD programme and has recently received research training recognition from the ESRC. The aim of the programme is to produce students whose research is of the highest international quality. The programme normally consists of three courses in the first year, including a common course to be taken by all students. Students are required to do a seminar presentation in their first and second years. In addition, students are required to attend either the Seminar on Current Developments in Accounting Research or the Capital Markets Workshop. One further course or part-course may be taken in the second year.

Students are strongly encouraged to participate at an early stage in their research training in appropriate international workshops and colloquia. Students are also offered the opportunity to gain teaching experience, with appropriate training, without detracting from their research time.

The structure of the programme is designed to provide a broad based training in theoretical and empirical research methods in accounting and finance. It permits specialist paths, particularly between the sub-disciplines of accounting and finance. The department has close links with the Financial Markets Group and the Centre for Analysis of Risk and Regulation. Progress is regularly monitored by the departmental Postgraduate Assessment Review Panel, as well as through normal supervisory mechanisms

Entry to the programme is normally conditional on a candidate having obtained a first or upper second class honours degree in Accounting and Finance from a British university, or other degree accepted as equivalent for this purpose. Satisfactory performance in the MSc Accounting and Finance, the MSc Finance and Economics or the MSc Management and Regulation of Risk offered by the department may also meet the entrance requirements.

The department has a very strong research culture which includes an active seminar programme and a programme of distinguished visitors.

Doctoral Programme Director: Professor D Webb, R413

AC500

Seminar on Current Developments in Accounting Research

Teachers responsible: Professor P B Miller, E311, Professor M Power, H606 and Professor T Hemm

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).

AC501

Seminar in Accounting Research Methods

Teachers responsible: Professor P B Miller, E311, Professor M Power, H606 and Professor T Hemmer

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).

Topics in Financial Markets

Teacher responsible: Professor G Connor, A353

Availability: Research students in the Department of Accounting and Finance, Economics Department and other students with the permission of

Teaching: 40 lecture hours and 20 class hours in MT and LT.

Content: Recent journal literature on the theory and econometrics of asset

Assessment: Two hour examination in ST (weight 50%) and essay due in

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

Assessment: Two hour examination in ST (weight 50%) and essay due in

The MPhil/PhD programme has been a key element in the life of the Department for many years. We place the highest priority on the field research of our postgraduate students and on their professional development. The programme has a strongly international character, with students from a range of cultural and academic backgrounds.

To register for the MPhil/PhD in Anthropology, students must normally have obtained either an upper second class honours degree in social anthropology or a master's degree in social anthropology (passed at a high standard) from a UK university. Students who do not have these qualifications will need to complete one of the following courses before applying to the MPhil/PhD: MSc Social Anthropology, MSc Anthropology and Development, MSc Anthropology of Learning and Cognition.

The first year of the MPhil/PhD programme focuses on research preparation and methodological training. (Please note that some students in the programme will be registered for the MSc Social Anthropology [Research Track], the course requirements for which are identical to those for the first year of the MPhil/PhD.) The first year course requirements are as follows: AN500; AN501; either MI451or MI452; and MI453. (M-prefixed courses are held in the Methodology Institute; for course details see page 220.) In addition, students follow a reading and fieldwork preparation course under the direction of their supervisors and prepare a 10,000 word research proposal. The proposal will be examined, and must be passed before a student will be allowed to begin fieldwork. After fieldwork (which normally lasts approximately 18 months), students begin writing their PhD dissertations under the close supervision of members of staff. During this period of their studies, they attend weekly thesis-writing seminars (AN503), as well as the departmental Seminars on Anthropological Theory (AN500), and bi-monthly seminars on recent developments in anthropology (AN507).

Seminar on Anthropological Theory

Teachers responsible: Dr C Stafford, Professor C Fuller and Dr L Bear

AN501

Field Research Seminar

Teachers responsible: Dr M Scott and members of the Department Availability: This seminar is for MPhil/PhD students prior to fieldwork. Content: Anthropological fieldwork methods; ethical considerations in fieldwork; recording techniques; research proposal writing and grant applications. **Teaching:** 20 2-hour seminars over MT and LT.

Written work: Students will be required to prepare ser Reading list: Appropriate readings will be given during the course.

Assessment: This course is assessed through the research proposal (see

AN503

Thesis Writing Seminar

Teachers responsible: Dr F Cannell, Professor J Parry and Professor M

Availability: This seminar is for 3rd and 4th year MPhil/PhD post-fieldwork

AN507

Precepts and Practices

Teachers responsible: Dr M Engelke and Dr M Mundy Availability: This seminar is for 3rd and 4th year MPhil/PhD post-fieldwork

Core syllabus: Recent theoretical developments in anthropology and the

Content: The course examines key theoretical concepts and approaches in

It focuses on a number of areas, including post-structuralist and postmodernist theory; theories of the person and the body; theories of gender; theories of social change; theories of distribution and consumption; theories of religion and ritual; and such theoretical issues as are determined from time to time to be relevant to the course participants.

Teaching: Four seminars in each of the MT and LT and two in the ST. Reading list: Detailed list will be provided at the beginning of the course. Assessment: This is a non-examinable course.

NA 02/3

A Programme of Ethnographic Films Teachers responsible: To be a

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 global political economy, rural development and change, institutional and organisational theory, econometrics and quantitative methodologies, democratic transition and democratisation, gender and development, and the analysis of poverty and human development; and regional expertise primarily on Southeast, South and East Asia and Africa.

We encourage MPhil/PhD applications from outstanding students who wish to undertake interdisciplinary research on a development topic that falls within the expertise of at least one of our faculty members. Applications should be submitted early in the calendar year for entry

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.

Aside from students who are admitted with conditions of course work, the particular course work a student will require is decided with the supervisor upon arrival. Aside from regular attendance at the Seminar in Development Studies Research DV500, first year MPhil students (who have not read our MSc) are required to take the course Philosophical and Methodological Issues in Development Research (also taken by our MSc students). Research students taking this course must achieve 60% or better on a methodology essay before being upgraded to PhD status.

MPhil/PhD students will find it advantageous to attend our weekly **Visiting Lecture Series in Development Studies** (also attended by MSc students) where they are introduced to the work of leading UK-based academic researchers who speak about their current work in the development field. The series also includes "development practitioners" who introduce students to issues drawn from the experience of development projects.

Additionally research students are encouraged or may be required to participate in courses offered by the Methodology Institute and other departments while they prepare their proposals.

Evaluation and Progress as a Research Student at DESTIN

We believe that most students who plan to write a PhD dissertation should be able to complete the process within three years, or four years maximum. Part-time students should take no more than six years. While we follow the general Code of Practice for Research Students at the LSE, DESTIN has 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

Research Seminar in Development Studies

Teacher responsible: Professor Robert Wade, U102 Availability: For MPhil and PhD students in Development Studies, but other members of the research community are welcome to attend.

Core syllabus: This seminar is designed to provide a regular occasion to discuss theoretical and methodological issues in Development Studies

research. Research students are expected to attend the seminar while

in residence in London and to make at least one presentation during the academic year. Students should inform their supervisor(s) of the date when they are scheduled to make a presentation. First year students will be expected to present a draft of their research proposal to the seminar sometime during the LT. Continuing students may make a presentation based on a report of their research abroad, draft chapters or ven their final draft of the dissertation

Teaching: The seminar meets through the MT and LT and 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 their relevant Work in Progress Seminar where significant chapters of theses are presented. Upgrading to PhD registration often follows successful presentations. Many students are affiliated to one of the economics Centres or Institutes such as The Financial Markets Research Centre, the Suntory-Toyota International Centres for Economics and Related Disciplines and the Centre for Economic Performance. Most students do some undergraduate class teaching, either as teaching assistants or as part-time teachers.

At the end of the second year there is a review of completion prospects. 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	Paper Title	Course Guide
Number		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 a	and Subsequent Year	
4.	Work in Progress Seminars	EC501

EC500

Seminar in Research Strategy

Teachers responsible: Dr A Prat, R522 and A N other 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

FC501

Work in Progress Seminars

Teacher responsible: Professor A Manning, R451 and others Availability: This course is for MPhil and PhD students in Economics in the

Core syllabus: Eight seminar groups, covering PhD field specialisms provide fora for research students in economics to present their work. Outside speakers are also invited from time to time

Teaching: Seminars EC501: The frequency of meetings to be determined according to the number of students in each specialism, but generally each group will meet weekly throughout the session

FC502

Topics in Economic Analysis

Assessment: This course is not examinable.

Teacher responsible: Professor A Manning, R451
Availability: This course is for MPhil students in Economics.

Core syllabus: The aim of the course is to illustrate recent development in Economic Analysis, both theoretical and applied; with the particular aim of suggesting areas for fruitful research.

Teaching: Lectures EC502: 30 x 2 hours MT and LT. Six topics will be covered by

different lecturers, each consisting of five 2-hour sessions. Reading list: A separate reading list will be supplied for each section at the time of the course.

Assessment: A three-hour written examination in the ST. The paper will be in six sections, and candidates will be expected to answer four questions, drawn from at least two sections. There is a premium for answering from three sections and a larger premium for answering from four sections.

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 all three elements of that course. 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 or skills training courses as required for their thesis topic

Courses and seminars: All research students are required to attend and participate in the weekly Thesis Workshop in Economic History (EH590). Supervisors may require the attendance of students at other relevant research seminars at LSE or elsewhere within the University of London. Students who lack appropriate knowledge of substantive areas of economic history or 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.

Seminar on Modern Economic History

Teachers responsible: Members of the Economic History Department 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.

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

EH520

Asia and Latin America

Availability: For research students.

Approaches to Economic and Social History

Teaching: Meets weekly (EH518) in the LT and ST.

Teachers responsible: Dr Gareth Austin, C319 and others

Teachers responsible: Dr Janet Hunter, C313 and other

Seminar on Comparative Economic History of Africa,

Core syllabus: The seminar provides a forum for discussing recent

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.

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

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

The Programme is designed to provide research training and an interdisciplinary social science framework for doctoral research on specialist European topics. Two specialisations are available:

- i. political economy transition and integration.
- ii. European governance

Entrance Requirements

We encourage MPhil/PhD applications from outstanding students who wish to undertake interdisciplinary research that falls within the expertise of at least one of our permanent faculty members. Candidates should have a good MSc degree from a UK university or its equivalent. Students who have not taken an MSc level course equivalent to the appropriate LSE option relevant for their specialisation will normally be required to take that course in the first year of study. Students should submit a short research proposal (not more than 2,000 words) outlining their main research question(s), methodology, and sources with their application. This proposal will allow us to assess the potential of the proposed project and especially the availability of appropriate supervision within the Institute. The Institute may subsequently request applicants to submit a sample of written work or to appear for an interview.

Recommended Application Date

31 March 2003

All students are initially registered for the MPhil degree and every student must follow:

- a. the Research Design and Methods seminar of the Institute (MT)
- b. EU553 European Political Economy Seminar
- c. on the advice of the Supervisor, relevant course(s) in the Methodology Institute.

Every student is affiliated to a research group within the European Institute.

Every student must conduct research under the guidance of a Supervisor, regularly submit written work to the Supervisor and provide the materials required for annual reviews

The degree is awarded on the basis of a thesis of not more than 100,000 words on an approved topic and an oral examination.

Supervisors and Assessors

The Research Tutor allocates to each student a Supervisor, from amongst the tenured staff of the Institute. Each year the Research Tutor appoints one Assessor for each student; the Assessor and Supervisor together form the Review Panel for that student. The Research Tutor is responsible for admissions and for the general welfare of students.

Progress Reviews and Upgrading to PhD

At the end of the first year each student must submit a Thesis Proposal, a Literature Review and an outline for examination by a Review Panel; re-registration is subject to the decision of the Research Tutor, following a satisfactory report from the Review Panel to the Institute

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.

European Political Economy Research Workshop

Teachers responsible: To be annot

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.

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: Presentation and discussion of research in progress Core syllabus: A detailed syllabus is fixed at the start of each term.

Teaching: 9 seminars, EU551, (monthly M,L,S).

Assessment: There is no examination for this course

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).

ent: 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 Contemporary Debates in Human Geography (GY403). They must also take courses in quantitative and qualitative methods (MI451 or MI452 plus MI453 and MI454). All students must take courses up to the value of 1.0 course units from a specialist subject related to their Thesis. In addition, students should attend Staff-Graduate Student Seminar (GY502) as well as any relevant cluster seminars, and they must present their work in the Doctoral Student Research Presentations (GY500).

Students will be monitored and reviewed annually throughout their period of registration. Students may be required to complete additional courses, as deemed relevant by their supervisor, in later years of registration.

Students are required to be in attendance throughout their period of registration. Absences for illness or fieldwork must be approved by the Director of Graduate Studies in Geography and the Dean of Graduate Studies, LSE.

Contemporary Debates in Human Geography See entry in the MSc Geography and Environment sect

Doctoral Student Research Presentations

Teacher responsible: Dr Y Rydin, S413

Availability: For Geography and Regional & Urban Planning Studies Research Students (MPhil and PhD) throughout their period of registration. Core syllabus: Presentations by research students of aspects of their own research, stressing problems of theory, methodology and techniques.

Written work: All students attending this course will be required to present their own research twice in the period of registration.

Teaching: 2 half-day-long workshops, one each in the MT and LT.

Assessment: This course is not intended as preparation for any particular

Staff-Graduate Student Seminar

Teacher responsible: Dr Y Rydin, S413. Availability: For all MPhil/PhD students registered in the Department of Geography and Environment and staff. Other interested students may

Core syllabus: Presentations by speakers from both inside and outside of the Department on aspects of their own research.

Teaching: 16 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.

GOVERNMENT

Government Departmental Doctoral Programme

Admission requirements including prerequisites.

The department normally requires an MSc at well above pass level.

Compulsory and optional methodological and other courses/seminars in first and subsequent years. The Doctoral Programme Seminar, which is organised and chaired by the Doctoral Programme Director, Professor Rodney Barker, is compulsory for all first year students. Intended to deepen and broaden students' engagement with political science, it spends the first term

on basic advice on research design and methodology, provided by a significant proportion of the Department's staff. In the Lent and Summer Terms the seminar focuses on work-in-progress reports presented by student members of the seminar. Students' attendance and participation is directly taken into account in the review at the end of the first year.

A large number of seminars and courses are offered by the School's *Methodology Institute*. All students are strongly advised to attend at least: MI500 Introduction to Study for the MPhil and PhD and MI502 Drafting and Writing a PhD Thesis. For the rest, students take advice from their supervisors early on in their first term and attend those sessions deemed to be of particular relevance to their research.

A full range of 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

In addition to the provision of supervision the Department's own arrangements ensure that each student who is not already cosupervised within the Department will be assigned an advisor.

The role of advisor is a flexible one, but in general includes:

- acting as a substitute in the absence of the supervisor,
- providing a supplementary source of advice and encouragement, and constituting a second person on whom students can draw (for example, for references and general academic contacts).

It is the Department's practice to review all full-time students each year and all part-time students every second year. The review takes

place each year in the Summer term, with particular importance being attached to the assessment made at the end of the first year, when both re-registration and transfer from MPhil to PhD are considered.

In addition to the School-wide arrangements governing the review process the Government Department's own arrangements provide:

(a) that the review entail assessment by the supervisor and one other teacher (normally the advisor or co-supervisor); and

(b) that reports on attendance and performance (in particular in the form of presentations) at the Doctoral Programme Seminar (first year) or relevant Workshop (subsequent years) form an important element in the review.

Details of the requirements for review are laid out in the Department's Research Student Handbook, which is provided to all Research Students at the start of every session and is available on the Department's web site.

Departmental expectations about completion
It is the expectation of the School and the Department that full-time students should be able to complete their thesis within four years of initial registration; and part-time students within six years of initial registration.

MRes/PhD IN POLITICAL SCIENCE

Details can be found on page 230.

Doctoral Programme Seminar

Teacher responsible: Professor 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

Teaching: 30 two hour weekly seminars in the MT, LT and ST. Students are advised to attend MI502. Drafting and Writing a PhD Thesis in the LT and MI500 Introduction to Study for the MPhil and PhD in the second and third weeks of the MT.

Assessment: Attendance at this course is a pre-requisite for first year research students to progress to their second year. All students are required to give a presentation outlining their research to the seminar in the LT.

GV501

Doctoral Workshop: Political Theory

Teachers responsible: Dr P J Kelly, 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: Professor S Balfour, J316

Availability: Primarily for second and subsequent year research students in Government/European Institute specialising in European politics and policy. First year students may attend if numbers permit.

Content: An opportunity for students to present chapters or papers related

Teaching: One-and-a-half hour seminars held weekly in MT and LT.

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 M Thatcher, K305 Availability: Primarily for second and subsequent year research students in Government specialising in political economy and institutional analysis, including cross-national studies. First year students may attend if numbers

Content: An opportunity for second and subsequent year research students to present chapters or papers related to their current research. Discussion of research design and methodology.

Teaching: 13 two hour seminars held fortnightly in MT, LT and ST.

GV505

Foundations of Political Inquiry

Teachers responsible: Dr S Hix, L305 and Dr P Mitchell, K308 Availability: 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 LT and ST. Reading list: G King, R O Keohane & S Verba, Designing Social Inquiry: Scientific Inference in Qualitative Research, Princeton University Press, 1994 and D Little, Variations of Social Explanation, Westview, 1991. Assessment: Two-hour unseen examination

GV506

GV507

Doctoral Workshop: Comparative Politics

Teachers responsible: Dr W Kissane, L101 and Dr C Lin, L202 (on leave

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

NA 02/03

Teaching: 15 two hour seminars held fortnightly in MT and LT.

Topics in Political Economy

Teachers responsible: Professor K Dowding (Government) K206, Professor T Besley (Economics), 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 ermission 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 meet 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

Teachers responsible: Professor K Dowding, K206 and Mr Valentino

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.

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 GV234 Theories and Problems of Nationalism plus seminar programme GV479. Assessment: There is no examination for this course.

INDUSTRIAL RELATIONS

Research Methods for Industrial Relations See the department's entry in the section on Master's degrees course quides.

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

INFORMATION SYSTEMS

MPhil/PhD students will normally follow a structured programme. The goal of the programme is to facilitate the transition from Master's Level work to active research by incorporating an element of directed course work in the first year. In addition to course work, participation in research training is required in the first year of work towards the MPhil/PhD.

The course work in the first year has four elements, two courses and two seminars. The courses normally are Interpretations of Information IS473 and one other course suited to the student's research interests to be agreed individually with the Department. The seminars are one in Research and Study Methods in Information Systems and one in which research material is presented and discussed. In order to proceed to research in subsequent years students must pass the requirements of their two courses and show good progress

The first examination will consist of two papers as follows:

Paper	Paper Title	Course Guide
Number		Number
1.	Interpretations of Information	IS473
2.	Normally a paper from MSc in Analysis, Design and Information Systems to be approved by the Dep	partment
In addition,	students will be required to fulfil the requirements of:	
3.	Research in Information Systems	IS555
And actively	y participate in:	
4.	Seminar for research students in Information Systems	IS554
	and the second s	

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

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 availab

Research Student Workshop

(Primarily for 1st and 2nd year research students)

International History Departmental Seminar

at LSE Dr N Ashton.

HY507

History of Contemporary Spain (Seminar)

Professor P Preston and others.

British History, 1815-1945

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 (MI511), Information Skills (MI512), Drafting, Writing and Publishing a PhD Thesis (MI513) and Special Topics in Social Research Methodology (MI551). (Part-time students may attend the Methodology Institute courses over two years.) All research students (both

MPhil and PhD) regardless of year are expected to attend at least one of the subject workshops offered by the Department. These include international political economy, foreign policy analysis, security policy, international organisation and concepts and methods. Research students are also expected to attend the International Relations Seminar for Staff and Research Students (IR500).

The Department also encourages all research students to attend the weekly Editorial Board meetings of Millennium: Journal of International Studies, the International Relations Department student-run journal. Early in the Summer term first and second year research students will have their progress reviewed by a Research Panel of three staff members, normally including their supervisor. Its purposes are, broadly speaking, to review progress made since the student's admission or previous interview with a research panel; to offer guidance to the student and the supervisor from other teachers, as the thesis takes shape; and, by demonstrating in a systematic way the Department's interest in its research students, to reduce any sense of intellectual and social isolation which may be experienced by those whose research ploughs a lone furrow.

Students are normally upgraded from MPhil status to the PhD degree by the Research Panel at the end of their second year. This requires submission of an introduction and two draft chapters of a thesis for the approval of the student's supervisor and the Panel. Students registered from 2000/1 who have not made sufficient progress to be converted from MPhil to PhD registration by the end of their second year will normally be prohibited from re-registering. Where a student is allowed to re-register for a third year but is found to be under-performing by the time of their Research Panel in the Summer Term, they will be required to produce a piece of work as stipulated by the Research Panel for submission by, say, the September of the same year, in order to register for a fourth year. Other students who are in their third or subsequent year/s of registration are only required to attend a Research Panel if the supervisor decides that this is necessary. Professor William Wallace serves as Director of Doctoral Programmes, a post with overall responsibility for research students.

Research students may also be interested in attending some 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 members responsible: Dr C Coker, D511 and Dr J Kent, D407 Availability: Course intended primarily for staff and research students Teaching: 10 sessions each of one and a half hour's duration, held during MT and LT (IR500). A detailed programme will be advertised early in the MT.

International Relations Research Methods

Training Seminar

Teacher responsible: Dr C Hughes, D509

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 Schoolbased inter-disciplinary seminars on basic statistical techniques, compiling surveys and conducting 'elite' interviews and any other relevant courses offered by the Methodology Institute.

Teaching: The course will consist of 18 seminars in MT and LT (IR501). In addition, all students must participate in the Research Design Workshop (IR509) and at least one of the department's several workshops where staff and research students present preliminary papers and discuss common problems of current research. Details of individual meetings and suggested readings will be provided at the beginning of the course

IR502

International Relations Theory Workshop

Teacher responsible: Dr P Wilson, D516

Availability: IR502 is part of the research training programme for all new research students working in the area of international relations theory, broadly defined to include critical and post-modern, and in addition is open to all interested staff and research students.

Content: The workshop is based around papers in international political theory, circulated in advance, and presented by LSE staff, research nts and invited external speakers.

Teaching: Fifteen weekly seminars, each of one and a half hour's duration, commencing in week one of LT.

IR504

Foreign Policy Workshop

Teacher responsible: 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).

NA 02/03 **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, in weeks 3, 6 and 9 of MT, LT and ST.

International Institutions IV Research Seminar

Teacher responsible: Professor P Taylor, J218 Availability: Course intended primarily for academic staff and research

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

Written work: None. Reading list: None

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 two-hour 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.

Security, Conflict and Peace Studies Workshop

Teachers responsible: Dr C Coker, D511 and Dr S Economides, D709 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; peacemak

peacebuilding and reconciliation.

Teaching: 12 seminars of one and a half hours, meeting fortnightly throughout the session, commencing in week 6 of MT.

IR514

NA 02/03

Middle East Research Workshop

Teacher responsible: Professor F Halliday, D510 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.

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 nine meetings each of 90 minutes' duration, three in each term

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

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.

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

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

Supervision for MPhil and PhD research is available in graph theory, combinatorics, combinatorial optimisation, computational learning theory, game theory, search theory, ergodic theory, and in applications of discrete mathematics to problems in areas such as telecommunications, finance and economics

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 and other members of the Mathematics Department

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.

CDAM Informal Workshop

Teacher responsible: Professor Steve Alpern, B407, other members of the Mathematics Department and Mathematics MPhil/PhD students Availability: For MPhil/PhD students in Mathematics, but other members of the research community are welcome to attend.

Content: The informal workshop ranges over many areas of pure and applied mathematics. However the emphasis is on topics in discremathematics and game theory.
See http://www.cdam.lse.ac.uk/Seminar/Workshop/
Teaching: 30 meetings throughout the MT, LT and ST.

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 coursework, which will be formally assessed. This includes a broad training in research methods as well as advanced courses in theory and concepts. In addition students will follow specialised option courses appropriate to their research topic, subject to agreement with their supervisor.

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 (MI411 Quantitative Analysis in Social Research I,

MI412 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 coursework only) PS405 Theories and Concepts in Media and Communications (Power and Processes). Students are encouraged to attend other graduate seminars and courses relevant to the subject of their research in their first and subsequent years.

Students will be required to submit a full Thesis Proposal of between 8,000 and 10,000 words to their Thesis Committee by 1 July in their first year (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

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: MI411, MI412, 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 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

PH417 Logic: Formal and Philosophical

(for those who have not already taken an appropriate logic course)

for those who have already taken an appropriate logic course,

One of:

(a) 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.

- 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.

- PH501 Philosophical Problems
- Fither
- One further PhD-level seminar (namely, PH551 Research Seminar in Philosophy of the Natural Sciences, PH555 Research Seminar in Philosophy of Economics and Social Sciences or the PH500 Research Methods in Philosophy I) in each of the three terms, with attendant seminar requirements:
- (NOTE: you are allowed to "mix and match" from these offerings as you please)
- One further MSc examination course, with course essays and examination
- 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

- Either
- One further choice from year 1 requirement No.1

A further MSc course

- N.B. 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
- Six term units of seminars of choice (from PH551 Research Seminar in Philosophy of the Natural Sciences, PH555 Research Seminar in Philosophy of Economics and Social Sciences or PH500 Research Methods in Philosophy I) with associated essays.
- N.B. 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.
- Literature review of 40 pages or so in the area of the dissertation, to be handed in by 16 September
- Dissertation outline, showing relation to the literature review, to be handed in by 16 September.

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:

- 1. Either
 - (a) Symbolic Logic for those who have not already taken an appropriate course
- One of:
 - (i) Philosophical Logic and Metaphysics
 - Epistemology and Methodology
 - Ethics; (iii)
 - Political Philosophy (iv)
 - (v) Philosophy of Mind
 - (vi)Another MPhil paper, with departmental approval. This course will be examined as well as requiring written work during
- Another option from 1b
- PH501 Philosophical Problems
- 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.

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

- One further MPhil paper.
- Six term-units of philosophy seminars of choice anywhere in the university, meeting the written requirements, if any, of those
- Literature review of 40 pages or so in the area of the dissertation, to be submitted by 16 September.
- Dissertation outline, showing relation to the literature review.

Completion of dissertation.

Part-time students generally take the qualifying steps in Years 1 and 2 over four years.

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 Worral, 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

Teaching: Seminars PH501 $20 \times 1\frac{1}{2}$ 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 ered will be welcome)

Assessment: Six 3,000-word essays over the course of the two terms.

Research Seminar in the Philosophy of

Natural Sciences

Teacher responsible: Dr Robert Bishop, T403.

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 spaceme 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.

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

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

In discussion with their supervisors students will identify certain subject-specific courses to attend in their first year. These may be chosen to develop an interdisciplinary knowledge or to explore an area that relates to their research proposal. Such courses are likely to be found within the MSc Regional and Urban Planning Studies or other Masters programmes

All students are required to attend GY504 Doctoral Seminar in Regional and Urban Planning Studies throughout their period of registration. This seminar forms the core of the PhD programme bringing together all PhD students and supervisors in informal research workshops to discuss their work, current debates and contemporary research in the field. There are a number of other courses that students are encouraged to attend in which visiting speakers report on their research such as GY450 Seminar in Regional and Urban Planning Problems; EC450 Seminar in Urban and Transport Economics and GY502 Staff-Graduate Student Seminar.

The final part of the programme relates to the development of the student's own research project. The main focus for this is the regular tutorial with a supervisor. However this is supplemented by other courses. At the start of their programme all students should attend the Methodology Institute courses MI500 Introduction to Study for MPhil/PhD, MI501 Information Skills for Research and MI502 Drafting, Writing and Publishing 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.

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

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: MT fortnightly meetings, LT and ST weekly meetings.

Reading list: A full reading list will be provided as the course proceeds.

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:-

- 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

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)

Assessment: Non-examinable.

Teachers responsible: Dr Sandra Jovchelovitch, S307 and Professor Sonia Livingstone, S303 Availability: Staff and graduate students in the Department of Social

Teaching: Fortnightly seminars (PS940), Sessional. Papers will be presented by outside speakers.

Current Research in Social Psychology Seminar

Teacher responsible: Dr Cathy Campbell, S387 Availability: Academic staff and research students only.

Teaching: Weekly seminars (PS950) MT, LT and ST. Seminars for research students in Social Psychology and Organisational and Social Psychology throughout the academic session. Assessment: Non-examinable

Classical Texts in Social Psychology

Teachers responsible: Dr Martin Bauer, Dr Sandra Jovchelovitch, Professor George Gaskell and others

Core syllabus: To maintain awareness of classic monographical studies of social psychology, in both its psychological as well as its sociological

To provide a forum for entire textual reading and contextual discussions of contributions by J Vygotzky, K Piaget, Lewin, G H Mead, LeBon, McDougall, F Bartlett, S Freud, E Goffman, Ichheiser, Buehler and

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

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): MI451 Quantitative Analysis I: Description and Inference (1/2 unit), MI452 Quantitative Analysis 2: The Generalized Linear Model (1/2 unit), MI453 Fundamentals of Research Design (1/2 unit), MI454 Qualitative Social Research (1/2 unit). Other specialist research courses (eg. SO502 Research Seminar on the Sociology of Crime and Deviance, SO505 Research Workshop on Globalization, 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 MPhil/PhD Sociology Handbook distributed to all incoming MPhil students and 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 MI501; Introduction to Study for the MPhil and PhD. Teaching: 20 seminars in the MT and LT, each of two hours duration

Assessment: 5,000 word paper on the 'Aims and Methods' of the thesis. For full-time students three copies of this typed and paginated essay must be submitted to the Sociology Administration Office by Monday 28 April 2003. Part-time students should submit their essay to the Sociology Administration Office by May 30, 2003, 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

Research Students' Seminar

Teacher responsible: Dr L Sklair, S200 Availability: For continuing (second and subsequent years) research

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

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.

Research Seminar on The Sociology of Morals

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 study of morals or morality was once central to both sociology and anthropology. One aim of this course is to reconstruct a lost

tradition of inquiry. It will explore the various ways there are of identifying moral dimension of social life and alternative sociological approaches to its analysis. We will consider classical writings on this topic (including Marx, Tocqueville, Durkhein and Nietzsche), passed and present contributions of present-day concern in the light of these bodies of theory, such as: the relations between morality, citizenship and the market, the implications of moral diversity in multi cultural societies and the tension between universalistic ethics and cultural relativism

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 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. All students will be expected to lead and to participate actively in the workshops and take part in exercises such as role playing.

Teaching: Fifteen meetings fortnightly each of 90 minutes duration during

Assessment: Students will be expected to present short papers on their own research, and a variety of exercises will be given throughout the course but there is no formal assessment.

Theory and Methods in Qualitative Research: Narrative

Teacher responsible: Professor Richard Sennett, Y311

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

Core syllabus: The core syllabus will consist of both literary and sociological writings on narrative.

Content: This course will be an exploration of the uses of narrative

constructing social experience. The course has two dimensions. Theories of narrative will be explored for their sociological value; each student will also conduct a series of interviews as fieldwork and the group will analyse the narratives gathered in the field.

Assessment: Each student will be asked to write an analytic paper on the interviews he or she has conducted but there is no formal assessment.

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 eoretical, 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

Teaching: 10 x 11/2-hour weekly seminars in MT and LT, plus 6 x 11/2-hour

seminars in ST.

Reading list: Roger Silverstone, Why Study the Media?, Sage, 1999; Klaus Bruhn Jensen & Nicholas Jankowski (Eds), Handbook of Qualitative

Maus 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.

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

Workshops in Applied Statistics

Teacher responsible: Dr M Knott, B607

Availability: These sessions are intended primarily for research students, PhD, MPhil and research fee and MSc students in all departments of the School whose research or project work involves the use of or appreciation of statistical techniques and methodology, and the use of computer packages for statistical analyses.

Pre-requisites: None except the need for such support.

Core syllabus: The sessions will deal with the practicalities of statistical

data analysis in research within the social sciences.

Content: No formal syllabus is used, but each meeting will recommend

readings according to need.

Teaching: One two-hour meeting per week in the MT and LT, starting in week two of the MT and week two of the LT. The schedule of topics can be obtained from the Statistical Advisory, Room B713, by emailing statisticaladvisory@lse.ac.uk or from the Statistics Departmental noticeboards.

Reading list: Not applicable.

Assessment: There will be no formal assessment associate

Other information: The Statistical Advisory also provides a Helpdesk in Applied Statistics to research students and staff members of the School who email statistical-advisory@lse.ac.uk or call 020 7955 6717 to request an appointment.

INDEX

- I am a market	Tales A Section	Ot destablished for d	22
ccess Funds	14	Students' Union Fund	23
ccommodation	16	Discipline – see Regulations	20
counting and Finance	40	Drugs Policy/Procedure	38
Diploma Programme Regulations	49	Dyslexia Support	8
Diploma Course Guides	50	Econometrics and Mathematical	72
Master's Programme Regulations	65	Economics, MSc	72
Master's Course Guides	106	Economic History	65
Research Centres and Workshops	245	Master's Programme Regulations	
counts Office	2	Master's Course Guides	125
dvice Centre	22	Research Centres and Workshops	247
dvisers: Students with Disabilities	2, 23	Economics	CE
Women Students	2, 23	Master's Programme Regulations	65
cohol Policy/Procedure	38	Master's Course Guides	120
umni Relations	24	Research Seminars and Workshops	246
nalysis, Design and Management of	100	Economics and Economic History, MSc	73
Information Systems, MSc	65	Economics and Philosophy, MSc	73
ndrea Mannu Prize	14	Ely Devons Memorial Prize	14
nthropology		Emeritus Professors Prize	14
Master's Programme Regulations	65	Employment	15
Master's Course Guides	110	English for Academic Purposes	10
Research Centres and Workshops	245	Environment and Development, MSc	74
nthropology and Development, MSc	66	Environmental Assessment and	
nthropology of Learning and Cognition, MSc	66	Evaluation, MSc	74
rea Studies, MA	66	EU Policy Making, MSc	77
ssessment (see also Examinations)		European Institute	
ssessment Offences	27	Master's Programme Regulations	65
ttendance Requirements	6	Master's Course Guides	130
aroness Birk Scholarship Prize	14	Research Seminars and Workshops	248
areer Development Programme	12	European Political Economy:	
areer Development Skills	8	Integration, MSc	74
areers Service	17	Transition, MSc	75
eremonies	26	European Politics and Policy, MSc	75
haplaincy	2, 17	European Politics and Policy (Research), MSc	76
harles Mostyn Lloyd Memorial Prize	14	European Social Policy, MSc	76
hristie Memorial Exhibition	14	European Studies, MSc	76
ities, Space and Society, MSc	66	Examinations – see also Assessment	
	67	Fawcett Prize	14
ity Design and Social Science, MSc odes of Practice	07	Fees	13
	47	Finance and Economics, MSc	77
Diploma Programmes	39	Finance and Economics (Research), MSc	77
Free Speech	62	Financial Assistance	14
Master's Programmes		Fire Precautions	3
Research Students	242		14
Services	16	Firth Prize	14
ommittees	44	Foundation on Automation and Human Development Prize	39
Graduate Studies Subcommittee	44	Free Speech (Code of Practice)	39
Student Affairs	44	Gender	CE
Teaching, Learning and Assessment	44	Master's Programme Regulations	65
omparative Politics, MSc	67	Master's Course Guides	133
omparative Politics (Empire), MSc	68	Gender and Development, MSc	78
omparative Politics (Latin America), MSc	69	Gender and Social Policy, MSc	78
omparative Politics (Research), MSc	69	Gender and the Media, MSc	79
omplaints		Gender (Research), MSc	78
Academic Matters	42	Geography and Environment	0.5
Service	44	Master's Programme Regulations	65
Sexual Harassment	44	Master's Course Guides	134
see also Codes of Practice		Research Seminars and Workshops	249
onfidential Material in Theses	234	George and Hilda Ormsby Prize	14
opyright	34	Global History, MSc	79
orrespondence	3	Global Market Economics, MSc	79
ouncil Tax	15	Global Media and Communications, MSc	80
ounsellor	20	Government	PHI DOG
course Guides		Master's Programme Regulations	65
Diplomas	50	Master's Course Guides	142
Master's	106	Research Seminars and Workshops	249
Research Seminars and Workshops	245	Graduate Prizes	14
rime, Deviance and Control, MSc	69	Graduate Studies Subcommittee	44
rime, Deviance and Control (Research), MSc	70	Health Policy, Planning and Financing, MSc	80
riminal Justice Policy, MSc	70	Health, Population and Society, MSc	81
Pata Protection	3, 34	Health Service	2, 20
Peadlines	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Hilde Himmelweit Prize	14
Course registration	5	History of International Relations, MA/MSc	81
Dean of Graduate Studies	2, 23	Hobhouse Memorial Prize	14
Decision Sciences, MSc	70	Housing Advice	16
Pelia Ashworth Prize	14	Housing, MSc	82
	2, 20	Human Geography Research, MSc	82
Pentist	70	Human Rights, MSc	83
Development Management, MSc	10	Imre Lakatos Prizes	14
Development Studies Meeter's Programme Regulations	65	Industrial Relations	- 4
Master's Programme Regulations		Master's Programme Regulations	65
Master's Course Guides	116		154
Research Seminars and Workshops	246	Master's Course Guides Page 27th Seminare and Workshops	251
Development Studies (Research), MSc	72	Research Seminars and Workshops	201
Diploma Course Guides	50	Industrial Relations and Personnel	94
Diploma Programme Regulations	49	Management (Research), MSc	84
Disabilities, Students with	To Burney	Information Systems	C.F.
Adviser	2, 23	Master's Programme Regulations	65

Master's Course Guides	156 251	Public Financial Policy, MSc Public Policy, MSc	9 9
Research Seminars and Workshops	201	Public Policy, MSc Public Policy (Research), MSc	9
Information Technology	32	Real Estate Economics and Finance	9
Services Policy Conditions of Use	33	Regional and Urban Planning Studies,	commoo
IT Skills	9	Master's Programme	9
International Health Policy, MSc	84	Research Seminars and Workshops	25
International History		Registration	e natorofit
Master's Programme Regulations	65	Regulation, MSc	9
Master's Course Guides	160	Regulation (Research), MSc	9
Research Seminars and Workshops	251	Regulations	2
International Relations	65	Appeals Assessment Offences	2 2
Master's Programme Regulations Master's Course Guides	165	Diploma Programmes	4
Research Seminars and Workshops	251	Discipline (Regulations for Students and	1
International Relations (Research), MSc	84	Rules for Student Activities)	3
Interruption of Registration	6	Information Technology Policy	3
Languages, Modern Foreign	10	IT Facilities – Conditions of Use	3
Lauterpacht Higgins Prize	14	MA/MSc Degrees	5
Law	40	MPhil and PhD Degrees	23
Diploma Programme Regulations	49	Rules of the Library	3
Diploma Course Guides	50 65	Religion in Contemporary Society, MSc	9 23
Master's Programme Regulations	171	Research Seminars and Workshops Revising for Exams	23
Master's Course Guides Law and Accounting, MSc	85	Robert McKenzie Prize	1
Leave of Absence	6	Room Numbering	aloganitin
Learning Support	8	Rules – see Regulations	9
Library and Information Skills	9	Russian and Post-Soviet Studies, MSc	9
LLM	86	Russian and Post Soviet Studies (Research), MSc	9
LLM (Labour Law)	89	Seminars	24
Loans	14, 21	Service Complaints	4
Local Economic Development, MSc	85	Services (Code of Practice)	1
Loch Exhibition Prize	14	Sexual Harassment, Procedure for Complaints	4
Madge Waley Joseph Scholarship	14	Social Anthropology, MSc	10
Management Bassletions	CE	Social Anthropology (Research), MSc	10
Master's Programme Regulations	65 190	Social Policy Master's Programmo Populations	6
Master's Course Guides Research Seminars and Workshops	253	Master's Programme Regulations Master's Course Guides	19
Management and Regulation of Risk, MSc	91	Research Seminars and Workshops	25
Management of Non-Governmental		Social Policy (Research), MSc	10
Organisations, MSc	90	Social Psychology	a lu ancui
Mathematics		Master's Programme Regulations	6
Master's Course Guides	192	Master's Course Guides	21:
Research Seminars and Workshops	253	Research Seminars and Workshops	25
Maurice Freedman Prize	14	Social Research Methods	
Media and Communications, MSc	91	Master's Programme Regulations	6
Research Seminars and Workshops	253	Master's Course Guides	22
Media and Communications (Research), MSc	91	Sociology	made no.
Media and Communications Regulation, MSc	91	Diploma Programme Regulations	4
Media and Communications Regulation (Research), MSc	92	Diploma Course Guides Master's Programma Regulations	5
Messages Methodological and Training Skills	232	Master's Programme Regulations Master's Course Guides	6 22
Methodology Institute	220	Research Seminars and Workshops	25
Modern Foreign Languages	11	Statistics	NETBOTED.
MRes/PhD in Political Science	230	Master's Programme Regulations	10
National Insurance	15	Master's Course Guides	22
Nationalism and Ethnicity, MSc	92	Research Seminars and Workshops	25
New Media, Information and Society, MSc	92	Student Complaints (Principles and Procedures)	4
New Media, Information and Society (Research), MSc	92	Student Drugs and Alcohol Policy	3
Nightline	23	Student Drugs and Alcohol Procedure	3
Notice Boards	3	Student Loans	1.
Nursery	20	Student Support Fund	14, 2
Opening Times of School Buildings	3	Students' Forums	2:
Operational Research Master's Programme Regulations	65	Students' Forums	ot semp
Master's Programme Regulations Master's Course Guides	65 192	Research Taught Graduate	4
Organisational and Social Psychology, MSc	93	Students' Union	2
Organisational and Social Psychology (Research), MSc	93	Financial Support	1
Overseas Examinations	25	Study Skills	nme, Dev
Part-time study	6	Support Grant	14, 2
Philip Windsor Long Essay Prize	14	Susan Strange Prize	A Isnima
Philosophy and History of Science, MSc	94	Taught Master's Degree, Scheme for the Award of a	5
Philosophy, Logic and Scientific Method	Arrenales	Taught Master's Degree including Half-Unit Options,	
Master's Programme Regulations	65	Scheme for the Award of a	6
Master's Course Guides	196	Tax	2 programa
Research Seminars and Workshops	254	Council Tax	1
Philosophy of the Social Sciences, MSc	94	Teaching Development Programme	MINA SII 1
Philosophy, Policy and Social Value, MSc Political Science, MRes/PhD in	94	Terms, Dates of	10
Political Science, MRes/PhD in	230 94	Theory and History of International Relations, MSc	10
Political Theory, MSc	94	Timetables Titmuss Examination Prize	2
Political Theory (Research), MSc	95	Visiting Research Students	Master
Politics of the World Economy, MSc	95	Voluntary Sector Organisation, MSc	10
Politics of the World Economy (Research), MSc	95	Welfare Advice	. 2
opulation and Development, MSc	95	William Robson Memorial Prize	Smold.
Postgraduate Admissions	2	Withdrawal from Registration	9 smalqi
Programme Regulations	ANTI-DATE	Women's Right to Choose	14, 2
Diplomas Master's	45	Workshops	24



THE LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE

Calendar 2002-2003

Undergraduate Handbook

CONTENTS

KEY ADDRESSES AND DATES	2
Key addresses	2
Departmental tutors and managers 2002/2003	2
Dates of terms	2
The Property of the Party of th	
ABOUT LSE	3
The buildings	3
Communications	3
Data protection	3
ApillO Alsubarosaulus Office	
YOUR PROGRAMME OF STUDY	5
Registration	5
Conditions of study	6
Duration of study	7
Lectures, classes and timetable	7
Supervision and assessment of progress	
Changing your programme	7
Choosing your courses	7
Illness during your studies	8
Studying abroad	8
olddynig abroad	8
LEARNING SUPPORT AND CAREER	9
DEVELOPMENT SKILLS	9
Study Skills	9
Dyslexia support	
Library and Information Skills	9
IT Skills	
English for Academic Purposes	10
Modern Foreign Languages	100
Career Development Programme	11
Career Development Programme	12
FINANCIAL MATTERS	40
Fees	13
Financial assistance	13
Students' Union financial support	13
Council tax	14
Employment	14
Undergraduate prizes	14
SCHOOL SERVICES	40
	16
Accommodation Office	16
Careers advice Catering	17
and a second sec	17
Chaplaincy	17
Cloakrooms and lockers	18
The environment	18
Information Technology Services	18
The Library	19
Medical Centre	20
Nursery	20
Security	20
Student Services	21
Timetables and teaching rooms	22
The Students' Union	22
Student Advisers	23

EXAMINATIONS Examination timetable Examination entry Deferring examinations Withdrawing from examinations Examinations overseas United and examinations Special facilities Assessment offences Results Examination re-sits Student Progress Panel Presentation ceremonies Examination appeals Regulations on assessment offences in taught degree and diploma courses Regulations for the consideration of appeals against decisions of boards of examiners for taught courses LIBRARY AND IT SERVICES Rules of the Library Policy statement on the use of Information Technology Conditions of use of IT facilities DISCIPLINARY AND OTHER REGULATIONS AND PROCEDURES Regulations for students Rules relating to student activities Student Drugs and Alcohol Policy Student Drugs and Alcohol Procedure Code of Practice on Free Speech Principles and procedures for the consideration of student complaints Procedures for the consideration of complaints from students on academic matters (excluding Assessment Appeals) Service Complaints Procedure for complaints of sexual harassment STUDENT REPRESENTATION 45 Code of Practice on teaching, learning and assessment for undergraduates THE DEGREES Regulations Scheme for BSc/BA degrees Classification Scheme for BSc/BA degrees Classification Scheme for BSc/BA degrees Degree Programme Regulations for BSc/BA degrees Degree Programme Regulations for LLB degrees Outside Options for first-year students COURSE GUIDES	ALUMNI RELATIONS	24
Regulations for the consideration of appeals against decisions of boards of examiners for taught courses LIBRARY AND IT SERVICES Rules of the Library Policy statement on the use of Information Technology Conditions of use of IT facilities DISCIPLINARY AND OTHER REGULATIONS AND PROCEDURES Regulations for students Rules relating to student activities Student Drugs and Alcohol Policy Student Drugs and Alcohol Procedure Code of Practice on Free Speech Principles and procedures for the consideration of student complaints Procedures for the consideration of complaints from students on academic matters (excluding Assessment Appeals) Service Complaints Procedure for complaints of sexual harassment STUDENT REPRESENTATION Code of Practice on teaching, learning and assessment for undergraduates THE DEGREES Regulations for First degrees Classification Scheme for BSc/BA degrees Degree Programme Regulations for LLB degrees Degree Programme Regulations for LLB degrees Outside Options for first-year students 82	Examination timetable Examination entry Deferring examinations Withdrawing from examinations Examinations overseas Illness and examinations Special facilities Assessment offences Results Examination re-sits Student Progress Panel Presentation ceremonies Examination appeals Regulations on assessment offences in taught	25 25 25 25 25 25 25 25 25 26 26 26 26 27
Rules of the Library Policy statement on the use of Information Technology Conditions of use of IT facilities DISCIPLINARY AND OTHER REGULATIONS AND PROCEDURES Regulations for students Rules relating to student activities Student Drugs and Alcohol Policy Student Drugs and Alcohol Procedure Code of Practice on Free Speech Principles and procedures for the consideration of student complaints Procedures for the consideration of complaints from students on academic matters (excluding Assessment Appeals) Service Complaints Procedure for complaints of sexual harassment STUDENT REPRESENTATION Code of Practice on teaching, learning and assessment for undergraduates THE DEGREES Regulations for First degrees Classification Scheme for BSc/BA degrees Classification Scheme for LLB degrees Degree Programme Regulations for LLB degrees Outside Options for first-year students 82	Regulations for the consideration of appeals against	29
DISCIPLINARY AND OTHER REGULATIONS AND PROCEDURES Regulations for students Rules relating to student activities Student Drugs and Alcohol Policy Student Drugs and Alcohol Procedure Code of Practice on Free Speech Principles and procedures for the consideration of student complaints Procedures for the consideration of complaints from students on academic matters (excluding Assessment Appeals) Service Complaints Procedure for complaints of sexual harassment STUDENT REPRESENTATION Code of Practice on teaching, learning and assessment for undergraduates THE DEGREES Regulations for First degrees Classification Scheme for BSc/BA degrees Classification Scheme for LLB degrees Degree Programme Regulations for LLB degrees Outside Options for first-year students 35 36 37 38 38 36 37 38 38 38 39 39 39 30 30 41 42 42 42 43 44 44 44 45 46 47 47 47 48 48 48 48 48 69 60 61 61 61 61 61 61 61 61 61 61 61 61 61	Rules of the Library Policy statement on the use of Information	31
REGULATIONS AND PROCEDURES Regulations for students Rules relating to student activities Student Drugs and Alcohol Policy Student Drugs and Alcohol Procedure Code of Practice on Free Speech Principles and procedures for the consideration of student complaints Procedures for the consideration of complaints from students on academic matters (excluding Assessment Appeals) Service Complaints Procedure for complaints of sexual harassment STUDENT REPRESENTATION Code of Practice on teaching, learning and assessment for undergraduates THE DEGREES Regulations for First degrees Classification Scheme for BSc/BA degrees Classification Scheme for LLB degrees Degree Programme Regulations for LLB degrees Outside Options for first-year students 35 36 37 37 38 38 37 37 38 38 39 39 39 41 42 42 43 44 45 45 45 46 47 47 47 48 48 48 48 48 61 61 61 61 61 61 61 61 61 61 61 61 61		33
Rules relating to student activities Student Drugs and Alcohol Policy Student Drugs and Alcohol Procedure Code of Practice on Free Speech Principles and procedures for the consideration of student complaints Procedures for the consideration of complaints from students on academic matters (excluding Assessment Appeals) Service Complaints Procedure for complaints of sexual harassment STUDENT REPRESENTATION Code of Practice on teaching, learning and assessment for undergraduates THE DEGREES Regulations for First degrees Classification Scheme for BSc/BA degrees Classification Scheme for LLB degrees Degree Programme Regulations for LLB degrees Outside Options for first-year students 37 38 38 38 38 38 38 38 38 38 38 38 39 44 45 45 45 48 48 48 Classification Scheme for BSc/BA degrees 51 51 51 52 53 54 54 55 54 56 57 57 58 57 58 57 58 58 69 60 60 60 60 60 60 60 60 60 60 60 60 60	REGULATIONS AND PROCEDURES	35
Code of Practice on teaching, learning and assessment for undergraduates THE DEGREES Regulations for First degrees Classification Scheme for BSc/BA degrees Degree Programme Regulations for BSc/BA degrees Classification Scheme for LLB degrees T8 Degree Programme Regulations for LLB degrees Outside Options for first-year students 48 88	Rules relating to student activities Student Drugs and Alcohol Policy Student Drugs and Alcohol Procedure Code of Practice on Free Speech Principles and procedures for the consideration of student complaints Procedures for the consideration of complaints from students on academic matters (excluding Assessment Appeals) Service Complaints	37 38 39 39 41 42
Regulations for First degrees Classification Scheme for BSc/BA degrees Degree Programme Regulations for BSc/BA degrees Classification Scheme for LLB degrees Telephone Degree Programme Regulations for LLB degrees Outside Options for first-year students 48 51 52 53 Classification Scheme for LLB degrees 78 Degree Programme Regulations for LLB degrees 80 Outside Options for first-year students 82	Code of Practice on teaching, learning and	
	Regulations for First degrees Classification Scheme for BSc/BA degrees Degree Programme Regulations for BSc/BA degrees Classification Scheme for LLB degrees Degree Programme Regulations for LLB degrees Outside Options for first-year students	48 51 53 78 80 82

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 Jean Jameson, H417a, ext 6034
Academic Registrar Mr George Kiloh, V1013, ext 7121	Secretary Miss Linda Newman, V1013, ext 7121
Deputy Academic Registrar Dr Ian Stephenson, V1012, ext 7122	Head of Student Services Mr David Ashton, ext 7457
Student Advice and Reception Manager Ms Katie Porrer	Student Registry Manager Mr Derek Cook Registry Section of the Undergraduate Office H310, ext 7130, 7146, 7752, 7753, 7143, 7142, 7966, 7131
Student Course and Examinations Manager Ms Elena Lo	Administrative Officer (Financial Support) Loren Moyse
Financial Support tel: 020 7955 7162/7155 fax: 020 7831 1684; email: scholarships@lse.ac.uk	Registry/examinations tel: 020 7955 7152; fax: 020 7955 6099 email: registry@lse.ac.uk
Accounts Office H403; tel: 020 7955 7468/7765; fax: 020 7955 7427	Careers Service E388, tel 020 7955 7135
Students' Union Reception E65, tel 020 7955 7158	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
Chaplaincy K51; tel 020 7955 7985	Accommodation Office E294, tel 020 7955 7531/7532

DEPARTMENTAL TUTORS AND MANAGERS - 2002/2003

Department	Tutor (T)/Names Managers (M)	Ext	Room	Study Room
Accounting and	T: Professor R Macve	6138	Y211	To be confirmed
Finance	M: Osmana Raie	7324	A383	
Anthropology	T: Professor J Parry	7200	A615	A607
, man openegy	M: Barbara Wesley	7202	A603	
Economic History	T: Dr P Howlett	7075	C314	C220
Lacriconna	M: Linda Sampson	7084	C419	
Economics	T: Dr C Scott (L&ST)	7523	S697	S601
Loononine	M: Jan Henning	7680	S664	
Geography	T: Dr M Low	7585	S512	To be confirmed
Coography	M: Elaine Gascoigne	7587	S409	
Government	T: Mr E Thorp	7199	K100	K60
Covernincin	M: Nicole Boyce	7204	K102	The state of the s
Industrial	T: Professor D Marsden	7031	H802	
Relations	M: Gertrud Suo	7026	H807	
Information	T: Dr C Sorensen	6012	U508	3rd floor, Tower 1
Systems	M: Sarah Emery	7628	U306	THE PERMITS OF THE PERMITS OF
International	T: Dr J-P Rubies	7325	E500	E509
History	M: Carol Toms	7548	E403	
International	T: Dr J Kent	7167	D407	7th Floor
Relations	M: Hilary Parker	7404	D607	Clement House
Law	T: Dr D Chalmers	7623	A361	A306
Lavv	M: Nerys Evans	7278	A301	
Management	T: Dr M Barzelav	7396	G507	G400
iviariagement	M: Sharon Barnes	7920	G501	0.00
Mathematics	T: Dr A Ostaszewski (M)	7656	B406	A504
Mathematics	T: Dr J Van Den Heuvel (L&S)	7625	B406	7,007
	M: David Scott	6373	B405a	
Operational	T: Dr S Powell	7643	G308	G200/202
Research	M: Brenda Mowlam	7653	G305	0200/202
	T: Dr R Bradley	7333	T301a	T406
Philosophy	M: Anna Pili	7340	T305	1400
Cooled Deliev	T: Dr G Bridge	7364	A256	A286
Social Policy		7345	A274	7200
01-1	M: Jean Ingram	7709	S305	S315
Social	T: Dr A Wells	7712	S304	0010
Psychology	M: Daniel Linehan	7288	S282	S202
Sociology	T: Dr C Badcock	7305	S202 S204	0202
04-1'-1'	M: Joyce Lorinstein		B607	A504
Statistics	T: Dr M Knott	7636	B614	A304
	M: Lynda Grove/Terri Natale	7731	B014	

Dates of Terms

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

Session 2003-2004

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

ABOUT LSE

THE BUILDINGS

In term

Monday to Friday: 0800 to 2130. After 1830 by main entrances only. Entrance to C Building Tower closes at 1830 although the foyer is open until the Three Tuns closes. Main entrance to E Building closes at 1930. After 2130 identification required. Access to some outlying buildings is by campus swipe card.

Saturday: 0800 to 1700. A, D and S by main entrances only; identification required. Access to other buildings by campus swipe card or via Main Reception in A building; identification required. Sunday: Access via Main Reception in A building; identification required.

Outside term time - but NOT during school closure periods

Monday to Friday: 0800 to 1830. From 1830 to 2130, A and S by main entrances only; after 2130 identification required. Saturday & Sunday: Access via Main Reception A building; identification required.

Access to H, J, K, L, M, T, U, V, W, X, Y, Z, PS, G 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 opens Monday to Friday between 0800 and 1830 in term-time only and E opens Monday to Friday 0800 to 1930; at other times access to those buildings is via Main Reception A building; 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:

Normal opening

see below for building codes

Other restrictions

Room numbering

Fire precautions

ABCD	Old Building Columbia House Clare Market Clement House	K King's Chambers L Lincoln Chambers V Tower One V Tower Two W Tower Three N The Anchorage U Tower One V Tower Two W Tower Three
E	East Building 9 Kingsway	PH Parish Hall St Philip's Building PS Portsmouth Street X Health Centre
G	20 Kingsway	R Lionel Robbins Building Y South Block
H	Connaught House Cowdray House	S St Clements Building Z North Block T Lakatos Building

Buildings are equipped with fire alarm systems that include, 'alarm call points' at exits, smoke detectors and magnetic locks on key perimeter doors that automatically release when the fire alarm sounds. Fire extinguishers and fire hoses are placed in strategic positions. Means of escape are provided in accordance with legal requirements such as emergency fire escape routes and stairs. Emergency exits are clearly marked.

Familiarise yourself with emergency exits - especially when working in any building outside normal opening hours.

In the event of fire, sound the alarm by pressing the nearest 'fire call point'. Shut doors and windows. Do NOT try to extinguish the fire using hose reels or extinguishers unless you can do this without risk to yourself or others. Do NOT return to the building to collect personal belongings. Go straight to the fire assembly point and remain there until advised that the building is safe to re enter by fire wardens.

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 Student Services Centre 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 personal 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 holding 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.

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 whom 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:

The DPA register

The Data Protection

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

The National Data Register is being replaced 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 its various databases. The School must reply to your request within 40 days, and must disclose all the data held at the time of receipt of the application, without alteration.

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

Policy on manual files

Your rights

- 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 Director of Administration, 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 from statutory bodies requesting 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.

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

REGISTRATION

New students

Normally, you will already have registered by the time you receive this handbook. If you have been unable to register for unavoidable reasons, you should go to the Student Services Centre and register there as soon as possible after 3 October. Records for all students who have not registered or re-registered by the deadline date of 31 October 2002 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

LSE card

Continuing students

The final date by which new and returning students may register for the session is 31 October 2002. If you have not completed registration by the deadline of 31 October your record will be cancelled.

Each undergraduate student is registered on a programme either leading to a degree, eg, the BSc degree in Accounting and Finance, or involving study at the School for a set period, 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, Learning and Assessment for Undergraduates on page 45 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 Student Progress Panel on students who have not met the progression

Your programme

Your department

Your tutor

The Departmental Tutor

 To consider requests for degree transfers, including General Course transfers, in consultation with the department's Admissions Tutor(s), and make recommendations to the Undergraduate Studies Subcommittee

 To consider requests for suspensions of regulations for an individual undergraduate student or body of undergraduate students, and make recommendations to the Undergraduate Studies Subcommittee

 To consider and, where appropriate, approve requests for changes of course where students have failed or deferred a paper and wish to follow a different course

To consider and approve requests for changes of classes taught in the department

 To consider and, where appropriate, approve requests for repeat teaching by students who have failed (or deferred) the examination for a course offered by the department (except where the Student Progress Panel has given permission for repeat registration)

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

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

3. You agree that, if you are away from the School through illness, you will inform your tutor/supervisor and, if you are away for more than a fortnight, you will send a medical certificate to the Student Services Centre.

4. You agree that if you change your place of residence you will inform the Student Services Centre of your new address, in writing or by amending it on your LSEforYou webpage,

5. You agree that you are liable for fees while you are in registration at the School, including any fees which a sponsor has agreed to pay on your behalf. You agree that, if you decide to withdraw from or interrupt your studies, no refund of fees can be made until the Student Services Centre, has received notification in writing. Fees will be charged up to and including the week during which that written notification of withdrawal/interruption is received. You agree that, if you change your registration status, fees will be charged on a pro-rata basis as appropriate according to the date that official permission for the change was given.

6. You agree that you will pay tuition fees in full or in three instalments by the dates that have been already communicated to you. You accept that failure to pay tuition fees by the due date will invalidate your registration. You accept also that if you are in debt to the School (through deficiencies in the payment of tuition fees or of any other charges, which include but are not limited to Library and Accommodation charges) the School may terminate your registration and/or withhold official certification attesting to your progress at the School and to any academic award made to you.

7. You accept that LSE, like all other UK universities, collects and processes information on its students and staff for various essential administrative, academic, health and safety reasons, in order to pursue its legitimate interests as an institution of higher education. These interests include registration, allocation to teaching, monitoring and assessment of academic progress, entry to examinations, management of health and safety, planning, maintenance of order and contacting of next of kin in emergencies. This information is treated in strict confidence, and is covered by the provision of the Data Protection Act.

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

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

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

The Departmental Manager

Study room

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

DURATION OF STUDY

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

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

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

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

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

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

Teaching starts on Monday, 7 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 8.

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

Attendance requirements

Interruption of studies

Not all the options you wish to take may be available when vou 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 Undergraduate Studies Subcommittee will consider your completed form when you have returned it to the Student Services Centre. We will inform you in writing if approval has been given. Permission will depend on the number of students already registered for a particular degree, your own qualifications, how many of the courses that you have already taken fit into the regulations of the degree to which you wish to transfer, and the admission quota for each degree.

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

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

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

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

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

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

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

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

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

See STUDENT SERVICES See ILLNESS AND EXAMINATIONS

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

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

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

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

CHOOSING YOUR COURSES

Initial course choice

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

> Changing course within degree regulations

Changing courses outside degree regulations

Courses at other University of London colleges

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

Study Skills

Contact: Sue Haines, Study Skills Administrator; email s.haines@lse.ac.uk or ext 7767, 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 - some in the Old Lecture Theatre, others in D209. Visit the website for access to further support materials, and look out for posters around the School and adverts in News and Views.

Topics

The series of lectures and practical workshops addresses basic study concerns in the subjects taught at LSE. They are particularly relevant to students on taught Masters and Diploma courses who did not study for their undergraduate degree in the UK. Topics to be covered will include

- . Introduction to study at the LSE, reading and note-taking
- · Essay writing
- · Presentation skills
- Managing your time
- · Mind mapping
- · Structuring long essays and dissertations
- · Preparing for exams

One-to-one advice sessions

Individual study skills and exams advice sessions with Dr Peter Levin are available on Monday afternoons in H417B during term. To book a half-hour slot email Sue Haines: s.haines@lse.ac.uk

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

Dyslexia Support

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

Support for dyslexic students includes:

- · individual tutorials
- small group sessions on specific topics
- · advice on applying for special exam arrangements
- · free photocopying
- · extended library loans
- · use of specialist IT software in separate study room
- · Student Union Dyslexia Society

Students who think they might be dyslexic are offered:

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

Library and information skills

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

Who should attend?

To make the most of the resources available from the Library, all students are recommended to participate in the training classes offered. Each term's programme of classes, held in the Library Training Suite (Lower Ground Floor) can be found on the Library web pages at www.lse.ac.uk/library. No booking is needed for these classes.

Also available on the website are online tutorials on how to use the Library Catalogue and the Electronic Library efficiently. See also the booklet Library Information Skills for a full description of the skills training available.

Some of the classes available each term are:

- · Internet Surgery. A drop-in session for help with finding the information you need on the
- Finding journal articles. How to search for full text electronic journal articles, and how to search journal indexes
- Classes on Government Publications; legal databases

IT Skills

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

Who should attend?

All students who wish to improve or extend their IT skills.

Training

IT Training sessions are supervised tutorials in which students work through self-paced paper-based course materials at a computer, supported by Student Training Advisors who provide assistance and answer questions.

Classes run throughout the Michaelmas and Lent terms. Course information and the weekly schedule of classes is published on the IT Training website. Online booking is necessary, and help with this is available from the IT Helpdesk in S198 and the Library.

Contents

Introduction to Using IT at LSE

This is a basic introduction to the IT facilities at the LSE. It covers logging on to the network, the Windows 2000 desktop, personal file space, Outlook email and Exchange public folders. the LSE website, the Library Catalogue, virus protection and logging off the network.

There is also a series of courses based on the School's standard computing environment running Microsoft Windows and Office 2000 (Outlook, Word, Excel, PowerPoint, Access and FrontPage), and Internet Explorer (web browser). For further information, go to: http://ittraining.lse.ac.uk/students

Independent Learning

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

Computer-based training (Electric Paper) is available in the computer classrooms and public areas. Electric Paper includes Windows, Microsoft Office (Outlook, Word, Excel, PowerPoint and Access) and Internet Explorer. As well as developing generic IT skills, Electric Paper can help to prepare candidates for the European Computer Driving Licence (ECDL). For further information about ECDL resources at LSE for students, and how to get started with Electric Paper go to: http://ittraining.lse.ac.uk/Students/ECDL.htm.

SPSS (statistics software) training materials are also available as computer-based training. There is a typing tutor on the network, called "Mavis Beacon Teaches Typing", to help you learn to touch-type or improve your typing speed and accuracy. For information about these and other computer-based resources for students, go to: http://ittraining.lse.ac.uk/cbt.htm

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

English for Academic Purposes

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

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, C801 (A, C, G, J), Hervé Didiot-Cook, C802 (F), Mercedes Coca, C806 (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).

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 Chinese	LN001 LN011	Availability: No previous knowledge of the target language required.
French German Italian	LN021 LN031 LN041	Core syllabus: An introductory course to the language incorporating key areas of speaking, listening, reading and writing, transferable skills, grammar, study and residence abroad, topical issues.
Japanese	LN051	nd not the state and a state of the state of
Russian	LN061	and and relative between the second s
Spanish	LN071	and the state of t
Portuguese	LN081	

Level Two (Re-start/Elementary)

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

Level Three (Lower Intermediate)

N013 N023 N033 N043	Availability: 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.
N033	4-5 years of continuous study.
	Core cullabura: An introductor accurate to the Leavest 1
N043	Core cyllobye: An introductory course to the leaves
	Core syllabus: An introductory course to the language incorporating key areas of speaking,
N053	listening, reading and writing, transferable skills, grammar, study and residence abroad,
N063	topical issues.
N073	
N083	
777	1053 1063 1073

Level Four (Higher Intermediate)

Arabic Chinese French German Italian Japanese Russian	LN004 LN014 LN024 LN034 LN044 LN054 LN064	Availability: 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. Core syllabus: 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.
Spanish Portuguese	LN074 LN084	entering the second sec

Level Five (Advanced)

Arabic Chinese French	LN005 LN015 LN025	Availability: 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.
German Italian Japanese Russian Spanish Portuguese	LN035 LN045 LN055 LN065 LN075 LN085	Core syllabus: 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.

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 or 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

Mho	shou	H	attar	142
VVIIO	SHOU	ıu	atter	IU:

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

Sessions

Dates and venues are available from the Careers Service E388 or via the website http://www.lse.ac.uk/depts/careers/

Contents

Workshops and seminars will be arranged through the year. Topics typically 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 exploring a range of occupations

There is also a wide range of take-away and reference material on these topics, including videos, in the careers library

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

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

You can register online to receive email notification of careers events and job opportunities http://careersweb.lon.ac.uk/alert/index.htm.

When you leave the LSE your free use of the Careers Service will end. Students in their final year of study have the opportunity to extend their access to the careers service at a reduced rate. See www.careers.lon.ac.uk/gradclub/index.htm for more details.

FINANCIAL MATTERS

Your status as Home/EU or Overseas is determined by the Student Services Centre. Enquiries should be made at the Student Services Centre, having checked information on your LSEforYou webpage. Additionally, you should check information on the following website: http://www.lse.ac.uk/admin/finance.

FEES

The fees were correct at the time of going to press but the School reserves the right to add to or Fees for the 2002/03 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.

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 the Student Services Centre. 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 SSC as soon as the Government has confirmed funding for 2002/03, probably in late October.

Access Funds

The School makes loans of up to £250 to fully registered students. Forms are available from the Student Services Centre

Student loans

For information on sources of financial assistance see the notice boards in the Student Services Centre and refer to the financial support website www.lse.ac.uk/admin/financial -support. 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

The Students' Union offers financial support in the following areas

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. This fund covers the cost of a private abortion (approx £300).

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. (Maximum award £500)

Asylum Seekers

Students with a disability who incur additional unmet costs as a consequence of disability. (Maximum award £1,000)

Disabled Students

Students in financial hardship who incur childcare costs during their course of study. (Maximum award £1,000)

Childcare

Students incurring additional costs related to resitting exams (either full year or part session). (Maximum award £500)

Re-sits

Any student whose high medical costs cause financial hardship. (Maximum award £500)

Certain students who incur Council Tax liability (Maximum award £250)

Students wishing to take County Court Small Claims action where the administrative costs of action are beyond their means. (Maximum award $\pounds500$)

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 Student Services Centre. 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 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 courses to fit your paid work schedule.

Medical costs

Council tax

Small claims

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 AC330, the Financial Accounting Paper
Allyn Young Prize	£100	Outstanding performance in micro economics in the 2nd year
Andrea Mannu Prize	£100	Best overall performance in any undergraduate degree in the Philosophy Department
Bassett Memorial Prize	£100 book token; two prizes	Best overall performance during the three years of the BSc Industrial Relations and Human Resource Management degree with particular attention to performance in years two and three Best performance in final year examinations for BSc Government
Bernard Cullen Prize	£100 each; two prizes	Best performance in BSc Economics (under review)
Bowley Prize	£250	Best 2nd year undergraduate project
C S Mactaggart Prize	Nine of £300	3 prizes for each of 1st, 2nd and 3rd year BSc or BA students based on examination results in each year, with reference to previous years results for 2nd and 3rd year prizes
Christie Memorial Exhibition	£125	Awarded to an undergraduate or postgraduate student pursuing a degree course in the Department of Social Policy
CIMA Prize	£150	Best performance in AC211, the Managerial Accounting paper. Subject to confirmation each year by CIMA
Citibank Prize	One of £150; One of £100	Best and second best performance in AC320, Corporate Finance and Financial Markets
Conveners Prize in Government and Economics	£100	Best overall performance over the 3 years of BSc Government and Economics
Cyril Offord Prize	£200 and book from Department	Outstanding performance in BSc Mathematics and Economics or BSc Business Mathematics and Statistics
Dechert Prize in Company Law (formerly Leonard Sainer Memorial Prize)		Best paper in Company Law

Dresdner Kleinwort Wasserstein BMS Prize	£200	Best overall performance in BSc Business Mathematics and Statistics
Dresdner Kleinwort Wasserstein 2nd Year Accounting & Finance Prize	£200	Best overall performance by 2nd year BSc Accounting & Finance student
Ellicott-Hollows Memorial Prize	£25 book token	Best performing undergraduate across the 3 courses PS102, PS203 and PS303
Farr Prize	£80 plus silver medal	Best performance in final examinations for a BSc student in the Departments of Mathematics or Statistics
Financial Times Prize	£100	Best performance in AC340, the Auditing & Accountability paper,
GAAPS Prize	£300	taken in the final year of BSc degree
George & Hilda Ormsby Prize		Best overall performance in 2nd year BSc Actuarial Science
Goodwin Prize	£100 each; two prizes £50 book token	Best dissertation and best performance in BA/BSc Geography Best performance for 2nd year student in the Department of
Gonner Prize	0400	International Relations
	£100	Outstanding merit in the final year of BSc Economics
Harold Laski Scholarship Prize	£250	3rd year undergraduate showing most promise in first 2 years BSc
		Government exams
Hobhouse Memorial Prize	£50 book token	Best overall performance in the Sociology Project in the final year of BSc Sociology
	£50 book token	Best overall performance in 1st year of BSc Sociology degree
	£50 book token	Best overall performance in 2nd year of BSc Sociology degree
	£75 book token	Best overall performance in the final year of BSc Sociology
Hughes Parry Prize	£50 book token	Best performance in subject of Obligations I
Huw Wheldon Prize	£150 each; two prizes	Outstanding performance in BSc or BA final year examinations
International Relations (BSc) Year One Prize	£100	Best performance in IR100 year 1 examination for first year BSc International Relations students
International Relations (BSc) Year Three Prize	£100	Best overall performance in BSc International Relations by 3rd year student
Janet Beveridge Award	£50 each; two prizes book token	Conspicuous merit in either 1st or 2nd year of degree and best performance in final degree for BSc Social Policy and
		Administration
John Griffith Prizes	One of £75; One of £50	Best and second best overall performance in the first year examinations
KPMG Prize	£500	Best overall 1st year performance in BSc Accounting and Finance
Lauterpacht Higgins Prize (formerly Higgins Prize)	£100	Highest mark in Public International Law for LLB
Lecturers Prize in Jurisprudence	One or Two prizes of £50	Top marks in the examination for LL305, for final year LLB students
Lillian Knowles Prize	£150 each; two prizes	Best performance at final classification and best results in first year examinations for a continuing student, for students within the Economic History Department
Linklaters Prize	£50	
Michael Sallnow Prize		Top mark in LL202
Morris Finer Memorial Prize	£120	Best dissertation in BSc/BA Social Anthropology
	£100	Best performance in Part I LLB
Premchand Prize	£200	Outstanding performance in the 3rd year paper in monetary economics
Raynes Prize	£100	Best examination performance in the final year of any undergraduate degree
Richard Goeltz Prize	£1,000	Students being examined in economics or economic institutions, based on grades over the relevant subjects taken in the second year
Rishi Madlani Award	£101	Top mark in Macroeconomic Principles paper (EC210)
Slaughter & May Prize	£150 each; two prizes	Best performance in Part I LLB and Part II LLB
Sweet & Maxwell Law Prize	£150 credit for Sweet and Maxwell titles	Either the top performing first year student or the top performing final year student for LLB Law

SCHOOL SERVICES

Introduction

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

Obligations of students

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

Special circumstances

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

Complaints and suggestions

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

All information is correct at the time of going to press in June 2002. 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 vac	eation Monday, Tuesday Wednesday Thursday, Friday	1030 to 1630 1030 to 1330 1030 to 1630
Contacts	telephone 7531	email accommodation@lse.ac.uk	website www.lse.ac.uk/accommodation

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, if 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 Friday		o 1700 o 1700	
Contacts	Senior Careers Adviser: N Careers Advisers: Terry J		7133 7132	Office Manager Information Officer	7135 7135
	email careers@lse.ac.uk	Acres de la company de la comp	wehsite w	www.lse.ac.uk/dents/careers	

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.

	Contraction of the Contract of
SE 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 using the information rooms and reference services responsibly, mindful of the needs of fellow-students. to help Careers by 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 Vacation	Monday - Friday Monday - Friday	0900 to 1930 0900 to 1700	Saturday	1100 to 1600
Robinson Room	Term-time	Monday - Friday	1200 to 1430	Saturday	closed
Beaver's Retreat	Term-time	Monday - Friday	1200 to 1430, 17		
Café Pepe	Vacation Term-time	Monday - Friday Monday - Friday	1200 to 1400, 17 0930 to 1700	700 to 1900	

LSE aims to provide

- a clean, hygienic and pleasant environment in which to eat.
- · high standards of care in food production.

Catering Services Manager 7220

- · fair and competitive prices.
- · a high standard of service and good quality food.

Students undertake to help Catering 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 Users Group through student 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.

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 Saturday	0900 to 2120 1000 to 1700
	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 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

Information Technology Services

St Clement's Building

IT Services manages and maintains School IT equipment and facilities and provides training and user support.

Opening hours

Security cover only is provided at weekends and when the School is closed. Term-time Monday - Sunday 24 hour (Webb Room)

1000 to 2200

0930 to 1900

0930 to 1700

0930 to 2300

1100 to 2100

0930 to 2000

Open	access	TOOMS

Library Student Helpdesk*

all times provisional

Vacation S198 Student Helpdesk Term-time Vacation

Vacation

Monday - Friday Saturday - Sunday Monday - Friday Term-time

Monday - Friday Monday - Friday Saturday - Sunday Monday - Friday

Student Helpdesk (S198)

email IT_Help_Desk@lse.ac.uk

0900 to 2400 (closing times vary in each building)

Student Helpdesk (Library) User Services Manager: Sue Wing

7722 Technical Infrastructure Manager: Christine Cooper 7552

LSE aims to provide

Contacts

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 and online booking on IT Services webpages and also displayed on St Clement's 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.

help IT Services by

- Students undertake to 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

Library

Portugal Street

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

Opening hours

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

Contacts

Materials

Website www.library.lse.ac.uk

Enquiries and renewals 7229

LSE aims to provide

Access **Customer service**

- entitlement with a valid student card to access the Library during all opening hours.
- access to services with an average queuing time of no more than three minutes at any service point.
- referral to senior staff during core hours if required.
- · a scheme for suggestions and complaints.
- a complaint or suggestion containing its author's name to receive a written reply, with the reply displayed on the feedback board if requested.
- regular surveys so that Library users can influence services and how they are managed.
- attendance by the Librarian or representative at staff/student or other appropriate committees, when invited. to discuss Library and related matters.
- at least one copy of each item notified to the Library as on a current LSE reading list, subject to availability.
 - priority at all stages of the ordering and cataloguing process to books on current notified LSE reading lists. regular analysis of reservations on reading list items, to assess demand and order additional copies as appropriate.
 - books awaiting cataloguing, and so identified through the Library system, catalogued on request and given priority processing.
 - materials available from closed access fetched for the user within one hour of request during core hours.
 - renewal of borrowed items if not reserved by another user and if no fines are owed. Renewals are available at the Service Counter, via the self-service facilities on the Library Catalogue or by telephone between 1000 and 1700.
 - facility to reserve an item that may be borrowed for a week or more if all copies are on loan.
 - reshelving of Course Collection material within 24 hours and Main Collection material within 48 hours. availability of online catalogue and system loan facilities throughout opening hours, other than for essential

a variety of services to support students with disabilities, for example, bookable study rooms, extended loan

- availability of photocopying service throughout opening hours.
 professionally qualified staff to deal with enquiries. Information

 - a referral enquiry service if the query cannot be answered in sufficient detail immediately.
 - information on subjects within the scope of the Library, as well as advice on other sources.
 - guidance on how to use sources, including information skills training sessions
 - a full range of printed and online leaflets and guides to the Library services and collections, free to all. · up-to-date information on collections and services available on the Library's web pages
- Special help

by

periods, free reserved lockers, free photocopying and printing.

Students undertake to help the Library

- in all parts, limiting eating and drinking to water only, and not smoking.
- showing consideration for other library users by: avoiding disruptive use of mobile phones, keeping them switched off or set to silent mode
- returning books to the reshelving stacks after consulting them
- returning books on loan by the due date
- · fully vacating study places when taking a break
- not hiding items thereby preventing others from accessing them
- · maintaining a quiet study environment.
- showing particular consideration for Library users with disabilities, eg giving priority access to lifts to users with impaired mobility

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

Contacts

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.

Psychotherapist

· access on the same day.

· 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.

Further services for the NHS-registered

Additional services

· referral to NHS hospitals for specialist advice if indicated.

. NHS prescriptions and home visits where medically indicated

repeat prescriptions within one working day.

• 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 Vacation

Monday - Friday

Monday - Friday

0930 to 1730 0930 to 1700

Telephone number

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

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

Website

www.lse.ac.uk/collections/security/

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

Student Services

Student Services Centre, Old Building

Opening hours

Term-time and vacation

Financial Support Drop-ins

0930 to 1715

1300 to 1400, extended during registration period

During registration there may be fewer staff at the Centre itself and a greater risk of having to queue.

Services available

 access information, forms and leaflets including application forms for various scholarships and financial assistance, notice boards, terminals for email and LSEforYou.

• during opening hours, have personal attention from staff. If you need to speak in private please let the member of staff know and she/he will arrange that for you. At busy times of the day we might have to ask you to wait or call back at a later time.

· come to Financial Support Drop In Sessions, every day on a 'first come first served' basis, as listed in the opening hours above.

arrange to see the Adviser to Students with Disabilities or a Finance specialist.

· pay your fees - other than in cash.

To perform particular functions you have a choice. The quickest and easiest way to access routine services is through LSEforYou on the web or by email. Those services are of course also available face-to-face at the Centre, and so is advice from properly informed people if you have doubts or difficulties. All services are subject to rules applying at the time.

Please ensure that you access your School email account on a regular basis and/or redirect your emails. Before raising any queries about your fees, payment methods or payments you have made ensure you have looked at your fee account on the LSEforYou website.

service planned for introduction later in 2002/03. ¶ requires departmental support.	LSEforYou/ Web	Email or write	Notes	Contacts email or website	telephone
Fees See next year's fees	Yes	Yes		feequeries@lse.ac.uk	
See your School financial account Pay fees by cheque Pay fees by credit card	Yes	Yes		(the man country)	

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

Financial support Apply for financial assistance Get advice on financial support Get cheques for grants or loans	Yes Yes	Yes * Yes	Collect	www.lse.ac.uk/admin/financial-support financial-support@lse.ac.uk	in tree
Your programme and course See your teaching timetable See your class allocation Ask for your current academic record Ask to change a class Ask to change a course Ask to change supervisor or tutor Apply for another programme Ask about another programme	Yes Yes Yes Yes Yes Yes ¶ Yes ¶ Yes	Yes Yes Yes¶ Yes¶ Yes¶ Yes¶		courses@lse.ac.uk	6202
Examinations Ask to defer an examination Get your candidate number Ask for special examination arrangements See examination pass lists	Yes Yes * Yes *	Yes ¶	infauc v	courses@lse.ac.uk	7130
Your personal details Change your address Ask to replace lost LSE Card Ask for registration certificate or transcript See your examination timetable Ask to become a mentor	Yes Yes Yes Yes Yes*	Yes Yes Yes	Fee £10	registry@lse.ac.uk	7152
Ceremonies Book ceremony seats See ceremony dates and arrangements	Yes * Yes	Yes	Fee due	ceremonies@lse.ac.uk	7143

LSE aims to provide

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

General

awards

prompt answers to counter enquiries during opening hours.

Student Support Fund Other loans and

- replies to letters/emails within ten working days of receipt.
- 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.
- Access Fund: decision within four weeks of receiving full application and all documentation needed. processing times and dates vary according to selection procedures. You will be given appropriate details and receive every practical assistance

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 LSE card within one working day of request
- · course choice and class allocations normally processed within one week

Examinations

- the examinations timetable by subject by the end of the Lent term.
- permitted special examination arrangements at least one week before examination (if submitted in time).
- individual seat numbers posted outside each room on the day of the examination.
- (undergraduate) results by post between the end of July and the middle of August. (taught graduate) results published and sent within ten days of being agreed by the examination board.

You undertake to help Student Services by

- informing the office immediately of changes such as address or name.
- observing all student and programme regulations.
- 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.
- enclosing all necessary documentation when applying for financial support.
- notifying the office at once of any changes in financial circumstances after receiving a financial award.
- repaying all loans on time according to set payment schedules.
- paying fees on time or at the start of the year to take advantage of the discount.
- collecting grant cheques when they are available. showing your student card as proof of identity when asked to do so.
- paying all fees due on time.

Timetables and teaching rooms

All enquiries should be made to the Student Services Centre.

LSE aims to provide

Subject to course choice procedures

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

The Students' Union

East Building

ROLE AND MEMBERSHIP

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

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

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

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

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

STUDENTS UNION ADVICE AND COUNSELLING CENTRE

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

General

Membership

Opting out of SU membership

No rebate will be made to students who opt out.

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

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

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

the School website on LSEforYou.

NIGHTLINE

020 7631 0101

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

See also Student Union Advice and Counselling Centre, Supervision and assessment of progress and Help for students with disabilities

STUDENT **ADVISERS**

John Carrier, A202

n.dallen@lse.ac.uk

i.carrier@lse.ac.uk

Mark Hoffman, A202

n.dallen@lse.ac.uk

ext 7849

ext 7849

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 Research Student Tutor and the departmental Convener. The Dean will see students by appointment or during his open office hours as published outside his office (A202).

Dean of Undergraduate Studies

Dean of Graduate Studies

The Dean has a wide range of duties concerned with relations between the School and its students. He is available to any undergraduate 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 tutors. He is a source of help supplementary to the tutor, the Departmental Tutor m.hoffman@lse.ac.uk and the departmental Convener. The Dean will see students by appointment or during his open office hours as published outside his office

Adviser to Women Students

The Adviser is available to discuss issues of concern to women students in the School and to offer advice Dr Sarah Worthington, A159, and support to women students with personal problems. ext 6389 s.worthington@lse.ac.uk

Adviser to Students with Disabilities

The Adviser provides a first point of contact for students and can give advice and information about Ms Jean Jameson, H417, disability issues. The Dyslexia Support Tutor provides advice, advocacy and support for students with ext 6034 dyslexia, according to individual needs. j.jameson@lse.ac.uk disability@lse.ac.uk

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

See also Learning Support and Career Development Skills (page 9). For full details of School facilities please see the Information for students with disabilities booklet or website, www.lse.ac.uk/disability/

EXAMINATION

EXAMINATION

EXAMINATIONS

EXAMINATIONS OVERSEAS

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

ILLNESS AND EXAMINATIONS

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

If you are taken ill during your examination, or have an accident just before it, you must contact the Student Services Centre 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 Student Services Centre 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 Student Services Centre 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 Student Services Centre. 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 TIMETABLE

ENTRY

DEFERRING

Deferral is only given in exceptional circumstances.

WITHDRAWING

FROM **EXAMINATIONS**

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 Student Services Centre must be informed at least seven days before your first examination.

The examinations timetable will be published by the end of the Lent term. Examinations will

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.

examinations for your programme in the year in which you were taught.

Deferment is not a right. You will need a good reason why you should not sit all the

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

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

You will need a good reason why you should not sit examinations for your programme in the

should ideally obtain this before the end of the first week of the Summer term, but the

take place in the Summer term.

cannot normally ask for deferment.

year in which you were taught.

The overseas examination fee is £150, 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, or undless you obtain exceptional permission from the Dean of Undergraduate Studies. Private unregistered students may apply to sit examinations overseas at an approved overseas centre by writing to the Student Services Centre. In cases where such applications are not received until the Summer term, an additional fee may be charged.

Before examinations the Student Services Centre, quoting your candidate number and your programme of study.

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

ALUMNI RELATIONS

Alumni Relations

Tel (020) 7955

7052/7451/7377

Online services

Fax (020) 7955 7378/7657

email alumni@lse.ac.uk

http://www.lsealumni.org

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.lse.ac.uk/alumni The website contains an up-tothe-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), LSE Business Alumni Network, 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.

Benefits and services

International alumni activities

UK alumni activities

Events

- 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 Student Services Centre 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 Student Progress Panel. 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 Student Services Centre 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 £150 for those allowed to sit overseas.

The Student Progress Panel 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 Student Services Centre will write to you and invite you to make applications to the Student Progress Panel. 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

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

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

STUDENT **PROGRESS PANEL**

Progression rules

Procedure

Applications should be sent to the Student Services Centre 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 Student Services Centre 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 in good time, 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

- 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.
- 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,
- assistance or the communication of information by one candidate to another in an examination room or where not permitted by
- 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,
- 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.
- 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
- 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
- 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.
- 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.

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

14.4 Where no agreement is reached the course of action more favourable to the candidate shall be adopted.

Hearing the evidence

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

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

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. All relevant information on the matter shall then be handled under Regulation 20, and if the decision is taken to proceed it shall be referred to the appropriate Assessment Misconduct Panel for action under Regulation 28.
- 17. The Undergraduate and Graduate Studies Sub-Committees shall each annually establish an Assessment Misconduct Panel comprising four persons, normally the Chair of the Sub-Committee who shall chair the Panel unless excluded from membership because of previous connection with the assessment in question or with the allegation in which case the vice-chair shall chair it, two examiners and a sabbatical officer of the Students' Union or a student drawn by lot from the panel of student members of Boards of Discipline. No person directly involved in the assessment in question or connected in any way with the allegation will serve when the Panel considers the case. All relevant documentation shall be placed before the Panel which shall be required 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 Panel is quorate when there are three of its members present, one of whom must be the Chair
- 19. The Panel should where practicable interview the person(s) making the allegation, as well as the candidate, unless the candidate chooses to have the matter heard in his/her absence. The Panel may seek such other evidence, oral or written, as would assist it in its work. The School reserves the right to enquire in detail into any use of its information technology hardware or software to assist in resolving allegations of copying or plagiarism, consistent with its published rules and practices.
- 20. On receipt of the candidate's response to the request in Regulation 15.2 or 16 the Academic Registrar shall consult the Chair of the Undergraduate or Graduate Studies Sub-Committee as appropriate, who shall determine whether the matter should proceed. if it is determined that it should not proceed the Academic Registrar shall so inform the candidate, and no record of the allegation shall be placed on the student's file. if the decision is taken to proceed then a meeting of the appropriate Panel shall be called to consider the
- 21. The lack of a response by the candidate within a reasonable time shall not prevent the Chair of the Undergraduate or Graduate Studies Sub-Committee as appropriate from taking the decisions required of them under Regulation 20.
- 22. If the candidate does not reply to the invitation set out in Regulation 15.2 or if the candidate denies the charge, the Academic Registrar shall inform him/her of the date on which the hearing of the allegation is to take place. The candidate shall be invited to comment on the allegation and the evidence. He/she may elect to be accompanied by an officer of the Students' Union or by a friend or representative, who shall have the same rights as the candidate.
- 23. The candidate and/or his/her friend or representative shall have the rights to see or to listen to, as appropriate, all evidence given; to question the witnesses appearing before the Panel; and to submit documents to the Panel.
- 24. With the approval of the Director the Panel may obtain independent forensic evidence to assist it reaching a conclusion on a matter of fact.
- 25. The validity of the proceedings of the Panel shall not be affected by the unwillingness or inability of the candidate, or other person
- acting with or for him/her, to reply to questions, orally or in writing, or to appear before the Panel.

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

Subsequent action

- 27. If the Panel decides that the candidate is innocent, the Academic Registrar shall so inform the candidate in writing. No further action shall be taken, and no record of the allegation or the proceedings shall be included on the student's record.

 28. If the Panel decides that an offence against these Regulations has been committed by the candidate, or if an offence has been
- admitted with or without written observations submitted under Regulation 16, the Panel shall have the power to recommend to the examination board either
 - 28.1 that the results in all papers taken in the year be cancelled and a mark of zero returned and, subject to the approval of the Director, the candidate's right to re-register for the examinations or equivalent be withdrawn, or
 - 28.2 that the results in all papers taken in the year be cancelled and a mark of zero returned, or
 - 28.3 that the results in the component(s) or paper(s) concerned be cancelled and a mark of zero returned where appropriate and, subject to the approval of the Director, that the candidate be denied the right to re-register for the examinations or equivalent, or
 - 28.4 that the results in the component(s) or paper(s) concerned be cancelled and a mark of zero returned where appropriate, or
- 28.5 that it admonish the candidate and proceed to assess the candidate on the basis of such of his/her work as is unaffected by the
- 29. The decision of the Panel under Regulation 28 may be given to the candidate orally by the chair of the Panel and shall be conveyed to him/her in writing by the Academic Registrar.
- 30. The examination board may at its discretion accept or not accept any recommendation made to it under Regulation 28, except that it shall not call into question any relevant facts established by the Panel and it shall not be empowered to apply a penalty more severe
- 31. The decision of the examination board under Regulation 30 shall be conveyed to the candidate in writing by the Academic Registrar.
- 32. Where a Panel has decided that an offence against these Regulations has been committed by the candidate, the candidate shall have the right to appeal against that decision on the grounds that the Panel was constituted in such a way as to cast doubt on its impartiality and/or that relevant fresh evidence has been received that might have caused a different decision to have been made provided that it can be shown that it was neither reasonable nor practical for such evidence to have been presented to the Panel before its decision. Any such appeal must be received by the Academic Registrar within five working days of the date of the letter sent under Regulation 31. The Director or a Deputy Director shall have the sole right of determining whether sufficient evidence is presented to warrant the reopening of the hearing. If he or she so determines, he or she shall direct a rehearing either by the original Panel or by a different one, which shall consider the matter afresh.
- 33. 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.

34. 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.

Revised June 2002

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

General

- 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.
- These Regulations concern only decisions made by boards of examiners and do not cover complaints or grievances about other matters, including teaching and supervision.
- The School will not normally meet the legal costs of an appellant but may decide to reimburse the reasonable incidental costs incurred by a student who instigates a successful appeal.

Grounds for making an appeal

- 4. The sole grounds for making an appeal are that there was such procedural defect in the conduct of the examination or in the subsequent processing of scripts or assessed coursework or marks (including the proceedings of boards of examiners) as to render the decision of the examiners unsafe
- 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

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

- 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.

- 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-
- 16. For such an appeal to be heard the student shall in writing, by a letter received within fourteen days of the date of the letter of the Academic Registrar sent pursuant to regulation 12, request the Academic Registrar to invoke the formal procedures for the second stage of appeal.
- 17. Exceptionally, where it appears that the facts of the case have been established beyond doubt and that reference back to the examination board would properly result in no new decision, a Deputy Director may certify the notice of appeal as invalid.
- 18. On receipt of a valid request under regulation 16 and 17 the Academic Registrar shall 18.1 acknowledge receipt to the appellant
- 18.2 call a meeting of the Appeals Committee as constituted under Regulations 32 to 35.
- 19. The Appeals Committee shall meet as soon as is practicable. The meeting will normally take place within four term-time weeks of the receipt of the valid request. It will invite the appellant or a representative to appear before it and/or to give written evidence if desired.
- 20. The Appeals Committee may ask any other person, including the chair of the board, to appear before it and/or to give written evidence
- 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

- 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;
- 25.2 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 governor must not be a member of any the ochoor's committees that dear with student matters. In the becomes apparent during the course of proceedings that the lay governor has an interest in the matter, it must be disclosed immediately to the Director who will decide in consultation with the lay governor whether it is appropriate for the lay governor to deal with the review. 27. The appellant will be informed of the appointment of the lay governor and can exercise the right of pre-emptory challenge up to three times.
- 28. The lay governor will have access to independent legal advice if required in conducting the Review.
- 29. The student and the School may each submit documentation in advance of the review to support their respective cases. No oral submissions may be given. The lay governor may seek additional information from both the School and the student to assist in
- 30. The lay governor will make such report or recommendation, as he/she feels appropriate in the case, giving reasons for his/her findings, 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.

- 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.

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	and the same
BA and BSc degrees LLB degrees	The School Board of Examiners for BA and BSc Degrees The School Board of Examiners for LLB Degrees	I what w

LIBRARY AND IT SERVICES

RULES OF THE LIBRARY

Conduct within the Library

- Noise, disturbance or unseemly behaviour is prohibited.
- No food or drink (other than water) is permitted in the Library's public areas.
- Smoking is not permitted.
- Disruptive mobile phone use is prohibited. Mobile phones should be switched off or set to silent mode when entering the building.
- Library users are asked to treat other users with consideration, in particular those with a disability.
- Library furniture, fittings or equipment must not be misused or their arrangement altered.
- No broad sheets, handbills, newspapers or any material other than official notices from the Library or the School may be distributed within the Library, without the Librarian's permission.
- Library users should not attempt to reserve study places by leaving personal belongings at desks when they have left the building.
- 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 any instances of such defacement to Library staff.

Admission to the Library

- 11. The Library is open for the purpose of study and research to:
 - Governors and Honorary Fellows of the School
 - Current members of School staff and retired members of School academic and academic-related staff
- Registered students and alumni of the School
- Academic staff and research students from the University of London and the M25 Consortium of Higher Education Libraries
- Academic staff from other higher education institutions
- Persons engaged in research which cannot be readily pursued elsewhere
- Students of other higher education institutions (in School vacations only)

Members of profit-making organisations engaged in research, on payment of a fee.

- Full admissions policy details are available at Library Reception and www.library.lse.ac.uk 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:
 - Those stipulated in categories a) to d) of rule 11
- 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, except:
- those in the reference collections
- those in the special collections
- 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 by the Library 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 School academic and academic-related staff; such borrowing may be restricted in the case of very high-use journals.
- 19. Journals in the Current Periodicals area may not be borrowed.
- 20. Non-book materials eg microforms, CD-ROMs, computer discs and tapes are not normally available for loan. Computer discs which accompany printed works, and videos may be borrowed.
- Borrowing from the Course Collection is normally restricted to registered students of the School and its staff.
- 22. Course Collection books may not be removed from the Collection unless issued on loan by Library staff at the Service Counter,
- 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.
- 25. Loan periods applicable to particular categories of material or categories of borrower shall be determined from time to time by the Librarian.
- 26. Library materials on loan to 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 items loaned.
- 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
- 29. Fines shall be charged at rates determined from time to time by the Librarian. Late return of materials borrowed, or failure to pay a fine imposed for late return, may result in 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 borrowing regulations are in printed Library guides and at www.library.lse.ac.uk

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 (displayed in the Archives Reading Room) apply to the use of rare books, manuscripts and other materials in the Archives Reading Room or administered by its staff.
- 34. No book or other Library property 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.

38. Failure to observe any of the foregoing provisions may, in the first instance, be dealt with by the Librarian or an authorised representative, who may take such action or apply such penalty as is reasonable in the circumstances.

39. Any user who is aggrieved by a decision of the Librarian may appeal to the Chairman of the Library and Information Services 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 panel member shall be a student member of the Committee

POLICY STATEMENT ON THE USE OF INFORMATION TECHNOLOGY

A detailed policy on the personal use of email and internet using School facilities which takes account of recent legislation is being constructed at the present time. Please check the LSE web pages for the most up to date version of the procedure.

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.

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

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

- 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
- 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.

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

Access to the Systems

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

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

- 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.
- 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.
- 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.
- 13. Users must not install or play games on any LSE PC.
- 14. Users must not tamper with any LSE PC or any cables or peripheral devices attached to an LSE PC.

Legal, disciplinary and good conduct rules

- 15. 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.
- 16. 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.
- 17. 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.

- 18. 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
- 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

- 19. 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
- 20. 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

21. Users of IT facilities are asked to show consideration for other users, for example by not using an LSE machine for social email in a computer room where other students are waiting to use the facilities.

22. 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.

23. 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).

24. 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.

- 25. 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.
- 26. 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.
- 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.
- 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.
- The School reserves the power to commence disciplinary proceedings in all cases where there appears to have been a breach of the Regulations, including circumstances where a breach of the Regulations also appears to the School to involve a criminal offence.
- The School reserves the power to suspend or discontinue proceedings at any time. The School will immediately suspend proceedings if the complainant or respondent refers the matter to the police.
- 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.
- 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

- 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;
- damage or deface any property of the School, or perform any act likely to cause such damage or defacement;
- use the School premises contrary to Regulations and Rules, or do any act reasonably likely to cause such use;
- engage in any conduct in the School, or in relation to the School, or in relation to the activities of its members in connection with the School, which is, or is likely to be, detrimental to the School's purposes or reputation;
- breach any School Regulations and Codes, particularly the Regulations for Students, the Code of Practice on Free Speech, the Rules Relating to Student Activities, the Regulations on Assessment Offences, the Policy Statement on the Use of Information Technology, and the Conditions of Use of IT Facilities, including all the codes referred to therein.

Friendly settlement [conciliation] procedure

- 10. This procedure is designed to settle less serious complaints at an early stage:
 - any student disciplinary case which cannot be determined at departmental level shall be referred to the Secretary or her nominee for investigation and then one of the Pro Directors may decide to try to resolve it on the basis of consent;
 - a Pro Director or the Director may order immediate suspension from the School or any area of the School pending settlement of the complaint:
 - 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:
- the Pro Director may, if she or he finds a complaint to be justified, impose the penalty of: oral reprimand; written reprimand; a compensation order representing the value of any property damaged;
- decisions taken under the friendly settlement procedure shall be recorded by a signed exchange of letters between the Pro Director, representing the School, and the student concerned. Where a student complainant is also concerned, his or her consent to the settlement shall be recorded in the same way;
- 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:
- any case involving a serious criminal offence;
- any case in which a fine might be imposed;
- any case for which suspension or expulsion from the School might be the appropriate penalty;
- where it seems to the Pro Director during or after the preliminary investigation that, although a fine, suspension or expulsion could in principle be imposed, it would be too severe a penalty, she or he may seek a friendly settlement. In these circumstances, the decision to use the friendly settlement procedure requires the prior consent in writing of the student complained against and of any student complainant. An opportunity must be afforded to such a person to seek independent advice from any of the 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.

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.

- 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').
- 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.

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

Penalties for Breaches of Regulations

- 19. The following penalties may be imposed for misconduct:
 - oral reprimand
 - reprimand, which shall take the form of a written statement that a reprimand has been issued; the statement shall be placed on the student's file
- a compensation order representing the value of any property damage 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
- 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
- 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;
- 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
- 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.
- 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.
- At least one week before a Board of Discipline meets, the student alleged to have committed a breach of these Regulations shall be informed in writing of the date of the meeting and of the nature of the breach which he or she is alleged to have committed. At the hearing of the Board of Discipline the student shall be entitled to be represented by an advocate of his or her own choice, who may be a lawyer. The student or his or her representative shall be entitled to cross-examine any witness called and to call witnesses in his or her defence. He or she shall further be entitled to give evidence and to address the Board in his or her defence. The decision of a Board of Discipline shall be by a majority. The Board of Discipline shall report confidentially its findings to the student concerned, to the student's tutor or supervisor, to the Director, and, unless the student otherwise directs, to the General Secretary of the Students' Union.
- In every case where the Board of Discipline reports that a breach of Regulations has been committed, the student concerned shall be entitled, within one week of being informed of the report and of the penalty proposed to be imposed, to appeal to an Appeals Committee of one member of the Panel of Academic Members of Boards of Discipline, one member of the Panel of Student members of the Board of Discipline and one member of the Panel of Lay Governor Members of Boards of Discipline who shall not be persons concerned in the original hearing, selected in the same manner as the academic members and lay member of the Board of Discipline. The Appeals Committee shall not be obliged to rehear evidence but may at its discretion do so and may allow new and fresh evidence to be called. It shall otherwise determine its own procedure and shall report in writing its decision to the student concerned, to the student's tutor or supervisor, to the Director, and, unless the student otherwise directs, to the General Secretary of the Students' Union.

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.
- 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
- 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 committee
- 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.
- The annual selection of members of the Panel of Student Members for Boards of Discipline shall be made by the Secretary in the academic year preceding the year of office, using a random selection process. In making this selection the Secretary shall seek the advice of an Appointed Teacher in Statistics of the University. The Secretary shall exclude from the selection students whose courses the Secretary expects will be completed during the year of selection. The Secretary shall notify the persons selected and shall ask them to state in writing whether they agree to serve as members of the panel. If within 14 days of this notification any of the persons selected has not given his or her consent, further selections shall be made in like manner until ten persons have been selected and have agreed to serve. Any casual vacancies that arise during the year of office may be filled by further selecting in like manner from the same group of persons. The General Secretary of the Students' Union shall be entitled to appoint a student to observe the conduct of
- 6. The Panel of Lay Governor Members for Boards of Discipline shall consist of ten Lay Governors appointed annually by the Council, provided that no Governor who is a member of the Council shall be a member of the Panel. The appointment of Lay Governors to the Panel shall take place in the year preceding the year of office. Additional appointments may be made during the year of office to fill casual
- 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.
- 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.
- The year of office of members of each Panel shall commence on 1 August each year

Regulations for Students – Annex C

- 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.

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

RULES RELATING TO STUDENT ACTIVITIES

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

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
- (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:
- The restaurants and bars operated by the School's Central Catering Services;
- In the Three Tuns Bar, which is the Students' Union's responsibility, and in any other licensed premises operated by the Students' Union, provided authority has been obtained from the School.
- (b) Application to sell alcohol outside normal licensing permitted hours must be made in advance to the House Manager; permission from the relevant licensing authority is also necessary.

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

STUDENT DRUGS AND ALCOHOL POLICY

1. Student Drugs and Alcohol Policy Statement

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

2. The Legal Context concerning Illegal Drugs

The Legal Framework

2.1.1 The use and supply of illegal drugs is a criminal offence in the United Kingdom. The Misuse of Drugs Act 1971 is intended to prevent the non-medicinal use of medicinal drugs as well as drugs with no current medicinal uses. Drugs are categorised from Class A to Class C (with the last carrying the lowest penalties). Illegal drugs, for the purpose of the School's Student Drugs and Alcohol Policy and Procedure, are defined in keeping with the categories detailed within the Misuse of Drugs Act 1971.

 The School's Legal Responsibility
 Under the Misuse of Drugs Act, 1971, it is an offence for the occupier of premises or persons concerned in the management of premises to allow the supply, use, or production of drugs to take place on those premises. In addition the School has a legal responsibility to provide a safe and healthy environment for students, staff and visitors.

3. Disciplinary Action

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

4. Welfare and Support for Students

Details of support services where students can get confidential advice if they have an alcohol - or drug-related problem, or are seeking information, are displayed in key areas around the School, and published on the LSE web pages.

This policy was agreed by Council on 25th June 2002

1. Purpose of Procedure

The purpose of this procedure is to provide general guidelines for School students and staff regarding action to be taken when dealing with a drug or alcohol related incident.

Undergraduate Handbook: Disciplinary and Other Regulations and Procedures 39

2. Dealing With Drug and Alcohol Related Incidents

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

3. Different Types of Drug and Alcohol Related Incidents

- There are four broad types of drug and alcohol related incidents, as follows:
- 3.1.1 Emergency Intoxication/Influence.

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

- 3.1.2 Non-Emergency Intoxication/Influence:
- where no immediate danger is apparent

3.1.3 Discovery:

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

3.1.4 Disclosure, Suspicion or Rumour:

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

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

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

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

4.1 Stage 1: Assessment of Incident and Immediate Action

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

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

Stage 3: Recording

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

5. Sanctions

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

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

5.1.2 School

Any discovery of drug usage could result in suspension or expulsion from the School (following the Regulations for Students), and/or expulsion from a Hall of Residence (following the Code of Conduct for Disciplinary Proceedings in Halls of Residence).

5.2 Sanctions against offenders may range from monetary fines for more minor offences, to suspension from the School and/or Hall of Residence, and legal action, for more major offences.

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

This procedure was agreed by Council on 25th June 2002

CODE OF PRACTICE ON FREE SPEECH

- The following is one of the most important of the clauses in the School's Memorandum and Articles of Association.
- 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.

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

- 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.
- 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:
- UN Covenant on Civil and Political Rights, Article 19: 1.3.1
- Everyone shall have the right to hold opinions without interference.
- 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.
- The exercise of the rights provided for in paragraph 2 of this Article carries with it special duties and reponsibilities. It may (3) therefore be subject to certain restrictions, but these shall only be such as are provided by law and are necessary: 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.
- European Convention on Human Rights, Article 10: 1.3.2
- 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.

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.

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, 3.2 specify formal arrangements for certain types of meeting or other event.
- The School authorities will not deny use of School premises to any individual or body of persons on any grounds connected 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 3.3.2 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 3.3.3 authorised members of the School.
- The School authorities have authorised by general or specific permission use of the School's premises for the purpose 3.3.4
- 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:
 - 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
 - (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;
 - 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
- 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.

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

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.

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.

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.

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 and Director of Administration 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

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:

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.

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.

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

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

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]

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.

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.

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.

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

- 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
- 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.
- 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
 - propose that the matter be dealt with informally with the student's agreement [The student's non-reply will not be interpreted as agreement.12 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

- (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 informally, 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.
- 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 III-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:
 - 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.
- 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 III-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:

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

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

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

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

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.

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).

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.

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

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

⁰The 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.

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

SERVICE COMPLAINTS

A service complaint arises when an individual is dissatisfied with some aspect of a service that has been provided by the central administrative divisions within the School. A list of the School's Divisions can be found on the Web www.lse.ac.uk/services/. Most of the Divisions within the School have their own complaints policy which can be obtained from the respective Divisions. The common pathway for resolving complaints is shown below:

- (i) A complainant should first contact the person that they originally dealt with;
- (ii) If the matter can not be resolved it will then be referred to the local manager;
- (iii) If the issue persists it will be passed onto the Head of Division;
- (iv) Finally if the issue is serious or has policy implications it will be referred to the School Secretary and Director of Administration. Further details of the School services can be found from pages 16-23 of the Undergraduate and Graduate handbook.

PROCEDURE FOR COMPLAINTS OF SEXUAL HARASSMENT

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

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

Preliminary Stages

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

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

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

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 studentrelated 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 Dean chairs the Undergraduate Students' Forum which sits a student from each department and institute. Members are selected in the Michaelmas term by students in each department or institute. The Forum normally meet once a term and report to the Student Affairs Committee.

Undergraduate Students' Forum

Students are represented on the Teaching Learning and Assessment Committee and the Student Affairs Committee by a sabbatical officer of the Students' Union. A member of the Undergraduate Students' Forum is elected by the relevant Forum, along with a sabbatical officer of the Students' Union, to sit on the Undergraduate Studies Subcommittee.

Committees

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

- 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
 - · 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.
- The length of tutorial meetings will as far as possible without interruption and distraction vary according to the particular needs of the tutee. Tutees should feel that they have full opportunity to outline their problems and receive help.
- Tutors must have a good working knowledge of the structure and regulations of the programmes of the School. The Calendar/ Undergraduate Handbook is the authoritative source of information on all programmes and courses. Tutors needing advice on rules and regulations should consult the Departmental Tutor or the Dean of Undergraduate Studies.
- Where a tutee's questions concern a particular course the tutor may advise the tutee to consult the teacher responsible (as shown in the Course Guide). Where such questions occur regularly the Department concerned should distributes guidance notes to help both tutor and tutee
- 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.
- 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
- 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
- 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

- Lectures are an important part of the teaching and learning experience. The structure and content of each course is set out in the Course Guides, and lecturers should ensure that their teaching is consistent with this information.
- When the content of a course changes to the extent that previous examination papers may not be a reliable guide to future papers, lecturers should warn students and should produce sample questions for the new parts of the course. When the course is new there will be no previous papers, and a full sample paper should be produced. Students must be given clear advance warning of any approved change to examination format.
- 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

- 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.
- 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.
- Class work for full-year courses should normally include at least four pieces of written work (two each in the Michaelmas and Lent terms), set either by the course lecturer or class teacher. It should be marked by the class teacher except in cases where it forms part of the overall assessment of the course, where special arrangements apply. Class work should be distributed in advance, done by students in their own time and, if marks are to be awarded, should be collected, marked by the class teacher, and returned with written comments and the marks clearly indicated, within two weeks. The class teacher must record marks in the class registers.
- 2.10 Class teachers should ensure that they record student class attendance and marks for work done. They must report to the Academic Registrar on forms provided when, without satisfactory explanation, any student is regularly absent or absent on two consecutive occasions or fails to submit class work on time.
- Class teachers must not arrange or accept additions to or deletions from their classes until such changes have been formally recorded by the Student Service Centre, and should report to the Office any students who try to attend their classes but whose names do not appear on the official register.
- 2.12 Class reports are integral to the School's feedback system on the academic progress of students and an essential source of information for references to potential employers. Class teachers must complete reports on each of their students during and at the end of both the Michaelmas and Lent terms. They must ascertain procedures within their department for returning class registers to the Student Service Centre so as to ensure that they are returned on or before the due date.
- 2.13 Class teachers are required to give a grade for each student's class work and class participation in their end of term reports. This grade is an indication of the student's performance and of his/her ability to work under non-examination conditions.
- 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

- 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 Student Service Centre. Students away through illness must inform their tutor and, where the absence is for more than a fortnight, also the Student Service Centre. The School is required to notify the relevant local education authority if a home student is absent for more than three weeks.
- Students must see their tutors at least three times in the first term of their first year, and at least twice a term thereafter, and should keep all appointments made with them. The meetings at the beginning of the Lent and Summer terms, at which class teachers' reports are discussed, are particularly important.
- Students should decide their choice of courses after discussion with tutors; if the tutor is not available, the student can consult the Departmental Tutor. Students must check with tutors that their choice of course accords with the programme regulations published in the Calendar/Undergraduate Handbook and ensure that tutors sign the course choice form. Completed and signed forms must be returned to the Student Service Centre by the date given on the forms or on covering letters. Students must report all subsequent changes to the Student Service Centre. They will not normally be able to take the examination in any course for which they are not formally registered by the Student Service Centre.
- Students should know the timetable for their courses by consulting the publicly-displayed lecture timetables and class lists and the Timetables Alterations notice boards and/or website.
- Students may not change classes unless there is a clash with another legitimate academic requirement or a compelling non-academic reason supported in writing by the Departmental Tutor in the department responsible for that course. Class changes must be arranged and recorded by the Student Service Centre. They will not otherwise be recognised for attendance and assessment purposes.
- Attendance at classes is compulsory and records are kept by class teachers, who are required to report to the Academic Registrar 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.
- 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
- Students should complete the School teaching questionnaires, whether electronic or on paper.
- 3.10 Students must communicate changes of address to the Student Service Centre as soon as they occur. Examination and some other important material is sent to term-time addresses.

The examination system

- 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.
- 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
- 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.
- Once the examination timetable has been produced an examinations admission form, with a unique examination number, and Notes for Candidates are sent to each candidate at the term-time address held by the Student Service Centre. Notes for Candidates is a most important document and should be read in full.
- 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
- 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.

 The School provides special examination rooms for candidates who for approved reasons cannot take examinations in the usual

THE DEGREES

REGULATIONS FOR FIRST DEGREES

General

 These Regulations are made subject to the General Academic Regulations of the School. They apply to every student taking a programme leading to a first degree in the School of any course constituting part of such a degree.

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.

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:
 - 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;
- 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;
 - 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 prrogramme, other than the first year, in another institution of university status and may exempt him/her from the courses that would have been taken in that year or part thereof, provided
 - 13.1 that the institution has been approved for this purpose by the School, and
 - 13.2 that the study carried out in that institution coheres with the remainder of the programme, and
 - 13.3 that any arrangements for the assessment of the student's performance in examinations in respect of the courses followed at that institution to be accepted in lieu of the examinations prescribed by course regulations have been approved for this purpose by the School, and
 - 13.4 that the standard of the course or courses attended by the student is equivalent to that of the course or courses the student would normally have followed at the School.
- 14. A student receiving permission under Regulation 13
 - 14.1 shall be exempted from the requirements of the programme by no more that a value of four course-units, from those elements of the examination which the student would have taken in the year or part thereof that he/she spent at another institution, and
 - 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
- 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

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.

The School may in exceptional circumstances permit a variation of the method(s) of assessment for a course, in

Examinations will be held once in each year, commencing on dates to be published in the School's *Undergraduate* respect of some or all candidates. 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 quality for Honours, a Pass Degree.

43. A list of successful candidates will be published by the School.

Information to students

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

Special provisions

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

Appeals against decisions of boards of examiners

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

SCHEDULE TO THE REGULATIONS FOR FIRST DEGREES

The powers of the School set out in these Regulations shall be exercisable as follows:

Regulation	All students	BA/BSc students only	LLB students only
5 - 6, 13, 36	Undergraduate Studies Subcommittee		100000000000000000000000000000000000000
8 -10	Student Affairs Committee or Undergraduate Studies Subcommittee as appropriate	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	The same of the sa
14, 18, 19, 23 (resit permission), 24 - 26, 27, 31, 32, 35, 38, 47)		School Board of Examiners for BA and BSc degrees	School Board of Examiners for LLB degrees
17, 41	Academic Board on the recommendation of Teaching Learning and Assessment Committee		E POTE LA
21	Dean of Undergraduate Studies		the Samuel Land Co.
28, 30	Student Progress Panel		
15, 23 (fee date), 37, 43 - 46	Academic Registrar		-

Classification Scheme for the BSc/BA Degrees

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

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	0 - 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.

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)
- 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.

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.

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

General Rules

Every effort is made to keep information in the Calendar up to date to ensure that the programmes and courses are offered as described here. It is correct at the time of going to press (August 2002). Circumstances may change subsequent to publication. Subsequent changes deemed seriously to affect course and programme provision are indicated on LSE's web site at www.lse.ac.uk/study

Students are therefore strongly advised to visit this web site for the most up to date information on teaching provision for their programme The School reserves the right at all times to withdraw or alter particular courses and syllabuses, and to alter the level of fees.

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.

BSc Accounting and Finance

Paper Course number and title

Year 1

- AC100 Elements of Accounting and Finance
- EC102 Economics B Either MA106 Introductory Quantitative Methods (Mathematics) H and ST106 Introductory Quantitative Methods (Statistics) H or MA107 Quantitative Methods (Mathematics) H and ST107 Quantitative Methods (Statistics) H

or ST102 Elementary Statistical Theory Either SO105 Industrial Enterprise in Comparative Perspective or an approved paper taught outside the Department

Year 2

- AC211 Managerial Accounting
- AC212 Principles of Finance
- Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II or EC210 Macroeconomic Principles

Either EC220 Introduction to Econometrics or EC221 Principles of Econometrics

Either ID200 Organisational Theory and Behaviour MN200 The Process of Management or OR201 Operational Research for Management 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

Two of AC340 Auditing and Accountability, AC320 Corporate Finance and Financial Markets, AC310 Advanced Managerial

Accounting

12 One of

LL209 Commercial Law

Either EC220 Introduction to Econometrics or EC221 Principles of Econometrics

A further paper named in 8 above

Approved papers to the value of one unit taught outside the Department (normally papers available only to second or third year

BSc Actuarial Science

Paper Course number and title

Year 1

ST102 Elementary Statistical Theory

MA100 Mathematical Methods

AC100 Elements of Accounting and Finance

EC102 Economics B

Year 2

ST202 Probability, Distribution Theory and Inference
MA201 Further Mathematical Methods (Linear Algebra) **H** and MA200 Further Mathematical Methods (Calculus) **H**

ST226 Actuarial Investigations – Financial H and ST227 Survival Models H

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 Abstract Mathematics, ST218 Project in Applied Statistics, and an approved paper taught outside the Department

Year 3

ST302 Stochastic Processes H and ST304 Time Series and Forecasting H

ST300 Regression Analysis and Generalised Linear Models H and ST306 Actuarial Mathematics: General H 10

ST305 Actuarial Mathematics: Life

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

AN100 Introduction to Social Anthropology

AN101 Ethnography and Theory

AN102 Reading Other Cultures: The Anthropological Interpretation of Text and Film

An approved paper taught outside the Department

Year 2

AN200 Kinship, Sex and Gender

AN226 Political and Legal Anthropology

- AN227 The Anthropology of Economic Institutions and their Social Transformations
- Papers to the value of one unit from Selection List A below

Year 3

- AN300 Advanced Theory of Social Anthropology
- AN301 Anthropology of Religion
- Papers to the value of one unit from Selection List A below
- Either papers to the value of one unit from Selection List A below or AN399 Special Essay Paper in Social Anthropology 12

Anthropology Selection List A

AN203	The Anthropology of Lowlands Latin America H	AN219	The Anthropology of Agrarian Development and Social
	The Anthropology of the Mediterranean, with special	1	Change H (not 02)
AN206	reference to Greece and Cyprus H (not 02)	AN221	The Anthropology of Christianity H
AN207	The Anthropology of Madagascar H (not 02)	AN223	The Anthropology of South East Asia H (not 02)
AN208	Anthropological Linguistics H (not 02)	AN229	The Anthropology of Religious Nationalism and
AN209	Research Methods in Social Anthropology H (not 02)		Fundamentalism H (not 02)
AN210	The Anthropology of Conflict, Revolution and War H	AN230	The Anthropology of Industrialisation and Industrial Life H
ANZIU	(not 02)	AN231	The Anthropology of China H (not 02)
AN211	The Anthropology of Death H (not 02)	AN232	Film and Photography in Anthropological Practice and
7 (1)	The Anthropology of Art and Communication H (not 02)		Theory H (not 02)
AN212	Anthropological Theories of Exchange H (not 02)	AN233	The Anthropology of South-West Asian and North
AN213	The Anthropology of India (not 02)	1.0.000	African Societies H (not 02)
AN214	The Anthropology of Hunters and Gatherers of Sub-	AN235	The Anthropology of Southern Africa H
AN215	Onteres Africa H (not 02)	AN236	The Anthropology of Governance in the Modern State H
	Saharan Africa H (not 02)	AN237	The Anthropology of Development H (not 02)
AN216	Cognition and Anthropology H (not 02)		oved paper taught outside the Department
AN217	The Anthropology of East and Central Africa H (not 02)	All apple	ved paper laught outside the Department

BA Anthropology and Law

rapel coul	Pa	per	Cour
------------	----	-----	------

rse number and title Year 1

- AN100 Introduction to Social Anthropology
- AN101 Ethnography and Theory
- LL 106 Public Law
- LL104 Law of Obligations

Year 2

- AN226 Political and Legal Anthropology
- LL108 Criminal Law
- 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
- Courses to the value of one unit to be selected from the Anthropology Selection Lists A and B

Year 3

- LL232 Law and Institutions of the European Union
- One course not already taken in the second year to be selected from Anthropology Selection List B
- 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	LL253	The Law of Corporate Insolvency
LL202	Commercial Contracts	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	LL282	Law of Restitution (not 02)
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 of Evidence	LLLO	Law II H
LL233		LL293	Taxation
LL242	International Protection of Human Rights	77.75.767	Law, Theory and Policy of Consumer Markets (not 02)
LL250	Law and the Environment	LL294	
LL251	Intellectual Property Law	LL305	Jurisprudence

BSc Business Mathematics and Statistics

Paper Course number and title

Year 1

- ST102 Elementary Statistical Theory
- MA100 Mathematical Methods
- Either EC100 Economics A* or EC102 Economics B
- 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

- MA200 Advanced Calculus H and MA201 Advanced Linear Algebra H
- Either ST202 Probability, Distribution Theory and Inference or ST218 Projects in Applied Statistics
- Courses to the value of one unit from
 - MA103 Introduction to Abstract Mathematics
- OR202 Operational Research Methods
- ST202 Probability, Distribution Theory and Inference
- ST218 Projects in Applied Statistics (if not taken under paper 6),
- Courses to the value of one unit from
- ST226 Actuarial Investigations Financial H
- ST227 Survival Models H
- ST205 Sample Surveys and Experiments H
 Courses to the value of one unit from:
- AC212 Principles of Finance
- 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)
- PS102 Self, Others and Society: Perspectives on Social and Applied Psychology
- SO105 Industrial Enterprise in Comparative Perspective

Year 3

- Courses to the value of three units from:
- ST300 Regression Analysis and Generalised Linear Models H
- ST302 Stochastic Processes H
 - 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 OR301also taken)
- ST327 Market Research: An Integrated Approach
- ST331 Decision Theory and Bayesian Statistics
- MA203 Real Analysis H
- MA208 Optimisation H
- MA209 Differential Equations H
- MA300 Game Theory (not if MA301 also taken)
 MA301 Game Theory I H
- MA303 Chaos in Dynamical Systems H MA305 Control Theory 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
- MN307 Aspects of Marketing Management H
- OR301 Model Building in Operational Research (not if ST325 is taken)
- OR303 Combinatorial Optimisation H
- **OR304 Decision Analysis**
- IS340 Information Systems in Business
- 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

- EH101 The Internationalisation of Economic Growth, 1870 to the Present Day
- Either EC100 Economics A or EC102 Economics B
- An approved paper from outside the Department
- An approved paper from outside the Department

Year 2

- EH245 Foundations of the Industrial Economy
- EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan
- 7 & 8 Two from:
 - EH101 The Internationalisation of Economic Growth, 1870 to the Present Day (if not taken in year 1)
 - EH205 Towns, Society and Economy in England and Europe, 1450-1750
 - EH210 Economic and Social History of Britain from 1830
 - EH225 Latin America and the International Economy (not 02)

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 &

EC311 History of Economics: How Theories Change EH301 The Origins of the World Economy, 1450-1750

EH302 Work, Class and Organization: British Labour from Industrialization to General Strike
EH310 Financial Markets, Investment and Economic Development in Britain, Germany and the US after 1870 (not 02)

EH315 Africa and the World Economy EH320 The World Economic Crisis, 1919-1945

EH325 Issues of Modern Japanese Economic Development (not 02)

A further paper from those listed under 7 & 8 (with the exception of those on the Selection List) or 9 & 10

EH390 Long Essay in Social or Economic History

Economic History Salaction List A

AN227	The Anthropology of Economic Institutions and their	LN250	English Literature and Society
	Social Transformations	SA212	Family, Gender and Society
EC200	Economics of Social Policy	SA251	European Population History (not 02)
EC230	European Economic Policy	SA252	Third World Demography
HY227	From Adam Smith to Globalisation (not 02)	SO103	Aspects of British Society
R304	The Politics of International Economic Relations	SO205	Sociology of Development (not 02)
LL259	Legal and Social Change since 1750	An appro	oved language course

BSc Economics and Economic History

Paper Course number and title

Year 1

EH101 The Internationalisation of Economic Growth, 1870 to the Present Day

Either MA107 Quantitative Methods (Mathematics) H and ST107 Quantitative Methods (Statistics) H

or EC110 Basic Mathematics for Economists

Either ST100 Basic Statistics (if EC110 taken) or an approved paper taught outside the Departments of Economics and Economic History

Year 2

One from

Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II Or EC210 Macroeconomic Principles

Either EC220 Introduction to Econometrics or EC221 Principles of Econometrics

EH245 Foundations of the Industrial Economy

One from:

EH205 Towns, Society and Economy in England and Europe 1450-1750

EH210 Economic and Social History of Britain from 1830

EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan

EH225 Latin America and the International Economy (not 02) EH236 The Integration of Europe's Economy 1815-1990

EH240 British Business and Contemporary Economic Performance

Year 3

One from

Either EC201 Microeconomic Principles I (if EC220 taken) or EC202 Microeconomic Principles II (if EC221 taken) Or EC210 Macroeconomic Principles

A paper from Selection List A or an approved paper taught outside the Departments of Economic History and Economics

EC311 History of Economics: How Theories Change

EH301 The Origins of the World Economy, 1450-1750

EH302 Work, Class and Organization: British Labour from Industrialization to General Strike

EH310 Financial Markets, Investment and Economic Development in Britain, Germany and the US after 1870 (not 02)

EH315 Africa and the World Economy

EH320 The World Economic Crisis, 1919-1945

EH325 Issues of Modern Japanese Economic Development (not 02)

EH390 Long Essay in Social or Economic History

Economics Selection List A

	THIOS OCICOTION EIGER		
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
EC313	Industrial Economics	200000	A SECTION AND SECURITY OF SECURITY OF AN ADDRESS.

BSc Economic History with Economics

Paper Course number and title

Year 1

EC102 Economics B

EH101 The Internationalisation of Economic Growth, 1870 to the Present Day

Either EC110 Basic Mathematics for Economists or MA107 Quantitative Methods (Mathematics) H and ST107 Quantitative

An approved paper taught outside the Departments of Economics and Economic History

Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II

Or EC210 Macroeconomic Principles EH245 Foundations of the Industrial Economy One from:

EH205 Towns, Society and Economy in England and Europe, 1450-1750
EH210 Economic and Social History of Britain from 1830

EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan EH225 Latin America and the International Economy (not 02)

EH236 The Integration of Europe's Economy 1815-1990

EH240 British Business and Contemporary Economic Performance

An approved paper taught outside the Departments of Economic History and Economics

Year 3

One from:

Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II

Or EC210 Macroeconomic Principles

One from:

EC311 History of Economics: How Theories Change

EH301 The Origins of the World Economy, 1450-1750
EH302 Work, Class and Organization: British Labour from Industrialization to General Strike

EH310 Financial Markets, Investment and Economic Development in Britain, Germany and the US after 1870 (not 02)

EH315 Africa and the World Economy

EH320 The World Economic Crisis, 1919-1945

EH325 Issues in Modern Japanese Economic Development (not 02)

Either a further paper from 7 above or a further paper from 10 above

EH390 Long Essay in Social or Economic History

BSc Economic History with Population Studies (last entry 2002/2003)

Paper Course number and title

Year 1

EH101 The Internationalisation of Economic Growth, 1870 to the Present Day

SA103 Population, Economy and Society

Either ST103 Statistical Methods for Social Research or an approved paper from outside Economic History and Population

An approved paper taught outside the Department

Year 2

SA250 Demographic Description and Analysis

EH245 Foundations of the Industrial Economy

One from

SA251 European Population History (not 02) SA252 Third World Demography

One from:

EH205 Towns, Society and Economy in England and Europe, 1450-1750
EH210 Economic and Social History of Britain from 1830
EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan

EH225 Latin America and the International Economy (not 02) EH236 The Integration of Europe's Economy 1815-1990

EH240 British Business and Contemporary Economic Performance SA212 Family, Gender and Society

Year 3

EH301 The Origins of the World Economy, 1450-1750

EH315 Africa and the World Economy,

EH325 Issues in Modern Japanese Economic Development (not 02) A further paper from 9 above or from among the EH papers in 8 above

A further paper from 7 above

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

EC102 Economics B

Either EC110 Basic Mathematics for Economists or MA100 Mathematical Methods or MA107 Quantitative Methods (Mathematics) H and ST107 Quantitative Methods (Statistics) H

Either ST100 Statistics (if EC110 taken) or ST102 Elementary Statistical Theory (if MA100 taken) or an approved paper taught outside the Department (if MA107 and ST107 taken) An approved paper taught outside the Department

Year 2

EC201 Microeconomic Principles I or EC202 Microeconomic Principles II

EC210 Macroeconomic Principles

Either EC220 Introduction to Econometrics or EC221Principles of Econometrics

An approved paper taught outside the Department

Year 3

Three from the Selection List below

10. 11

One from:

A further paper from the Selection List AC211 Managerial Accounting

EH210 Economic and Social History of Britain from 1830 EH225 Latin America and the International Economy (not 02) EH225 Latin America and the International Economy (160 62)
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 (not 02) 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 Additional Permission form. Any subsequent revision to the student's choice of papers must also be countersigned by the Departmental Tutor.

Economics Selection List

LCOILO	IIIIOO OOIOOtioi. Liet		
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
EC315	International Economics	111	taken in 2nd year)
FC317	Labour Economics	on the street	noise I Alberton I for the old reference and I halled

EC317	Labour Economics	Company of the Compan
RSC	Economics with Economic History	
Paper	Course number and title	
Year 1	50400 5	
1	EC102 Economics B	Propert Day W. A chancile seed offer resmod Days
2	EH101 The Internationalisation of Economic Growth, 1870 to th Either EC110 Basic Mathematics for Economists or MA107 Qua	e Flesent Day
3		initiative Methods (Mathematics) if and 51 for Quantitative
	Methods (Statistics) H	
4	An approved paper taught outside the Department	
Year 2		
5	Either EC201 Microeconomic Principles I or EC202 Microecono	mic 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, 1	450-1750
	EH210 Economic and Social History of Britain from 1830	
	EH220 Comparative Economic Development: Late Industrialisa	tion in Russia, India and Japan
	EH225 Latin America and the International Economy (not 02)	
	EH236 The Integration of Europe's Economy 1815-1990	
	EH240 British Business and Contemporary Economic Performa	nce
Year 3		
9 &	Two from:	
10	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	Economics
	FORMS I I I I I I I I I I I I I I I I I I I	501110710554

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 (not 02)

EH315 Africa and the World Economy

EC313 Industrial Economics EC315 International Economics EC317 Labour Economics EC321 Monetary Economics EC325 Public Economics

EH320 The World Economic Crisis, 1919-1945

EH325 Issues of Modern Japanese Economic Development (not 02)
An approved paper taught outside the Departments of Economics and Economic History

BSc Econometrics and Mathematical Economics

Paper Course number and title Year 1

EC102 Economics B

MA100 Mathematical Methods

ST102 Elementary Statistical Theory

An approved paper taught outside the Department of Economics

100	1.4
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
	MA300 Game Theory
	OR201 Operational Research for Management
	PH211 Philosophy of Economics

Either ST202 Probability, Distribution Theory and Inference or an approved paper taught outside the Department Year 3 Either EC309 Econometric Theory or EC319 Mathematical Economics or EC333 Problems of Applied Econometrics

One from the Selection list below 10

Either a further paper from 9 above or an approved paper from the Selection list below

EC331 Project in Quantitative Economics

Econometrics and Mathematical Economics Selection list

AC100	Elements of Accounting and Finance (if not taken under	EC311	History of Economics: How Theories Change
	7 above)	EC313	Industrial Economics
AC212	Principles of Finance	EC315	International Economics
AC320	Corporate Finance and Financial Markets (if AC212	EC317	Labour Economics
	taken in second year)	EC321	Monetary Economics
EC210	Macroeconomic Principles (if not taken under 7 above)	MA300	Game Theory (if not taken under 7 above)
EC301	Advanced Economic Analysis	OR201	Operational Research for Management (if not taken
EC303	Economic Analysis of the European Union		under 7 above)
EC305	Comparative Economic Systems	PH211	Philosophy of Economics (if not taken under 7 above)
EC307	Development Economics		The state of the s

RSC	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 Economics or MA107 Qua	ntitative Methods (Mathematics) H and ST107 Quantitative
	Methods (Statistics) H	The state of the s
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 Environmenta
	(if GY350, Independent Research Project being taken in Year 3	
8	Either EC201 Microeconomic Principles I or EC202 Microecono	
Year 3	The Total Marcolline Control of Education Control	The Filliopies ii
9	GY321 Environmental Politics and Policy	
10	One from	
, 0	EC210 Macroeconomic Principles, EC307 Development Econor	mics EC313 Industrial Economics
	EC315 International Economics. EC325 Public Economics	mics, 200 to industrial 200 offices
11	Two from	

An approved paper taught in the Geography Department or another Department in the School

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

GY340 Geographical Information Systems
GY350 Independent Research Project (GY240 compulsory prerequisite)

vironmental Management and Policy (la

	Environmental Management and Policy (last e
Paper	Course number and title
Year 1	
1	GY121 Environmental Change and Sustainable Development
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 &	Two from:
12	GY205 Political Geographies, Policy and Space
	GY302 Urban Development: Politics, Policy and Planning
	GY320 Environmental Risk Management
	GY322 Applied Location and Spatial Analysis

Year 1

GY100 Environment, Economy and Society

GY140 Methods in Spatial and Social Analysis

Either GY103 Contemporary Europe or GY120 The Natural Environment

An approved paper taught outside the Department

Year 2

GY240 Research Techniques (Spatial, Social and Environmental)

Two or three units from Selection List A and up to one unit from Selection List B 6.7

88

Year 3

GY350 Independent Research Project

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, Clobal Personation

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

GY205 GY220	Political Geographies, Policy and Space Environment Science and Society	0000
	THE PLANE STATE SHARE	

Geography Selection List B

ocograph) octobron in				
GY202 An appro	The Third World: A Study of Social and Economic Development oved LSE taught option (either a GY course or an outside	GY221 GY222	Environmental Assessment and Management Environment and Economy	

BSc Geography and Population Studies (last entry 2002/3)

Paper Course number and title

Year 1

GY100 Environment, Economy and Society

SA103 Population, Economy and Society

GY140 Methods in Spatial and Social Analysis

One from:

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 Foundations of Social Policy
ST100 Basic Statistics
ST102 Elementary Statistical Theory
ST103 Statistical Methods for Social Research

Year 2

5 &

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

GY220 Environment: Science and Society

GY221 Environmental Assessment and Management

GY222 Environment and Economy GY240 Research Techniques (Spatial, Social and Environmental)

SA250 Demographic Description and Analysis One from:

SA251 European Population History (not 02) SA252 Third World Demography

Year 3

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
GY302 Environmental Risk Management

GY320 Environmental Risk Management

GY321 Environmental Politics and Policy

GY322 Applied Location and Spatial Analysis

GY340 Geographical Information Systems (GIS)

One unit from paper 8

An approved LSE taught course (excluding GY103, Contemporary Europe)

SA399 Special Essay in Population Studies

BSc Geography with Economics

Paper Course number and title

Either EC110 Basic Mathematics or MA107 Quantitative Methods (Mathematics) H and ST107 Quantitative Methods (Statistic) H

GY100 Environment, Economy and Society

Either GY103 Contemporary Europe or GY140 Methods in Spatial and Social Analysis

Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II

GY201 Location and Spatial Analysis

Two from the following:

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 EC210 Macroeconomic Principles

GY322 Applied Location and Spatial Analysis 10

Two 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

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

GV101 Introduction to the Study of Politics

GV100 Introduction to Political Theory

An approved paper taught outside the Department 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

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 (not 02) GV244 Government, Politics and Public Policy in the European Union

GV246 Government and Politics in Eastern Europe (not 02)

GV218 Ancient and Early Christian Political Thought (not 02)

GV219 Medieval and Renaissance Political Thought (not 02)

GV219 Medieval and Renaissants
GV220 Modern Political Thought
GV221 Political Philosophy

GV233 Politics and Ecology (not 02)

One from:

GV223 Democracy and Democratisation GV224 Voters, Parties and Elections (not 02)

GV225 Public Choice and Politics

GV226 Executive Government and its Modernization in Selected OECD Countries (not 02)

GV227 The Politics of Economic Policy (not 02)

An approved paper taught outside the Department

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 GV218 Ancient and Early Christian Political Thought (not 02)

GV219 Medieval and Renaissance Political Thought (not 02)

GV220 Modern Political Thought

GV221 Political Philosophy

GV223 Democracy and Democratisation

GV224 Voters, Parties and Elections (not 02) GV225 Public Choice and Politics

GV226 Executive Government and its Modernization in Selected OECD Countries (not 02)

GV227 The Politics of Economic Policy (not 02)
GV230 Political Change in Modern Britain

GV231 British Political Ideas GV233 Politics and Ecology (not 02) 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

FC102 Economics B

Either EC110 Basic Mathematics for Economists or MA107 Quantitative Methods (Mathematics) H and ST107 Quantitative Methods (Statistics) H

Two from:

GV100 Introduction to Political Theory

GV101 Introduction to the Study of Politics An approved paper taught outside the Department 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

EC201 Microeconomic Principles I

EC210 Macroeconomic Principles

One from:

GV100 Introduction to Political Theory (should normally be taken and examined at the end of the second year if not taken in

GV101 Introduction to the Study of Politics (should normally be taken and examined at the end of the second year if not taken in

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)

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 Germany
GV243 Government, Politics and Public Policy in Latin America

GV243 Government, Politics and Public Policy in the USA (not 02) GV244 Government, Politics and Public Policy in the European Union

GV246 Government and Politics in Eastern Europe (not 02)

GV225 Public Choice and Politics

An approved paper from the Economics Selection List

An approved paper from the Government Selection List

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 GV219 GV220 GV221 GV223	Ancient and Early Christian Political Thought (not 02) Medieval and Renaissance Political Thought (not 02) Modern Political Thought Political Philosophy Democracy and Democratisation	GV226 GV227 GV230 GV231 GV233	Selected OECD Countries (not 02) The Politics of Economic Policy (not 02) Political Change in Modern Britain British Political Ideas Politics and Ecology (not 02)
GV224	Voters, Parties and Elections (not 02)	GV233	Politics and Ecology (not 02)

Economics Selection List

EC301 EC303 EC305 EC307	Advanced Economic Analysis Economic Analysis of the European Union Comparative Economic Systems Development Economics	EC313 EC315 EC321 EC325	Industrial Economics International Economics Monetary Economics Public Economics	
EC311	History of Economics: How Theories Change		[20 YOU] YESTONS O	OF EDGO PETANC

BSc Government and History

Paper Course number and title

Year 1

Either GV101 Introduction to the Study of Politics or GV100 Introduction to Political Theory

One from:

HY101 The European Civil War, 1890-1990

HY112 Race, Sex and Slavery: The Western Experience

HY113 From Empire to Independence: the Extra-European World in the Twentieth Century
HY114 War and Society from the Renaissance to the Napoleonic Era c1500-1815
HY115 National Identity in the British Isles, c1707-1951 (not 02)

Either the paper not taken under 1 or a further paper from 2

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 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)

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 (not 02) GV244 Government, Politics and Public Policy in the European Union

GV246 Government and Politics in Eastern Europe (not 02)

An approved paper from the Government Selection List

An approved paper from the History Selection List A below

An approved paper from the History Selection List B below

An approved paper not already taken from the History Selection List A below (normally to be taken in Year 3)

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

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 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 Salaction Liet

GV218	Ancient and Early Christian Political Thought (not 02)	GV226	Executive Government and its Modernization in
GV219	Medieval and Renaissance Political Thought (not 02)	0 1 2 2 0	
GV220	Modern Political Thought		Selected OECD Countries (not 02)
	Modern Political Thought	GV227	The Politics of Economic Policy (not 02)
GV221	Political Philosophy	GV230	Political Change in Modern Britain
GV223	Democracy and Democratisation	GV231	British Political Ideas
GV224	Voters, Parties and Elections (not 02)	GV233	
GV225	Public Choice and Politics	GV233	Politics and Ecology (not 02)

History Selection List A

) coloculation and the		
HY201 HY208 HY209	British History, 1760-1914 (not 02) The History of the United States since 1783 The Spanish Civil War: its Causes, Course and	HY232 HY234	Frontiers of Nationalism, Statehood and Independence The History of Eastern and South-Eastern Europe, 1914-1990
HY221	Consequences The History of Russia, 1682-1825	HY317 Muslims, Christians and Jews in the Early mo	Muslims, Christians and Jews in the Early modern World (not 02)
HY223	From Reich to Nation: The Contest for Hegemony in Germany, 1648-1871	HY317	Politics and Culture in Early Modern Europe: From the
HY230	The Early Colonial Empires: Europe and the World	19	Renaissance to the Scientific Revolution, 1500-1640

History Soloction List D

1113101	y delection List B		
HY302	Anglo-Spanish Relations in the Age of Elizabeth I and Philip II (not 02)	HY312	From Suez to the Six Day War; Britain, the United States and Arab Nationalism, 1952-1970
HY303 HY304 HY311	Russia in Revolution, 1914-1921 Germany's New Order in Europe, 1939-45 The United States and the Vietnam Wars, 1945-75: An International History	HY313 The International HY316 The Independence HY318 Leadership or Det	The International History of East Asia, 1914-1945 The Independence and Partition of India Leadership or Detachment? British Policy Towards Western Europe, 1947-1973

History Selection List C

HY202	International History Circ. 1000		
H1202	International History Since 1890	HY227	Adam Smith to Globalization: the International History
HY214	The Middle East in the Twentieth Century	Man Parlicina	of Free Trade Since 1776 (not 02)
HY222	France in International Affairs, 1940-1981: European,	HY233 Empire and Nation: Britain and India since	
	Colonial, and East-West Conflict		The European Enlightenment, c1680-1830
HY226	The Great War 1914-1918	111010	The European Emigntenment, C1000-1030

BA History (for students registered in or before October 2000)

Paper Course number and title

1 & 2 Two from:

HY101 The European Civil War, 1890-1990

HY112 Race, Sex and Slavery: The Western Experience

HY113 From Empire to Independence: the Extra-European World in the Twentieth Century HY113 From Empire to Independence, the Extra-European World In the Indiana.

HY114 War and Society from the Renaissance to the Napoleonic Era c1500-1815

An approved paper taught outside the Department Either an approved paper taught outside the Department or a further paper from 1 & 2 above

Year 2

One from:

EH205 Towns, Society and Economy in England and Europe 1450-1750

HY221 The History of Russia 1682-1825

HY223 From Reich to Nation: The Contest for Hegemony in Germany, 1648-1871
HY230 The Early Colonial Empires: Europe and the World 1400-1750

HY234 Muslims, Christians and Jews in the Early Modern World (not 02)

HY302 Anglo-Spanish Relations in the Age of Elizabeth I and Philip II (not 02)

HY315 The European Enlightenment, c1680-1830

HY317 Politics and Culture in Early Modern Europe: From the Renaissance to the Scientific Revolution, 1500-1640

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

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)

Either a document-based paper (if required for approved intercollegiate course under paper 9 above) or a further paper from the

A further paper from the Selection List

HY300 Essay (this may be linked directly to the choice of an (E) paper)

History	Selection List	1.0000	Th - O+ Max 1014 1019
EH220	Comparative Economic Development: Late	HY226 HY227	The Great War 1914-1918 Adam Smith to Globalization: the International History of Free Trade since 1776 (not 02)
EH240	British Business and Contemporary Economic Performance	HY230	The Early Colonial Empires: Europe and the World
GV230	Political Change in 20th Century Britain	HY232	1400-1750 Frontiers of Nationalism, Statehood and Independence
HY201 HY202	British History 1760-1914 (not 02) International History Since 1890	100000000000000000000000000000000000000	The History of Eastern and South-Eastern Europe 1914-1990
HY208 HY209	The History of the United States Since 1783 The Spanish Civil War: its Causes, Course and	HY233	Empire and Nation: Britain and India since 1750
	Consequences	HY234	Muslims, Christians and Jews in the Early Modern World (not 02)
HY214 HY221	The Middle East in the Twentieth Century The History of Russia 1682-1825	HY235	Modernity and the State in East Asia: China, Japan and
HY222	France in International Affairs 1940-1981: European,		Korea since 1840 (may not be selected if HY211 and/or HY229 previously taken)
HY223	Colonial and East-West Conflict From Reich to Nation: The Contest for Hegemony in	HY314	Representing the Past: Historiography and Historical Methods

BA History (for students registering in and after October 2001)

Paper Course number and title

Year 1

Three from: (including at least one from the following: HY112, HY114 and HY115) 1.2

HY101 The European Civil War, 1890-1990

HY112 Race, Sex and Slavery: The Western Experience

HY113 From Empire to Independence: the Extra-European World in the Twentieth Century HY114 War and Society from the Renaissance to the Napoleonic Era c1500-1815

HY115 National Identity in the British Isles, c1707-1951 (not 02)

EH101 The Internationalisation of Economic Growth, 1870 to the Present Day

An approved paper taught outside the Department

Year 2

EH205 Towns, Society and Economy in England and Europe 1450-1750
HY221 The History of Russia 1682-1825

HY223 From Reich to Nation: The Contest for Hegemony in Germany, 1648-1871
HY230 The Early Colonial Empires: Europe and the World 1400-1750

HY234 Muslims, Christians and Jews in the Early Modern World (not 02) HY302 Anglo-Spanish Relations in the Age of Elizabeth I and Philip II (not 02)

HY315 The European Enlightenment, c1680-1830

HY317 Politics and Culture in Early Modern Europe: From the Renaissance to the Scientific Revolution, 1500-1640

One paper from the Selection List A, not taken previously (below) or EH210, Economic and Social History of Britain from 1830

One paper from the Selection List B, not taken previously (below) or EH225 Latin America and the International Economy

(not 02) or EH236 The Integration of Europe's Economy, 1815-1990

An Approved paper taught outside the Department

Year 3

HY314 Representing the Past: Historiography and Historical Methods

A paper from the Selection List C 10

A further paper from Selection Lists A, B or C or a further paper from paper No 5 above (not already taken)

HY300 Essay 12

HY201 HY208 HY209	British History, 1760-1914 (not 02) The History of the United States since 1783 The Spanish Civil War: its Causes, Course and	HY232	Frontiers of Nationalism, Statehood and Independence The History of Eastern and South-Eastern Europe 1914-1990 Modernity and the State in East Asia: China, Japan and
HY221 HY223	Consequences The History of Russia 1682-1825 From Reich to Nation: The Contest for Hegemony in	HY235	Korea since 1840 (may not be selected if HY211 and/or HY229 previously taken)
	Germany, 1648-1871		3.1071

Calcation List D

Selecti	ION LIST B	1	Ti E I O I said Empires Europe and the World
HY202	International History since 1890	HY230	The Early Colonial Empires: Europe and the World
HY214 HY222	The Middle East in the Twentieth Century France in International Affairs, 1940-1981: European, Colonial, and East-West Conflict	HY233 HY234	1400-1750 Empire and Nation: Britain and India since 1750 Muslims Christians and Jews in the Early Modern
HY226 HY227	The Great War 1914-1918 Adam Smith to Globalization: the International History of Free Trade Since 1776 (not 02)	el luis	World (not 02)

Selection List C

HY302	Anglo-Spanish Relations in the Age of Elizabeth I and	1111/040	
	Philip II (not 02)	HY313	The International History of East Asia, 1914-1945
111/000		HY315	The European Enlightenment, c1680-1830
HY303	Russia in Revolution, 1914-1921	HY316	The Independence and Partition of India
HY304	Germany's New Order in Europe, 1939-45	HY317	Politics and Cultura in Fig. 1. 1. 1.
HY311	The United States and the Vietnam Wars, 1945-75:	111317	Politics and Culture in Early Modern Europe: From the
	An International History		Renaissance to the Scientific Revolution, 1500-1640
111/040		HY318	Leadership or Detachment? British Policy towards
HY312	From Suez to the Six Day War; Britain, the United		Western Europe, 1947-1973
	States and Arab Nationalism, 1952-1970		110010111 Ediopo, 1047-1070

BSc Industrial Relations and Human Resource Management

Paper Course number and title

ID100 Employment Relations

Three from:

Year 1

AN100 Introduction to Social Anthropology

EC100 Economics A or EC102 Economics B

Either GV101 Introduction to the Study of Politics or GV100 Introduction to Political Theory
IS143 Information Technology and Society

Either LN130 French Language and Society 1 or LN110 German Language and Society 1

PS102 Self, Others and Society: Perspectives on Social and Applied Psychology

SO100 Principles of Sociology

SO105 Industrial Enterprise in Comparative Perspectives

Either ST103 Statistical Methods for Social Research or MA107 Quantitative Methods (Mathematics) H and ST107 Quantitative Methods (Statistics) H

An approved paper taught outside the Department

ID290 Human Resource Management

Three from Groups A and B below

Year 3

ID300 Selected Topics in Employment Relations

Three from Groups A and B below (must include at least one of the 3rd year options)

12

(at least two and up to a maximum of six units)

ID200 ID202	Organisational Theory and Behaviour Economics of the Labour Market: Economic Analysis of	ID399 EC317	An essay of up to 10,000 words (3rd year only) Labour Economics (3rd year only and only if
ID203 ID314	Unions H Economics of the Labour Market: Pay H Industrial Psychology H	MN307 LL226	ID202/ID203 previously taken) Aspects of Marketing Management H Elements of Labour Law
ID315	Trade Unions and Social Movements H	SO212	Sociology of Work, Management and Employment

Group B

(up to four units)

AC100	Elements of Accounting and Finance	EH302	Work, Class and Organisation: British Labour History
AC211	Managerial Accounting	The state of the s	from Industrialisation to General Strike
AN227	The Anthropology of Economic Institutions and Social Transformations	EH325	Issues in Modern Japanese Economic Development:
AN230	The Anthropology of Industrialisation and Industrial Life H		Late Industrialisation, Imperialism and High Speed Growth (not 02) (may only be selected if EH220 previously taken)
EH210	Economic and Social History of Britain from 1830	IS340	
EH220	Comparative Economic Development: Late	LL209	Information Systems in Business
	Industrialisation in Russia, India and Japan	MN201	Commercial Law
EH240	British Business and Contemporary Economic		Economics for Management
	Performance	OR201	Operational Research for Management
	Chomance	SO208	Gender and Society
		Two appr	roved papers taught outside the Department
		(2nd and	3rd year papers only, any 1st year paper requires the on of the Departmental Tutor)

BSc International History (Last intake 2000/2001)

Paper Course number and title

Year 1

1&2 Two from:

HY101 The European Civil War 1890-1990

HY112 Race, Sex and Slavery: The Western Experience

HY113 From Empire to Independence: the Extra-European World in the Twentieth Century

HY114 War and Society from the Renaissance to the Napoleonic Era c1500-1815 (NB: this course is recommended for students intending to follow this degree)

An approved paper taught outside the Department

Either an approved paper taught outside the Department or a further paper from 1 & 2 above

Year 2

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

HY234 Muslims, Christians and Jews in the Early Modern World (not 02)
HY302 Anglo-Spanish Relations in the Age of Elizabeth I and Philip II (not 02)
HY315 The European Enlightenment, c1680-1830 HY317 Politics and Culture in Early Modern Europe: From the Renaissance to the Scientific Revolution, 1500-1640 One from Selection List A (below) One from Selection Lists B or C (below) An approved paper taught outside the Department Year 3 One paper from Selection List B One paper from Selection List C HY314 Representing the Past: Historiography and Historical Methods or one paper from Selection List A, B or C, or from 5 above HY300 History Essay

Salaction List A

HY201 HY208 HY209 HY221 HY223	British History, 1760-1914 (not 02) The History of the United States since 1783 The Spanish Civil War: its Causes, Course and Consequences The History of Russia 1682-1825 From Reich to Nation: The Contest for Hegemony in Germany, 1648-1871	HY232 HY235	Frontiers of Nationalism, Statehood and Independence The History of Eastern and South-Eastern Europe, 1914-1990 Modernity and the State in East Asia: China, Japan and Korea since 1840 (may not be selected if HY211 and/or HY229 previously taken)
---	---	----------------	--

		TI F-I O-I I Empireon Europe and the World
HY202 International History Since 1914 HY214 The Middle East in the Twentieth Century HY222 France in International Affairs, 1940-1981: European, Colonial, and East-West Conflict HY226 The Great War 1914-1918 HY227 Adam Smith to Globalization: the International History of	HY230 HY233 HY234	The Early Colonial Empires: Europe and the World 1400-1750 Empire and Nation: Britain and India since 1750 Muslims, Christians and Jews in the Early Modern World (not 02)

Salaction List C

Selecti	IOII LIST O	_	
HY302	Anglo-Spanish Relations in the Age of Elizabeth I and Philip II (not 02)	HY313 HY315	The International History of East Asia, 1914-1945 The European Enlightenment, c1680-1830 The Independence and Partition of India
HY303 HY304 HY311	Russia in Revolution, 1914-1921 Germany's New Order in Europe, 1939-45 The United States and the Vietnam Wars, 1945-75:	HY316 HY317	Politics and Culture in Early Modern Europe: From the Renaissance to the Scientific Revolution, 1500-1640 Leadership or Detachment? British Policy towards
HY312	An International History From Suez to the Six Day War; Britain, the United States and Arab Nationalism, 1952-1970	HY318	Western Europe, 1947-1973

BSc International Relations (for students registered in or before October 2001)

Paper Course number and title

Year 1 IR100 The Structure of International Society

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 c1500-1815

One from:

HY115 National Identity in the British Isles, c1707-1951 (not 02)

GV100 Introduction to Political Theory

PH103 Reason, Knowledge and Values: An Introduction to Philosophy

SO100 Principles of Sociology

An approved paper taught outside the Department

Year 2

IR200 International Political Theory

HY202 International History since 1890

One from: GV234 Theories and Problems of Nationalism

IR201 Europe's Institutional Order

IR302 Ethics of War (not 02)

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

IR300 Foreign Policy Analysis I

IR301 International Institutions I IR304 Politics of International Economic Relations I

One from:

GV234 Theories and Problems of Nationalism (if not taken under paper 7)

IR302 The Ethics of War (if not taken under paper 7) (not 02)

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 (not 02) 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	GY301	The Political Geography of Development and the South
	Industrialisation in Russia, India and Japan	HY209	The Spanish Civil War: its Causes, Course and
EH225	Latin America and the International Economy (not 02)	1	Consequences
EU202	Government, Politics and Public Policy in France	HY214	The Middle East in the Twentieth Century
GV100	Introduction to Political Theory	HY220	The International History of East Asia, 1917-1950
GV217	Russia/The CIS: Institutions and Policies	HY222	France in International Affairs, 1940-1981: European,
GV220	Modern Political Thought	1	Colonial, and East-West Conflict
GV221	Political Philosophy	HY226	The Great War, 1914-1918
GV223	Democracy and Democratisation	HY304	Germany's New Order in Europe, 1939-1945
GV226	Executive Government and its Modernization in	LL242	The International Protection of Human Rights
	Selected OECD Countries (not 02)	LL250	Law and the Environment
GV227	The Politics of Economic Policy (not 02)	LN200	Russian Language and Society 2
GV230	Political Change in Modern Britain	LN210	German Language and Society 2
GV233	Politics and Ecology (not 02)	LN220	Spanish Language and Society 2
GV241	Government, Politics and Public Policy in Germany	LN230	French Language and Society 2
GV242	Government, Politics and Public Policy in Latin America	PH203	Philosophy of the Social Sciences
GV243	Government, Politics and Public Policy in the USA	SA213	European Social Policy
	(not 02)	SO201	Sociological Theory
GV244	Government, Politics and Public Policy in the European	SO202	The Social Analysis of Russia and the CIS
	Union	SO204	Political Processes and Social Change (not 02)
GV246	Government and Politics in Eastern Europe (not 02)	SO205	Sociology of Development (not 02)
GV234	Theories and Problems of Nationalism		r paper, not on the exclusion lists, approved by the
		Departme	ental tutor of the Department of International Relations

BSc International Relations (for students registered in or after 2002)

Paper Course number and title

One from:

Year 1

IR100 The Structure of International Society

HY202 International History since 1890

GV100 Introduction to Political Theory

PH103 Reason, Knowledge and Values: An Introduction to Philosophy

SO100 Principles of Sociology

An approved paper taught outside the Department Year 2

IR200 International Political Theory

IR301 International Institutions IR300 Foreign Policy Analysis

One from:

EC100 Economics A

EH101 The Internationalisation of Economic Growth, 1870 to the Present Day

HY209 The Spanish Civil War: its Causes, Course and Consequences

HY214 The Middle East in the Twentieth Century
HY222 France in International Affairs, 1940-1981: European, Colonial and East-West Conflict

HY223 From Reich to Nation: The Contest for Hegemony in Germany, 1648-1871

HY226 The Great War, 1914-1918

HY227 From Adam Smith to Globalisation: The International History of Free Trade since 1776 (not 02)

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 IR201 Europe's Institutional Order LL278 Public International Law

Year 3

9 & Two from:

GV234 Theories and Problems of Nationalism

IR302 The Ethics of War (not 02)

IR303 Regional Integration in Western Europe

IR304 Politics of International Economic Relations *

IR305 Strategic Aspects of International Relations I

IR306 Sovereignty, Rights and Justice: Issues in International Political Theory (not 02)
IR308 Systemic Change in the Twentieth Century: Theories of the Cold War
LL242 International Protection of Human Rights **

* Prerequisites for this course are normally EH101 or EC100

** Prerequisite for this course is LL278

A paper relevant to the study of International Relations approved by the candidate's teachers from the Selection List below

IR399 Long Essay

Selection List of Papers Approved by the Department as Relevant to the Study of International Relations

Furancon Economic Policy	GY301	The Political Geography of Development and the South
European Economic Policy	HY209	The Spanish Civil War: its Causes, Course and
Comparative Economic Development. Edito		Consequences
Industrialisation in Russia, india and Japan	HY214	The Middle East in the Twentieth Century
Latin America and the international Economy (not 32)	the little day of the later to the later	The International History of East Asia, 1917-1950
Government, Politics and Public Policy III France		France in International Affairs, 1940-1981: European,
Introduction to Political Theory	111222	Colonial, and East-West Conflict
	HV226	The Great War, 1914-1918
Modern Political Thought	100000000000000000000000000000000000000	Germany's New Order in Europe, 1939-1945
Political Philosophy	110000000000000000000000000000000000000	The International Protection of Human Rights
Democracy and Democratisation		Law and the Environment
Executive Government and its Modernization in	70.00	
Selected OECD Countries (not 02)		Russian Language and Society 2
The Politics of Economic Policy (not 02)	1	German Language and Society 2
Political Change in Modern Britain	LPSChlore Year	Spanish Language and Society 2
Politics and Ecology (not 02)	1 TO 2 TO 2 TO 2	French Language and Society 2
Government, Politics and Public Policy in Germany	100000000000000000000000000000000000000	Philosophy of the Social Sciences
Government, Politics and Public Policy in Latin America	SA213	European Social Policy
Government, Politics and Public Policy in the USA(not02)	SO201	Sociological Theory
Government Politics and Public Policy in the European	SO202	The Social Analysis of Russia and the CIS
	SO204	Political Processes and Social Change (not 02)
Covernment and Politics in Fastern Europe (not 02)	SO205	Sociology of Development (not 02)
Theories and Problems of Nationalism	Any othe	er paper, not on the exclusion lists, approved by the
Freitzement: Science and Society	Departm	ental Tutor of the Department of International Relations
	Comparative Economic Development: Late Industrialisation in Russia, India and Japan Latin America and the International Economy (not 02) Government, Politics and Public Policy in France Introduction to Political Theory Russia/The CIS: Institutions and Policies Modern Political Thought Political Philosophy Democracy and Democratisation Executive Government and its Modernization in Selected OECD Countries (not 02) The Politics of Economic Policy (not 02) Political Change in Modern Britain Politics and Ecology (not 02) Government, Politics and Public Policy in Germany Government, Politics and Public Policy in the USA(not02) Government, Politics and Public Policy in the European Union Government and Politics in Eastern Europe (not 02) Theories and Problems of Nationalism Environment: Science and Society	Comparative Economic Development: Late Industrialisation in Russia, India and Japan Latin America and the International Economy (not 02) Government, Politics and Public Policy in France Introduction to Political Theory Russia/The CIS: Institutions and Policies Modern Political Thought Political Philosophy Democracy and Democratisation Executive Government and its Modernization in Selected OECD Countries (not 02) The Politics of Economic Policy (not 02) Political Change in Modern Britain Politics and Ecology (not 02) Government, Politics and Public Policy in Germany Government, Politics and Public Policy in the USA(not02) Government, Politics and Public Policy in the USA(not02) Government, Politics and Public Policy in the European Union Government and Politics in Eastern Europe (not 02) Theories and Problems of Nationalism

BSc International Relations and History

200	
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 From Empire to Independence: The Extra European World in the 20th Co

HY115 National Identity in the British Isles, c1707-1951, (not 02) 3&4 Two from 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 IR200 International Political Theory

HY202 International History since 1890

Either IR300 Foreign Policy Analysis I or IR301 International Institutions I

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 1682-1825

HY222 France in International Affairs 1940-1981: European, Colonial, and East-West Conflict

HY223 From Reich to Nation: The Contest for Hegemony in Germany, 1648-1871

HY226 The Great War 1914-1918

HY227 Adam Smith to Globalization: The International History of Free Trade since 1776 (not 02)

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

HY235 Modernity and the State in East Asia: China, Japan and Korea since 1840

HY234 Muslims, Christians and Jews in the Early Modern World (not 02)

Year 3

The paper not taken under 7 above

One from: 10

GV234 Theories and Problems of Nationalism

IR302 The Ethics of War (not 02)

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 (not 02)

One from:

HY302 Anglo-Spanish Relations in the Age of Elizabeth I and Philip II (not 02)

HY303 Russia in Revolution, 1914-21

HY304 Germany's New Order in Europe, 1939-45

HY311 The United States and the Vietnam Wars, 1945-75: An International History

HY312 From Suez to the Six Day War; Britain, the United States and Arab Nationalism, 1952-1970

HY313 The International History of East Asia, 1914-1945

HY314 Representing the Past: Historiography and Historical Methods

HY316 The Independence and Partition of India

HY317 Politics and Culture in Early Modern Europe: From the Renaissance to the Scientific Revolution, 1500-1640

HY318 Leadership or Detachment? British Policy Towards Western Europe 1947-1973

One from:

A further paper from 10 or 11 above

HY300 History Essay

An approved paper taught outside the Department of International Relations and International History

BSc Management - For students registered in and before October 2000

Paper Course number and title

Year 1

Either EC100 Economics A or EC102 Economics B

Either MA106 Introductory Quantitative Methods (Mathematics) H and ST106 Introductory Quantitative Methods (Statistics) H or MA107 Quantitative Methods (Mathematics) H and ST107 Quantitative Methods (Statistics) H

SO105 Industrial Enterprise in Comparative Perspective

An approved paper taught outside the Department

Year 2 MN200 The Process of Management

AC100 Elements of Accounting and Finance

MN201 Economics for Management, EC200 Economics of Social Policy, EC210 Macroeconomic Principles

One from Groups A-F Year 3

MN303 International Context of Management H and MN304 Introduction to Strategy H

MN302 Marketing Management: A Strategic Approach Two from Groups A-F 10

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	700000	A CONTRACTOR OF THE PARTY OF TH	

Group B, Economics

MN201	Either Economics for Management or	ID202	Economics of the Labour Market: Economic Analysis of
EC230	European Economic Policy	100000	Unions H (may not be combined with EC317)
EC210	Macroeconomic Principles	ID203	Economics of the Labour Market: Pay H (may not be
EC313	Industrial Economics	I STATE OF	combined with EC317)
EC317	Labour Economics (may not be combined with ID202/203)		

Group C. Management Science

IS143	Information Technology and Society (may not be selected if IS240 has previously been taken)	OR202	Operational Research Methods (may not be combined with OR201)
IS340	Information Systems in Business	OR301	Model Building in Operational Research
MA207	Further Quantitative Methods (Mathematics) H and	OR304	Decision Analysis
ST201	Statistical Models and Data Analysis or	ST102	Elementary Statistical Theory
MA207	Further Quantitative Methods (Mathematics) H and	ST205	Sample Surveys and Experiments H
MA301	Game Theory I H	ST307	Aspects of Market Research H
OR201	Operational Research for Management (may not be combined with OR202)	200	

Group D. The International Context of Management

IR301	International Institutions I	GY300	Europe and the Global Economy
IR303	Regional Integration in Western Europe	SO202	The Social Analysis of Russia and the CIS
R304	The Politics of International Economic Relations I	SO205	Sociology of Development (not 02)

Group E, Public and Voluntary Sector Management

195,243,161,161					
GV225	Public Choice and Politics	SA203	Finance and Organisation of Human Services	Ī	
0.0		SA207	Health Policy and Administration		

Group F, Human and Organisational Aspects of Management

EH210	British Business and Contemporary Economic	LL209	Either Commercial Law or
	Performance	LL232	Law and Institutions of the European Union
ID290	Human Resource Management	SO212	Sociology of Work, Management and Employment
		SO214	The Psychoanalytic Study of Society (not 02)

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 October 2001

Paper Course number and title

Year 1

Either EC100 Economics A or EC102 Economics B

Either MA106 Introductory Quantitative Methods (Mathematics) H and ST106 Introductory Quantitative Methods (Statistics) H or MA107 Quantitative Methods (Mathematics) H and ST107 Quantitative Methods (Statistics) H

MN101 Introduction to Psychology and Behavioural Science for Management An approved paper taught outside the Department

Year 2

MN200 The Process of Management

AC100 Elements of Accounting and Finance

MN201 Economics for Management, EC200 Economics of Social Policy, EC210 Macroeconomic Principles

MN203 Social Science Research Methods of Management

MN303 International Context of Management H and MN304 Introduction to Strategy H

MN302 Marketing Management: A Strategic Approach

Two from Groups A-F

in A Accounting and Finance

Group A, Accounting and I manee	1	mr	THE STATE OF THE PARTY OF THE P
AC211 Managerial Accounting AC212 Principles of Finance AC320 Corporate Finance and Financial Markets	AC330 AC340	Financial Accounting Auditing and Accountability	LuaThroidil

Group B Economics

	D, LCOHOIIICS	IDOOO	Economics of the Labour Market: Economic Analysis of
EC230 EC210 EC313	Either Economics for Management or European Economic Policy Macroeconomic Principles Industrial Economics Labour Economics (may not be combined with	ID202 ID203	Unions H (may not be combined with EC317) Economics of the Labour Market: Pay H (may not be combined with EC317)

	C, Management Science	OR202	Operational Research Methods (may not be combined
IS143 IS340 MA207 ST201 MA207 MA301 OR201	Information Technology and Society (may not be selected if IS240 has previously been taken) Information Systems in Business Further Quantitative Methods (Mathematics) H and Statistical Models and Data Analysis or Further Quantitative Methods (Mathematics) H and Game Theory I H Operational Research for Management (may not be combined with OR202)	OR301 OR304 ST102 ST205 ST307	with OR201) Model Building in Operational Research Decision Analysis Elementary Statistical Theory Sample Surveys and Experiments H Aspects of Market Research H

Group D. The International Context of Management

Group 2; The missing	 - III Olabal Faransii	
IR301 International Institutions I IR303 Regional Integration in Western Europe I IR304 The Politics of International Economic Relations	Europe and the Global Economy The Social Analysis of Russia and the CIS Sociology of Development (not 02)	

Group	Group E, Public and Voluntary Sector Management				
GV225	Public Choice and Politics	SA203 SA207	Finance and Organisation of Human Services Health Policy and Administration		

=11040	Dattish Business and Contemporary Economic	LL209	Fither Commercial Law or
EH210	British Business and Contemporary Economic		Law and Institutions of the European Union
	Performance	LL232	Law and institutions of the European officin
ID290	Human Resource Management	SO212	Sociology of Work, Management and Employment
10290	Fluman resource management	SO214	The Psychoanalytic Study of Society (not 02)

In exceptional circumstances a student may substitute a different outside paper for one of the papers 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 2002

Paper Course number and title

Year 1

Either EC100 Economics A or EC102 Economics B

Either MA106 Introductory Quantitative Methods (Mathematics) H and ST106 Introductory Quantitative Methods (Statistics) H or MA107 Quantitative Methods (Mathematics) H and ST107 Quantitative Methods (Statistics) H

MN101 Introduction to Psychology and Behavioural Science for Management Either AC100 Elements of Accounting and Finance or an approved paper taught outside the Department

MN200 The Process of Management

One from:

MN201 Economics for Management, EC200 Economics of Social Policy, EC210 Macroeconomic Principles MN203 Social Science Research Methods for Management

Either AC100 Elements of Accounting and Finance (if not taken in Year 1) or one from Groups A-F

MN303 International Context of Management H and MN304 Introduction to Strategy H

MN302 Marketing Management: A Strategic Approach 10

Two from Groups A-F

Group	A, Accounting and Finance			3
AC211 AC212 AC320	Managerial Accounting Principles of Finance Corporate Finance and Financial Markets	AC330 AC340	Financial Accounting Auditing and Accountability	This was

Group B, Economics and Economic History

MN201	Economics for Management	EH240	British Business and Contemporary Economic
EC210	Macroeconomic Principles	-	Performance
EC313	Industrial Economics	EH310	Financial Markets, Investment and Economic
EC317	Labour Economics (may not be combined with ID202/3)	14 John 10011	Development in Britain, Germany and the United States
EH220	Comparative Economic Development: Late	1	after 1870 (not 02)
	Industrialisation in Russia, India and Japan	ID202	Economics of the Labour Market: Economic Analysis of
EH236	The Integration of Europe's Economy, 1815-1990	- marine	Unions H (may not be combined with EC317)
		ID203	Economics of the Labour Market: Pay H (may not be combined with EC317)

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
MA207	Further Quantitative Methods (Mathematics) H and	0.1202	with OR201)
ST201	Statistical Models and Data Analysis or	OR301	Model Building in Operational Research
MA207	Further Quantitative Methods (Mathematics) H and	OR304	Decision Analysis
MA301	Game Theory I H	ST102	Elementary Statistical Theory
		ST205	Sample Surveys and Experiments H
		ST307	Aspects of Market Research H

Group D. The International Context of Management

IR201	Europe's Institutional Order	GY300	Europe and the Global Economy
IR301	International Institutions I	SO202	The Social Analysis of Russia and the CIS
IR303	Regional Integration in Western Europe I	SO205	Sociology of Development (not 02)
IR304	The Politics of International Economic Relations I	00200	cooledgy of Development (not 52)

Group F Public Policy and Legal Context of Management

0.046	-, · uziic · oiic, uiiu zogui comtoxi	or managomone	
EC230	European Economic Performance	LL209	Either LL209 Commercial Law or
GV225	Public Choice and Politics	LL232	Law and Institutions of the European Union
GV227	The Politics of Economic Policy	SA203	Finance and Organisation of Human Services
		SA207	Health Policy and Administration

Group F. Human Aspects of Organizations and Management

Group 1, Human Aspects of Organizations and Management						
ID200	Organizational Theory and Behaviour	SO212	Sociology of Work, Management and Employment			

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	

MA107 Quantitative Methods (Mathematics) **H** and ST107 Quantitative Methods (Statistics) **H** Either EC100 Economics A or EC102 Economics B

AC100 Elements of Accounting and Finance

IS143 Information Technology and Society

Years 2 & 3

OR202 Operational Research Methods

ST203 Statistics for Management Sciences

7 & Two from:

OR301 Model Building in Operational Research (third year only)

OR304 Decision Analysis

Either ST327 Market Research: An Integrated Approach (third year only) or MN302 International Marketing: A Strategic Approach Papers to the value of one unit from:

AC211 Managerial Accounting

AC212 Principles of Finance

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

EC220 Introduction to Econometrics

ID200 Organisational Theory and Behaviour

Either LL226 Elements of Labour Law or LL209 Commercial Law

10 & Papers to the value of two units from:

A further paper under 9 above The papers not taken under 7 and 8 above

IS340 Information Systems in Business

MA207 Further Quantitative Methods (Mathematics) H

MA301 Game Theory I H

MN307 Aspects of Marketing Management H (may not be combined with MN302 or ST307)

OR302 Applied Management Sciences

OR303 Combinatorial Optimisation H (third year only)

OR306 Models in Mathematical Programming H (may not be combined with OR301 or ST325)

```
SA250 Demographic Description and Analysis
        ST226 Actuarial Investigations - Financial H
        ST307 Aspects of Market Research H (may not be combined with MN307 or ST327)
        ST325 Simulation Modelling and Analysis H (may not be combined with OR301 or OR306)
        ST331 Decision Theory and Bayesian Statistics H (may not be combined with OR304)
       Papers to the value of one unit from 10 and 11 above or (subject to approval by the Departmental Tutor) any other paper which is
        normally available only to second or third-year students taught within the School or at other colleges of the University where
BSc Mathematics and Economics (for students registered in and before October 2000)
Paper Course number and title
       MA100 Mathematical Methods
       EC102 Economics B
       Two from:
       MA103 Introduction to Abstract Mathematics
       ST102 Elementary Statistical Theory
        Any other paper approved by the Course Tutor
Years 2 and 3
       EC202 Microeconomic Principles II
       MA203 Real Analysis H and MA208 Optimisation Theory H or MA209 Differential Equations H
MA200 Further Mathematical Methods (Calculus) H and MA201 Further Mathematical Methods (Linear Algebra) H
Either EC221 Principles of Econometrics or EC220 Introduction to Econometrics
        EC319 Mathematical Economics
       Two from the following half-unit courses:
MA208 Optimisation Theory H (if not already taken under paper 6 above)
MA209 Differential Equations H (if not already taken under paper 6 above)
MA301 Game Theory I H (not to be taken with MA300 under 11 below)
        MA303 Chaos in Dynamical Systems H
        MA305 Control Theory 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
        ST302 Stochastic Processes H
        ST304 Time Series and Forecasting H
       One from:
        EC210 Macroeconomic Principles
       EC301 Advanced Economic Analysis
       EC309 Econometric Theory
MA300 Game Theory (not to be taken with MA301 under 10 above)
        Another approved paper in Economics
        One from:
       Further papers to the value of one unit from papers 10 and 11 AC100 Elements of Accounting and Finance
        MA103 Introduction to Abstract Mathematics
        ST102 Elementary Statistical Theory
        ST202 Probability, Distribution Theory and Inference
BSc Mathematics and Economics (for students registered in or after October 2001)
Paper Course number and title
Year 1
        EC102 Economics B
        MA100 Mathematical Methods
        ST102 Elementary Statistical Theory
        Either (a) MA103 Introduction to Abstract Mathematics
              (b) Any other paper approved by the Course Tutor
Year 2
        FC202 Microeconomic Principles II
        MA200 Further Mathematical Methods (Calculus) H and MA201 Further Mathematical Methods (Linear Algebra) H
Either EC210 Macroeconomic Principles or EC221 Principles of Econometrics or AC212 Principles of Finance
        If 4 (b) was taken
         (a) MA103 Introduction to Abstract Mathematics
         If 4 (a) was taken
        Either (b) MA203 Real Analysis H and MA208 Optimisation Theory H or MA209 Differential Equations H
             (c) Any other paper approved by the Course Tutor
        Or
Year
         EC319 Mathematical Economics
        Courses to the value of one unit from:
         MA208 Optimisation Theory H (if not taken under 8 above or 12 below)
        MA209 Differential Equations H (if not taken under 8 above or 12 below)
MA301 Game Theory I H (not to be taken with MA300 under 11 below)
         MA303 Chaos in Dynamical Systems H
         MA305 Control Theory 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 If AC212 was taken as paper No 7 then: Either EC210 Macroeconomic Principles or EC221 Principles of Econometrics 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 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 PH103 Reason, Knowledge and Values: An Introduction to Philosophy PH101 Logic An approved paper taught outside the Department An approved paper taught outside the Department Either PH215 History of Modern Philosophy A or PH216 History of Modern Philosophy B (not 02) Either PH201 Scientific Method or PH203 Philosophy of the Social Sciences 7 & Two from: PH214 Morality and Values One or two papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department Year 3 The paper not taken under 5 above 10. Three from: PH211 Philosophy of Economics PH214 Morality and Values (must be taken if not taken under 7 & 8 above) PH299 Essay on an Approved Subject in Philosophy Up to three papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department Philosophy Selection List PH200 Mathematical Logic Philosophical Logic and Metaphysics (not 02) PH206 Nineteenth Century Continental Philosophy (not 02) Scientific Revolutions: Philosophical and Historical BSc Philosophy and Economics

Paper Course number and title

Year 1

Either MA107 Quantitative Methods (Mathematics) H and ST107 Quantitative Methods (Statistics) H (if Mathematics at 'A' Level) or EC110 Basic Mathematics for Economists (if Mathematics not taken at 'A' Level)

PH103 Reason, Knowledge and Values: An Introduction to Philosophy

Year 2

Two from:

Either (i) PH201 Scientific Method or (ii) PH203 Philosophy of the Social Sciences

PH214 Morality and Values

An approved paper from the Philosophy Selection List below Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II

EC210 Macroeconomic Principles

Year 3

Either PH201 Scientific Method or PH203 Philosophy of the Social Sciences (one must be chosen if neither was taken in year 2) or PH214 Morality and Values (must be chosen if not taken in year 2)

Or (and only if both PH201 or PH203 and PH214 have already been taken) An approved paper from the Philosophy Selection List or PH299 Essay on an approved subject in Philosophy

Either an approved paper taught outside the Departments of Philosophy and Economics or an approved paper from the Economics Selection List below

An approved paper from the Economics Selection List below

PH211 Philosophy of Economics

Philosophy Selection List

PH200	Mathematical Logic	PH213	Scientific Revolutions: Philosophical and Historical
PH203	Philosophy of the Social Sciences		Issues I have been an one entertail at EAM
PH206	Nineteenth Century Continental Philosophy (not 02)	PH215	History of Modern Philosophy A
PH209	Philosophical Logic and Metaphysics (not 02)	PH216	History of Modern Philosophy B (not 02)

Economics Selection List

	mico ociocii aici		
AC212	Principles of Finance	EC311	History of Economics: How Theories Change
EC220	Either 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

BS	c Philosophy and Mathematics	
Pape	- 1 1111	
Year	1	
1	PH103 Reason, Knowledge and Values: An Introduction to Philosophy	
2	MA100 Mathematical Methods	
3	MA103 Introduction to Abstract Mathematics	
4	PH101 Logic	
Year		
5	PH215 History of Modern Philosophy A or PH216 History of Modern Phil	losophy B (not 02)
6	An approved paper from the Philosophy Selection List below	
7 8	Papers to the value of two units from:	

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

An approved paper from the Philosophy Selection List below

A half-unit from the Mathematics Selection List below and MA314 Theory of Algorithms

Papers to the value of one unit from the Mathematics Selection List below

Philosophy Selection List

PH201	Scientific Method	PH213	Scientific Revolutions: Philosophical and Historical
PH203	Philosophy of the Social Sciences	300000	Issues
PH206	Nineteenth Century Continental Philosophy (not 02)	PH214	Morality and Values
PH209	Philosophical Logic and Metaphysics (not 02)	PH215	History of Modern Philosophy A
PH211	Philosophy of Economics	PH216	History of Modern Philosophy B (not 02)

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 H	OR303 Combinatorial Optimisation H
MA305	Control Theory H	ST202 Probability, Distribution Theory and Inference
		Any papers from 7 & 8 above not already taken

BSc Population Studies

	i opaidion otadico	
Paper	Course number and title	
Year 1		
1	SA103 Population, Economy and Society	
2	One from:	
		COTAGG Later de la Companie

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

An approved paper taught outside the Department

An approved paper taught outside the Department

SA250 Demographic Description and Analysis

Two (subject to pre-requisites for courses marked*) from:

AN100 Introduction to Social Anthropology Either EC110 Basic Mathematics for Economists or MA107 Quantitative Methods (Mathematics) H and ST107 Quantitative Methods (Statistics) H or MA100 Mathematical Methods

FC200 Fconomics of Social Policy

EC201 Microeconomic Principles I

EC202 Microeconomic Principles II

EH210 Economic and Social History of Britain from 1830

EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan

EH225 Latin America and the International Economy (not 02)

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 Family, Gender and Society SA305 Principles of Social Policy

SO103 Aspects of British Society

SO103 Aspects of British Society SO205 Sociology of Development (not 02)

Year 3

9, 10 Three from:

EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan & 11

EH225 Latin America and the International Economy (not 02)

SA251 European Population History (not 02)

SA252 Third World Demography

SA399 Special Essay in Population Studies

An approved paper taught outside the Department

BSc Russian Studies

Paper Course number and title

Year 1

LN100 Russian Language and Society 1 HY101 The European Civil War, 1890-1990

3& Two from:

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 (excluding LN papers)

5, 6, 7 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 Another a	International History Since 1890 approved paper in History	HY221	The History of Russia 1682-1825	

Group C International Relations

IR200	Either International Political Theory or	IDOOO	5 . 8
IR301	International Institutions I	IR300	Foreign Policy Analysis I
111001	THE HADDIAL HISUIGIONS I		TELE PORTUGO DE THE CONTRACTOR

Group D Sociology

GV234 Either Theories and Problems of Nationalism or SO203 Political Sociology	SO204 Political Processes and Social Change (not 02)	
---	--	--

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 GV234 or SO203

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

LN200 Russian Language and Society 2*

EU300 A Report on an Approved Topic in the Field of Russian Studies

GV217 Russia/The CIS: Institutions and Policies

HY303 Russia in Revolution 1914-1921

SO202 The Social Analysis of Russia and the CIS

BSc Social Policy and Administration

Paper Course number and title

Year 1

SA100 Foundations of Social Policy

SA101 Sociology and Social Policy

SA102 Social Economics

An approved paper taught outside the Department

Year 2

SA203 Finance and Organisation of Human Services SA201 Research Methods for Social Policy

One from the Selection List below

An approved paper taught outside the Department

Year 3

SA305 Principles of Social Policy

10 SA349 A Long Essay on an approved topic

One from the Selection List below

Either one from the Selection List below or an approved paper taught outside the Department

Selection List

001001	IOII LIST		
SA103 SA204 SA212 SA213 SA217 SA220	Population, Economy and Society Educational Policy and Administration Family, Gender and Society European Social Policy Psychology of Crime and Criminal Justice (not 02) Health and Social Care	SA221 SA250 SA252 SA309 SA320	Poverty, Social Exclusion and Social Change (not 02) Demographic Description and Analysis Third World Demography Criminal Justice Policy (not 02) Comparative and International Social Policy

BSc Social Policy and Government

-		
Paner	Course	number and title

Year 1

- Either GV100 Introduction to Political Theory or GV101 Introduction to the Study of Politics
- SA100 Foundations of Social Policy
- One from:
 - The paper not taken under 1
 - SA102 Social Economics,
 - An approved paper taught outside the Departments of Government and Social Policy
- 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
 - GV100 Introduction to Political Theory Politics (must be taken and examined at the end of the second year of the degree if not
 - 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)
- 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 (not 02) GV244 Government, Politics and Public Policy in the European Union
 - GV246 Government and Politics of Eastern Europe (not 02)
- One from the Government Selection List below
- SA203 Finance and Organisation of Human Services
- SA201 Research Methods for Social Policy
- SA305 Principles of Social Policy 10
- One from the Government or Social Policy Selection Lists below
- Either one from the Government or Social Policy Selection Lists below or an approved paper taught outside the Departments of Government and Social Policy

Covernment Calcotion Liet

GV218	Ancient and Early Christian Political Thought (not 02)	GV226	Executive Government and its Modernization in
GV219	Medieval and Renaissance Political Thought (not 02)		Selected OECD Countries (not 02)
GV220	Modern Political Thought	GV227	The Politics of Economic Policy (not 02)
GV221	Political Philosophy	GV230	Political Change in Modern Britain
GV223	Democracy and Democratisation	GV231	British Political Ideas
GV224	Voters, Parties and Elections (not 02)	GV233	Politics and Ecology (not 02)
GV225	Public Choice and Politics	It les tells	

Social Policy Selection List

04404	0 11 10 110 1	04004	Deventy Control Evolution and Control Change (not 02)
SA101	Sociology and Social Policy	SA221	Poverty, Social Exclusion and Social Change (not 02)
SA103	Population, Economy and Society	SA250	Demographic Description and Analysis
SA204	Educational Policy and Administration	SA252	Third World Demography
SA212	Family, Gender and Society	SA305	Principles of Social Policy
SA213	European Social Policy	SA309	Criminal Justice Policy (not 02)
SA217	Psychology of Crime and Criminal Justice (not 02)	SA320	Comparative and International Social Policy
SA220	Health and Social Care	SA349	A Long Essay on an Approved Topic

BSc Social Policy and Population Studies

			,	•
ner	Course	number	and title	

Year 1

- SA100 Foundations of Social Policy
- SA102 Social Economics SA103 Population, Economy and Society
- An approved paper taught outside the Department
- Year 2
- SA203 Finance and Organisation of Human Services
- SA201 Research Methods for Social Policy SA250 Demographic Description and Analysis
- One from:
 - SA251 European Population History (not 02)

SA252 Third World Demography

Year 3

- SA305 Principles of Social Policy
- 10 One from the Selection List below
- A further paper from 8
- Either A further paper from 10 and 11 or an approved paper taught outside the Department

	IOII LIST		
SA101	Sociology and Social Policy	SA220	Health and Social Care
SA204	Educational Policy and Administration	SA221	Poverty, Social Exclusion and Social Change (not 02)
SA212	Family, Gender and Society	SA309	Criminal Justice Policy (not 02)
SA213	European Social Policy	SA320	Comparative and International Social Policy
SA217	Psychology of Crime and Criminal Justice (not 02)	SA399	Special Essay in Population Studies

BSc Social Policy with Social Psychology

Paper Course number and title

- PS102 Self, Others and Society: Perspectives on Social and Applied Psychology
- SA100 Foundations of Social Policy
- Either IS143 Information Technology and Society or an approved paper taught outside the Departments of Social Psychology and Social Policy
- An approved paper taught outside the Departments of Social Psychology and Social Policy

Year 2

- SA203 Finance and Organisation of Human Services
- SA201 Research Methods for Social Policy
- SA101 Sociology and Social Policy
- PS203 Societal Psychology: Theory and Applications

Year 3

- Two from the Social Policy Selection List 9 &
- 10 11 Papers to the value of one unit from Social Psychology Selection List

- Papers to the value of one unit from the Social Policy Selection List
 Papers to the value of one unit from Social Psychology Selection List
 An approved paper taught outside the Departments of Social Psychology and Social Policy

Social Policy Selection List

SA103	Population, Economy and Society	SA250	Demographic Description and Analysis
SA204	Educational Policy and Administration	SA252	Third World Demography
SA212	Family, Gender and Society	SA305	Principles of Social Policy
SA213	European Social Policy	SA309	Criminal Justice Policy (not 02)
SA217	Psychology of Crime and Criminal Justice (not 02)	SA320	Comparative and International Social Policy
SA220	Health and Social Care	SA349	A Long Essay on an Approved Topic
SA221	Poverty, Social Exclusion and Social Change (not 02)	WIST S. IS	and a second and a second as a

Social Psychology Selection List

PS302	Cognition and Social Behaviour	PS303	Social Psychology and Society

BSc Social Policy and Sociology

Paper Course number and title Year 1

- SO100 Principles of Sociology
- SA100 Foundations of Social Policy
- SA102 Social Economics
- ST103 Statistical Methods for Social Research

Year 2

- SO201 Sociological Theory
- SO101 Issues and Methods of Social Research
 SA203 Finance and Organisation of Human Services
- Either an approved paper in Social Policy and Administration or an approved paper in Sociology Year 3

SA305 Principles of Social Policy

- 10 An approved paper in Sociology
- An approved paper in Social Policy and Administration An approved paper taught outside the Departments of Sociology and Social Policy

BSc Sociology

Paper Course number and title

- Year 1
- SO100 Principles of Sociology
 - ST103 Statistical Methods for Social Research An approved paper from the Sociology Selection List below
- An approved paper taught outside the Department

Year 2

- SO201 Sociological Theory
- SO101 Issues and Methods of Social Research
- An approved paper from the Sociology Selection List below
- Either an approved paper from the Sociology Selection List below or an approved paper taught outside the Department

Year 3

- SO302 Sociological Project
- An approved paper from the Sociology Selection List below
 An approved paper from the Sociology Selection List below
- Either an approved paper taught outside the Department or an approved paper from the Sociology Selection List below

Sociology Selection List

2.3	GV234 Theories and Problems of Nationalism	2,3	SO208 Gender and Society	W (A)
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	
1,2,3	SO106 Sociology of Religion	2.3	SO212 Sociology of Work, Management and	
1,2,3	SO201 Sociological Theory	12.4	Employment	
2,3	SO202 The Social Analysis of Russia and the CIS	1,2,3	SO214 Psychoanalytic Study of Society (not 02)	
2.3	SO203 Political Sociology	1,2,3	SO215 Evolution and Social Behaviour (not 02)	
2,3	SO204 Political Processes and Social Change (not 02)	1,2,3	SO216 Cults, Sects and New Religions	
2.3	SO205 Sociology of Development (not 02)	2,3	SO219 Culture and Economy	

This degree is subject to the Regulations for First Degrees, pages 48-51.

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	0 - 29

Eligibility for Award of Degree

- 2.1 In order to be considered for a degree, a candidate must have attempted and completed every element of the assessment for Part I of the Degree and thereafter Part II of the Degree.
- 2.2 In order to be eligible for the award of a degree, a candidate must have satisfied the examiners by passing Part I of the Degree and thereafter have satisfied the examiners by passing Part II of the Degree.
- 2.3 In order to be eligible for the award of the Degree of Bachelor of Laws with French Law a candidate must, in addition to 2.1 and 2.2, have completed and passed the Diploma in Law of the University of Strasbourg.

3. Treatment of Half-units

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

- 3.1 according to the stage of the degree: half-units taken in the same year should be paired;
- 3.2 according to the marks awarded for each half-unit: the two half-units with the highest marks, then those with the next highest marks should be paired.

4. Classification Marks

The classification of each candidate shall be based on all eight marks of the full subjects taken for Parts I and II of the Degree. In all cases, the marks shall be based on the mark obtained by the candidate at the latest attempt of the examination for each course.

5. Treatment of Borderline Marks

Borderline marks are marks of 69, 59, 49, 44, 39 and 29. One borderline mark in Part I and one borderline mark in Part II shall be raised so as to fall within the class, division, pass or fail grade next above whenever the candidate has shown appropriate strength elsewhere. No mark in Part I shall be raised retrospectively when the candidate's Part II marks are being considered.

6. Classification Guidelines

A candidate who is eligible for the award of a degree and who has achieved the minimum requirement for the award of an honours degree of a particular class or division, or a pass degree as set out in sub-paragraphs 6.1 to 6.5 below shall be classified in that class, division or pass grade, **subject to (a) and (b) below**:

- (a) a candidate whose marks include fail marks, but who has otherwise achieved the minimum requirement for the award of an honours degree, should normally be classified in that class, division or pass grade next below that determined in accordance with sub-paragraphs 6.1 to 6.4.
- (b) a candidate who has marks of a higher class than that for which he is being considered shall have those higher marks regarded as some compensation in determining whether the aggregate mark is near enough to the 'normal aggregate'.

6.1 For first class honours:

- 6.1.1 Four first class marks; or
- 6.1.2 Three first class marks and an aggregate mark which is near the 'normal aggregate' of 540.

6.2 For upper second class honours:

- 6.2.1 Four upper second marks (or above); or
- 6.2.2 Three upper second marks (or above) and an aggregate mark which is near the 'normal aggregate' of 480.

6.3 For lower second class honours:

- 6.3.1 Four lower second marks (or above); or
- 6.3.2 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

PARTI

A. A PASS

- (1) A candidate shall pass if she/he passed in three subjects and in the fourth attained a mark of at least 35, provided she/he has 1 mark over an aggregate of 160 for every mark by which her/his mark in the fourth subject falls short of 40;
- (2) A candidate shall pass, though she/he failed in two subjects, provided she/he attained not less than 38 in each of these subjects, and provided also that she/he has 3 marks over an aggregate of 160 for every mark by which each fail mark

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 the First Degrees. The Regulations for the LLB and the LLB with French Law Degrees, the relevant Course Guides and the Code of Practice on Teaching and Learning for Undergraduates.

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 - 10
Upper Second Class	60 - 69
Lower Second Class	50 - 59
Pass	40 - 49
Fail	30 - 39
Bad Fail	0 - 29

2. Eligibility for Passing the First Year

- 2.1 In order to be considered for the Intermediate Examination, a candidate must have attempted and completed every element of the first year of the LLB or the LLB with French Law degree.
- 2.2 In order to pass the Intermediate Examination, a candidate must have satisfied the examiners by passing all 5 examinations that make up the Intermediate Examination.

3. Treatment of Borderline Marks

Borderline marks are marks of 69, 59, 49, 39 and 29. One borderline mark shall be raised so as to fall within the class or pass grade next above whenever the candidate has shown appropriate strength elsewhere. Where there is more than one borderline mark, the lowest mark should be raised.

4. A Reference

- 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 1 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 1 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 1 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

7. The number of attempts at the Intermediate Examination

Candidates who are eligible to sit the Intermediate Examination (see 2.1 above) are entitled, if they have been referred or failed the Intermediate Examination, to a total of 3 attempts at the Intermediate Examination or that part of it in which they have been referred.

8 General Proviso

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

Regulations for the LLB and LLB with French Law Degrees

Each programme includes three parts, Intermediate (taken at the end of the first year), Part I and Part II. Each part is examined in the Summer Term; if the examiners require candidates to be re-examined for the Intermediate or Part I examinations, these will normally take place in September. The LLB with French Law also includes a year's programme of study in the Law Faculty of the Université de Strasbourg III (Robert Schuman).

At the discretion of the School, and with the permission of the other college concerned, arrangements may be made for students to take courses at other colleges of the University in legal subjects not taught at LSE.

The attention of LLB students is drawn to the section on Advantages and Concessions in Professional Training.

LLB

Paper Course number and title

Year 1

- LL104 Law of Obligations
- LL105 Property I H and LL109 Introduction to The Legal System H
- 11 106 Public Law
- 11 108 Criminal Law

Year 2

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

5, 6, 7 & subjects

Year 3

LL305 Jurisprudence

10,11 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 & 12 subjects

Selection List A

AN226	Political and Legal Anthropology	LL250	Law and the Environment
LL201	Administrative Law	LL251	Intellectual Property Law
LL202	Commercial Contracts	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	LL269	Civil Litigation – Processes and Functions
	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	LL294	Law, Theory and Policy of Consumer Markets (not 02)
LL231	The Substantive Law of the European Union	LL299	Full Unit Essay Option (cannot be taken in the same
LL232	Law and Institutions of the European Union	100 miles	year as LL298)
LL233	Law of Evidence	A course	e taught outside the Law Department, other than those on
LL241	Introduction to Civil Law	the exclu	usion list on page 83 (only one can be selected over years
LL242	International Protection of Human Rights	2 and 3	

Selection List B

	Outlines of Modern Criminology H Sentencing and Treatment of Offenders H Social Security Law I H	La consta	Social Security Law II H (may only be taken in combination with LL287) Essay on an Approved Topic H (cannot be taken in the same year as LL299)
--	--	-----------	---

LL106 Public Law

B with French Law		
per Course number and title		
LL104 Law of Obligations		

LL105 Property I H and LL109 Introduction to The Legal System H

LL108 Criminal Law Year 2

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)

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.

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.

10, 11 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 & 12 subjects

Selection List A

AN226	Political and Legal Anthropology	LL250	Law and the Environment
LL201	Administrative Law	LL251	Intellectual Property Law
LL202	Commercial Contracts	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 LL275	Civil Litigation - Processes and Functions Property II
LL210	Information Technology and the Law	LL278	Public International Law
LL212	Conflict of Laws	LL293	Taxation
LL221	Law of Domestic Relations	LL294	Law, Theory and Policy of Consumer Markets (not 02)
LL231	The Substantive Law of the European Union	LL299	Full Unit Essay Option (cannot be taken in the same
LL232	Law and Institutions of the European Union	LLL	year as LL298)
LL233	Law of Evidence	A course	
LL241	Introduction to Civil Law	A course taught outside the Law Department, other than those on	
LL242	International Protection of Human Rights	2 and 3	ision list on page 83 (only one can be selected over years

Selection List B

LL272 Outlines of Modern Criminology H LL284 Sentencing and Treatment of Offenders H LL287 Social Security Law I H	LL288 LL298	Social Security Law II H (may only be taken in combination with LL287) Essay on an Approved Topic H (cannot be taken in the same year as LL299)
--	----------------	---

Key H denotes a half unit course (not 02) denotes not running in the 2002/03 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:

		1	The second secon
AC100	Elements of Accounting and Finance	LN120	Spanish Language and Society 1
AN100	Introduction to Social Anthropology	LN130	French Language and Society 1
AN101	Ethnography and Theory: Selected Texts	LN200	Russian Language and Society 2
AN102	Reading Other Cultures: Anthropological Interpretation	LN210	German Language and Society 2
ANTOL	Of Text and Film	LN220	Spanish Language and Society 2
EC100	Economics A	LN230	French Language and Society 2
EC102	Economics B	LL101	English Legal Institutions
EC110	Basic Mathematics for Economists	LL278	Public International Law
EH101	The Internationalisation of Economic Growth, 1870 to	MA100	Mathematical Methods
Lillo	the Present Day	MA103	Introduction to Abstract Mathematics
GY100	Environment, Economy and Society	MA106	Introductory Quantitative Methods (Mathematics) H and
GY103	Contemporary Europe		ST106 Introductory Quantitative Methods (Statistics) H
GY201	Location & Spatial Analysis ψ	MA107	Quantitative Methods (Mathematics) H and ST107
GV101	Introduction to the Study of Politics	Carles .	Quantitative Methods (Statistics) H
GV100	Introduction to Political Theory	PH101	Logic
ID100	Employment Relations	PH103	Reason, Knowledge and Values: an Introduction to
IS143	Information Technology and Society		Philosophy
HY101	The European Civil War, 1890-1990	SA100	Foundations of Social Policy
HY112	Race, Sex and Slavery: the Western Experience	SA101	Sociology and Social Policy
HY113	Empire to Independence: the Extra-European World in	SA103	Population, Economy and Society
111110	the Twentieth Century	PS102	Self. Others and Society: Perspectives on Social and
HY114	War and Society from the Renaissance to the		Applied Psychology
111111	Napoleonic Era, c 1500-1815	SO100	Principles of Sociology
IR100	The Structure of International Society	SO103	Aspects of British Society
LN101	Russian Language and Society 001: Ab-initio intensive	SO105	Industrial Enterprise in Comparative Perspective
LN112	German Language and Society 01: Post Intermediate	SO106	Sociology of Religion
211112	Intensive	SO214	Psychoanalytic Study of Society (not 02)
LN102	Russian Language and Society 01: Post Intermediate	SO215	Evolution and Social Behaviour (not 02)
2.1102	Intensive	SO216	Cults, Sects and New Religions
LN100	Russian Language and Society 1	ST100	Basic Statistics
LN110	German Language and Society 1	ST102	Elementary Statistical Theory
	90///8// ==//3=/3=/3		

 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

- 11	R100	Structure of International Society Students in the 2nd or 3rd year of study in degrees other than BSc/IR may nevertheless be admitted with the written approval of
	0440	their tutors and the principal teacher of IR100

Not available as an outside option

AC330	Financial Accounting	LL212	Conflict of Laws
AC340	Auditing and Accountability	LL231	The Substantive Law of the European Union
AN399	Special Essay in Social Anthropology	LL235	Housing Law (not 02)
EH245	Foundations of the Industrial Economy	LL242	International Protection of Human Rights
EH301	The Origins of the World Economy, 1450-1750	LL247	Land Development and Planning Law (not 02)
EH310	Financial Markets, Investment and Economic	LL251	Intellectual Property Law
	Development in Britain, Germany and the US after	LL253	The Law of Corporate Insolvency
	1870	LL257	Labour Law
EH315	(not 02)	LL269	Civil Litigation - Processes and Functions
EH320	Africa and the World Economy	LL282	Law of Restitution (not 02)
EH325	The World Economic Crisis, 1919-1945	LL293	Taxation (Not 62)
	Issues in Modern Japanese Economic Development:	LL298	Essay on an approved Legal Topic H
	Late Industrialisation, Imperialism and High Speed	LL299	Full unit Essay Option
	Growth (not 02)	LL305	Jurisprudence
EH390	Long Essay in Social or Economic History	MN101	Introduction to Psychology and Behavioural Science for
GY350	Independent Geographical Project		Management Science for
ID300	Selected Topics in Industrial Relations and Human	MN302	International Marketing: A Strategic Approach
	Resource Management	MN303	International Context of Management H
ID399	Industrial Relations Project	MN304	Introduction to Strategy H
HY300	International History Essay	OR302	Applied Management Sciences
IR399	International Relations Essay	PH200	Mathematical Logic
LL102	English Legal System	PH206	Nineteenth Century Philosophy (not 02)
LL104	Obligations I	PH209	Philosophical Logic and Metaphysics (not 02)
LL106	Public Law: Elements of Government	PH299	Philosophy Essay
LL108	Criminal Law	SA349	A Long Essay on an Approved Topic
LL109	Introduction to the Legal System	SA399	Special Essay in Population Studies
LL203	Law of Business Associations	SO302	Sociological Project
LL207	The Law Relating to Civil Liberties	00002	oodiological Project

Mutually Exclusive Options (may not be combined)

EC100	Economics A	with	EC102	Economics B
EC201	Microeconomic Principles I	with	EC202	Microeconomic Principles II
EC220	Introduction to Econometrics	with	EC221	Principles of Econometrics
MA107	Quantitative Methods (Mathematics) H and	with	MA100	Mathematical Methods or
ST107	Quantitative Methods (Statistics) H	vvitii	EC110	Basic Mathematics for Economists or
	(5,000,000)		ST102	
			ST102	Elementary Statistical Theory or Basic Statistics or
			ST103	Statistical Methods for Social Research
LL104	Obligations I	with	LL226	Elements of Labour Law
MN302	International Marketing: A Strategic Approach	with	ST327	
MN201	Economics for Management	with	EC201	Market Research: An Integrated Approach
	200 Tot Management	WILII		Microeconomic Principles I or
ST100	Basic Statistics		EC202	Microeconomic Principles II
01100	Daoic Claustics	with	ST102	Elementary Statistical Theory or
ST102	Elementary Statistical Theory		ST103	Statistical Methods for Social Research
MA100	Mathematical Methods	with	ST103	Statistical Methods for Social Research
IVIA 100	iviatrierriatical ivietrious	with	EC110	Basic Mathematics for Economists or
MA300	Come Theory		MA107	Quantitative Methods (Mathematics)
MN101	Game Theory	with	MA301	Game Theory I H
	Introduction to Psychology and Behavioural Science for Management	with	PS102	Self, Others and Society: Perspectives On Social and Applied Psychology
OR201	Operational Research for Management	with	OR202	Operational Research Methods
OR301	Model Building in Operational Research	with	ST325	Simulation Modelling and Analysis H
ST201	Statistical Models and Data Analysis H	with	ST203	Statistics for Management Sciences
ST205	Sample Surveys and Experiments H		0,200	otation of Management ociences
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
ST331	Decision Theory and Bayesian Statistics H	with	OR304	Decision Analysis
S143	Information Technology and Society	with	IS240	Advanced Information Technology for the Socia
	5,		10240	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 managerial accounting. Costing, budgeting, long-term decisions. Techniques of financial mathematics: their use in investment and financing decisions.

Reading list: Illustrative texts include M W E Glautier & B Underdown, Accounting Theory and Practice (7th edn, Financial Times Prentice Hall, 2001); C T Horngren, A Bhimani, S M Datar & G Foster, Management and Cost Accounting (Financial Times Prentice Hall, 2002); R Brealey & S Myers, Principles of Corporate Finance (6th revised edn, McGraw-Hill, 2001). Detailed reading lists will be made available at the beginning of the course. Teaching: Lectures: AC100 40, twice weekly, ML. Classes: AC100.A/B/C

22, weekly MLS.

Written work: Written answers to numerical problems and discussion questions will be expected weekly; some will be collected during classes for marking.

Assessment: 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; 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.

Accounting Information Systems: Computer based accounting systems and application controls. Introduction to systems life cycle, systems development, package selection and implementation controls. Impact of architectural evolution and the advent of e-commerce.

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: A Bhimani, Management Accounting in Transition (Management Press, 2002); C Horngren, A Bhimani, S Datar & G Foster, Management and Cost Accounting (Prentice Hall, 2002).

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 of course material, 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 issues concerning management accounting in the digital economy, incentive systems, performance measurement and public sector accounting.

Content: Management Accounting in the Digital Economy: Modern cost management; e-business costing; cybermarketing and financial controls; e-business pricing strategies; internet company structures and management accounting implications.

Economic Aspects of Management Accounting: Information economics, agency theory applications in management accounting (eg incentive pay, responsibility accounting, budgeting, transfer pricing, value added approaches), errors in accounting systems.

Performance Measurement: Financial and non-financial performance measures; critical and cultural perspectives on performance measurement. Accounting in the New Public Sector: NHS reforms as part of 'New Public Management'; experiences of health system reforms outside the UK; performance measurement — private sector financial controls; cost accounting, cost management and pricing in hospitals; accounting in the New Public Sector — whose task?

Reading list: Detailed reading lists will be given out at the start of each part of the course

Illustrative references include: A Bhimani, Management Accounting in the Digital Economy (OUP, 2002): R Cooper & R S Kaplan, The Design of Cost Management Systems (Prentice Hall, 1999); O Olson, J Guthrie & C Humphrey (Eds), Global Warning: Debating International Developments in New Public Financial Management (Cappelan Akademisk Forlag As, Oslo, 1998)

Teaching: 20 Lectures of 2 hours and 20 classes of one hour given in MT and LT.

Written work: Students will be expected to present cases and produce written work for classes. Some of this work may be done in groups. Case studies will be used extensively. All students will be expected to contribute to class discussion.

Assessment: A three hour unseen examination will take place in the ST.

AC320

Corporate Finance and Financial Markets

Teacher responsible: Dr J Danielsson, A454b

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

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 R Macve, E306 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); A Carey & R Macve (Eds), Business, Accountancy and the Environment: A Policy and Research Agenda (ICAEW 1992) and refer to M Power The Audit Society (OUP, 1999). Students will also be provided with relevant examples of corporate and other reports and referred to relevant websites. Detailed course programmes and reading lists will be distributed at the first lecture of the course.

Teaching: 20 lectures (AC340) and 18 classes (AC340.A) in the MT, LT and 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.

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 crosscultural perspective. The scope, theory and methods of Social Anthropology. Its focus on Third World societies.

Teaching: Lectures AN100 Weekly ML, Classes AN100.A – specialists, weekly ML, AN100.B – non-specialists, weekly ML.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: R M Keesing & Strathern, Cultural Anthropology: A Contemporary Perspective (1998); T H Erikson, Small Places, Large Issues: An Introduction to Social and Cultural Anthropology (1995); M Carrithers, Why Humans Have Cultures: Explaining Anthropology and Social Diversity (1992); A Kuper, The Invention of Primitive Society (1988); M Bloch, Prey into Hunter (1996); M Sahlins, Stone Age Economics (1979). Detailed reading lists are provided at the beginning of the course.

Assessment: 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 M Mundy, A507 and to be announced Availability: This course is compulsory for BA/BSc Social Anthropology and BA Anthropology and Law students. It is available to students on other degrees as permitted by the regulations.

Core syllabus: The course is intended to give an introduction to anthropological theory through the study of selected ethnographic texts.

Content: This course discusses important aspects of anthropological and sociological theory in relation to modern ethnographic texts. It ranges from the classical social theory by Marx, Durkheim and Weber to the most recent theoretical advances in the discipline. The course is intended to give students a sound grasp of central theoretical concepts and of their significance for empirical research.

Teaching: Lectures AN101 weekly ML, Classes AN101.A weekly ML.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: R Aron, Main Currents in Sociological Thought; A Giddens, Capitalism and Social Theory; R Nisbet, The Sociological Tradition; L Coser & B Rosenberg, Sociological Theory: a Book of Readings; K Morrison, Marx, Durkheim, Weber; R Borofsky (Ed), Assessing Cultural Anthropology; C Geettz, 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 M Scott, A 615 and To be announced

Availability: This course is compulsory for BA/BSc Social Anthropology. It is available to students from other degrees as permitted by the regulations. Core syllabus: This course aims to provide training in the reading and interpretation of visual and textual anthropology for first-year students, and to develop analytic skills. The course introduces students to detailed, holistic study of a culture in its context, and develops skills in bringing together the various elements of cultural and social life analysed by anthropologists. By the end of each term, successful students will both have a detailed knowledge of three important texts, and also have a rounded view of the three cultures studied. They will also have developed the capacity to think critically about ethnographic writing and film-making. Great emphasis will be placed in this course on student presentation and participation.

Content: Students will usually read three book-length ethnographic accounts of other cultures (or the equivalent) per term, and will study a film (or pictorial, architectural or other visual material) associated with each text. Teaching will normally be arranged in cycles of three weeks; in the first two hour session, students will be given a background lecture, with a one-hour class. In the second week, they will study a relevant ethnographic, documentary or fiction film (eg a significant film from the country under study), followed by a class. In the third week, they will have a two-hour seminar which brings together an overview of the significance of the text studied and its relationship to the visual material with which it is paired. There may be a final integrative session in the final week of each term.

Teaching: MT and LT. Three lectures per term plus an introductory lecture; three films/visual material presentations per term/six discussion classes per term/three two-hour seminars per term.

Written work: Students will be required to read the three set texts per term, approximately 1/3 text (2-4 chapters) each week, and it will be essential to do this in order to pass this course. Students will be asked to give informal and formal presentations in the classes and seminars, and to present an assessment essay after each term's work. Emphasis will be on developing students' abilities to read and analyse texts as a whole, and to relate them to the other material offered on the course. Supplementary readings may be provided during the term.

Reading list: Texts may be chosen from among the following and other works; Michael Stewart, The Time of the Gypsies; Jonathan Parry, Death in Banaras; Janice Boddy, Wombs and Alien Spirits; Lila Abu-Lughod, Veiled Sentiments: Honor and Poetry in a Bedouin Society; Sherry Ortner, Sherpas through their Rituals; David Lan, Guns and Rain: Guerrillas and Spirit Mediums in Zimbabwe; David Coplan, In the Time of Cannibals: the word music of South Africa's Basotho Migrants; Anna Grimshaw, Servants of the Buddha: winter in a Himalayan convent; Janet Siskind, To Hunt in the morning; Don Kulick, Sex, gender and culture among Brazilian transgendered prostitutes; Deborah James, Songs of the Women Migrants; Deborah Bird Rose, Dingo Makes Us Human: Life and Land in an Aboriginal Australian Culture; Ann Fienup-Riordan, Boundaries and Passages: Rule and Ritual in Yup'ik Eskimo Oral Tradition; Marshall Sahlins, Anahulu: The Anthropology of History in the Kingdom of Hawai, Vol 1. Detailed reading lists are provided at the beginning of the course.

Assessment: 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 F Cannell, 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'.

Teaching: Lectures AN200 weekly ML, Classes AN200.A weekly ML.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. Reading list: Readings required will include: D Lan, Guns and Rain; L Abu-Lughod, Veiled Sentiments; E Leach, Rethinking Anthropology; C MacCormack & M Strathern, Nature, culture and gender; C Levi-Strauss, The Elementary Structure of Kinship; D Schneider, A Critique of the Study of Kinship; M Godelier, T Trautmann & F Tjon Sie Fat, Transformations of Kinship; F Myers, Pintupi Country, Pintupi Self. Detailed reading lists are provided at the beginning of the course.

Assessment: A three-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN203

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 Levi-Strauss, The Raw and the Cooked; The Story of the Lynx; J Overing Kaplan, The Piaroa; C Crocker, Vital Souls; P Gow, Of Mixed Blood; P Descola, In the Society of Nature; The Spears of Twilight; E Basso, The Last Cannibals. Detailed reading lists are provided at the beginning of the course.

Assessment: 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 NA 02/03 The Anthropology of the Mediterranean, with special

reference to Greece and Cyprus

Teacher responsible: To be announced

Availability: This course is optional for Bachelor's degrees in Anthropology
and for other degrees as permitted by the regulations. Undergraduates
taking this course should have completed an introductory course in

anthropology unless granted exemption by the course teacher.

Core syllabus: Themes and theoretical debates appearing in the anthropological literature of Greece and Cyprus. Occasional reference will be made to ethnographies of other circum-Mediterranean societies, eg Turkey, Macedonia, Bulgaria, Yugoslavia, Bosnia. Some attention will be paid to studies of refugees, and the incorporation of ethnic minorities into

Greek State and society.

Content: Through a discussion of selected texts, issues of culture and social structure will be explored in a number of communities. The importance of orthodoxy in Greek cultural identity will be featured. Particular attention will be paid to the use of history, to capitalist transformation, to gender relations, with particular attention to the division of labour and of religious representation; to the notion of honour; to local violence and its relation to state formation. Nationalism, and the politics of the treatment of cultural minorities will be considered. The management of death will be featured. The role of popular song in ethnography may be discussed. Appropriate ethnographic films may be shown, in addition to lectures and

classes.

Teaching: Lectures AN206 weekly, Classes AN206.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. Reading list: Detailed reading lists are provided at the beginning of the

course. **Assessment:** A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays

AN207 H NA 02/03

The Anthropology of Madagascar

Teacher responsible: To be announced Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher. Core 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.

H NA 02/03

AN208

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

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

H NA 02/03

Research Methods in Social Anthropology Teacher responsible: To be announced

AN209

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: A review of diverse research methods employed by social anthropologists; consideration will be given to the selection of appropriate techniques for specific research problems and interests.

Content: A brief introduction to methods in social anthropology, with an outline of the main types, particularly fieldwork by participant observation, the household census, the analysis of household composition, the sample survey, various approaches to asking questions and interviewing, the life history, the case history, research with documents and in archives, aspects of video, photography and sound recording as documentation media, aspects of authorship and the construction of ethnographic texts.

Teaching: Lectures AN209 weekly, Classes AN209.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. There is the option of a training research project.

Reading list: Detailed reading lists are provided at the beginning of the

Assessment: Either by a two hour examination in the ST, worth 80% and classwork assessment, worth 20%, or by a two hour examination in the ST, worth 50%, and by a small project worth 50%.

AN210 H NA 02/03

The Anthropology of Conflict, Revolution and War Teacher responsible: To be announced

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The aim of this course is to present an anthropological perspective on the socio-economic and technological dimensions of conflict, violence and war in various types of societies selected from different parts of the world.

Content: This course is concerned with a comparative study of conflict, violence and war primarily among non-industrialised societies. Some account will be taken of Western Europe and the effect of industrialisation.

Particular attention will be given to how societies cope with conflict, violence and war, and what factors contribute to the incidence and degree of these phenomena.

Teaching: Lectures AN210 weekly, Classes AN210.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. Reading list: Napoleon A Chagnon, Yanomamo: The Fierce People; C Von Clausewitz, On War; Karl Heider, Grand River Dani; John Keegan, In Face of Battle; Mervyn Meggitt, Blood is their Argument; H H Turney-High, Primitive War; D Riches (Ed), The Anthropology of Violence; M Z Rosaldo, Knowledge and Passion. Detailed reading lists are provided at the beginning of the course.

Assessment: 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 NA 02/03

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

AN212 H NA 02/03

The Anthropology of Art and Communication

mentioned above.

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 Levi-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 02/03

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 Sahlins, and reviews the most significant recent developments from, and discussions of, their work. It considers such themes as the opposition between gift and commodity exchange; the concept of charity in a cross-cultural perspective; the relationship between ideologies of exchange and the concept of the person; the relationship between religious values and transactional

moralities; the variable and problematic way in which the notion of reciprocity has been used in anthropological writing, and the impact of Western-style currency on 'traditional' exchange systems.

Teaching: Lectures AN213 weekly, Classes AN213.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. Reading list: M Sahlins, Stone Age Economics; J Parry & M Bloch (Eds), Money and the Morality of Exchange; M Taussig, The Devil and Commodity Fetishism in South America; J C Scott, The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia; B Malinowski, Crime and Custom in Savage Society; M Mauss, The Gift: Forms and Functions of Exchange in Archaic Societies; P Ekeh, Social Exchange Theory: the Two Traditions; C Lévi-Strauss, The Elementary Structures of Kinship. Detailed reading lists are provided at the beginning of the course.

Assessment: A two hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN214

The Anthropology of India

Teachers responsible: Professor J Parry, A613 and others **Availability:** This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

NA 02/03

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 02/03 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

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 IKung, G/wi, Hadza, Mbuti, Aka, Twa and Okiek in a search for comparative generalisations about their cultural and social organisation. Possible explanatory frameworks intended to account for the similarities and differences in the culture and social organisation of these various societies will be considered.

Teaching: Lectures 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

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.

H NA 02/03

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

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.

anthropology and psychology of emotions and viii) the anthropology and

Reading list: E Hutchinson, Cognition in the Wild; D Holland & N Quinn, Cultural Models in Language and Thought; G Lakoff & M Johnson, Metaphors that we live by; R Sternberg & E Smith, The Psychology of Human Thought, T Schwartz et al, New Directions in Psychological Anthropology, J Lave, Cognition in Practice; L Hirshfeld & S Gelman (Eds), Mapping the Mind; D Sperber, Explaining Culture; M Bloch, Ritual, History and Power, P Boyer, The Naturalness of Religious Ideas. Detailed reading lists are provided at the beginning of the course.

Assessment: A two hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

H NA 02/03 AN217

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.

H NA 02/03

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

The Anthropology of Christianity

Teacher responsible: Dr F Cannell, A610 Availability: This course is optional for Bachelor's degrees in Anthropology. It is available to students on other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The ethnography of the perception of Christianity in the light of differing cultural and social situations especially colonial conditions and their historical parallels.

Content: The course will examine a number of anthropological and historical studies of local forms of Christianity, including local forms of Catholicism, contemporary and historical Protestantisms including American Fundamentalist Protestantism and 'heretical' and other unorthodox Christianities. The course asks why anthropologists have shied away from analysing Christianity long after studies of other world religions, such as Islam, Hinduism and Buddhism, have become widely established. It looks at the relationship between Christianity and the history of anthropological thought, and locates the place of Christianity in the writings of Mauss, Durkheim, Foucault and others, in order to defamiliarise the religion which Europeans and Americans especially often take for granted. Issues examined will include the nature and experience of belief, the problems of writing about religion, Christianity and the state, the nature of religious confession, Christianity and women's religious and social experience (from Medieval women mystics to women priests), inquisitions and heretical beliefs, priests and alternative forms of mediation with divine power, miraculous saints, incorrupt bodies and 'non-eaters' and changing ideas about death, Heaven and Hell. Particular attention is paid to the nature of conversion, the history of missionaries and to Christianity in colonial and post-colonial situations in a variety of contexts such as Madagascar, South America, South East Asia and South Africa, and to issues of resistance and the re-appropriation of Christian doctrines by local

Teaching: Lectures AN221 weekly, Classes AN221.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. Reading list: M Bloch, From Blessing to Violence: History and Ideology in the Circumcision Ritual of the Merina of Madagascar; F Cannell, Catholicism, Spirit Mediums and the Ideal of Beauty in a Bicolano Community, Philippines (PhD thesis, University of London); W Christian, Person and God in a Spanish Valley (reprint 1988); J Comaroff, Body of Power, Spirit of Resistance; J de Pina Cabral, Sons of Adam, Daughters of Eve: the Peasant World View in the Alto Minho; R lleto, Pasyon and Revolution: Popular Movements in the Phillippines, 1840-1910; J Nash, We Eat the Mines and the Mines Eat us: Dependency and Exploitation in Bolivian Tin Mines; M Taussig, The Devil and Commodity Fetishism in South America. Detailed reading lists are provided at the beginning of

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

H NA 02/03 AN223

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 comple 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

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 Benei, A506 and others

Availability: This course is compulsory for BA/BSc Social Anthropology and BA Anthropology and Law students. It is available to students on other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The anthropological analysis of political and legal institutions as revealed in relevant theoretical debates and with reference to selected ethnography.

Content: The development of political and legal anthropology and their key concepts; centralised and non-centralised politites; chieftainship, kingship and other forms of authority; the bases for equality and inequality; the legitimation of power; political competition and conflict; indigenous responses to colonialism; agrarian rebellions; nationalism and ethnicity; theories of order and normative domain; law as command and law as rules; the legal dimensions of hierarchy and authority; dispute institutions and processes; legal pluralism, Indian, Islamic and other non-Western legal

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: Dr L Bear and to be announced

Availability: This course is compulsory for BA/BSc Social Anthropology students. It is available to students on other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The anthropological analysis of economic institutions crossculturally, and of their transformation as a result of their incorporation into a wider capitalist market and of state policies and development initiatives. These themes will be examined in relation to relevant theoretical debates and with reference to selected ethnography.

Content: Key concepts and theoretical debates in economic anthropology; the idea of the 'natural' and 'moral' economy; the social organization of production and exchange; gift versus commodity exchange; economic aspects of kinship and gender relations; the emergence of 'free' labour; work regimes in pre-market and market economies; monetization as an agent of social change; theories of consumption; local responses to the transition from peasant to proletarian; the social impact of state development initiatives; capitalist and state interventions affecting the environment and local reactions to them; the politicization of the peasantry in relation to threats to peasant subsistence; social responses to hunger and famine; social structure and economic organization; poverty: humanitarian and development aid in complex emergencies; dispossession by development to refugees and resettlers.

Teaching: Lectures AN227 weekly ML, Classes AN227.A weekly ML, 2 IT

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.

H NA 02/03 The Anthropology of Religious Nationalism and Fundamentalism

Teacher responsible: To be announced

Availability: This course is optional for Bachelor's degrees in Anthropology, and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The comparative ethnography and anthropological analysis of religious nationalism and fundamentalism in the non-western world.

Content: Conceptual problems in the definition of religious 'nationalism' and 'fundamentalism'. The relationship between nationalism (and communalism and ethnicity) and fundamentalism, and the significance of violence in politico-religious conflicts, as illustrated by ethnographic material. The relationship between fundamentalism and religious reformism and scripturalism. The impact of fundamentalism on 'traditional' forms of popular and elite religion. Resistance to fundamentalism and religious nationalism, and the question of religious 'tolerance' in cross-cultural perspective. The relationship between nationalism and regionalism. Education, the transmission of knowledge and the historical construction

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

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

H NA 02/03

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

Teaching: Lectures AN231 weekly, Classes AN231.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: E Ahern, Chinese Ritual and Politics; D Davis & S Harrell (Eds), Chinese Families in the Post-Mao Era; H Baker & S Feuchtwang (Eds), An Old State in New Settings; S Feuchtwang, The Imperial Metaphor: Popular Religion in China; P Steven Sangren, History and Magical Power in a Chinese Community; C Stafford, The Roads of Chinese Childhood; R Watson & P Ebrey (Eds), Marriage and Inequality in Chinese Society: J Watson & E Rawski (Eds), Death Ritual in Late Imperial and Modern China; H Gates, China's Motor: A thousand years of petty capitalism. Detailed reading lists are provided at the beginning of the course. Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN232

H NA 02/03

Film and Photography in Anthropological Practice and Theory

Teacher responsible: To be announced

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The object of the course is to familiarize students with film and the photographic image as sources of ethnographic information, as contributions to the social sciences in a descriptive, evocative and analytic role and as problematic cultural but intellectually provocative

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, Imaginero; Kildea & Leach, Trobriand Cricket; Kildea, Valencia Diary; Dunlop & Morphy, Madarrpa Funeral at Gurka'wuy; McKenzie & Hiatt, Waiting for Harry; D MacDougall, Goodbye Old Man; Boonzajer Flaes, Polka: the Roots of Texas-Mexican Accordion Music in S Texas and

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

H NA 02/03 AN233

The Anthropology of South-West Asian and North **African Societies**

Teacher responsible: Dr M Mundy, A 507

Availability: This course is optional for BA/BSc Social Anthropology and BA Anthropology and Law students. It is available to students on other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: Anthropological perspectives on the societies of South-West Asia and North Africa, with particular emphasis on Arabic-speaking societies, examined in relation to relevant theoretical debates and with reference to selected ethnographies.

Content: Introduction to geographical and historical factors making for the social unity and diversity of the area; the character of scholarship on the area and the place of anthropology within that; kinship systems: unity and diversity; kingship and the Muslim political tradition; Khaldunianism and the persistence of the tribe; the ethnography of law; the ethnography of Islamic learning and institution; the anthropology of aesthetic tradition: austerity of ritual, luxuriance of language; regional ethnographies (2 or 3 to be considered in any year): Anatolia/Turkey, Iran, Yemen, Palestine/Israel, Morocco, Algeria, Syria/Lebanon, Egypt, Sudan.

Teaching: Lectures AN233 weekly, Classes AN233.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: L Abu-Lughod, 'Anthropology's Orient: the Boundaries of Theory on the Arab World' in H Sharabi (Ed), Theory, Politics and the Arab World: Critical Responses; J Berque, Essai sur la Methode Juridique Maghrebine; P Bourdieu, Algeria; D Eickelman, The Middle East: An Anthropological Approach; E Evans-Pritchard, The Sanusi of Cyrenaica; E Gellner, Muslim Society; M Gilsenan, Recognizing Islam; A Hourani, A History of the Arab Peoples; I Khaldun, The Mugaddima; E Peters, The Bedouin of Cyrenalea: 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

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 M Engelke, A609

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: This course serves as an introduction to the ethnography of Southern Africa. Topics to be considered include labour migration, urbanisation, transformations in land tenure and land use, changing kinship and gender relations, ethnicity and identity, and the role of performance and expressive culture in managing social transformation. Throughout the course, the effects on local communities of apartheid and of its demise will be a central concern.

Content: The ethnography of South and southern Africa has played a formative role in social anthropology, generating some of the key theoretical issues which underpin the discipline. This course provides students with an opportunity to understand changes in anthropological theory and practice by comparing the classic ethnographic texts with more recent writings from the same regions. Areas covered include South Africa, Lesotho, Swaziland, Botswana, Mozambique and Zimbabwe. The course, through looking at the new significance of institutions which appear to have remained intact, concerns itself with analyzing processes of social change and continuity. In particular, it will examine some of the social effects of the apartheid regime, and of its demise. It looks not only at objective changes in political economy and livelihood, but also the forms of expressive culture through which these changes are expressed by those experiencing them. It develops students' ethnographic knowledge about specific communities, and also equips them with the skills to address key theoretical issues from the broader corpus of anthropological writings, in the context of data from this particular region.

Teaching: Lectures AN235 weekly, Classes AN235.A weekly. Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. Reading list: J Comaroff, Body of Power, Spirit of Resistance; J L & J

Comaroff, From Revelation to Revolution; D Coplan, In the Time of Cannibals: The Word Music of South Africa's Basotho Migrants; V Erlman,

Nightsong; R Gordon & A D Spielgel, 'Southern Africa Revisited', Annual Review of Anthropology; M Hunter, Reaction to Conquest; D James, 'I Dress in this Fashion' in H Hendrickson (Ed), Clothing and Difference; A Kuper, Wives for Cattle: Bridewealth and Marriage in Southern Africa; I & P Mayer, Townsmen or Tribesmen; C Murray, Black Mountain; L Vail & L White, Power and the Praise Poem: Southern Africa Voices in History. Detailed reading lists are provided at the beginning of the course.

Assessment: 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, A507 Availability: This course is optional for BA/BSc Social Anthropology. It is

available to students on other degrees as permitted by the regulations. Students should have a substantial background in Social Anthropology. Core syllabus: The course examines recent work by anthropologists on

government and the modern state.

Content: The approach is one which conserves the central characteristics of anthropology - a careful documentation of informal and non-state modes of governance, an attempt not to take the European experience as model for political development in isolation from non-European societies, and a commitment to grant oral and observed sources an equal status to written sources in its account of social knowledge - but goes on to incorporate formal institutions and written codes in the analysis of governance. It treats 'the modern state' as a process of historical depth in which the encounter between European and non-European polities was central and hence includes within its compass work by anthropologists on colonial and postcolonial 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), Contrested 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

H NA 02/03

The Anthropology of Development

Teacher responsible: Dr D James, A616

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: This course is centred on an examination of, and an assessment of the validity and reconcilability of, two divergent perspectives: development anthropology, with its corpus of writings by practitioners working on practical projects, and the "anthropology of development", comprising a series of recent critiques of development theory and practice by anthropologists. This debate has encompassed a range of specific topics, including the anthropology of planning; indigenous technical knowledge and its use in agricultural projects; the culture of organizations; fertility and reproductive health; conservation and the environment. Literature ranges from writings at a high level of theoretical abstraction to those whose authors are anthropologists directly involved in development initiatives.

Content: Historical background: how development and its discourses were made, through and in the wake of the colonial encounter. A discussion of the role - both past and potential - played by anthropologists in this process. Anthropological insights into the planning process undertaken by states and by NGOs. Anthropological ciritiques of the notions of "participation" and "indigenous technical knowledge" which have been used in agricultural development, especially by NGOs; alternative views which see knowledge as fragmentary and performative. Local, cultural knowledge about forestation, deforestation, and wildlife conservation. The localization and contestation of globally-formulated concepts of human rights, and of state and international programmes of family planning and population control, which often fail to dovetail with local knowledge about fertility and reproduction. Regional ethnographies used include various parts of Southern and West Africa, China, the Caribbean, Latin America, South and South-East Asia.

Teaching: Lectures AN237 weekly, Classes AN237.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: E Croll & D Parkin, Bush Base, Forest Farm: Culture, Environment and Development (1992); J Crush (Ed), Power of Development; A Escobar, Encountering Development: the making and unmaking of the third world (1995); J Fairhead & M Leach, Misreading the African landscape, society and ecology in the forest-savanna mosaic, J Ferguson, The Antipolitics 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

AN300

mentioned above.

Advanced Theory of Social Anthropology

Teachers responsible: Dr M Scott, A615 and Dr M Engelke, A609 Availability: This course is compulsory for BA/BSc Social Anthropology. It is available to students on other degrees as permitted by the regulations. Students should have a substantial background in Social Anthropology.

Core syllabus: The aim of the course is to train students to look critically at the theoretical implications of anthropological approaches by examining their origins, their strengths and their weaknesses.

Content: Themes from the history of anthropology and analysis and interpretation in modern anthropology: structural and cultural Marxism; theories of hegemony; anthropology and history; interpretative anthropology; the crisis in representation; power and discipline; practice theory; performance theory; anthropological theories of self and agency; cognitive anthropology

Teaching: Lectures AN300 weekly ML, Classes AN300.A weekly ML. Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. Reading list: M Bloch, Marxism and Anthropology, H L Moore, A Passion for Difference; H L Moore, Anthropological Theory Today; P Bourdieu, The Logic of Practice; C Geertz, The Interpretation of Cultures; G White & C Lutz, New Directions in Psychological Anthropology; M Bloch, Ritual, History and Power; P Rabinow, A Foucault Reader; J & J Comaroff, Of Revelation and Revolution; A Giddens, Capitalism and Modern Social Theory; M Sahlins, Islands of history; T Asad, Genealogies of Religion. Detailed reading lists are provided at the beginning of the course.

Assessment: 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: Dr L Bear and Professor C Fuller, A505 Availability: This course is compulsory for BA/BSc Social Anthropology. It

is available to students on other degrees as permitted by the regulations. Students should have a substantial background in Social Anthropology. Course syllabus: This course covers selected topics in the anthropology of religion, focusing upon relevant theoretical debates. Reference will be made to ethnographies of the ritual, symbolism and religious knowledge of non-Western societies.

Content: Various anthropological approaches to the study of religion, ritual and symbolism will be covered. Key topics will be: the religious representation of life, death, sex, morality and gender; the relation between cosmology and magical practice; typologies of thought: the religious, the aesthetic, the scientific; religion and the social construction of the emotions; the work of the symbol; myth and history; shamanism and spirit possession; theodicy and world religions; persons, objects and spirits in the process of conversion; the problem of religious belief; the category of 'religion'; ritual. Teaching: Lectures AN301 weekly ML, Classes AN301.A weekly ML.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. Reading list: M Bloch, Prey into Hunter: The Politics of 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 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-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 Student Services Center. The student is advised to retain a copy.

Assessment: Students will be assessed entirely on the basis of the essay that they submit.

N/A 02/03

AN900 A Programme of Ethnographic Films

Teachers responsible: To be announced

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,

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

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

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) a compulsory question consisting of eight questions requiring short answers, of which the student must answer four; and

(b) seven or eight questions requiring longer answers of which the student must answer three. Students will be expected to answer questions on both nicro 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. 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. EC102 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 markets; monopoly; factor markets; general equilibrium; 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 Perlman, 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

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 M Jofre-Bonet

Pre-requisites: This course is for students taking joint BSc degrees with Economics and is also available to other students as permitted by the regulations. The course is designed for students with a reasonable understanding of GCSE-level Mathematics, or its equivalent. Prior knowledge of calculus is not assumed. The course is not normally available to students doing BSc Economics.

Core syllabus: The course is designed to provide students with the elementary mathematical tools that are needed to study economics. Application of these techniques to a variety of economic problems is given particular emphasis.

Content: Part A: Linear and quadratic functions; systems of linear equations; inputoutput 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; E F Haeussler Jnr & R Paul, Introductory Mathematical Analysis. Wisniewski has a high economic content. The book by Dowling is particularly rich in worked examples.

Lectures EC110: 30 MT and LT.

Classes EC110.A: 20 Sessional.

Remedial Classes EC110.B: 20 Sessional will be arranged for those in

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,

Pre-requisites: This course is for BSc degrees as permitted by the regulations. It is not available to Economics specialists. It is intended for students who have either taken a first-year introductory course in economics, or, with permission, A-level economics. Students must have done an economics course before taking this course.

Core syllabus: It is intended to be useful in itself rather than as training for future study. Economic technique is kept to a necessary minimum. The emphasis is on economic insight into a wide range of issues and policies.

Content: The nature of the economic approach is examined in depth. Effort is made to relate economic understanding to that provided by other social sciences. Topics include: efficiency and equity; individuality and altruism; the role of the welfare state, charitable and private provision; methods of achieving and financing social provision; the rationale of privatisation; the economics of housing, health, education, pensions, and social security policies; environmental and spatial issues. Examples of particular polices will be discussed throughout with particular reference to the UK and other industrialised economies

Reading list: J Le Grand, C Propper & R Robinson, The Economics of Social Problems, 1992; J Stiglitz, Economics of the Public Sector (3rd edn), 2000; V George & P Wilding, Welfare and Ideology; N Barr, The Economics of the Welfare State (3rd edn), OUP, 1998; E Helpman, Social Policy Evaluation: An Economic Perspective; C Jencks, Rethinking Social Policy. Other reading will be provided throughout the course.

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 J Leape, R538 and Dr M Schankerman, R516 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
- IV. General equilibrium and welfare. Competitive equilibrium. Efficiency of equilibrium. Welfare criteria.
- V. Topics in welfare economics. Public goods, externalities, second best
- VI. Uncertainty and information. Choice under uncertainty. Insurance markets. Asymmetric information. Selected applications.

Reading list: A reading list will be provided at the start of the course. The main text for the course is M L Katz & H S Rosen, Microeconomics, but frequent reference is also made to W Nicholson, Microeconomic Theory. The readings for particular topics also typically include other texts or journal

Teaching

Lectures EC201: 40 MT and LT.

Classes EC201.A: (undergraduates) EC201.B (Diploma students): 20

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 M Ghatak

Pre-requisites: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students are expected to have completed Economics B or an equivalent introductory course in Economics. Students who have thoroughly mastered mathematics to the level of MA107 should be able to follow the course, but would find it difficult. EC110 or MA100 would give a better grounding. Core syllabus: An intermediate course in microeconomic analysis.

Content: The coverage is similar to Microeconomic Principles I. However a greater mathematical facility will be assumed of the student permitting both greater depth and a number of additional topics, such as duality, to be covered. Further details are available on http://darp.lse.ac.uk/EC202.htm Reading list: There is no one text that covers the course: detailed lecture

notes will be provided. Students may find it helpful to use as background material: H Gravelle & R Rees, Microeconomics (2nd edn), 1992; R Gibbons, A Primer in Game Theory, Harvester Wheatsheaf, 1992.

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: Dr B Petrongolo, R435 and Dr J Ortega

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.

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

EC220

Introduction to Econometrics

Teacher responsible: Dr C Dougherty, S376

Pre-requisites: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students are expected to have completed an introductory statistics course such as Basic Statistics or Quantitative Methods (Statistics).

Core syllabus: An introductory course in econometrics.

Content: The course begins with 4 optional review lectures on random variables, expectations, unbiasedness, efficiency, consistency. The main lectures cover covariance, variance and correlation; simple and multiple regression analysis; test statistics; problems of multicollinearity and misspecification; transformation of variables; dummy variables and binary response models; proxy variables; autocorrelation; heteroscedasticity; measurement errors and Friedman's Permanent Income Hypothesis; simultaneous equations bias; instrumental variables; two-stage least squares; binary choice (linear probability model, logit analysis, probit analysis); censored regression model (Tobit analysis); sample selection bias (heckman two-step method); an introduction to maximum-likelihood estimation; an introduction to non stationary time series, unit root tests, cointegration, and error-correction models.

Reading list: C R S Dougherty, Introduction to Econometrics (second edition), Oxford University Press, 2002. Further materials will be available on the EC220 website (http://econ.lse.ac.uk/ie/).

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

Assessment: A three-hour written examination in the ST.

EC221

Principles of Econometrics

Teacher responsible: Dr M Schafgans, S584

Pre-requisites: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. A knowledge of linear algebra and calculus (eg previous attendance at Mathematical Methods) and of basic statistical theory (Elementary Statistical Theory) is required. Although the course does involve some computing no previous experience is required.

Core syllabus: The course is an intermediate-level introduction to the theory and practice of econometrics.

Content: Statistical background; continuous distribution, sampling theory, estimation, hypothesis testing, asymptotic theory. The Linear Model; multiple regression, t-and F-tests, dummy variables, multicollinearity, general linear restrictions, 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

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

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

Teachers responsible: Mr A Marin, S566 and others

Pre-requisites: This course is for Bachelors degrees but is not available to Economics specialists. Introductory economics such as Economics A or Economics B (or equivalents) is required.

Core syllabus: A major aim of the course will be both to introduce students to a study of those EU policies and issues which might be considered "economic", and to enable them to understand the viewpoint of economists on issues which have a wider interest. The treatment, however, will be nonmathematical and not assume a detailed knowledge of economic theory.

Content: The topics considered are likely to include: (i) EMS, EMU and monetary policy of the EU.

(ii) CAP and reforms.

(iii) Single market programme and regional policies. (iv) Competition and industrial policy.

Reading list: T Hitiris, EU Economics, 4th edn, Prentice Hall, 1998; A El-Algraa (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 R Ngai, S675, Dr A Prat, R522, Professor D Quah, S486 and Dr M Ghatak

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: A series of lectures introducing recent developments in economic

Dr Ngai's part will focus on understanding cross-country income differences. The lecture covers both the classic growth models which emphasize the roles of technology and factor accumulation, and the modern growth & development models which argue the importance of

institutions and timing of industrialization. Dr Prat will discuss signalling games, such as career concern models, expert models, job market signalling and advertising. The classical models will be complemented by recent work, both theoretical and empirical.

Professor Quah will cover intellectual property and the economics of knowledge in economic growth.

Reading list: The course is mainly based on lecture notes and journal articles. Relevant textbooks will be announced at the beginning of each term.

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.

Economic Analysis of the European Union

Teachers responsible: Mr A Marin, S566 and others

Pre-requisites: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students should have completed Microeconomic Principles I or II (or equivalent) and Macroeconomic Principles (or equivalent).

Core syllabus: The course will concentrate on economic policy issues in the EU and relevant analytical tools. It will treat the issues at a level appropriate for students with the knowledge of economics provided by the courses already taken, though the historical, political and institutional context of the EU will also be relevant.

Content: The topics covered are likely to include some of the following:

(i) EMS, EMU and monetary policy.

(ii) CAP and possible reforms.

(iii) Environmental policy. (iv) Single market, industrial and regional policy.

(v) External trade and protectionism

Reading list: General background readings: T Hitiris, EU Economics, 4th edn, Prentice Hall, 1998; A El-Algraa (Ed), The European Union, 5th edn, Prentice Hall, 1998; D Swann, The Economics of the Common Market, 8th edn, Penguin, 1995. References relevant to each topic area, including articles from academic journals, will be given out during the course.

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, S587

Availability: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students should have completed Microeconomic Principles I or II (or equivalent) and Macroeconomic Principles (or equivalent).

Core syllabus: This course compares the characteristics and behaviour of both individuals and institutions (such as firms, banks and governments) in different economic systems and during the transition from centrallymanaged to market-based systems.

Content: Part A, 10 lectures given by Dr C Xu, 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

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

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 acroeconomic Principles (or equivalent). A knowledge of introductory econometrics such as that provided by Introduction to Econometrics is

also necessary given the strong applied forms of the course. Core syllabus: The course provides an introduction to selected issues in economic development including theory, evidence and policy.

Content: The course will explore the related themes of Economic Growth and Development. The course begins by analysing the growth performance of different countries and by presenting the main growth theories to the purpose of identifying, both theoretically and empirically, the determinants

of economic growth. The course will then analyse economic institutions in developing countries focusing around the themes of "Markets, Institutions and Welfare" and "Public Policy and Welfare". Failures in key markets such as those for land, labour, credit and insurance have far reaching implications both for productive efficiency and welfare. The story of economic development is, in many ways, one of how informal, imaginative institutions have evolved to fill the gaps left by these market failures. The course will study how institutions have evolved to cope with missing markets, and how they affect the allocation and the distribution of resources. The course will analyse both the channel through which the institutional environment affects efficiency and welfare and how public policy can be designed to increase welfare and growth. The course has a strong applied focus. Under each section we want to derive testable implications from the theory, subject these to econometric testing, comment on the robustness of the results obtained and draw out policy conclusions.

Reading list: Teaching in the course will be done mainly from journal articles drawn from the forefront of theoretical and applied research in development economics. The main textbook for the course is D Ray Development Economics, Princeton UP, 1998. Use will also be made of three other reference texts: (i) C Jones, Introduction to Economic Growth, Norton, 1998; (ii) A Deaton, The Analysis of Household Surveys: A Microeconometric Approach to Development Policy, John Hopkins UP, 1997 and (iii) J Behrman & T N Srinivasan (Eds), Handbook of Development Economics, Elsevier, 1995. Students less familiar with econometrics should review C Dougherty, Introductory Econometrics, OUP, 1992.

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: Professor 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 Principles of Econometrics (or equivalent).

Core syllabus: An introduction to the theory of estimation and inference of

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

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 the theories, concepts and methods of economics have changed over the last 250 years. We will use the original texts in order to understand how economists of the past approached perennial questions (about for example, the sources of growth or the role of money) and resolved them in the context of the scientific thinking and the economic conditions of their own time and place.

Reading list: A reading list of original texts and secondary literature will be given at the beginning of the course. For an introduction, students may read R L Heilbroner's, The Worldly Philosophers; for general background, consult Roger E Backhouse's, The Penguin History of Economics or David Colander & Harry Landreth's, History of Economic Thought.

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.

ment: A three-nour written examination in the ST.

EC313

Industrial Economics

Teacher responsible: Dr M Schankerman, S567 and Dr P Davis, R518 Pre-requisites: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students should have completed Microeconomic Principles I or II (or equivalent).

Core syllabus: An undergraduate course in the Economics of Industry (or in North American terminology, Industrial Organisation). The aim of the course is to understand the structure, conduct, and performance of firms by studying analytic models of imperfect competition and strategic (game theoretic) interaction among firms, determinants of industrial structure, and the process of entry and entry deterrence.

Content: The main subjects include monopoly and price discrimination, vertical arrangements between firms, transactions costs and contract design, game theoretic models of firm behaviour, collusive arrangements, strategic entry deterrence by pricing, investment, and product differentiation. Economic models will be used to address policy issues.

Reading list: A detailed reading list will be provided at the beginning of the course. The primary text, from which we draw selectively, is J Tirole, The Theory of Industrial Organisation. Supplementary reading will be assigned.

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.

International Economics

Teachers responsible: Dr A Cunat, R429 and Dr G Benigno, R430

Pre-requisites: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students should have completed Microeconomic Principles I or II (or equivalent) and Macroeconomic Principles (or equivalent).

Core syllabus: The aim of this course is to introduce students to nternational 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-

Adjustment Theory: The question of the existence of an automatic mechanism in the international economy which brings about balance-ofpayments equilibrium for each of the constituent economies is treated under this heading. Obstacles to the smooth functioning of such a mechanism are also considered. The modern monetary approach to the balance of payments is considered under this topic which otherwise deals with theoretical propositions which are among the oldest in economics.

Stabilisation Policy and the Analysis of Disturbances: Here the efficacy of fiscal and monetary policies in determining levels of income and employment under combinations of fixed and flexible exchange rates and fixed and flexible prices is discussed. In addition, the related investigation of the effects on the domestic economy of various external and internal disturbances is undertaken.

Asset-Market Models: This topic considers models which carefully specify the demand and supply conditions of the various assets which they include. This permits a somewhat more rigorous and complete analysis of certain questions than do either the simple monetary-approach or traditional Keynesian models

Non-Static and Rational Expectations: This section includes an introductory exposition of the alterations to the previous analysis of openeconomy 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

Flexible Exchange Rates: The determination of exchange rates, the theoretical arguments for and against flexible exchange rates in comparison with fixed rates, and the practical success of flexible exchange rates over the period of floating are the issues dealt with under this topic.

The International Monetary System: This section covers the history and analysis of the international monetary system.

Reading list: The main textbook for the course is D R Appleyard & A J Field, International Economics, 4th edn, Irwin, 2001. Other suitable texts are: P Krugman & M Obstfeld, International Economics, 5th edn, Addison Wesley, 2000; W Ethier, Modern International Economics, 3rd edn, Norton, 1995; F L Rivera-Batiz & L Rivera-Batiz, International Finance and Open Economy Macroeconomics, 1994; P Hallwood & R MacDonald, International Money: Theory, Evidence and Institutions, 1994; R MacDonald, Floating Exchange Rates: Theories and Evidence, 1988; D Salvatore, International Economics, 1993; J Williamson & C Milner, The World Economy, 1991; L S Copeland, Exchange Rates and International Finance, 1994. Other readings will be 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: Professor 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 (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

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

Teachers responsible: Dr A Sarychev and other

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

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

Content: The nature and function of money. Classical monetary theory, neutrality, inflation and the Keynesian revolution. Modern theories of the demand for money. The banking system and financial intermediation. The control of the money supply, the transmission mechanism of monetary policy. Old and modern theories of monetary economics. The theory of monetary policy and designing of optimal policies. 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, exchange rate system failures, balance of payment crises, and developing economies.

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.

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 B Petrongolo, R435 and Dr M Schafgans, S584 Pre-requisites: This course is for the BSc degree in Econometrics and Mathematical Economics. Students should have completed Principles of

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 ellow 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 writte 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 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 economic

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.

ECONOMIC HISTORY

EH101

The Internationalisation of Economic Growth, 1870 to the Present Day

Teachers responsible: Mr Dudley Baines, C414 and Dr Tim Leunig, C322
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

Core syllabus: The course examines the inter-relationships between the development of the international economy and the growth of national economies since the late nineteenth century.

Content: Development, underdevelopment and international trade in the nineteenth century. The structure of the British and American economies around 1870. The 'regions of recent settlement'. The growth and effects of international movements of capital and labour. Technical change and industrial growth in Britain, the United States and Germany. The international economy before 1914: free trade, the gold standard, Britain and the Empire. International migration: colonialism and economic development. War and reconstruction. The effects of the first World War on the world economy. The world economic and financial crisis, 1929-33. Depression, recovery and government policies 1929-45. Comparative economic growth in industrialised countries. The collapse of the Bretton Woods system and the international economy since 1973. Debt crises: 1980s vs 1930s. Convergence and globalisation. Industrialisation in Asia and Latin. America since 1945. The South East Asian Crisis of the 1990s. Deindustrialisation, 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 Dr Leunig. 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; R Floud & D McCloskey (Eds), The Economic History of Britain since 1700, Volume 2 & Volume 3 (1994); T Kemp, The Climax of Capitalism. The US Economy in the 20th Century; P Johnson (Ed), Twentieth-Century Britain: Economic, Social and Cultural Change (1994); E Jones, L Frost & C White, Coming Full Circle. An Economic History of the Pacific Rim (1993); C H Feinstein, P Temin & G Toniolo, The European Economy between the Wars (1997); M S Schulze (Ed), Western Europe, Economic & Social Change; B Eichengreen, Globalizing Capital. A History of the International Monetary System; M S Blackford, The Rise of Modern Business in the USA, Britain and Japan. (A fuller reading list and class topics will be given out at the first meeting.) Assessment: A three-hour examination in the ST.

Towns, Society and Economy in England and Europe,

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 nonspecialist survey course taken by second and third-year undergraduates, some of whom are not taking any other courses in economic history. Most of those who take the course have some prior knowledge of Britain's recent history and some acquaintance with economics, 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

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 highlighted on the course reading list. These highlighted items should be found in the Teaching Library as well as the Main Library. Recommended general books, of interest to students who want to anticipate, or to sample, the course, are the following. These are also the books that students are most likely to find worth buying. P Mathias, The First Industrial Nation (1983); D H Aldcroft, The British Economy Between the Wars (1983); E H Hunt, British Labour History, 1815-1914 (1981); L J Williams, Britain and the World Economy, 1919-70 (1971); M J Weiner, English Culture and the Decline of the Industrial Spirit (1981); P Johnson (Ed), Twentieth Century Britain: Economic Social and Cultural Change (1994); B Elbaum & W A Lazonick (Eds), The Decline of the British Economy (1985); A Digby, C Feinstein & D Jenkins, New Directions in Economic and Social History, 2 vols; N Crafts, Britain's Relative Economic Decline, 1870-1995 (1997). The booklets by Alford, Collins, Gourvish, Milward, Musson, Payne, Roberts, Sanderson and Saul in the Macmillan Studies in Economic and Social History series.

Assessment: A three hour formal examination in the ST.

Comparative Economic Development: Late Industrialisation in Russia, India and Japan

Teachers responsible: Dr Peter Howlett, C214 and Dr Janet Hunter, C313 Availability: This is a compulsory course for the BSc in Economic History, and is available to other students where their degree regulations permit. This course is also available to one-year General Course students.

Core syllabus: The course surveys the economic development of Russia, India and Japan over the last 150 years. The emphasis is comparative and the focus on particular problems of industrialisation in the pre-World War I. interwar and post-1945 years.

Content: Dynamism and constraints in pre-industrial economies; state policy and industrial take-off; peasant agriculture, agricultural performance and industrialisation; traditional and modern manufacturing; capital, labour and entrepreneurship; effect of war and military expenditure; industrialisation strategies, planning and the role of the state; institutions and institutional reform; technological capability; impact of the international economy; quality of life issues.

Teaching: Lectures: 20 weekly lectures (EH220) and 24 classes (EH220.A). Written work: Students will be expected to produce four pieces of written work during the year and will also be expected to give class papers.

Reading list: No one book covers the whole syllabus and a detailed reading list will be supplied; the following texts are valuable for parts of the course: G C Allen, A Short Economic History of Modern Japan (repr 1991); V N Balasubramanyan, The Economy of India (1984); N Charlesworth, British Rule and the Indian Economy, 1800-1914 (1978); R W Davies, Soviet Economic Development from Lenin to Krushchev (1998); P Francks, Japanese Economic Development (2nd edn. 1999); P Gatrell, The Tsarist Economy 1850-1917 (1986); P Gregory & R C Stuart, Soviet and Post-Soviet Economic Structure and Performance (1994); D Rothermund, Economic History of India (1988).

Assessment: 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.

NA 02/03

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

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 Schulze, 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: I. Concepts of economic development and integration; the relationship between integration and growth. II. Integration and industrialisation in the 19th century: regional, national and international integration of goods and factor markets; the roles of transport, technological change, and technology transfer; multilateralism and the working of the gold standard; the post-1870 rise of neo-mercantilism; the industrialisation of the European periphery; the changing role of the state. III. The disintegration of the European economy, 1914-1945: economic consequences of the war; growth in the 1920s; the Great Depression and the collapse of the international economy; the emergence of trading blocs; the European economy in the Second World War. IV. Re-integration of the European economy after 1945: the economic legacy of the war; reconstruction and 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

Reading list: A detailed reading list is provided at the beginning of the course. No single work covers the course adequately, but the following readings offer some indication of the material used: L A Craig & D Fisher, The Integration of the European Economy (1997); C H Feinstein, P Temin & G Toniolo, The European Economy between the Wars (1997); D H Aldcroft & S P Ville (Eds), The European Economy 1750-1914 (1994); N F R Crafts & G Toniolo (Eds), Economic Growth in Europe since 1945 (1966); B Eichengreen, Golden Fetters (1992); C P Kindleberger, The World in Depression (1973); C P Kindleberger, A Financial History of Western Europe (1993); A S Milward, War, Economy and Society (1987); S Pollard, Peaceful Conquest. The Industrialisation of Europe, 1760-1970 (1986); M S Schulze, 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.

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: The course textbook is: Geoffrey Owen, From Empire to Europe: The Decline and Revival of British Industry since the Second World War. The following are also useful: R Floud & D 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 Dintenfass, The Decline of Industrial Britain 1870-1980; B Elbaum & W Lazonick (Eds), The Decline of the British Economy (1986); S N Broadberry, The Productivity Race: British Manufacturing in International Perspective, 1850-1990 (1997).

Assessment: A three hour written examination in the ST.

EH245

Foundations of the Industrial Economy

Teachers responsible: Dr E H Hunt, C315, Professor Paul Johnson, C415

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.

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 Western Europe (including Britain), Eastern Europe and Asia 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, 1460-

Assessment: A 3,000 word assessed essay (counting 30% of the final mark), and a three-hour written examination (counting 70% of the final

EH302

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

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

NA 02/03

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

Reading list: A full reading list/course outline is distributed at the beginning of the course. The following readings provide some indication of the scope and nature of materials used in the course. Michael Edelstein, Overseas Investment in the Age of High Imperialism: The United Kingdom, 1850-1914 (1982); W P Kennedy, 'Portfolio Behaviour and Economic Development in Late Nineteenth-Century Great Britain', Research in Economic History, (Supplement 6, 1991); Richard H Tilly, 'German Banking, 1850-1914: Development Assistance for the Strong', Journal of European Economic History, Vol 15 (Spring, 1986); Barry Eichengreen, Golden Fetters: The Gold Standard and the Great Depression, 1919-1939 (1992); B S Bernanke, 'Nonmonetary Effects of the Financial Crisis in the Propagation of the Great Depression', American Economic Review, Vol 73 (June 1983); William C Brainard et al, 'The Financial Valuation of the Return to Capital', Brookings Papers on Economic Activity (1980:2); Steven M Fazzari et al. Financing Constraints and Corporate Investment', Brookings Papers on Economic Activity (1988:1).

Assessment: 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 nor 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 lliffe, Africans: The History of a Continent (1995) and The Emergence of African Capitalism (1983); R Austen, African Economic History; (1987); B Freund, The Making of Contemporary Africa (2nd edn, 1998); A Hopkins, An Economic History of West Africa (1973); R Bates, Essays on the Political Economy of Rural Africa (1983); A Hopkins, An Economic History of West Africa (1973); R Bates, Essays on the Political Economy of Rural Africa (1983); and the novel by Ngugi Wa Thiong o', Petals of Blood (1977).

Assessment: An assessed essay counts for 30% of the marks. It must 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 prerequisites but it will be assumed that students will have taken at least one course in economic history and one in economics. Some knowledge of the political history of the period would also be desirable. Not available to General Course students.

Core syllabus: The course examines the growth and breakdown of the international economy in the period. It compares the incidence of the depression of the early 1930s, and the recovery from it, in about ten countries (to include both industrial and non-industrial economies). The course also examines the effects of the Second World War and the development of war economies

Content: The effects of the First World War and the world economy in the 1920s. The return to the Gold Standard and its effects. The problems of the primary producing countries. The relation between the American depression and that in other countries. The world financial crisis, 1929-31. The decline of international trade in the 1930s. Economic thought and government intervention. Case studies of Britain, France, Germany, Sweden, USA, Argentina, Canada, Australia and Japan. The Second World War and the economies of Britain, USA, Germany and the USSR. Economic warfare and its effectiveness.

Teaching: 24 seminars of two hours each in the MT, LT and ST. Written essays are circulated in advance.

Written work: All students are expected to produce at least THREE presentations or essays.

Reading list: A detailed reading list and list of seminars is handed out at the beginning of the course. Some important books are: C P Kindleberger, A Financial History of Western Europe (1984); C P Kindleberger, The World in Depression (1973); A Milward, War, Economy and Society, 1939-45 (1977); I Svenillson, 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 Keynsian 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

Issues in Modern Japanese Economic Development: Late Industrialization, Imperialism and High Speed

Teacher responsible: Dr J E Hunter, C313

Availability: This is an optional course for Bachelor's degrees in Economic ents will normally be expected to have taken Comparative Economic Development: Russia, India, Japan (EH220) in the 2nd year. This course is not normally available to General Course students.

Core syllabus: The course examines particular aspects of Japanese economic history since the mid-19th century, making some use of statistical and English language primary sources. It also considers broader debates on the pattern of modern Japanese development. Emphasis is on critical interpretation and source evaluation.

Content: The course starts with an overview of major themes in modern Japanese development, followed by a focus on particular issues. Consideration 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 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

Reading list: A detailed reading/seminar list is handed out at the beginning of the course, but the books listed below provide a background: G Allinson, Japan's Postwar History (1997); Cambridge History of Japan (Vols 5 & 6, 1989); D Flath, The Japanese Economy (2000); P Francks, Japanese Economic Development (2nd edn, 1999); J E Hunter, 'The Japanese Experience of Economic Development' in P O'Brien (Ed), Industrialisation: Critical Perspectives on the World Economy (1998); M B Jansen & G Rozman, Japan in Transition, from Tokugawa to Meiji (1986); Y Murakami & H T Patrick, The Political Economy of Japan (3 vols, 1987-1992).

Assessment: One 2-3,000 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%.

Long Essay in Social or Economic History

Teachers responsible: Dr Peter Howlett, C214 and all members of the Economic History Department

Availability: This course is compulsory for all Bachelor's degrees in the Department of Economic History except for Economic History with Population Studies students who must either take this course or SA399. Core syllabus: The subject of the Essay should relate broadly to one of the

economic history courses that have been chosen. Selection of title: The title of the Essay should be approved by the candidate's tutor or the class-teacher of the relevant course and a note of

the title should be given to the Departmental Administrator (C419) before the end of the MT in the final year

Arrangements for supervision: There are compulsory discussion classes (EH390) in the MT to help you choose a subject. There is a limit to the amount of help that your tutor and class-teacher can give, but they are free to advise up to the writing of the first draft. After reading the first draft, they may draw attention to any points that are thought to require it. Subsequent work is entirely the candidate's own responsibility.

Assessment: The Essay must not exceed 10,000 words in length 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. After being marked, the Essay will not be returned to the candidate, who should make a copy before handing in the Essay.

EUROPEAN INSTITUTE

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

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:

(i) the main elements of traditional politics, 1789-1945; the main institutional and socio-economic developments since 1945; the semipresidential system of government since 1962; the role of the state;

(ii) the influence of political parties and pressure groups on policies, case studies in policy-making in some of these areas; foreign relations, education, agriculture, regional development, economic planning, Industrial development. The Europeanisation of French policy-making.

Teaching: 10 weekly one-hour lectures (EU202) in the MT, 10 weekly onehour lectures in the LT, and 20 weekly one-hour classes in the MT and LT

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 Sulieman, Elites in French Society and Politics; A Guyomarch, H Machin & Ritchie, France in

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

Written work: The Report should be not more than 15,000 words of main text, excluding bibliography. In students own interests the Report should be typed in double spacing as if prepared for publication with all relevant references and a bibliography. The Report must be handed in to the Student Services Center 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

Assessment: See written work above.

The Examiners reserve the right to question the student on the Report in an Oral Examination.

GEOGRAPHY AND ENVIRONMENT

GY100

Environment, Economy and Society

Teacher responsible: Dr G Atkinson, S412, with contributions from Dr G Jones, S506a, Professor P Cheshire, S506

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.

Teaching: Lectures: GY100 twice weekly ML. Classes weekly ML. Two

Written work: Students will be expected to produce a minimum of four essays during the year and will be expected to give class papers.

Reading list: Detailed reading-lists related to the different topics within the course will be provided at the start of the course. H Armstrong & J Taylor, Regional Economics and Policy, 1999; P Balchin, Urban economics: a global perspective, 2000; P Dicken, Global Shift (3rd edn), 1998; G Jones & G Hollier, Resources, Society and Environmental Management, 1997.

Assessment: A formal 3 hour unseen examination [100%].

Contemporary Europe Teacher responsible: Dr H Overman, S510 Pre-requisites and excluded combinations: Optional first year course for Geography and Environment students. Open to other students as permitted by the regulations for their degrees.

Core syllabus: An introduction to society, economy and polity of contemporary Europe.

Content: Particular stress is laid upon the geographical constitution of these themes, including urban and regional development. The main focus is upon the economy of individual nation states within Europe. Examples are mainly drawn from members of the EU, although one section of the course focuses on transformation in Central and Eastern Europe.

Teaching: 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. Reading list: P Cheshire & D G Hay, Urban Problems in Western Europe, 1989; J Cole & F Cole, A Geography of the European Union, 1997; A M El-Agraa, The European Union: Economics and Policies, 2000; R Hudson, Divided Europe: Society and Territory, 1998; A Rodriguez-Pose, The European Union: Economy, Society and Polity, 2001; L Rodwin & H Sazanami, Industrial Change and Regional Transformation: the Case of Western Europe, 1991; D Turnock, East Central Europe and the Former Soviet Union: Environment and Society, 2000.

Assessment: A formal three hour unseen examination paper (100%).

GY120

The Natural Environment

Teachers responsible: Professor D K C Jones, S405 (LT and ST, P Wright, S417A)

Pre-requisites and excluded combinations: None.

Core syllabus: The description and analysis of the Planet Earth as the home of human societies. Such an analysis involves consideration of the solid earth, the gaseous envelope, the hydrosphere and the biosphere and examination of how they have evolved, interact, 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, the order of which may be varied depending on the availability of teachers.

A. Introduction: The systems approach and its application to environmental studies. The structure and functioning of the Earth as a set of systems (The Geosystem). Ecosystem concept. Biogeochemical cycles. Humans and the ecosphere: Introduction to hazards, 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.

Teaching: 40 one hour lectures in the MT and LT; weekly one hour classes in the MT, LT and ST; and a weekend field course in the LT

Written work: Students will be expected to produce three essays during the year and give class papers.

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.

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 LT and a 1,500 word essay submitted in the ST.

GY121

Environmental Change and Sustainable Development

Teacher responsible: Dr M Mason S509. Other teachers involved: 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, wetlands conservation, and the ecological challenges facing developing countries. The third section will discuss the unifying themes of debate about sustainable development, applying these themes to global trade and investment, urban sustainability, and environmental decision-making. The course will also include a short period of fieldwork conducted in the London metropolitan area, aiming to compare different indices of sustainable development, and the influence of place upon the perceived need for environmental management.

Teaching: Lectures twice weekly ML; Classes weekly ML.

Written work: Students will be expected to produce a minimum of three essays during the year and will also be expected to give class papers.

ble for this course, but some of the more prominent include: P Atkins, I Simmons & B Roberts, People, land and time: an historical introduction to the relations between landscape, culture and environment, Arnold, 1998; A Goudie (Ed), The Human Impact Reader, Blackwell, 1998; A Goudie, The Human Impact (5th edn), Blackwell, 1999; A Goudie & H Viles, The Earth Transformed, Blackwell, 1997; 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; L Owens & T Unwin (Eds), Environmental Management, Blackwell, 1997; M Redclift, Wasted, Earthscan, 1996; J Rees, Natural Resources: economics, allocation and policy, Routledge, 1991.

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.

Teaching: Lectures: GY140, 1 hour, weekly, ML. Classes: GY140A, 2 hours, weekly, ML. Compulsory fieldwork: One week, London, Week 10 of LT.

Written work: Five written practical projects during the year including a

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.

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

Teacher responsible: Dr Andy C Pratt, S410, with contributions from other, to be announced

Pre-requisites and excluded combinations: None.

Core syllabus: The social organisation of economic restructuring; changing working practices; social-spatial stratification and social exclusion in terms of gender, race and class; housing; informal economies; globalisation and time-space compression; the rural and the urban.

Content: Risk society, Regulation Theory, Welfare regimes, Third System, Social stratification, Work, Time-Space and everyday life, Home, Space and Place, Technology and socio-economic transition. Further details will be provided at the start of the session.

Teaching: Lectures: weekly ML; Classes: fortnightly ML.

Written work: Students will be expected to prepare written work for fortnightly classes, students will be required to write up two class reports per term as essays; this written work will provide a basis for formative

Reading list: U Beck, The future of work, Polity, 2000; M Castells, The rise of the network society, Blackwell, 1996; G Esping-Andersen, The three worlds of welfare capitalism, Polity, 1990; H Jarvis et al, The secret life of cities, Pearson, 2001; A Lipietz, Towards a new economic order, Polity, 1992.

Assessment: A formal 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.

Teaching: 40 hours of lectures and 10 x 1 hour classes over the MT and LT. Written work: Students will be expected to prepare presentations and hand-in two essays based on class presentation each term.

Reading list: Detailed reading lists will be given out at the beginning of the course. Reading will include journal articles. Some important items include: T W Bogart, The Economies of Cities and Suburbs, Prentice Hall, 1998; P McCann, Urban and Regional Economics, OUP, 2001; J McDonald, Fundamentals of Urban Economics, Prentice Hall, 1997; T Pugel & P Lindert, International Economics, McGraw Hill, 2000; P Dicken & P E Lloyd, Location in Space (3rd edn), Harper Collins Academic, 1990; P Krugman, Geography and Trade, 1991.

Assessment: A formal three hour written examination in the ST (75%) and 2 x 2,000 word essays (25%).

GY202

The Third World: A Study of Social and Economic Development

Teacher responsible: Dr S Chant, S515. Other teachers involved: Dr T Forsyth, S511 and Professor S Corbridge, S407

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. 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.

Reading list: Although a specialised lecture-by-lecture reading list will be handed out at the start of the course, useful general texts are: V Desai & R Potter (Eds), The Companion to Development Studies, Edward Arnold, 2001; J Dickenson et al, Geography of the Third World (2nd edn), Routledge, 1996; A Gilbert & J Gugler, Cities, Poverty and Development (2nd edn), Oxford University Press, 1992; D Simon & A Närman (Eds), Development as Theory and Practice, Longman, 1999; A Szirmai, Economic and Social Development, Prentice Hall, 1997; UNCHS (Habitat), Cities in a Globalising World: Global Report on Human Settlements, 2001, Oxford University Press; UNDP, Human Development Report, Oxford University Press, published annually; World Bank, World Development Report, Oxford University Press, published annually.

Assessment: One 2,000 word essay to be submitted 8th week of LT (25%); a 3-hour unseen examination paper in the ST, 3 questions out of 9 (75%).

GY205

Political Geographies, Policy and Space

Teacher responsible: Dr M M Low, S512. Other teacher involved: Professor I R Gordon, S513

Pre-requisites and excluded combinations: None.

Core syllabus: An introduction to the relevance of a geographical perspective for explanation of contemporary political processes, and of a political perspective for explanation of contemporary geographies, at scales from the local to the global.

Content: Part A. Political Geographies: states, citizenship, democracy: theories of the state and local state; geopolitics and the world order; citizenship rights, migration and national 'closure'; nationalism, territory and identity; geographies of representation; globalisation and governance. Part B. Policy Geographies: urban problems, analysis and action: perspectives on policy-making; Victorian urbanisation and institutional responses; physical, social, economic, political and integrative approaches to post-war British cities; implementation processes; geographic knowledge and urban policy.

Teaching: 32 hours of lectures and 10 x 1 hour classes (fortnightly).

Written work: Students will be expected to submit one essay per term of up to 1,500 words.

Reading list: Detailed reading lists will include journal articles, but indicative texts include: K R Cox, Spaces of Globalization, 1997; J Agnew & S Corbridge, Mastering Space, 1995; M Hill, The Policy Process, 1993; B Robson, Those Inner Cities, 1988; P Healey et al, Managing Cities, 1995.

Assessment: 25% course work (one essay of 2,000 words), 75% unseen 3 hour examination in the ST.

GY220

Environment: Science and Society

Teacher responsible: Dr T Forsyth, S511. Other teachers involved: 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 topical rainforests. Genetic manipulation and biotechnology. Part C: Alternative approaches to analysing environmental issues in relation to science and society.

Teaching: Lectures: (GY220) Two lectures per week in the MT and LT. Classes (GY220.A): Ten classes at fortnightly intervals.

Written work: Students will be expected to produce a minimum of four essays during the year and will be expected to give class papers.

Reading list: No one book or small group of books adequately covers the themes considered in the course, and separate reading lists are provided for each distinct part of the syllabus. Basic reading material includes: G T Miller (Ed), Living in the Environment, 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).

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:

- The Concepts and Principles of Environmental Assessment and Management.
- 2. Economic Assessment Techniques and Cost Benefit Analysis.
- Environmental Impact Assessment and Techniques for Project Appraisal.
- Strategic Environmental Assessment and Techniques for Policy Appraisal.
- Industrial Development and the Environment: Techniques for Technology Assessment.
- Industrial Development and the Environment: Techniques for Process
 Management.

 Industrial Development and the Environment: Techniques for Product.

 Industrial Development and the Environment: Techniques for Product.

 Industrial Development and the Environment: Techniques for Product Management.
 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.

Reading list: No single text covers all aspects of the course but students

Reading list: No single text covers all aspects of the course but students may wish to consult the following: R Welford & A Gouldson, *Environmental Management and Business Strategy*, 1993; T Jackson, *Material Concerns*, 1996; P Hawkens *et al*, *Natural Capitalism*, 1999.

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

Teacher responsible: Dr G Atkinson, S412. Other teacher involved: 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

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.

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.

Reading list: Detailed reading lists will be provided to support each course component. For an overview and introduction to the main issues covered by the course students may wish to consult the following: R K Turner et al, Environmental Economics: An Elementary Introduction, 1994; J A Lesser et al, Environmental Economics and Policy, 1996; J Kahn, The Economic Approach to Environmental and Natural Resources, 1998; T.Tietenberg, Environmental and Natural Resource Economics, 1996; G Atkinson et al, Measuring Sustainable Development: Macroeconomics and the Environment, 1997; D W Pearce, Blueprint 4, 1995; E Neumayer, Weak Versus Strong Sustainability: Exploring the Limits of Two Opposing Paradigms, 1999; E Neumayer, Greening Trade and Investment; Environmental Protection without Protectionism, 2001.

Assessment: A formal three-hour unseen written examination in the ST counting (75%). An assessed course essay (maximum 2,000 words) (25%).

GY240

Research Techniques (Spatial, Social & Environmental)

Teacher responsible: Dr M Low, S512. Other teachers involved: Dr H Overman, S510, Dr Y Rydin, S413 and Dr G Jones, S506a Pre-requisites and excluded combinations: None.

Core syllabus: This course aims to prepare second year students, who already have a grounding in social science methodology, to undertake individual research projects. 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. (viii) Application of research skills in the field.

Teaching: 20 one hour lectures and 20 two hour classes/practicals in ML. There will be a residential field course, possibly outside the UK, which may take place during the Easter vacation.

Written work: Students will be expected to produce a minimum of four essays or practical exercises during the year and will be expected to give class papers.

Reading list: Reading lists will be available for each part of the course. Basic texts include: J Bell, Doing your Research Project – Guide for first time researchers in education and social science (2nd edn), 1993; J Burt & G Barber, Elementary Statistics for Geographers, 1996; I 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.

Assessment: A two hour unseen examination 50%, coursework 45%, IRP proposal and its oral presentation 5%.

GY300

Europe and the Global Economy

Teacher responsible: Dr Steve Gibbons

Pre-requisites and excluded combinations: Optional course for Geography and Environment, European Studies and Management students. Open to other students as permitted by the regulations for their degrees.

Core syllabus: Contrasting patters of national and regional development and socio-economic structures in Europe.

Content: An analysis of the forces of change deriving from trends in Europe's global role and context, international trade, foreign investment, product and service development, international integration, urban change and administrative reforms. The economic development impacts of 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.

Teaching: Lectures weekly. Classes fortnightly.

Written work: Students will be expected to produce a minimum of four class essays during the year and will also be expected to give class papers.

Reading list: H Armstrong & P Taylor, Regional Economics and Policy, 2000; R J Bennett & A McCoshan, Enterprise and Human Resource Development, 1993; P Dicken, Global Shift: Transforming the World Economy, 1998; A M El-Agraa, The European Union: Economics and Policies, 2000; R Hudson, Divided Europe: Society and Territory, 1998; A Rodriguez-Pose, The European Union: Economy, Society and Polity, 2002; L Tsoukalis, The New European Economy Revisited, 1997.

Assessment: 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%).

GY30

The Political Geography of Development and the South

Teacher responsible: Dr G A Jones, S506a. Other teacher involved: Professor S Corbridge, S407

Pre-requisites and excluded combinations: None.

Core syllabus: A critical analysis of the politics of contemporary development processes in the South and the global interests which influence them. Course considers development as both practical pursuit, through engagement with policy materials, and as a series of discourses and representations.

Content:

- Standard Narrative: an introduction to geopolitics and geography, the 'end of empire' and rise of 'American century', the discovery of the 'Third World' and developmental nation-state, the Cold War, authoritarianism and democracy, socialist development.
- Narrative Under Threat: corruption, debt crisis, globalisation, rogue states, post-development and irrelevance.
- Critical Geopolitics: post-colonialism, media, anti-geopolitical eye, chronoscapes, 'new' barbarians (guerrillas, ethnocide, drugs, refugees).
 Teaching: Lectures: weekly ML; Classes: fortnightly ML.

Written work: Students are expected to complete four class essays during the year and give at least one short presentation subject to student numbers. Reading list: No one book covers the syllabus, students will be expected to read widely especially of appropriate journals, and detailed lists will be provided at start of course.

Assessment: a) A formal 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

Teacher responsible: Dr M Low, S512. Other teachers involved: Dr G A Jones, S506a and Dr A Thornley, S420

Pre-requisites and excluded combinations: None.

Core syllabus: Theories and processes of urban politics and governance. Urban problems and policy responses in developed and developing countries, within an institutional and political framework.

Content:

- 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.
- Planning issues in Britain, eg urban containment, control of retail development, participation.
- The developing world. Self help housing. Access to land and the affordability crisis. The New Institutional Agenda: World Bank and privatisation. Micro-finance, NGOs and community. Radical planning.

Teaching: 10 one-hour lectures (GY302) in ML; 20 one-hour lectures in LT;10 one-hour classes (GY302.A) in ML/LT/ST (alternative weeks starting week 3). A field excursion in ST.

Written work: Students should produce 3 essays during the year and give class presentations.

Reading list; D Judge et al, Theories of Urban Politics, 1995; S Fainstein, The City Builders, 2001; S Body-Gendrot, The Social Control of Cities?, 1999; A Thornley, Urban Planning under Thatcherism, 1993; J B Cullingworth & V Nadin, Town & Country Planning in the UK, 1997; K Datta & G A Jones (Eds), Housing and Finance in Developing Countries, 1999; N Devas & C Rakodi (Eds), Managing Fast Growing Cities, 1993; N Harris, Cities and Structural Adjustment, 1996.

Assessment: A three hour unseen examination in the ST (75%) and a course essay of no more than 2,500 words (25%).

GY303

The Geography of Gender: Global Perspectives

Teacher responsible: Dr S Chant, S515. Other teacher involved: Ms R Flood, Gender Institute, Columbia House

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.

Teaching: Lectures (GY303) weekly ML; Classes (GY303.A) fortnightly ML starting in week 2 of MT.

Written work: Students will be expected to produce one essay per term,

and will also be expected to give class papers.

Reading list: No one book covers the entire syllabus, but the following are useful basic reading: MT: H 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 Kabeer, 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, M Smith, C Fagen, Women's Employment in Europe: Trends and Prospects,

Routledge, New York, 1999. **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%).

Environmental Risk Management

Teachers responsible: Professor D K C Jones, S405, (LT and ST, K

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: (NB: The order may be varied depending on the availability of teachers.)

- The nature of hazardous events, hazard, risk, vulnerability and disaster. The Hazard and Risk Archipelagoes;
- 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;
- Adjustment choices;
- Prediction, futurology, zoning and micro-zoning;
- Forecasting and warning systems; Structural and non-structural adjustments
- Emergency action, relief and refugees;
- Financial responses and insurance. The value of life; 9. Hazard and economic development, hazard as opportunity, hazard and underdevelopment;
- 10. Risk perception and risk communication;
- 11. Sociological and scientific conceptions of risk;
- 12. Environmental risk assessment;
- 13. Probabilities and logic diagrams.

Teaching: Two lectures per week ML; Ten classes at fortnightly intervals. Written work: Students will be expected to produce three essays during

the year and give class papers. Reading list: K Hewitt, Regions of Risk, 1997; K Smith, Environmental Hazards, 2000; P Blaikie et al, At Risk - Natural Hazards, People's Vulnerability and Disasters, 1994; J Adams, Risk, 1995; Royal Society, Risk: Analysis, Perception and Management, 1992; DOE, A Guide to Risk Assessment and Risk Management for Environmental Protection, 1995; R E Hester & R M Harrison (Eds), Risk Assessment and Risk Management, 1998; R Lofstedt & L Frewer (Eds), Risk and Modern Society, 1998; Red Cross/Red Crescent, World Disasters Reports, (Annual); P Pritchard, Environmental Risk Management, 2000.

Assessment: A formal three-hour unseen examination in the ST (75%) together with a course essay of no more than 2,500 words (25%).

Environmental Politics and Policy

Teacher responsible: Mr A Gouldson, S414. Other teachers involved: Dr G Atkinson, S412, Dr M Mason, S509 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, including International Environmental Policy.

Teaching: A weekly lecture accompanied by a weekly seminar through the MT and LT.

Written work: Three non-assessed class essays/projects of 1,500 words and one assessed course essay of 2,500 words.

Reading list: Connelly & Smith, Politics and the Environment, 2000; Hanf & Jannsen, Governance and Environment in Western Europe; Gouldson & Murphy, Regulatory Realities, 1998; N Carter, The Politics of the Environment, 2001; N Vig & R Axelron, The Global Environment: Institutions, Law and Policy, 1999.

Assessment: There is a three-hour formal examination (75%) in the ST. In addition there is a course essay (25%) of 2,500 words maximum.

GY322

Applied Location and Spatial Analysis

Teacher responsible: Dr H G Overman, S510. Other teachers involved: Dr S Gibbons, S508 and Professor I Gordon, S513

Pre-requisites and excluded combinations: Intended for 3rd year BSc Geography with Economics. Also available for BA Geography. Students should have taken one or more from: EC100, GY201, GY222.

Core syllabus: To develop theoretical and empirical understanding of spatial economic processes in order to study and evaluate a wide range of issues and policies. Material covered in second year courses will be developed and applied to current policy issues. There will be a particular emphasis on urban and regional growth and business and worker location

Content: Topics covered include: Empirical tools for the analysis of location and development. Urban and regional development and growth - theory, measurement and policy. Globalisation and the location of economic activity. Analysis of household location and transportation decisions. Migration, commuting and unemployment. Case studies will be drawn from selected regions, cities and sectors.

Teaching: 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 Reading list: A detailed reading list will be given out at the beginning of the course. Reading will include journal articles and policy documents. Some important items include: E Mills & B W Hamilton, Urban Economics (5th edn); H Armstrong & J Taylor, Regional Economics and Policy (3rd edn); W Isard et al, Methods of Interregional and Regional Analysis.

Assessment: A formal three-hour unseen examination paper (75%) and one essay of no more than 2,500 words (25%).

GY340

Geographical Information Systems

Teacher responsible: Mr Peter Wright, S417A

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

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
- MAP GENERALISATION: Scale and generalisation. Modifiable Areal Unit Problem. Zone design solutions. Automating map generalisation.
- 3. DATA QUALITY: Data quality parameters. Types of error. Sources of error. Error propagation. Digitising error and how to combine it with other sources of error. Legal aspects of mapping and GIS.
- 4. ANALYTICAL FUNCTIONS: Spatial query and analysis using GIS. Interfacing models with GIS. Spatial decision support sytems.
- 5. REMOTE SENSING: General principles of RS and RS sensors and platforms. Remote sensing pixels. From data to information: image processing. Raster data interoperability.
- DIGITAL TERRAIN MODELLING: The role of representations of terrain in environmental modelling and landscape visualisation. Interpolation methods and quality assessment.
- 7. FUTURE OF GIS: Geographical Information Science, State-of-the-art applications of GIS. Main challenges to be solved.

Teaching: Lectures: GY340, one-hour weekly; Classes: GY340.A, 2-hour alternate weekly ML (starting week 2 of ML).

Written work: 2,500-word essay reviewing relevant literature in a field of application of GIS, and two GIS projects (2,000 words each).

Reading list: A full list of references is provided for each part of the course. Key textbooks include: P Burrough & R McDonnell, Principles of Geographical Information Systems, OUP 1998; I Heywood, S Cornelius & S Carver, An introduction to Geographical Information Systems, Longman 1998; J Jensen, Remote sensing of the environment: an earth resources perspective, Prentice Hall 2000; P Longley, M Goodchild, D Maguire & D Rhind, GIS: Principles, technical issues, management issues and applications, Wiley, 1999; P Longley, M Goodchild, D Maguire & D Rhind, Geographical Information Systems and Science, Wiley, 2001; D Martin, Geographic information systems: socio-economic applications, Routledge 1996; J Pickles (Ed), Ground truth: the social implications of geographic information systems, Guilford Press 1995; M Worboys, GIS: A computing perspective, Taylor and Francis 1995.

a) Formal 2-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 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

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

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

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. 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) and 20 weekly classes (GV100.A)

(one hour each) in the MT and LT. Two revision lectures in the ST. Written work: Students are required to write 4 essays. Specific reading lists referring to modern commentaries and historical context will be handed out at the beginning of the course.

Reading list: Reading lists will be handed out at the beginning of LT. 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 LT. 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: Almond, Powell, Strom & Dalton, Comparative Politics Today: A World View (7th edn); A Lijphart, Patterns of 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 and Wales, Scotland and Northern Ireland, the Judiciary and the European Union.

Reading list: Bill Jones et al, Politics UK, Anthony Birch, The British System of Government (10th edn).

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, Professor D Lieven, K208 and Dr G Sasse (on leave MT 02-03)

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.

Core syllabus: A thematic study of Russian and Soviet history and post-Soviet transition Content: The main themes are: Patterns in Russian History;

Modernisation, Nationalism and Revolution in the late Tsarist era; Slavophile and Westernising thought; dilemmas of empire; the Russian revolution; Stalinism; Tsarist and Soviet security issues; Soviet federalism and nationalities policy; Destalinisation; reformism and conservatism in the post-Stalin era; Gorbachev and perestroika; nationalism and the collapse of the Soviet regime; transition theories and democratisation in Russia; post-Soviet state and nation-building; the political economy of transition; nationalism and ethnic conflicts in the post-Soviet space; Russia and the CIS. Teaching: 20 lectures (GV217) and classes (GV217.A) in the MT and LT.

Written work: Four essays are expected from each student. Reading list: D Lieven, Empire: The Russian Empire and its Rivals (John

Murray, 1993); R Pipes, The Russian Revolution (Harvill, 1993); R Tucker, Stalin in Power (Norton, 1990); S Bialer, Stalin's Successors (CUP, 1980) A Dallin & G Lapidus (Eds), The Soviet System From Crisis to Collapse (Westview, 1995); I Bremmer & R Taras (Eds), New States New Politics (CUP, 1996); R Szporluk, National Identity and Ethnicity in Russia and the New States of Eurasia (Sharpe, 1994); M Bowker & C Ross (Eds), Russia After the Cold War (Longman, 2001); B Parrot & K Dawisha, Democratic Changes and Authoritarian Reactions (CUP, 1997), and Conflict, Cleavage, and Change in Central Asia (CUP, 1998); M McFaul, Russia's Unfinished Revolution (Cornell, 2001); J Hughes & G Sasse (Eds), Ethnicity and Territory in the Former Soviet Union (Frank Cass, 2001).

Assessment: A three hour written examination in the ST.

GV218 NA 02/03 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

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 respublica and imperium and the significance of the Christianisation of Rome for future debates over church-state relations, questions of legitimate sovereignty and the extent of its jurisdiction. The overall focus is on the influence of the classical tradition on the development of Christian ethical and political thought of the first Christian centuries until the death of Augustine (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

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.

NA 02/03

GV219

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

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)

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

Teacher responsible: Professor J Charvet, K207

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.

Democracy and Democratisation

Teacher responsible: Dr Erik Ringmar, K309

Availability: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course students. Students will normally be expected to have taken GV101 Introduction to the 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 Przeworksi, Democracy and the Market.

Assessment: Three hour unseen written examination in the ST.

GV225

Public Choice and Politics

Teachers responsible: Professor K Dowding, K206 and Mr V Larcinese,

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 GV101 Introduction to the Study of Politics, or equivalent, in a previous year. An introductory knowledge of economics would be useful.

Core syllabus: This course is concerned with public choice theory as it applies to the study of political conflicts, political issues, political institutions and policy analysis. The course covers the main topics in public choice from theoretical - social choice theory and the theory of games, 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; the problems of collective action; solutions to collective action problems; the theory of coalitions, and the behaviour of committees and legislatures; budgetmaximizing 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 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

Basic reading list:

Text Books: P Dunleavy, Democracy, Bureaucracy and Public Choice; D Mueller, Public Choice II; K A Shepsle & M S Bonchekj, Analyzing Politics. 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.

NA 02/03 **GV226 Executive Government and its Modernization in Selected OECD Countries**

Teacher responsible: Dr M Lodge

Availability: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course students. Students will normally be expected to have taken GV101 Introduction to the Study of Politics, or equivalent, in a previous year.

Core syllabus: The aim of this course is to look comparatively at contemporary developments in the operation of executive government in selected OECD countries. Particular emphasis is placed on the analysis of national traditions and policy-making patterns, critiques of 'traditional' forms of executive government and policy-making and attempts at 'modernizing' executive government. How, why and whether policies of modernization seek to alter patterns of executive government is examined comparatively to place long-standing issues of executive government in contemporary perspective. The material for this course is primarily drawn from the political science literature on comparative public policy and administration and the aim is to assess and utilise analytical perspectives for the comparative analysis of executive government and its modernization.

Content: The first part of the course is primarily concerned with the comparative analysis of executive government and its instruments. This part introduces approaches towards classifying national regimes as well as explores factors shaping policy-making processes. The second part assesses doctrinal and empirical challenges to 'traditional' patterns of executive government and the emergence of the 'governance' perspective. The third part examines modernization of executive government across selected 'families of nations' in terms of administrative as well as wider public sector reforms with issues including new public management and regulatory reform.

Teaching: 22 one-hour lectures and research sessions (GV226) and 21 one-hour classes (GV226.A) in MT, LT and ST.

Reading: K Weaver & B Rockman, Do Institutions Matter?; A Lijphart, Patterns of Democracy, J Pierre, Debating Governance, J P Olsen & G B Peters, Lessons from Experience; E Page, Political Authority and Bureaucratic Power; E Page & V Wright, Bureaucratic Elites in Western European States; C Hood, The Art of the State; C. Pollitt & G Bouckaert, Public Management Reform; M Barzelay, The New Public Management; K H Goetz & S Hix, Europeanised politics? European integration and national political systems; G Esping Andersen, The three worlds of welfare capitalism; F G Castles: Comparative Public Policy.

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 NA 02/03

The Politics of Economic Policy Teachers responsible: Dr C Schonhardt-Bailey, Dr M Thatcher, K305 and

Professor D Held (on leave 2002-2003)

Availability: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course students. Students will normally be expected to have taken GV101 Introduction to the 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%.

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 GV101 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: Professor R Barker, K100

Availability: Optional course for Bachelor's degrees in Government. Also available to students on other degrees, and General Course, where regulations permit. Students will normally be expected to have taken GV100 Introduction to Political Theory, or equivalent, in a previous year. Core syllabus: The aim of the course is to familiarise students with the principal political arguments that have been articulated in the United Kingdom over the last 100 years.

Content: A critical and historical study of political ideas, and political argument in the United Kingdom; liberalism, socialism, conservatism,

Teaching: 21 one hour lectures (GV231). 20 sessional Classes (GV231.A) in the MT, LT and ST.

Written work: Students will write two essays in the MT and two in the LT. Reading list: Rodney Barker, Political Ideas in Modern Britain In and After the Twentieth Century; Rodney Barker, Politics, Peoples, and Government; L T Hobhouse, Liberalism; G B Shaw (Ed), Fabian 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.

Theories and Problems of Nationalism

Teacher responsible: Professor A D Smith, 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.

Teaching: 20 Lectures GV234 (ML) given by:

Professor A D Smith on Theories of Nationalism; Mr G Schopflin on Nationalism and Politics;

Dr D Jacquin-Berdal on Nationalism and the International System. These are supported by weekly classes GV234.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 Professor Smith or secretary.

Assessment: A three-hour exam in ST, covering Sociology and Politics/History issues.

GV241

Government, Politics and Public Policy in Germany

Teacher responsible: Dr K H Goetz, L304

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 sociocultural 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?, 1996; 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; 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 regio

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; D Levy & K Bruhn, Mexico; The Struggle for Democratic Development; 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.

N/A 02/03 **GV243**

Government, Politics and Public Policy in the USA

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

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 Flanigan & 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 Dillio, American Government, The Essentials, 7th edn.

Assessment: Three hour unseen written examination held in the ST.

GV244

Government, Politics and Public Policy in the **European Union**

Teachers responsible: Dr S Hix, L305, Dr E Thielemann, L207 and Dr R Leonardi, J108 (on leave 2002-2003)

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; 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.

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.

NA 02/03

Government and Politics in Eastern Europe Teacher responsible: Dr V Dimitrov, L303

GV246

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

Core syllabus: The course focuses on the rise and fall of the Communist political system, the structures of post-communism, the impact of nationalism and the prospects for European integration.

Content: The course covers Poland, Hungary, the Czech Republic, Slovakia, Romania, Bulgaria, Albania, Yugoslavia and its successors, and East Germany.

The main topics are: the political traditions of Eastern Europe; the imposition of Stalinism; the failure of reforms; the decay and collapse of the Communist system; the establishment of a new constitutional framework; parties and representation; the political implications of economic transition, the impact of nationalism; regional co-operation; integration with the European Union and the Western security structures. The course concludes with a brief overview of the problems of democratic transition in Eastern Europe in comparative perspective.

Teaching: 20 one-hour lectures (GV246) and 20 one-hour classes (GV246.A) in the MT and LT. Students are advised to familiarise themselves with both the LSE library and the library of the School of Slavonic and East European Studies.

Written work: Each student will be required to prepare four essays during

Reading list: F Fejto, A History of the People's Democracies; J Rothschild, Return to Diversity; S White et al (Eds), Developments in East European Politics (2nd edn); S Whitefield, The New Institutional Architecture of Eastern Europe; A Przeworski, Democracy and the Market, P van Ham, The European Community, Eastern Europe and European Unity.

Assessment: Three hour unseen written examination held in the ST.

required to answer four out of twelve questions which will be related to

INDUSTRIAL RELATIONS

Industrial Relations

Teachers responsible: Dr Sarah Ashin, H709 and Mr Stephen Dunn,

Pre-requisites: Compulsory for 1st year BSc Industrial Relations & HRM; available for other Bachelor's degrees or Diplomas where permitted. No

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,

Reading list: The lecture course does not follow a single prescribed 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

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

material covered in lectures and classes.

Organisational Theory and Behaviour

Teacher responsible: Dr Mary Logan, H801

Pre-requisites and excluded combinations: This course is an option available to Bachelor's (ID200) and Master's degree students (ID403/ID404) where the regulations permit.

- (a) To introduce students to alternative social science theories and research into individual, group and organisational issues.
- (b) To facilitate students in their evaluation of potential employers, clients and other pertinent organisations. (c) To encourage research and further study in this area.
- Learning outcomes: (a) To help students to understand the interrelationships among central
- issues in the analysis of behaviour within an organisational context. (b) To facilitate a critical evaluation of organisational policies and practices
- and their impact on work behaviours, attitudes and performance. (c) To increase students ability to successfully function in organisational environments.

Core syllabus: This course uses behavioural theories from sociology, psychology, anthropology, political science and social psychology to analyse employee 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, organisational learning, 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 and Dr Johann Franke. Classes: weekly, starting in week 2 MT.

Written work: Undergraduate students are required to submit four pieces of written work throughout the year.

Assessment: One three-hour examination paper with approximately twelve questions, three questions to be answered. Separate papers are set for undergraduate and MSc students.

ID202

Economics of the Labour Market: Economic Analysis of Unions

Teacher responsible: Dr Steve McIntosh, R444

Pre-requisites: None, but some familiarity with basic economics and statistics is an advantage.

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: 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 one other question chosen from about three questions.

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, CUP, 1993 (paperback); E Lazear, Personnel Economics for Managers, John Wiley, New York, 1998.

Teaching: Lectures ID201 10 weekly MT. Classes ID201 14 weekly MT, ST. (Note undergraduates and graduates have separate classes).

Written work: Written work is of less importance than active class contribution. Every student must come prepared to discuss the class topic each week. Assessment: Formal 2 hour examination. One compulsory question and one other questions chosen from about three questions.

ID290

Human Resource Management

Teacher responsible: Ms Sue Fernie, H804

Availability: This course is compulsory for the BSc Industrial Relations and Human Resource Management. It is available for other Bachelor's degrees and Diplomas as regulations permit. No prior knowledge of human resource management or a related subject or practical experience is necessary. The course can be studied either, before, after or in conjunction with ID200 Organisational Theory and Behaviour.

Core syllabus: To understand social science theory and research relevant to human resource management; to be aware of the main managerial problems in designing strategies and policies; to be able to assess the effectiveness of human resource policies and their role in overall economic performance of organizations and countries.

Content: The problems of managing the human resource and the high involvement solutions. The main substantive issues of Human Resource Management, focusing on the introduction to current trends and social science knowledge of relevance to the topic, such as recr selection, reward systems; teamworking; communications and representative structures; leadership; employee involvement. The significance of Human Resource Management - does the way the human resource is managed make any difference to economic performance, employee attitudes or discrimination.

Teaching: Lecture: ID290, weekly MLS. Classes: ID290.A, weekly MLS. There will be some integrated sessions organized around case studies. The course is taught by Ms S Fernie and Mr S Dunn.

Written work: Students are required to write two essays and present papers

throughout the year. It is essential that students come to classes prepared. Reading list: There is no one textbook covering the range of the material presented but there are some useful introductions and we recommend that you purchase: J Baron & D Kreps, Strategic Human Resources: Frameworks for General Managers, Wiley, 1999; W P Anthony, P L Perrewe & K M Kacmar, Strategic Human Resource Management, Dryden. 1996; K Legge, Human Resource Management, Macmillan, 1995. Assessment: One 3 hour examination paper, four questions to be

ID300

Selected Topics in Industrial Relations and Human Resource Management

Teacher responsible: Ms Sue Fernie, H804

answered from approximately 12 questions.

Availability: This course is compulsory for the BSc Industrial Relations and Human Resource Management. It requires a general knowledge of the social sciences including modern history and a general interest in and knowledge of institutions and processes in the contemporary industrial relations, through study or experience.

Core syllabus: The aim of this course is to explore in depth some central problems and issues of Industrial Relations and Human Resource

Content: The selection of topics changes from year to year, depending on current research and issues. Broadly, the course examines the relationship between management, trade unions and the state in a rapidly changing economic and technological environment. In the MT the course usually examines topical issues in British Industrial Relations, whilst in the LT a comparative perspective is adopted.

Teaching: Twenty four two hour seminars. This course is taught by Dr John Logan, Ms Sue Fernie, Dr Carola Frege and Professor Richard Hyman,

Written work: Students will be expected to read assigned texts and be prepared to discuss their significance. Each student will be expected to complete two essays over the session.

Reading list: A full reading list and seminar programme will be issued at the beginning of the course.

Assessment: Three hour unseen examination.

ID314

Industrial Psychology

Teacher responsible: Professor John Kelly, H805

Availability: Available to students on the BSc Industrial Relations and Human Management and to other students as regulations permit. The lecture programme is the same as for 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 groups; to demonstrate the value of psychology and of a psychological perspective in understanding human behaviour at work; and to examine a number of topics and issues in industrial relations and organizational behaviour where psychology has a particular contribution to make.

Content: Groups and intergroup relations. Conflict and cooperation. Collective bargaining and trade unions. Job insecurity. Sex discrimination and sexual harassment. Women and leadership. Psychometric assessment. Teaching: The course is taught by Professor John Kelly, H805.

Lectures: 1 hour weekly through the MT. Classes: (ID310.A) (1 hour) x 10, MT. Written work: A 2,000 word written assignment is required.

Reading list: The following reading list contains some of the main volumes and some easily accessible introductory volumes. Most of the course reading is taken from journals. A full reading list will be issued at the start of the course, 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: 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%).

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 28 April 2003.

Labour/Management Problems Seminar

ers 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.

INFORMATION SYSTEMS

Information Technology and Society

Teacher responsible: Dr Shirin Madon, U306 Availability: This is an optional course for any Bachelor's degree for first and second year students only where the regulations permit it. There are no pre-requisites. However, students must be familiar with MS Office

Core syllabus: This course explores concepts and themes relating to the role of information and communication technologies in society. The subject matter is aimed at social scientists who wish to develop an understanding of information and information systems resources from a social science perspective.

Content: The course explores concepts and themes concerning the role of computer-based information systems in society. These include: the information society; IT in Government, the Digital Divide, The evolution of the Internet and its impact on individual privacy and national security, IT in developing countries, IT and Gender, IT implementation in organisations. A range of computer-based information systems are discussed based around network and database technologies. Students are exposed to the fundamentals of web design and the course includes a web development assignment. Emphasis is given to electronic resources for social scientists, for example: on-line searching, bibliographic software packages and special purpose databases.

Teaching: 30 lectures, IS143.A 20 classes in the MT and LT.

Reading list: W H Dutton, Information and Communication Technologies: Visions and Realities, Oxford University Press, 1996; R Kling (Ed), Computerization and Controversy: Value conflicts and social choices, Academic Press, 1996; W Stallings, Data and Computer Communications, Prentice-Hall, 1997; W H Dutton, Society on the Line: information politics in the digital age, Oxford University Press, 1999; G Walsham, Interpreting Information Systems in Organisations, John Wiley, 1993; F Webster, Theories of the Information Society, Routledge, 1995.

Assessment: The course is examined on projects and exercises completed during the year worth 40% and a 2 hour formal examination in the ST that counts for 60% of the final mark.

IS340

Information Systems in Business

Teacher responsible: Dr C Avgerou, U510

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 organizations. Questions addressed include

What is the process of information systems development from conception to use?

How can we decide what new information systems an organization should develop?

How are information systems introduced and implemented in organizations? How do organisations change by utilising the potential of new technology? What value and advantage can be gained by investing in information technology systems?

What new organisational forms (virtual, e-business, e-markets) are enabled by information systems?

This is not a technical, hands-on course, rather it involves the study of a body of literature on management and socio-technical perspectives on

Content: Understanding requirements for information systems; the systems development process and methodologies; strategic perspectives of information systems; organisational change and information systems; interorganisational information systems and new organisational forms; evaluation of information systems.

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 Currie, Rethinking Management and Information Systems, Oxford University Press, 1999.

Assessment: The course is examined on projects and exercises completed during the year worth 40% and a 3 hour formal examination in the ST that counts for 60% of the final mark.

INTERNATIONAL HISTORY

For some BA History courses, which are taught and examined on an intercollegiate basis, students should also consult the White Pamphlet available from the International History Department. The Course Guide entry below indicates how the subject is taught at LSE.

The European Civil War, 1890-1990

Teacher responsible: Dr R Boyce, E506 Availability: For first year historians. Available as an outside option where

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 Soviet Union since 1917; Paul Preston, The Spanish Civil War; Donald the Second World War; James Joll, Europe since 1870; Martin McCauley, 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 Caute, 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

Teaching: Twenty-two lectures (HY112) and twenty-two classes

Written work: Four essays and two class papers during the academic

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.

Assessment: A three-hour written examination in the ST, in which the candidates will be required to answer four questions.

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

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; postindependence Africa; China under Mao and Deng; the rise of Islamic fundamentalism; the Gulf War and the Arab-Israeli peace process.

Teaching: Twenty-one lectures (HY113) and twenty-one classes (HY113.A). Lectures to be given by Dr Best, Dr Casey, 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 Keylor, The Twentieth Century World (1984); S Sarkar, Modern India, 1885-1947 (1983); J Spence, The Search for Modern China (1990); M Yapp, The Near East since the First World War (1991).

War and Society from the Renaissance to the Napoleonic Era, c1500-1815

Assessment: Three-hour written examination in the ST.

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

Content: The course explores the dramatic impact of the almost continuous wars of European powers, not only within the continent, but throughout the globe. It examines the evolution of regular forces of states on land and sea; the changes in composition, size, tactics and weaponry, as well as changing defensive strategies adopted by different states. But it also seeks to evaluate the importance of irregulars such as guerrillas, pirates, militias and Cossacks, ranging from the Mediterranean to the Atlantic, from North America to the Ukraine. The enduring question of whether Europeans succeeded in establishing huge colonial empires due to military advantages will be analysed in some detail. A case study of the Ottoman empire offers interesting comparisons and broadens the analysis of ideological factors.

Among topics covered are the dynastic conflict between Charles V and Francis I; the Dutch revolt; the Armada; the Thirty Years' War; the Ottoman threat to Austria and Hungary; The wars of Louis XIV; Russia's emergence as a world power; the wars of Frederick the Great; Britain's colonial wars; the Revolutionary and Napoleonic Wars.

Teaching: There will be twenty lectures and twenty classes, as well as two revision sessions. Students are required to do some reading for each

Written work: Three essays and two presentations will be required, one of which will be formally-assessed.

Reading list: A full reading list will be provided at the start of the course. Useful introductory works include: M Howard, War in European History; G Parker, The Military Revolution: Military Innovation and the Rise of the West, 1500-1800; J Black, A Military Revolution? Military Change and European Society, 1550-1800; F Tallett, War and Society in Early Modern Europe, 1495-1715; J R Hale, War and Society in 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,

Assessment: Three-hour written examination in the ST.

NA 02/03 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

Teaching: 20 lectures and 21 weekly classes to be given by Dr A C Howe

Written work: Each student is required to write at least four essays during the year, as well as contributing occasional short oral presentations to

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

NA 02/03

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

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

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.

International History since 1890

Teacher responsible: Professor MacGregor Knox, E410

Availability: Intended primarily for second-year undergraduates; also available to General Course students, and as an outside option where regulations permit.

Core syllabus: The history of international relations from the 1890s through the 1990s. The course emphasises the changing character of international politics over the course of the 'long twentieth century'.

Content: The course aims to equip students with a comprehensive knowledge of international politics since 1890; and to provide the factual grounding and conceptual apparatus necessary to understand the contemporary world. Lectures and classes fall into six distinct chronological and analytical phases. The first segment covers the 'globalization' of the European balance-of-power system after 1890 through the advent of extra-European great powers: 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 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; and the fate of war and the state in the post-Cold War era.

Teaching: 22 weekly lectures (HY202, MLS) and 21 classes (HY202.A, MLS). 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 in the departmental public folders), and in addition to complete a one-hour mock examination in ST. Essays and mock examination do not form part of the final course assessment. But they are required components of the course, and students must complete them in order to be admitted to the

Reading list: A detailed course outline and reading list, subdivided by weekly topics, will be provided at the first lecture, and can also be found, along with other course materials, in the public folders. The following works offer useful background; students should consider reading one or two of them in advance: W R Keylor, The Twentieth Century World: an International History; C J Bartlett, The Global Conflict, 1880-1970; D Stevenson, The First World War and International Politics; P M H Bell, The Origins of the Second World War in Europe; Akira Iriye, The Origins of the Second World War in Asia and the Pacific; J P Dunbabin, International Relations since 1945 (2 vols).

Assessment: The course is assessed entirely through a three-hour formal examination in the ST. The paper has twenty questions, divided into two sections that cover (respectively) the periods from 1890 to 1945 and from 1945 to the present. Students must answer at least one question from each of the two sections, and four questions in all.

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

Teaching: One lecture (HY208) and one class (HY208.A) per week for 22 weeks.

Written work: 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,

Assessment: Three-hour written examination in the ST.

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 subject to numbers, their own degree regulations, and at the discretion of the teacher responsible.

Core syllabus: This course examines the social and political history of the Middle East in the twentieth century.

Content: The impact of colonialism; the rise of nationalism; the formation of national identity; the creation and development of the modern Arab states; the non-Arab states Turkey, Israel and Iran; democratisation and reform in the Middle East; the Iranian revolution; the rise of political Islam; the Arab-Israeli conflict; the Iran-Iraq War, the Gulf War; the Middle East peace process.

Teaching: The course will be taught by both lectures and classes. There will be 20 lectures (HY214) and 20 classes (HY214.A) held in the MT and

Written work: This course requires four non-assessed essays, including

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, 1682-1825

Teacher responsible: Dr Janet Hartley, E405

Availability: Primarily for second year historians. Other students and General Course students may take the course as permitted by the regulations for their degrees.

Core syllabus: An introduction to the history of Russia in all its major

aspects from the reign of Peter I to the accession of Nicholas I. Content: The period under study witnessed the emergence of Russia as great power; by 1825 she was the strongest military power in Europe. At the same time, however, key features of the Russian state structure, society and the economy failed to mirror developments taking place elsewhere in Europe. In 1825 tensions within the state were exposed in an unsuccessful uprising, the Decembrist Revolt, which was a direct challenge to tsardom by members of the educated elite. The contrast between Russia's newly-established international status and ner domes is a central issue in this period. The course will be structured chronologically by the following themes and will cover: the expansion of the Russian Empire into Europe and Asia; the non-Russian peoples, cultures and institutions; diplomacy, warfare and the rise of the Russian Empire as a European power; the development of the Russian state under tsardom; Russian society and the relationship between society and the state; peasant and Cossack revolt; economic and commercial policies and developments; education, culture, and intellectual and spiritual life; the growth of an educated opposition and secret societie

Teaching: 20 lectures and 22 classes in the MT, LT and ST Written work: Students will be required to write four essays, one of which

will be done under examination conditions. Reading list: A full reading list will be provided at the start of the course.

Useful introductory works include: J Hartley, A Social History of the Russian Empire 1650-1825; S Dixon, The Modernization of Russia: 1682-1825; M Raeff, Understanding Imperial Russia: State and Society in the Old Regime; J Billington, The Icon and the Axe; An Interpretive History of Russian Culture; A Kahan, The Plow, the Hammer and the Nout: An Economic History of 18th Century Russia; P Dukes, The Making of Russian Absolutism, 1613-1801; D Saunders, Russia in the Age of Reaction and Reform, 1801-1881.

Assessment: Three-hour formal examination in the ST.

HY222

France in International Affairs, 1940-1981: European, Colonial and East-West Conflict

Teacher responsible: Dr R Boyce, E506

Availability: Primarily for second year historians. Other students may take this course as permitted by the regulations for their degrees. A reading knowledge of French would be useful, but is by no means

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 postwaroccupation of Germany; France, the Marshall Plan, and the creation of the Western alliance; the struggle to retain control of Indo-China; the significance of the Schuman Plan of May 1950; the failure of the European Defence Community proposal and German rearmament; France and the Suez crisis; de Gaulle and the struggle for Algeria; the end of the Middle East, North African and Black African empires and the strategy of informal empire; Franco-German relations and Europe; France as a nuclear power; Gaullism and the French foreign policy tradition

Teaching: 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: A detailed course outline and reading list will be distributed at the beginning of the course. The following books are recommended as introductory reading: C de Gaulle, War Memoirs, 3 vols (1955-60); J Jackson, France: the Dark Years, 1940-1944 (2001); R O Paxton & N Wahl (Eds), De Gaulle and the United States (1994); A Clayton, The Wars of French Decolonization (1994); J W Friend, The Linchpin: French-German Relations 1950-1990 (1991); J Lacouture, Pierre Mendes France (1984); C G Cogan, Forced to Choose: France, The Atlantic Alliance and NATO (1997); A Andereggen, France's Relationship with Subsaharan Africa (1994).

Assessment: Three-hour written examination in the ST.

HY223

From Reich to Nation: The Contest for Hegemony in Germany, 1648-1871

Teacher responsible: Dr Tim Hochstrasser, E407

Availability: Primarily for second 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 under the Great Elector; the consolidation and expansion of the Habsburg Monarchy under Leopold I; the impact of Louis XIV within Germany; the significance of Pietism and the culture of the Baroque; the continuing importance of the structures of the Holy Roman Empire amidst attempts to reform them; the role of enlightened absolutism and cameralism; the diplomacy of the Pragmatic Sanction; the political and military achievements of Frederick the Great and the Habsburg response under Maria Theresia and Joseph II.

In the second term there will be detailed assessment of the impact of the Revolutionary and Napoleonic Wars and the reconstructed Austrian Empire; the emergence of nationalism, liberalism and conservatism before 1848; the different ways in which the 'German Problem' might have been resolved; the reasons for the ultimate emergence of unification upon Prussian terms. The course will end with a review of the overarching explanations for this outcome, and an assessment of its significance for later German history.

Teaching: 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

Reading list: A full reading list will be issued at the start of the course, but the following works may be considered essential reading: C Ingrao, The Habsburg Monarchy, 1618-1815 (2000); B Simms, The Struggle for Mastery in Germany 1779-1850 (1998); J J Sheehan, German History, 1770-1866 (1989); A Sked, The Decline and Fall of the Habsburg Empire, 1815-1918 (1989); J Breuilly, The Formation of the First German Nation State, 1800-1871 (1996); H James, A German Identity, 1770-1990 (1991); P G Dwyer, The Rise of Prussia, 1700-1830 (2000).

Assessment: Three-hour written examination in the ST.

HY226

The Great War, 1914-1918

Teachers responsible: Professor M Knox, E410 and Professor D Stevenson,

Availability: This course is intended primarily as a second- or third-year option for undergraduate students. It is also available to General Course students and as an outside option for students taking other LSE first degrees as regulations and timetabling permit.

Core syllabus: The international and comparative history of the First World War. The military, diplomatic, political, economic, social, and cultural aspects of the conflict will all receive attention.

Content: The origins and outbreak of the war; the military campaigning on the Western, Eastern, Italian, and extra-European Fronts; the war at sea and in the air; the intervention of neutral Powers, war aims and attempts to negotiate peace; domestic politics in the belligerents; the war's economic and social effects; the experience of combat; the Russian Revolution and the road to the Armistice; the impact of the war on the international system and on individual and collective consciousness.

Teaching: 20 lectures (HY226, ML), given by Professor Knox and Professor Stevenson, and 21 classes (HY226.A).

Written work: Students will be required to write two essays in the MT and two essays in the LT. 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

Assessment: The course is assessed entirely through a three-hour formal examination in the ST. Candidates will be expected to answer four

HY227

NA 02/03

From Adam Smith to Globalisation: the international

history of free trade since 1776 Teacher responsible: Dr A C Howe, E600

of the First World War (1998).

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

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

Written work: Students will be expected to produce at least four essays during the year, and should also be prepared to give short class presentations.

Reading list: No one book covers the whole course, but the following cover substantial segments of it: H Mizuta & C Sugiyama, Adam Smith: International Perspectives (1993); D Verdier, Democracy and International Trade (1994); A C Howe, Free Trade and Liberal England (1997); D Irwin, Against the Tide: an Intellectual History of Free Trade since 1776 (1996); A Marrison (Ed), Free Trade and its Reception, 1815-1960 (1998); T Zeiler, Free Trade, Free World: the Advent of GATT (1999); P Hirst & G Thompson, Globalisation in Question (1996).

Assessment: Three-hour written examination in the ST.

HY230

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.

Teaching: 20 lectures and 20 seminars.

Written work: Students will be required to write 3 essays, and prepare two

Reading list: A full bibliography divided by topics will be provided at the start of the course. Introductory reading includes: J H Parry, The Age of Reconnaissance. Discovery, exploration and settlement, 1450-1650 (1981); F Fernández-Armesto, Before Columbus (1987); L Bethell (Ed), Colonial Spanish America (1987); J H Parry, The Spanish Seaborne Empire (1990); J H Elliott, The Old World and the New, 1492-1650 (1970); L McAlister, Spain and Portugal in the New World, 1492-1700 (1984); C R Boxer, The Portuguese Seaborne Empire 1415-1825 (1989); B W Diffie & G Winius, Foundations of the Portuguese Empire 1415-1580 (1977); S Subrahmanyam, The Portuguese Empire in Asia, 1500-1700 (1993); C R Boxer, The Dutch Seaborne Empire, 1600-1800 (1998); A M McFarlane, The British in the Americas, 1480-1815 (1994); P Curtin, The rise and fall of the plantation complex (1990); H Furber, Rival empires of trade in the Orient, 1600-1800 (1976).

Assessment: Three-hour written examination in the ST.

HY232

Frontiers of Nationalism, Statehood and Independence. The History of 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 one assessed and one timed essay 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 Fejto, 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); Ayesha Jalal, The sole spokesman (Cambridge University Press, 1985).

Assessment: Three-hour written examination in the ST.

HY234 N/A 02/03 Muslims, Christians and Jews in the

Early Modern World

Teacher responsible: Professor M J Rodriguez-Salgado, E603

Availability: Primarily for second and third year undergraduates. Available to General Course students and as an outside option where regulations permit

Core syllabus: The course is wide-ranging both in terms of the area and period covered and the type of history it encompasses. It will shift between three dimensions: (i) Interstate relations which are mostly focused on political and military relations between the great Muslim and Christian states in Europe and North Africa; (ii) Interaction between these groups on a regional, local and personal level; (iii) The ideological and cultural aspects that shaped and reflected attitudes. It is important to link these three dimensions because they informed the attitudes and policies of states and individuals. Diverse source-material will be used, including the standard secondary reading, specially selected documents, music, literature, art and architecture.

Content: The conflict between Muslims and Christians is ancient and ongoing. The two cultures and faiths have fought and cohabited in turn, and their relations have marked the history of the Jews, who acted as intermediaries between them. This course examines this tri-partite relationship during a period of intense ideological and military conflict from the mid-fifteenth century to the early eighteenth century, focusing on the areas of greatest interaction namely in Europe, the Mediterranean and North Africa. It examines the causes as well as the impact of conflict, taking as key themes the interplay between ideology and military action, between culture and politics, between local and universal

loyalties. It examines how even in a period of highly charged ideological war, compromises and peaceful interaction were also possible. How these contrary pressures affected states and individuals will be examined.

Teaching: The course will be taught by 20 weekly lectures and classes; two revision sessions will be held at the end.

Written work: Students are required to read for classes and are required to write two essays in the MT, and a presentation and an assessed essay in the LT.

Reading list: A full bibliography will be provided at the beginning of the course. Students wishing to commence reading may start with: F Braudel, The Mediterranean and the Mediterranean World in the Age of Philip II, 2 vols; H Inalcik, The Ottoman Empire; B Lewis, The Muslim discovery of Europe; W H McNeill, Europe's Steppe Frontier, 1500-1800; B Lewis, Cultures in conflict. Christians, Muslims and Jews in the age of discovery; J Edwards, The Jews in Christian Europe.

Assessment: There will be a three-hour written examination in the ST which accounts for 75% of the mark. The third essay will be assessed and will make up the remaining 25%.

HY235

Modernity and the State in East Asia: China, Japan and Korea since 1840

Teachers responsible: Dr A Best, E408 and Dr O A Westad, E502 Availability: This course is primarily intended for second year BA History students, but students from other disciplines and General Course students

are welcome.

Core syllabus: The course is concerned with providing a comparative political history of the major East Asian countries, China, Japan and Korea, in the period from the Opium War to the 1990s.

Content: The impact of the arrival of Western imperialism in the midnineteenth century, the Meiji reform programme; the rise of Japanese imperialism and the colonization of Korea; the fall of the Qing dynasty; the period of Taisho democracy; Sun Yatsen and the Kuomintang; the birth of the 'left' in China and Japan; development under the Kuomintang state; Japan as a 'fascist' state in the 1930s; the Long March; the road to the Pacific War; the Chinese Civil War; the occupation of Japan; the formation of the two Koreas; Mao and politics in the People's Republic of China; the Sino-Soviet alliance; Japan as an economic superpower; Deng Xiaoping's China; the rise of South Korea and Taiwan as economic powers.

Teaching: The course will be taught by both lectures and classes. There will be 20 lectures and 22 classes held in the MT, LT and ST.

Written work: Students will be required to submit four essays in all and to present a number of class papers.

Reading list: A detailed reading list will be issued at the start of the course, but the following survey texts are essential: W G Beasley, The Rise of Modern Japan; P Duus (Ed), The Cambridge History of Japan: The Twentieth Century; L Eastman (Ed), The Nationalist Era in China, 1927-1949; M Jansen (Ed), The Emergence of Meiji Japan; R MacFarquhar (Ed), The Politics of China, 1949-1989; J Spence, The Search for Modern China. Assessment: Three-hour examination in the ST. Students will be expected to answer four questions.

HY300

Essay Option

Teacher responsible: Dr J Chatterji, E602 Availability: For third year historians.

Core syllabus: An essay of not more than 10,000 words on a topic to be approved by the candidate's teachers. It is designed to allow a detailed and thorough exploration of an area of interest to the candidate. The essay should be on a topic within the field of the degree course. It should normally include the examination of some primary sources, printed or in manuscript form, although it may also be limited to the analysis and appraisal of existing literature.

Teaching: Candidates should secure the agreement of their personal tutor on a suitable topic before the end of the LT of their second year, and submit a title to Dr Chatterji by 1 May in their second year. Tutors can be expected to offer advice on reading, guidance on the construction of the work, and will read an outline of up to 1,000 words. Where appropriate, another teacher in the Department may serve in place of the personal tutor, if he or she is willing to do so.

Assessment: The essay must be submitted to the Student Services Centre by the second week of the ST in the student's third year. It should be typewritten. Precise details on format, presentation and deadline will be issued by the Department at the end of the second year of study. Candidates may be called for an oral examination if the Examiners wish to satisfy themselves that the essay is the candidate's own work.

HY302 NA 02/03 Anglo-Spanish Relations in the Age of Elizabeth I and Philip II

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.

Written work: 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.

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 prerequisites, and a reading knowledge of German is not required.

Core syllabus: The Nazi regime and its wartime domination of Europe; preconditions, aims, dynamics, methods, and consequences. The course aims to introduce students to the use of primary sources and to a variety of methods and interpretative perspectives; to provide a comprehensive knowledge of Germany's role in this crucial period in European history; to offer a firm basis for more advanced historical work in this and other areas; and to provide the factual grounding and conceptual apparatus necessary to understand the contemporary implications of the Nazi 'experiment'.

Content: The twelve years of the Nazi regime have been more extensively studied than any other period in German history. Despite an immense increase in detailed knowledge since 1945, scholars continue to disagree about fundamental questions of interpretation. This course uses printed primary sources and a large secondary literature to seek understanding of the history of Nazi Germany, of its domination of Europe during the Second World War, and of the salient debates on its nature, actions, and place in European and world history. Topics covered in lectures and discussion include: the structure of Nazi 'government' and the role of its leader; the nature and role of ideology; the 'partial identity of aims' between the Nazi movement and key German elites such as the officer corps and big business; the radicalization of Nazi domestic and foreign policy; the murder of the European Jews; Nazi long-range racial-demographic planning; Nazi rule, collaboration and resistance in occupied Europe; the German people and the processes of domination and extermination; Gestapo terror and the Germans as an interactive process; the German resistance; the regime's ruinous end; and its imprint on post-war German society.

Teaching: 20 weekly lectures (HY304, ML) and 21 classes (HY304.A, MLS), all conducted by Professor Knox.

Written work: Students will be expected to submit two 2,000-word essays each term in MT and LT from topics selected from the course examinations for the previous two sessions (available in the departmental public folders). Essays do not form part of the final course assessment. But they are a required component of the course, and students must complete them in order to be admitted to the course examination.

Reading list: A detailed course outline and reading list, subdivided by weekly topics, will be provided at the first lecture, and can also be found, along with other course materials, in the departmental public folders. The following works are fundamental to the course: J Noakes & G Pridham (Eds), Nazism 1919-1945: A Documentary Reader, vols 2-4 (Exeter, 1983-1998); A Hitler, Mein Kampf (New York, London, 1943) (R Mannheim translation); D Peukert, Inside Nazi Germany (London, 1989); I Kershaw, Hitler (London, 1991) and The Nazi Dictatorship (London, 4th edn, 2000); K Hildebrand, The Third Reich (London, 1984) and The Foreign Policy of the Third Reich (London, 1973).

Assessment: The course is assessed entirely through a three-hour formal 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 classes and 2 revision classes. Students should prepare for classes 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: R J McMahon, Major Problems in the History of the Vietnam War (1995); G Herring, American's Longest War (1979, or later edn); I Gaiduk, The Soviet Union and the Vietnam War (1996); J Olson & R Roberts, Where the Domino Fell (1991); 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 cooperation 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 Ovendale, Britain, The United States and the Transfer of Power in the Middle East, 1945-62 (1996); P Seale, The Struggle for Syria (2nd edn, 1987); P Woodward, Nasser (1992).

Assessment: 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, 1914-1945

Teacher responsible: Dr Antony Best, E408

Availability: Primarily for third-year historians. Other students may take this course as permitted by the regulation for their degrees. There are no formal requirements, but some knowledge of the history of East Asia would be useful.

Core syllabus: The course will examine the major events in the international history of East Asia from the outbreak of the First World War to the end of the Pacific War.

Content: Subjects covered by the course include: the Great War in East Asia; the impact of the Bolshevik revolution on East Asia and the Siberian intervention; the rise and fall of the Washington system; the international consequences of the Northern Expedition; the origins and course of the Manchurian crisis; the rise of Soviet-Japanese antagonism; the origins and course of the Sino-Japanese war; the road to Pearl Harbor; the course of the Pacific war and the dropping of the atomic bombs.

Teaching: The course will be taught by both lectures and classes. There will be 22 lectures and 22 classes held in the MT, LT and ST.

Written work: Students will be required to submit two essays in the MT and LT and to present a number of class papers.

Reading list: A detailed reading list will be issued at the start of the course, but the following books cover most aspects of the course and should be regarded as essential:

M Barnhart, Japan and the World since 1868; A Best, Britain, Japan and Pearl Harbor; P Calvocoressi, G Wint & J Pritchard, Total War; W Cohen (Ed), Pacific Passage; B Cumings, Korea's Place in the Sun; A Iriye, The Origins of the Second World War in Asia and the Pacific; O A Westad, Cold War and Revolution.

Assessment: 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 to provide advanced undergraduate students with an overview of historiography from ancient times to the present and an introduction to the methodological implications of a wide range of present types of historical writing.

Content: The syllabus is divided into three sections: the first will examine a sequence of different 'schools' of history-writing from the ancient Greeks to post-modernism; the second section will be devoted to branches of historical study which students may not have encountered in detail previously – such as military, economic and intellectual history, and the role of gender and ideology; finally, the course will examine a range of perennial topics and debates relevant to a variety of historical contexts, such as of revolutions, nationalism, imperialism and genocide.

Teaching: 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 essays drawn from the approved essay list.

Reading list: A full reading list will be provided at the start of the course but will include the following introductory surveys: L Jordanova, History in Practice; R Evans, In Defence of History; J Tosh, The Pursuit of the Past; M Bloch, The Historian's Craft; R G Collingwood, The Idea of History.

Assessment: Three hour written examination in ST.

HY315

The European Enlightenment, c1680-1830

Teacher responsible: Dr Tim Hochstrasser, E407

Availability: Primarily for second and third year historians. Available to General Course students and as an outside option where regulations permit

Core syllabus: The eighteenth century European Enlightenment is frequently regarded as the defining category of modernity and as the chief source of many of the liberal humanist assumptions that underpin 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: 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); T Munck, The Enlightenment (2000); Peter Gay, The Enlightenment: An interpretation (2 vols. 1966-9); Ulrich Im Hof, The Enlightenment (1994); Roy Porter, The Enlightenment (1990). Anthologies: I Kramnik (Ed), The Portable Enlightenment Reader (1995); 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

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; A G Dickens, The Counter Reformation (1968); J H Elliott, Spain and its World 1500-1700 (1989); F Gilbert, Machiavelli and Guicciardini (1965); J Franklin, Jean Bodin and the rise of Absolutist Theory (1976); J Henry, The scientific revolution and the origins of modern science (1997); H G Koenigsberger, Politicians and Virtuosi. Essays in early Modern History (1986); P Kristeller, Renaissance thought (1961); H G Koenigsberger & G Mossé, Europe in the sixteenth century (1989); G Parker, The Dutch Revolt (1985); R Popkin, The history of scepticism from Erasmus to Spinoza (1979).

Assessment: Three-hour written examination in the ST.

HY318

Leadership or Detachment? British Policy Towards Western Europe, 1945-1973

Teacher responsible: Dr N Piers Ludlow, E508

Availability: Primarily intended for third year students in the BA History, BSc International History, BSc International Relations and History, and BSc Government and History, although it is also available to students from other disciplines and general course students.

Core syllabus: The course will focus on Britain's relations with and policy towards its Continental neighbours during the first three post-war decades. A variety of published and unpublished documents will be used to explore Britain's role in this vital formative period for Western Europe.

Content: Britain's response to the Marshall Plan, Britain's role in the birth of NATO, the Empire and Atlantic alternatives to Europe in British planning, the Schuman Plan and the 1950 split, the European policies of the 1951-4 Churchill government, Britain and the issue of German rearmament, Britain's rejection of the Messina process and the EEC, the 1956-8 free trade area scheme, the formation of EFTA, the first British application to the EEC, the nuclear politics of Macmillan's EEC membership bid, the European policies of Wilson's first and second terms, the successful entry negotiations under Heath, the legacy of late arrival, and the political, economic and popular determinants of British policy.

Teaching: The course will be taught through 20 weekly lectures (10 in MT and 10 in LT) and 22 compulsory weekly classes. The latter will be centred around the discussion and analysis of a variety of primary documents. The final three classes are intended for revision.

Written work: Student are required to write at least four essays.

Reading list: A detailed reading list will be issued at the start of the course, but key titles include: 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 NA 02/03

IR902 New States in World Politics

IR903 Disarmament and Arms Limitation NA 02/03

IR904 International Verification NA 02/03

R905 Disarmament and Verification Seminar NA 02/03

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 W Wallace, D508

Availability: Where regulations permit.

Core syllabus: An examination of the theories and concepts designed to explain the nature of contemporary international relations.

Content: 1. The modern international system and the emergence of the academic study of international relations; realism, idealism and the 'English School'; contemporary theories. 2. State-centric international relations: power and statecraft, the balance of power, and war. 3. International organisation: The UN System, regional organisations, international regimes, 'global governance'. 4. The politics of the world economy: globalisation, 'north-south' relations. 5. Global social movements and the new agenda of international relations.

Reading list: A full course description and guide to reading will be provided: relevant course texts include J Baylis & S Smith (Eds), Globalisation and World Politics, 2nd edn, (Oxford UP, 2001); C Brown, Understanding International Relations, 2nd edn (Macmillan, 2001); R Jackson & G Sørensen, Introduction to International Relations (OUP, 1000)

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.

Written work: Students are required to write four essays of approximately 1,500 words, and to give at least one class presentation.

Assessment: A formal three hour examination in the ST (100%). Sample papers are included in the full course description.

IR200

International Political Theory

Teachers responsible: Dr S Economides, D709 (Michaelmas Term) and Dr P Wilson, D516 (Lent and Summer Terms)

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

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 full reading list will be distributed setting out the structure and content of the course and providing detailed guidance on reading, sample examination questions, suggested essay titles, and topics for class discussion.

Assessment: A three-hour examination paper in ST which requires that four questions be answered out of twelve. Candidates for the BSc International Relations are required to attend the lectures and the main classes in their second year of registration, but to sit the examination at the

end of their third year of registration. All other students will normally sit the examination in the same year as that in which they attend lectures and classes.

IR201

Europe's Institutional Order

Teacher responsible: Dr K E Smith, D415

Availability: Course intended primarily for BSc International Relations and BSc International Relations and History second year. Background in International Relations desirable.

Core syllabus: Examination of the development of Europe's institutional order in the post-war era and its evolution since the end of the Cold War. Analysis of the importance of European organisations for both their member

states and international relations in general.

Content: The importance of international organisations for European states. Development and evolution of European organisations including: the Council of Europe, NATO, the European Union, the Organisation of Security and Cooperation in Europe, Comecon, and the Warsaw Treaty Organisation. Enlargement of European organisations. Sub-regional organisations in Europe.

Reading list: Useful introductions to the subject include: Clive Archer, Organizing Western Europe (Edward Arnold, 1990); Stuart Croft et al, The Enlargement of Europe (Manchester University Press, 1999); Desmond Dinan, Ever Closer Union? An Introduction to the European Union (Macmillan, 1999); Brigid Laffan, Cooperation and Integration in Europe (Routledge, 1992); Hugh Miall, Shaping the New Europe (Pinter, 1993); Peter Stirk & David Weigall, The Origins and Development of European Integration (Cassell, 1998); J de Wilde & H Wiberg (Eds), Organized Anarchy in Europe: The Role of Intergovernmental Organizations (Tauris,

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 5,000-word long essay (20%), to be submitted on the last day of LT. One three-hour written examination (80%) in the ST.

IR300

Foreign Policy Analysis I

Teachers responsible: Professor M Light, D411 and Dr C Alden, D608 Availability: Students should have attended IR300.1 in their second year. Available to other Bachelor degree and General Course students but note that BSc IR students normally attend IR300.1, IR300.2, IR300.6 and IR902 over two years.

Core syllabus: The course analyses various perspectives on foreign policy, and the means of conduct of the main actors in the international system towards each other. It focuses mainly, but not entirely, on states.

Content: The external and internal influences on decision-making in foreign policy; the importance of bureaucracy, domestic political systems, economic development, and the groups affected by foreign policy; the

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)

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: 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, 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: Professor W Wallace, D508

Availability: Where regulations permit to undergraduate students with solid foundations in International Relations (including international political theory, history and law).

Core syllabus: Elements of international organisation: its theory and practice studied through the experience of selected international institutions.

Content: Major theoretical and empirical aspects of the work of international institutions and the role of international organisation. Integration, interdependence and globalization; regimes; the impact of international organisation on the practice of diplomacy between states, the maintenance of international peace and security, the management of international economic relations, and the promotion of standards for states and individuals. The development of procedures within international institutions; secretariats and intergovernmental assemblies and councils.

Teaching: Lecture series (IR301). Classes (IR301.A). There will be 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; Inis L Claude, Swords into Plowshares: The Problems and Progress of International Organization (4th edn), Random House, 1971; F S Northedge, The League of Nations, Leicester University Press, 1986; Adam Roberts & Benedict Kingsbury (Eds), United Nations, Divided World: The UN's Roles in International Relations (2nd edn), Clarendon Press, Oxford, 1993; Paul Taylor & A J R Groom (Eds), International Institutions at Work, Pinter, 1988; Paul Taylor, International Organization in the Modern World, Pinter, 1993.

These are useful introductions, beyond which students are expected to read widely, in books and articles: lists to be issued in lectures and classes. Assessment: One three-hour written examination in the ST.

IR302

NA 02/03

The Ethics of War

Teacher responsible: Dr K Dalacoura, D412

Availability: Course intended primarily for BSc International Relations 3rd year. Background in international relations, political science or philosophy is a prerequisite.

Core syllabus: The course examines the development of the just war tradition and the ways in which it has influenced (and it has been influenced by) the conduct of war.

Content: The beginnings of the ethical tradition: the right to go to war. Conditions governing the right. The pacifist and realist challenges to the ethics of war. The development of the rules of warfare, Geneva and the Hague. The basis of the rules: innocence and guilt, humanity and necessity. Ethical principles of warfare: discrimination, proportion and minimum force. Guerrilla warfare. Terrorism. The ethics of nuclear deterrence. The arms trade. Contemporary legal developments. Islam and just war.

Reading list: Michael Walzer, Just and Unjust Wars: A Moral Argument with Historical Illustrations, Basic Books, 2nd edn, 1992; Lawrence Freeman (Ed), War, Oxford University Press, 1994; Gordon Graham, Ethics and International Relations, Blackwell, 1997. A detailed reading list is distributed.

Teaching: Lectures: IR302, weekly for 16 weeks, ML. Classes: IR302A, weekly for 18 weeks, ML. Four 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 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 Heilbronner, The Worldly Philosophers; S Strange, States and Markets; J Frieden & D Lake, International Political Economy. A detailed reading list will be given at the beginning of the course.

Teaching: 15 weekly lectures (IR304) commencing in week 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 C Coker, D511

Availability: For second or third year students and General Course

students. Also to students from other institutions by arrangement with the

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

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%).

NA 02/03 IR306 Sovereignty, Rights and Justice: Issues in International Political Theory

Teacher responsible: Professor C J Brown, D410 Availability: Third year Option for BSc International Relations and BSc International Relations and History: Available as an outside option. No

Core syllabus: Combines insights and concepts from political theory and international relations theory, and focuses on modern debates on sovereignty, the rights of states, individuals and peoples, and international

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%).

Systemic Change in the Twentieth Century: Theories of the Cold War

Teacher responsible: Dr J Kent, D407

Availability: For 3rd year International Relations and General Course students and as an outside option for 2nd and 3rd year students.

Core syllabus: The course examines the nature of the Cold War system, the theories of its origins, causes and consequences, its relationship to systemic change and the reasons for its end.

Content: The course will provide a general analytical overview of the nature of and debates on the Cold War system and why it has been confused with all aspects of Soviet-American relations between the end of the Second World War and the collapse of the Soviet Union. The nature and significance of the systemic changes which its onset and sudden end produced will be analysed. And from a regional and systemic perspective the course will attempt to provide explanations of how the Cold War was fought in different time periods and how the goals changed. There will be coverage of how the Cold War has been explained in the literature and of how the Cold War explains the nature of the literature on great power relations after World War II. Emphasis will be given to the changing nature of the relationship between Cold War and Hot War and their respective military requirements. There will be coverage of how domestic requirements, regional problems and international developments interacted within the Cold War system. And there will be an examination of the distinguishing characteristics of the Cold War world and the nature of the international systems which preceded and followed it.

Teaching: 13 lectures commencing week 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

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

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

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

BSc International Relations 2003. 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

10. Candidates may be called for an oral examination in which the Examiners may, among other things, wish to satisfy themselves that the essay is the candidate's own work. Any such examination will, of necessity, be arranged at short notice and will probably be held in the last week of June or in the first week of July. Candidates should, therefore, inform the Departmental Administrator as to where they may be contacted during that time if they will not be at the termtime address held in the Student Services

Enquiries to the Chairman of Examiners in International Relations who is responsible for the administration of this Essay Option on behalf of the

IR416.1

External Relations of the European Union

Teacher responsible: Dr S Economides, D709

arily 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 selfcontained 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

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.

NA 02/03 Concepts and Methods of International Relations

Teacher responsible: Mr M Hoffman, D512

Availability: Course intended primarily for MSc International Relations and MSc International Relations Research, MSc History and Theory of International Relations and MSc Politics of the World Economy and MSc Politics of the World Economy Research 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

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

Reading list: A detailed reading list will be provided at the first meeting. Useful surveys and textbooks are: K Booth & S Smith (Eds), International Relations Theory Today (1994); C Brown, International Relations Theory: New Normative Approaches (1992); S Burchill & A Linklater (Eds), Theories of International Relations (1996); J George, Discourses of Global Politics (1994); F Halliday, Rethinking International Relations (1994); I Neuman & O Weaver (Eds), The Future of International Relations: Masters in the Making (1997); V S Peterson (Ed), Gendered States (1994); S Smith, K Booth & M Zalewski (Eds), International Theory: Positivism and Beyond (1996); C Sylvester, Feminist Theory and International Relations in a Postmodern Era

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.

New States in World Politics

Teacher responsible: Dr P Lyon, Institute of Commonwealth Studies (020

Availability: Course intended primarily for BSc International Relations, MSc, and other graduate students. This course is not intended as preparation for any particular examination.

Core syllabus: This is a comparative and thematic treatment of the subject, not only of contemporary new states but also viewed historically at least since the 18th century.

Content: Comparative evaluation of the ways in which new states emerge into independence, their assets and liabilities for the conduct of their international affairs, and their roles as producers or consumers of international order. The contemporary new states in terms of: statehood and nationhood; neutralism and non-alignment; imperialism, colonialism and neo-colonialism; praetorianism and populism; autonomy and autarchy; irredentism and secessionism. The viability of statehood and future

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.]

NA 02/03

NA 02/03

NA 02/03

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 regimes in relation to theories of the disarmament process. Public opinion and other non-governmental influences on disarmament, institutional frameworks of policy formation and international negotiation; international behavioural assumptions underlying approaches to disarmament.

Teaching: 15 lectures, MT and LT (IR903).

Written work: None.

Reading list: C D Blacker & G Duffy (Eds) for the Stanford Arms Control Group, International Arms Control (2nd edn); H Bull, The Control of the Arms Race; N W Gallagher (Ed), Arms Control; J A Larsen & G J Rattray (Eds), Arms Control toward the 21st Century, S de Madariaga, Disarmament; A Myrdal, The Game of Disarmament; P J Noel-Baker, The Arms Race; N A Sims, The 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: summary translation and short essay; (c) Reading: topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: 4 hours per week, which will feature: (a) interactive lectures; (b) oral classes; (c) workshops; (d) tutorials; and (e) guided study using language laboratory, IT and web-based materials.

Written work: Weekly exercises.

Reading list: R Sakwa, Russian Politics and Society, Routledge, 1993; R Seivice, Russian History in Twentieth Century, Penguin, 1999; C Kelly & D Shepherd, Russian Cultural Studies: an introduction, Oxford University

Press, 1998; Sputnik-novosti newspaper.

Assessment: (a) 3 hour examination (60%); (b) Oral presentation (20%); and (c) Portfolio of language work (20%).

Russian Language and Society: Ab-initio intensive

Teacher responsible: Dr Olga Sobolev, C513 Availability: For undergraduates where regulations permit. No previous

knowledge of Russian language is required.

Core syllabus: Beginners to intermediate study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, with the reference to Russian culture

and society Content: (a) Speaking: individual and group oral presentations and role plays; (b) Grammar and vocabulary work; (c) Writing: guided short essays;

(d) Reading responding based on topical texts; (e) Listening: video and audio tapes; and (f) Transferable skills. Teaching: 6 hours per week, which will feature: (a) interactive topic work;

(b) oral classes; (c) grammar classes; (d) tutorials; and (e) guided study using language laboratory, IT and web-based materials.

Written work: Weekly exercises.

Reading list: L Pargment, Beginners Russian Reader, National Text Book Company, 1985; A Vasys et al, Russian Area Reader, National Text Book

Assessment: (a) 3 hour examination (54%); (b) Oral presentation (18%); (c) Listening (18%) and (d) Portfolio of language work (10%).

LN102

Russian Language and Society 01:

Post-intermediate intensive

Teacher responsible: Dr Olga Sobolev, C513 Availability: For undergraduates where regulations permit. A good pass at

GCSE-level or foreign equivalent is required. Core syllabus: A bridge from intermediate to advanced studies of Russian language in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of politics, economics and society.

Content: (a) Speaking: individual and group oral presentations; (b) Writing: summary translation and guided short essay; (c) Reading and responding based on topical texts; (d) Listening: TV, video and audio tapes; and (e)

Teaching: 5 hours per week, which will feature: (a) interactive topic work; (b) oral classes; (c) grammar seminars; (d) tutorials; and (e) guided study using language laboratory, IT and web-based materials.

Written work: Weekly exercise

Reading list: A Vasys et al, Russian Area Reader, National Text Book Company, 1996; R Seivice, Russian History in Twentieth Century, Penguin, 1999; L Rzhevsky, The Cambridge Companion to Modern Russian Culture, Cambridge University Press, 1998; Sputnik-novosti newspaper.

Assessment: (a) 3 hour examination (50%); (b) Oral presentation (17%); (c) Listening (17%) and (d) Portfolio of language work (16%).

LN110

German Language and Society 1

Teacher responsible: Mrs Astrid Küllmann-Lee, C801

Availability: For undergraduates where regulations permit. An A-level pass or foreign equivalent is required.

Core syllabus: Advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of politics, economics and society.

Content: (a) Speaking: individual and group oral presentations; (b) Writing: summary translation and short essay; (c) Reading: topical texts; (d) Listening: TV, Video and Audio tapes; and (e) Transferable skills.

Teaching: 4 hours per week, which will feature: (a) Interactive Lectures; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using the Language Laboratory, IT and Web-based material.

Written work: Weekly exercises.

Reading list: D Grosser, Politik, Wirtschaft und Gesellschaft; V Braun, Unvollendete Geschichte; M Frisch, Andorra; H Böll, Die verlorene Ehre der Katharina Blum; Tatsachen über Deutschland/Facts about Germany (Societäts-Verlag, 1999).

Assessment: (a) 3 hour examination (60%); (b) Oral presentation (20%); and (c) Portfolio of language work (20%).

LN112

German Language and Society 01:

Post-intermediate Intensive

Teacher responsible: Mrs Astrid Küllmann-Lee, C801

Availability: For undergraduates where regulations permit. A good pass at GCSE or foreign equivalent is required.

Core syllabus: Advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of politics, economics and society.

Content: (a) Speaking: individual and group activities; (b) Writing: summary translation and short guided compositions; (c) Reading: basic topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: 5 hours per week, which will feature: (a) Interactive Topic work; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using the Language Laboratory, IT and Web-based material.

Written work: Weekly exercises. Reading list: Tatsachen über Deutschland/Facts about Germany (Societäts-Verlag, 1999). Recent issues of the magazine "Deutschland", published in cooperation with the Presse- und Informationsamt der

Bundesrepublik Assessment: (a) 3 hour examination (50%); (b) Oral presentation (17%); (c) Listening Comprehension (17%) and (d) Portfolio of language work (16%).

LN120

Spanish Language and Society 1

Teacher responsible: Ms Mercedes Coca, C806 Availability: For undergraduates where regulations permit. An A-level pass

or foreign equivalent is required. Core syllabus: Advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of politics, economics and society.

Content: (a) Speaking: individual and group oral presentations; (b) Writing: translation and short essay; (c) Reading: topical texts; (d) Listening: TV, Video and Audio tapes; and (e) Transferable skills.

Teaching: 4 hours per week, which will feature: (a) Interactive Lectures; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using Language Laboratory, IT and Web-based material.

Written work: Weekly language exercises.

Reading list: Students are encouraged to make full use of the resources of Spanish books in the Library as well as reference books. Students are also strongly advised to use the resources available on the World Wide Web. E Galeano, Las Venas Abiertas de América Latina, 1988; H Graham & J Labanyi (Eds), Spanish Cultural Studies, OUP 1995; J Hooper, Los Nuevos Españoles, 1996.

Assessment: (a) 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, C803

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 history, politics, economics and society. Content: (a) Speaking: individual and group oral presentations; (b) Writing: translation and short essay; (c) Reading: topical texts; (d) Listening: TV,

Video and Audio tapes; and (e) Transferable skills. Teaching: 4 hours per week, which will feature: (a) Interactive Lectures; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using Language Laboratory, IT and Web-based material.

Written work: Weekly language exercises.

Reading list: Students are encouraged to make full use of the resources of French books in the Library as well as reference books. Students are also strongly advised to use the resources available on the World Wide Web. The following works are recommended: Didier Daeninckx, Meurtres pour mémoire; Serge Bernstein et Pierre Milza, Histoire de la France au XX ème

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 LN100 programme or can show other evidence of the necessary degree of

Core syllabus: Further advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of politics, economics and

Content: (a) Speaking: individual and group oral presentations; (b) Writing: summary translation and short essay; (c) Reading: topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: 3 hours per week, which will feature: (a) interactive lectures; (b) oral classes; (c) workshops; (d) tutorials; and (e) guided study using language laboratory, IT and web-based materials.

Written work: Weekly exercises.

Reading list: R Sakwa, Russian Politics and Society, Routledge, 1993; R Seivice, Russian History in Twentieth Century, Penguin, 1999; C Kelly & D Shepherd, Russian Cultural Studies: an introduction, Oxford University Press, 1998; Sputnik-novosti newspaper.

Assessment: (a) 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, C801

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.

Teaching: 3 hours per week, which will feature: (a) Interactive Lectures; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using Language Laboratory, IT and Web-based material.

Written work: Weekly exercises. Reading list: H Plötsch, Die Deutsche Demokratie; G Buchner, Die Bundesrepublik Deutschland. Basiswissen für Staatsbürger; R Menasse,

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, C806

Availability: For undergraduates who have either successfully completed the first year programme (LN120) or can show other evidence of the necessary degree of proficiency.

Core syllabus: Further advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of politics, economics and society

Content: a) Speaking: individual and group oral presentations; (b) Writing: translation and short essay; (c) Reading: topical texts; (d) Listening: TV, Video and Audio tapes; and (e) Transferable skills.

Teaching: 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 language exercises.

Reading list: Students are encouraged to make full use of the resources of Spanish books in the Library as well as reference books. Students are also strongly advised to use the resources available on the World Wide Web. The following works are recommended: J P Fussi & J Palafox, España: el Desafio a la Modernidad 1808-1996, 1997; P Preston, Las Tres Españas del 36, 1997; G Garcia Marquez, Fantasía y creación artística en América Latina y el Caribe 1981; L De Sebastián, Mundo Rico, Mundo Pobre, Sal Terae, 1992; TVE, "Crónicas de la Transición Española" 1992; V Prego, "Crónicas de la Transición Española" 1992.

Assessment: (a) 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, C803

Availability: For undergraduates who have either successfully completed the first year programme (LN130) or can show other evidence of the necessary degree of proficiency.

Core syllabus: Further advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of politics, economics

Content: a) Speaking: individual and group oral presentations; (b) Writing: translation and short essay; (c) Reading: topical texts; (d) Listening: TV, Video and Audio tapes; and (e) Transferable skills.

Teaching: 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 language exercises.

Reading list: Students are encouraged to make full use of the resources of French books in the Library as well as reference books. Students are also strongly advised to use the resources available on the World Wide Web. The following works are recommended: Daniel Pennac, La fée carabine; René Rémond, Notre siècle 1918-1988; Hubert Védrine, Les mondes de François Mitterrand 1981-1995.

Assessment: (a) 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

Content: (a) Modernism; Political Engagement; Social Realism; Theatre of the Absurd; Post-Colonial Literature; Celtic Literature; Post-Modernism; (b) Several trips to theatre productions during the year; (c) Extensive use of archive recordings of authors, and video; (d) Students encouraged to draw upon background in their main discipline, and to read widely.

Teaching: 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.

Reading list: Malcolm Bradbury, The Modern British Novel; Raymond Williams, Culture and Society; Edward Said, Culture and Imperialism, Elaine Showalter, A Literature of Their Own; Paul Fussell, The Great War and Modern Memory; John Carey, The Intellectuals and the Masses. Assessment: 3 hour written examination (80%); coursework essay (20%).

LN302

Russian Language and Society 3

Teacher responsible: Dr Olga Sobolev, C513

Availability: For undergraduates who have either successfully completed LN200 programme or can show other evidence of the necessary degree of proficiency which will be close to native speaker competence.

Core syllabus: Further advanced study in: (a) Speaking; (b) Writing: (c) Reading; (d) Listening, within the framework of culture and society. Content: (a) Speaking: individual and group oral presentations; (b) Writing: summary translation and short essay; (c) Reading: topical texts;

(d) Listening: TV, video and audio tapes; and (e) Transferable skills. Teaching: 2 hours per week, which will feature: (a) interactive lectures; (b) oral classes; (c) workshops; (d) tutorials; and (e) guided study using language laboratory, IT and web-based materials.

Written work: Weekly exercises Reading list: L Rzhevsky, The Cambridge Companion to Modern Russian Culture, Cambridge University Press, 1998; R Milner-Gulland, The

Russians, Blackwell, 1999. Assessment: (a) 3 hour examination (60%); (b) Oral presentation (20%); and (c) Extended essay (20%).

LN310

German Language and Society 3

Teacher responsible: Mrs Astrid Küllmann-Lee, C801

Availability: For undergraduates who have either successfully completed the second year programme (LN210) or can show other evidence of the necessary degree of proficiency which will be close to native speaker

Core syllabus: Further advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of culture and society.

Content: (a) Speaking: individual and group oral presentations; (b) Writing: translation and short essay; (c) Reading: topical texts; (d) Listening: TV, Video and Audio tapes; and (e) Transferable skills.

Teaching: 2 hours per week, which will feature: (a) Lectures; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using IT and Web-based material

Written work: Weekly exercises.

Reading list: "Kulturelles Leben in der Bundesrepublik Deutschland". Bonn, 1992; C Fohrbeck, Private Kulturförderung in der Bundesrepublik,

Assessment: (a) 3 hour examination (60%); (b) Oral presentation (20%); and (c) Extended essay (20%).

LN320

Spanish Language and Society 3

Teacher responsible: Ms Mercedes Coca, C806

Availability: For undergraduates who have either successfully completed the programme (LN220) or can show other evidence of the necessary degree of proficiency. Core syllabus: Further advanced study in: (a) Speaking; (b) Writing;

(c) Reading; (d) Listening, within the framework of politics, economics and Content: a) Speaking: individual and group oral presentations; (b) Writing: translation and short essay; (c) Reading: topical texts; (d) Listening: TV,

Video and Audio tapes; and (e) Transferable skills. Teaching: 2 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 language exercises.

Reading list: Students are encouraged to make full use of the resources of Spanish books in the Library as well as reference books. Students are also strongly advised to use the resources available on the World Wide Web. The following works are core texts: Gabriel Garcia Marquez, Cien Años de Soledad; Benito Perez Galdos, La de Bringas; Carmen Laforet, Nada; Tomas Eloy Martinez, Santa Evita; Manuel Puig, La traición de Rita

Assessment: (a) 3 hour examination (60%); (b) Oral presentation (20%); and (c) Extended essay (20%).

LN330

French Language and Society 3

Teacher responsible: Mr Hervé Didiot-Cook, C803

Availability: For undergraduates who have either successfully completed the programme (LN220) or can show other evidence of the necessary degree of proficiency.

Core syllabus: Further advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of art, literature, power, politics, gender, race, and social classes.

a) Speaking: individual and group oral presentations; (b) Writing: translation and short essay; (c) Reading: topical texts; (d) Listening: TV, Video and Audio tapes; and (e) Transferable skills.

Teaching: 2 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 language exercises.

Reading list: Students are encouraged to make full use of the resources of French books in the Library as well as reference books. Students are also strongly advised to use the resources available on the World Wide Web. The following works are core texts: M Wieviorka & J Ohana, La différence culturelle (2001); J F Dortier, Philosophies de notre temps (2000); J C Ruano-Bordalan, L'identité, L'individu, Le groupe, La société (1998); P Bréchon, Les grands courants de la Sociologie (2000).

Assessment: (a) 3 hour examination (60%); (b) Oral presentation (20%); and (c) Extended essay (20%).

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.

Teaching: One lecture per week and one class per week. Alternate classes will be conducted online. Lecture notes, course material and other information will also be disseminated via the course web-site.

Written work: One essay to be produced in the MT and one submission of contributions to online classes in the LT.

Reading list: 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.

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 system

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

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 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 Martin Loughlin, A470

Availability: This is a compulsory course for Intermediate LLB and LLB (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.

- (1) The characteristics of the British Constitution in the context of European
- (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

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

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

Assessment: Three hour written examination in the ST.

LL108

Criminal Law

Teachers responsible: Professor N Lacey, A463; Dr M Redmayne, A327; Professor R Baldwin; Dr J Peay, A462 and Dr D Roche

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.

- · 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);
- · the criminal regulation of sexuality and the enforcement of morality (with special reference to rape and the regulation of homosexuality):
- · criminal law's regulation of non-fatal violence against the person;
- · secondary participation in crime.

Teaching: Teaching is by 40 hours of lectures (LL108) and 22 classes. Detailed reading lists are provided and students are expected to be fully prepared beforehand in order to be able to participate in class.

Written work: This will be set by the teacher in charge of the class. A minimum of two pieces of written work will be required, usually one essay

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 (4th edn, 2001). They will also be expected to read all cases and materials marked as primary on the detailed reading lists provided. Additional reading in the shape of cases and materials designated as secondary is set out on the reading sheets.

Assessment: 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.

- 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. 5. Basic techniques of legal reasoning; precedent and statutory
- interpretation. 6. The provision and delivery of legal services to society.

Teaching: Two lectures per week and one class per week MT.

Written work: One essay.

Reading list: There is no one set text. Suggestions for texts will be given at the start of the course. Additional material will be made available through

Assessment: A two hour essay-based written examination in the ST. Students must answer two questions out of ten.

LL201

Administrative Law

Teacher responsible: Professor R Rawlings, A541

Availability: This course is optional for 2nd or 3rd year LLB and LLB (French) students and BA Anthropology and Law. The course is available as an outside option in the BSc (Econ) and is especially appropriate for students of government and politics.

Core syllabus: The course examines the law relating to public administration and, in particular, the possibilities, limitations and desirability of legal intervention.

Content: History and theories of Administrative Law; the Administrative Process and its characteristics; Administrative Tribunals; Judicial Review; the Ombudsmen and the Citizens Charter; the European Dimension. Special studies will be made of the relationship between Law and Administration in such subjects as (i) Welfare Benefits; (ii) Asylum; (iii) Regulation; (iv) Parole.

Teaching: 25 2-hour Seminars (LL201) held weekly. These are conducted by Professor R Rawlings.

Written work: A minimum of two essays will be required.

Reading list: Harlow & Rawlings, Law and Administration (2nd edn, 1997). Further reading includes the following list. Books marked with an asterisk have two copies available in the Teaching Library. Articles will be recommended and supplied. P Craig, Administrative Law (4th edn. 1999); P Cane, Introduction to Administrative Law (3rd edn, 1996); G Richardson & H Genn (Eds), Administrative Law and Government Action (1994). Detailed reading lists will be made available in public folders.

Assessment: 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

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

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.

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

Reading list: L Sealy, Cases and Material on Company Law (7th edn, 2001); P Davies (Ed), Gower's Principles of Modern Company Law (6th edn, 1997); P Davies, Introduction to Company Law (2002).

Assessment: Three hour written examination, plus 15 minute reading period. Unmarked statutory materials may be taken into the examination.

LL204

Advanced Torts

Teacher responsible: Dr J Fulbrook, A368

Availability: One of the qualifying courses for professional purposes. No

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;

Treepass to Person (P) Francisco (P) Fran 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: Ms Emily Jackson, A328

Availability: This course is optional for Parts I and II LLB and LLB (French) and BA Anthropology and Law. Students must first have completed Law of

Obligations I (LL104) Core syllabus: A study of medical law and ethics.

- Content:
- Malpractice Litigation: negligence, alternative dispute resolution Consent: informed consent; children; emergencies; incompetence
- Public health; regulating the NHS
- Medicines, licensing and control
- Confidentiality
- Research on humans and embryos Regulation of reproduction: birth control, abortion, surrogacy;
- reproductive technologies Genetics: the Human Genome Project; screening; cloning
- Mental Health
- 10. Organ transplantation and donation 11. Euthanasia

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 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.

Assessment: (a) A formal 3 hour examination [75%]

(b) An assessed essay [25%] to be no more than 4,000 words, submitted by 27th 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

eachers responsible: Mr D N Schiff, A153, Dr K Malleson, A357 and Dr J

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 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

Teaching: This is a seminar course. 21 two-hour seminars are held, some taught jointly. There are no lectures.

Written work: Students are expected to submit two essays during the year. Reading list: A detailed list will be available at the beginning of the course. Principal books: D Feldman, Civil Liberties and Human Rights in England and Wales (2nd edn, 2002); S H Bailey, D J Harris & D C Ormerod, Civil Liberties, Cases and Materials (5th edn, 2001); N Whitty, T Murphy & S Livingstone, Civil Liberties Law: The Human Rights Act Era; K Starmer, European Human Rights Law (1999); F Klug, Values for a Godless Age

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 D Roche, A363 and Mrs V Prais, Y121 Availability: Available to Bachelor's degree and Diploma students where regulations permit. There is no pre-requisite law subject.

Core syllabus: An introduction to the fundamental principles of contract law, company law and the law of corporate insolvency. Content:

- 1. Contract law: essentials of a valid contract; capacity restrictions; privity rules; factors of invalidation; discharge; remedies.
- 2. 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.
- 3. Corporate insolvency law; fund raising; secured lending; receivership; liquidation.

Teaching:

Lectures: weekly MLS.

Classes: weekly MLS. Written work: Students will be expected to complete two essays during the year, and to prepare outline arguments for weekly classes

Reading list: Core texts: E McKendrick, Contract Law; J Lowry & L Watson, Company Law. Supplementary texts: Collins, The Law of Contract; Hicks & Goo, Cases and Materials on Company Law; Davies, Gower's Principles of Modern Company Law. Further reading will be recommended at the start of each segment of the course.

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: 1. Introduction to Computer Technology and Cyberspace: Linking, framing
- and caching 2. 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
- 4. 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

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.

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,

Assessment: A formal three-hour examination in the ST.

Conflict of Laws

Teacher responsible: Dr Eva Micheler A356

Availability: Students are not recommended to take this course before their third year of the LLB course. A good knowledge of law is required. Core syllabus: Conflict of Laws examines cases in which the facts giving rise to the litigation contain one or more significant foreign elements. This occurs, for example, when a court is asked to decide on a breach of a commercial contract which was made abroad or is largely to be performed abroad, or on a tort committed there, or on property situated there. The problems involving conflict of laws arise in the context of jurisdiction, choice of the applicable law, recognition and enforcement of foreign judgements. Content: jurisdiction, foreign judgements and awards, general doctrine relating to the choice of law, contracts, tort, property.

Teaching: 22 weekly two-hour seminars (LL212).

Written work: Two essays. Reading list: Peter North & James Fawcett, Private International Law, Butterworths, 1999; David McClean, Morris: The Conflict of Laws, Sweet &

Maxwell, 2000. Assessment: Three-hour written examination paper in ST.

LL221

Law of Domestic Relations

Teacher responsible: Mr David Bradley, A465

Core syllabus: The course examines the development and structure of domestic relations law and legal policy as an aspect of political economy. Comparative material is introduced to highlight distinctive features of the English system of domestic relations law.

Content: Topics examined include: (i) State and Church: foundations of the institution of marriage; (ii) State and family: personal and property relations in marriage; (iii) Abortion and gender equality; (iv) State and society: divorce traditions in English law; (v) Sexual morality: regulation of unmarried heterosexual and same-sex relationships; (vi) Concepts of child welfare implicit in legal policy; (vii) The common law tradition: economic and property relations

Teaching: One lecture and one seminar per week.

Written work: Students are expected to submit four essays in addition to

Reading list: The core text is S M Cretney, Family Law, 4th edn, Sweet & Maxwell, 2000. Students are provided with a detailed reading list for

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

NA 02/03

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

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

Collective labour law: freedom of association; trade union governmentmembership rights and union democracy; collective ball trade union recognition; information and consultation rights for workers' representatives; industrial disputes.

Teaching: Seminars: LL226. 22 weekly MLS.

Written work: Students will be required to do two pieces of written work in each of the first two terms.

Reading list: Students are advised to obtain the latest edition of one of the following: Deakin & Morris, Labour Law; Smith & Wood, Industrial Law; Pitt,

Employment Law. Also relevant are Collins, Ewing & McColgan, Labour Law Text and Materials, Anderman, Labour Law: Management Decisions and Workers Rights; Pitt, Cases and Materials on Employment Law. Assessment: 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

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; Weiler, 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: Dr Mike Redmayne, A327

Availability: This course is optional for LLB and LLB (French) Part I and II and BA Anthropology and Law. It is better viewed as a final year subject. First year law training, and preferably second year as well is required.

Core syllabus: This course explores aspects of evidence and proof, with an emphasis on theoretical and conceptual understanding.

Content: The course is organised around various themes: (i) the history of the law of evidence: the shift from the ordeals and the use of torture to 'rational' modes of proof. (ii) technologies of proof: narrative and rhetoric; the ideal of free proof; law and the construction of facts; probability. (iii) the modern law of evidence: burden and standard of proof; relevance; hearsay; character evidence; sexual history evidence; expert evidence: fingerprinting

Teaching: 20 weekly two-hour seminars (LL233), Sessional.

Written work: Students will be expected to produce two essays during the

Reading list: To gain an understanding of the modern law of evidence, students may find it useful to consult McEwan, Evidence and the Adversarial Process (2nd edn, 1998); and Zuckerman, The Principles of Criminal Evidence (1989). The full reading list will be available at the beginning of the year; some indicative reading is also available on the

Assessment: A three-hour examination in the ST.

LL235

NA 02/03

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; 7 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.

Teaching: One 2 hour lecture weekly. The lectures are held by Dr Stramignoni in English. However, a small percentage of the reading list is in French, so some ability to read French is advisable. LLF students (only) may additionally choose to attend weekly one extra 1 hour French language class. The French language teacher for this class may change from year to year and attendance at this class is optional.

Written work: No written work is normally required but students may be asked to make presentations on select topics covered by the syllabus.

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

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 nondiscrimination; 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 noninstitutional 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.

NA 02/03 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:

- 1. 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.
- 2. The Plan: The legal framework; nature; purpose; function; roles of the actors public participation and debate. The future of development plans.
- 3. 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 and technology of the environment; and principles and practices of environmental law. (ii) Critical analysis of the supranational and international environmental framework, including the relation between international trade and environmental protection. (iii) Domestic approaches to environmental protection: the institutional framework, theories of environmental regulation - markets and economics; best available techniques and integrated pollution control, and environmental liability. (iv) Discussion of environmental problems and legal answers to the hazards and risks of modern farming, biotechnology, chemicals production, etc.. (v) Policy principles and challenges underlying the control of water, air, and soil pollution, as well as waste disposal. (vi) The relationship between environmental law and planning law; problems raised by the built

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: Anne Barron, A155

Availability: This course is optional for Parts I and II LLB, LLB (French). Core syllabus: An introduction to the law relating to copyright, 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

Teaching: Two lectures per week; classes fortnightly

Written work: Students will be expected to submit two pieces of written work during the year

Reading list: The recommended text will be Lionel Bently & Brad Sherman, Intellectual Property Law (Oxford University Press 2001), and students will also be required to purchase one of the available edited collections of statutes. The full reading list will be issued at the beginning of

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
- Corporate Borrowing
- Rescue Procedures: Informal & Formal
- Liquidation and Pari Passu Distribution
- Repercussions of Corporate Insolvency on Individuals
- European & International Dimensions

Teaching: 22 weekly two hour seminars (LL253).

Written work: Students will be expected to prepare for participation in weekly seminar discussion. A minimum of two essays will be required.

Reading list: Report of the Review Committee on Insolvency Law & Practice (the Cork Report) Cmnd 8558 (1982); R Goode, Principles of Corporate Insolvency Law (2nd edn, Sweet & Maxwell, 1997); V Finch, Corporate Insolvency Law - Perspectives and Principles (Cambridge University Press, 2002); CCH British Companies Legislation. More detailed reading lists will be provided during the course.

Assessment: 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:

Assessment: A three-hour written examination in the ST. Candidates are permitted to take into the examination an unmarked copy of a collection of

LL259

Legal and Social Change Since 1750 Teacher responsible: Professor W T Murphy, A372

Availability: This course is optional for LLB and LLB (French) Parts I and II and other degrees as regulations permit, including BA Anthropology and Law. The course assumes a basic knowledge of the history of modern Britain. Students who lack this background should obtain the preliminary reading guide for the course from the teacher named above before the summer vacation.

Core syllabus: The course aims to present aspects of the historical development of English law in their social, political and economic context during the period 1750-1950.

Content: The relationship of legal and social change in England from 1750. The history of the following will be considered.

- Changes in methods of law-making, admi 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 anticompetitive 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:

Parliamentary Procedure and Scrutiny of Legislation: Standing Committees; Delegated Legislation; Private Bills; The House of Lords.

- (a) Government Bills and (b) Private Members Bills.
- Ethics: Lobbying; Conflict of Interest.
- Draftsmanship and Parliamentary Counsel. Interpretation of Statute the Role of the Courts.
- Statutory Instruments.
- Access to Legislation.
- The reform of each of the above matters.

Teaching: the teaching is by way of frequent supervision of the research method and progress.

Reading list: Reading will be suggested during the course.

Assessment: The examination is by extended essay of about 10,000-12,000 words on a subject of the student's choice and approved by Joe Jacob rather than by a written paper. It should be word processed. It must be submitted by the end of the LT. There will be an oral examination soon after the beginning of the ST. This will test further the student's knowledge and understanding of the subject on which he has written his essay and the syllabus in general. In assessing the final result both the essay and an oral examination will be taken into account.

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 nonlawyers use the law. The problems of enforcement.

Content: (A) Lawyers and Lawyering. Litigation: Disputes and their relation to litigation; Litigation as an authoritative resolver of issues. The symbolism of the forum. Types of party. The supporting cast, professional lawyers, 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.

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.

Reading list: There no fully suitable text but Jacob, Shifting Cultures and Civil Dispute Resolution will be found useful. There is much useful material in, among other journals, Civil Justice Quarterly. Neil Andrews's Principles of Civil Litigation (1994); J A Jolowicz, On Civil Procedure (2000) are among the further reading.

Assessment: 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

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 (2nd edn, 2001) or K Williams, Textbook on Criminology (4th edn, 2003). Core texts: M Maguire, R Morgan & R Reiner, The Oxford Handbook of Criminology (3rd edn., 2002); D Downes & P Rock, Understanding Deviance (3rd edn, 1998). Detailed reading for each topic will be recommended at the outset of the

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 LLB (French) Part I and Il students, and compulsory for BA Anthropology and Law 2nd or 3rd year students requiring exemption from the Law Society's Part I exam. Students must have completed Property I (LL105).

Core syllabus: The aim of the course is to explore key conceptual problems in English land transfer law and the law of trusts.

Content: The general principles of English land transfer law: the evolution of the system of registration of titles and the structure of property in land. The general nature of equitable principles and remedies. The structure of commercial interests in land: leases, mortgages and land obligations. A historical introduction to the trust form in commercial and family contexts: perspectives on the judicial approach to the acquisition of shares in family property; a treatment of the issues raised by pension trusts; the nature of trusteeship; evolution of trusteeship.

Note: the content of this course is under review and may be changed. Teaching: Teaching is conducted through seminars. Students are required

to give presentations. There are no lectures. Writing requirement: One essay per term.

Reading list: 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.

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

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.

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 orgnaized through the small group classes.

Reading list: Detailed guidance is given at the start of the course. Principal books: D J Harris, Cases and Materials in International Law (5th edn, 1997); 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).

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 contract is essential. A knowledge of the fundamental principles of property law is advisable

NA 02/03

Course syllabus: The aim of the course is to build an analytical framework for the Law of Restitution and to analyse the relationship between restitution on the one hand and contract and tort on the other hand.

Content: Historical and analytical introduction to the structure of the law of restitution. Restitution on the ground of vitiation of consent: payments made in ignorance, payment by mistake, payment under compulsion, overpayment 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

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;

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. Reading list: A list will be supplied at the beginning of the term together with key questions to be addressed in class. The recommended text for the course is A Ashworth, Sentencing and Criminal Justice (3rd edn, Butterworths 2000).

Assessment: One two-hour examination in the ST.

LL287 LL288

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 analyses principal benefits such as jobseekers' allowances, incapacity benefit, industrial injuries benefits and income support, and the lawyering process that enables claimants to pursue their

Content:

- (1) Social Security I (SSI): General Introduction to National Insurance and Income Support Law. Historical perspectives: the Poor Law, the 1909 Royal Commission, the 1911 Act, the 1934 'double decker' system, the Beveridge structure, New Labour Reforms. Contributions. Types of benefits. Social Security Appeal Tribunals. The Commissioners. Job Seeker's Allowance. Sickness and Incapacity Benefits. Income Support. Social Security and strikes.
- (2) Social Security II (SSII): Interviewing techniques for lawyers. Audio Visual practice. Negotiating. The administrative process. Tribunal advocacy: opening submissions, examination-in-chief, cross-examination and final submissions. Tribunal hearings. Appellate work and counselling.

Teaching: The course is taught by 2-hour seminars (LL287 weekly MT and LL288 weekly LT). Lectures are used to cover a lot of ground quickly, whereas the seminars enable us to discuss issues and details on the basis of prior reading and interview transcripts. The aim is to analyse the technicalities of the law but also to put the issues into context - millions of people who every year rely on social security for their basic income.

Reading list: Neville Harris, Social Security in Context (2000); Ogus, Barendt & Wikeley, The Law of Social Security (Butterworths, 1995); Julian Fulbrook, Administrative Justice and the Unemployed (1978); Max Atkinson, Our Masters' Voices (1984); Marcus Stone, Cross-Examination in Criminal Trials (1988).

Assessment:

- (1) SS I: There is a two-hour paper with two questions:
- A Legal problem in which the student is expected to demonstrate knowledge and familiarity with the statutes and case law. (b) A general essay on a question which will deal with one of the following topics: (i) The historical origins of social security, (ii) The tribunal system; (iii) Social security and strikes.
- (2) SS II: A two-hour paper with two questions based on a transcript of an interview, negotiation or tribunal hearing.

LL293

Taxation

Teachers responsible: Dr I Roxan, A460 and Dr A Mumford Availability: This is an optional course for LLB and LLB (French) second and third year and BA Anthropology and Law.

Core syllabus: The aim of the course is to examine the UK tax system against a background of tax law principles and to study selected policy problems as they arise during the course of this examination.

Content: General principles of taxation, objectives of tax system, types of taxation, structure and administration; powers of the Inland Revenue. Application and interpretation of tax legislation by the UK Courts; evasion and avoidance. The individual's tax position. Tax and families. Relationship with social security benefits. Taxation of employment and business income, including corporations. Annual wealth tax and taxes on the transfer of wealth. Capital gains tax and inheritance tax.

Teaching: Two-hour weekly seminars (LL293) plus additional classes as

Written work: Will form an integral part of the course although it will not be assessed for degree mark purposes.

Reading list: Detailed reading lists will be distributed during the course. General: Tiley, Revenue Law; Whitehouse, Revenue Law; Easson, Cases and Materials; James & Nobes, The Economics of Taxation.

Legislation: Butterworths, Yellow Tax Guide; or CCH, Tax Statutes and

Assessment: A 3-hour written examination. 'Legislation' listed above may be taken into the examination, with non-verbal markings only.

LL294

NA 02/03 Law, Theory and Policy of Consumer Markets

Teacher responsible: Mr Colin Scott, A340

Availability: This course is optional for LLB and LLB (French) Part I and II students and BA Anthropology and Law. Contract and Tort Law, Obligations, Public Law and Criminal Law are all desirable but not essential background.

Core syllabus: The course seeks to explore the selected areas of law relating to activity in consumer markets, in the context of theories of consumption and consumer transactions and public policy in relation to

Content: Rationales and institutions for consumer regulation; regulating marketing and advertising; quality of goods and services; regulating consumer credit and financial services; product safety. Teaching: 22 weekly two hour seminars (LL294).

Written work: Students will be expected to submit two essays during the year in addition to the assessed essay.

Reading list: C Scott & J Black, Cranston's Consumers and the Law (3rd edn, 2000); D Oughton & J Lowry, Consumer Law (2nd edn, 2000); S Weatherill, EC Consumer Law and Policy (1997); B Harvey & D Parry, The Law of Consumer Protection and Fair Trading (6th edn, 2001).

Assessment: (a) assessed essay on a topic to be approved by the responsible teacher (50%); (b) two hour formal exam in the ST in which candidates will be asked to answer 2 out of ten questions (50%). Unmarked statutory materials may be taken into the examination.

LL297

NA 02/03

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

Content: Introduction to feminist jurisprudence; women, law and the labour market; the politics of engagement with the law; the regulation of sexuality; reproductive rights; women as victims; women as offenders.

Teaching: One two-hour seminar (LL297) held weekly.

Written work: Two essays will be required. Reading list: K O'Donovan & E Szyszczak, Equality and Sex Discrimination Law; C Smart, Feminism and the Power of Law.

Assessment: A choice of assessment either by a three-hour examination or on the basis of an essay on an approved topic, of about 12,000 words in length in conjunction with an oral examination. Students opting for assessment by examination will be required to answer three questions, one at least from each of two sections. Students opting for assessment on the basis of an essay must notify the responsible teachers of their decision by the end of the MT.

LL298

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. Any student thinking of doing the approved legal topic essay should discuss the matter

The selection of an appropriate topic would be for the student in consultation with his or her tutor or, if the tutor is not to be the supervisor for the essay, with the supervisor. Once they have settled on a topic it must be approved by the Chair of the Part I and Part II LLB Board.

There is no rule that the topic cannot be from an area covered by a subject being taken (or having been taken) as an ordinary examination subject. But in that case the supervisor and the Chairman of the Examiners will need to consider to what extent the subject is different from what would be done in the other course. Obviously it is not possible to do an essay on a subject which simply repeats material covered elsewhere.

The length of the essay should be 6,000 to 8,000 words (excluding footnotes). In the interests of the candidate a typescript is preferred.

Footnotes may be placed at the end of the text or at the bottom of the page to which they relate. The latter is preferable. The essay should include a bibliography

The supervisor will be available to provide some guidance but basically it is intended that the student should do his own research. The essay should be handed in to the Student Services Centre not later than the first day of

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 Student Services Centre not later than the first day of the ST. Finally, it should be noted that it will not be possible to submit a full subject

LL305

Jurisprudence

Teacher responsible: Mr D N Schiff, A153

essay and half subject essay in the same year.

Availability: This course is compulsory for LLB and LLF Part II students. Core syllabus: To introduce jurisprudence, legal theory and the philosophy of law. To explore foundation jurisprudence theories and their historical development. To examine selected modern legal theories that represent extensions or negations of those foundation theories

Content: Foundation theories that are studied include those of ancient and modern Natural Law; British and continental Legal Positivism; Sociological, Realist and Critical reactions to Positivism; modern Post-Positivist theories. Six selected topics (extensions or negations) from the following list: Disobedience, Punishment, Hohfeld and the Analysis of Rights, Legal Reasoning, Justice, Feminist Legal Theory, Economic Analysis of Law, The Autonomy of Law, Foncault and Law, Recent Developments in Legal

Teaching: Students should attend 2 lectures and 1 class each week.

Written work: Students will be expected to write one essay each term. Reading list: The course will principally rely on: J E Penner, D Schiff & R Nobles (Eds), Jurisprudence and Legal Theory: Commentary and Materials

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

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: The course introduces students to the degree as a whole. Content: The course consists of student group work and presentations on companies, governmental bureaux, or non-profit organisations.

Teaching: Seminars (MN100) are held weekly in the MT beginning in week 2 and held in weeks 2 to 5 of the LT. Written work: There is no written work for this course.

Reading list: There is no reading list for the course. Assessment: The course is not examined.

Introduction to Psychology and Behavioural Science for Management

Teacher responsible: Professor Peter Abell

Availability: Compulsory for and exclusive to all first year management The course comprises:

(a) 20 lectures PS102 Self, Others and Society: Perspectives on Social and Applied Psychology

10 lectures MN101 (term 2) – Introducing management/sociology 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 by permission.

Core syllabus: The application of social science concepts to the analysis of management and the social and orga 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: Corporate Evolution; Ownership; Management and Control of Companies: Value Maximisation and Social Power; Ownership, Management and Control of Companies; Organisational Structure; Contingency, Decentralisation and Control; Process-Orientated Theories of Organisations; Individual Decision Making; Human Resources; Strategy;

Process and Product Innovation; Corporate Restructuring; Human Resource Management; Management Control; Leadership and Managing Organisational Change

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

Written work: Students are expected to produce two pieces of written work

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: Professor Diane Reyniers, G510

Pre-requisites and excluded combinations: EC102 Economics (B) or equivalent is a pre-requisite. This course cannot be combined with Microeconomic Principles I (EC201) or Microeconomic Principles II

Core syllabus: The objective of the course is to provide students with insights from economic theory which are relevant to applications in managerial decision making. The emphasis is on problem solving and applying microeconomics ideas.

Content: Consumer behaviour, labour market, economics of the firm, government intervention, competitive structure, monopoly, oligopoly, product differentiation, pricing, game theory, decision analysis, moral hazard, bargaining, auctions.

Teaching: Lectures (MN201): 2 hours x 10 MT and LT, 2 hours x 2 ST. Classes (MN201.A): 1 hour x 8 MT: 1 hour x 10 LT: 1 hour x 2 ST. Written work: Students are expected to prepare answers to set problems on a weekly basis. Some of this work will be assessed. Assiduous

preparation for the weekly tutorials is essential to achieve a good exam Reading list: No textbook covers the whole course but Hal R Varian, Intermediate Microeconomics (1990) is a good reference book for the course. In addition students are advised to use T C Bergstrom & H R Varian, Workouts in Intermediate Microeconomics (1990); P Milgrom & J Roberts, Economics, Organisation and Management (1992) and J Tirole,

The Theory of Industrial Organisation (1990) will also be referred to. Assessment: Two, two-hour, end of term written exams counting for 15% each and a three-hour written final exam counting for the remaining 70%.

MN302

International Marketing: A Strategic Approach

Teacher responsible: Dr Rafael Gomez, G514

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 encourage students to question the limitations and problems of marketing management. In the LT, attention is paid to applied marketing concepts and a case study where students learn to adapt the knowledge learned in MT lectures to a marketing based problem in industry.

Teaching: Lectures: 15 one-hour lectures. 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. Review lectures in ST will be scheduled. Reading list: Some useful texts are J-J Lambin, Strategic Marketing Management, The McGraw-Hill Company (1997). And S Jagpal, Marketing Strategy and Uncertainty, Oxford University Press, New York (1999). Further references will be given during the course.

Assessment:

1. One case study report - 30%. 2. One formal three hour examination - 70%.

MN303 The International Context of Management

Teacher responsible: Mr Nilesh Dattani, G406 Availability: This is a compulsory course for the BSc Management third

year and is only available to these students. Core syllabus: The course aims to apply social science theory to the analysis of the conduct and management of transnational activities; to critically appraise concepts such as globalisation, regionalisation, national competitiveness, transnationality of firms, etc. in the context of international management structures and processes; to delineate the international political, economic, social and legal structures and environments within

which the activity of management takes place. Content: The nature of the contemporary global political economy. The globalisation of business, finance and trade in goods and services. Global competition. The transnational corporation in the global economy. The tension between globalisation and regionalisation. The international trading order. The international monetary regime. The impact of culture on global business. The changing position of the state in the global economy. The new diplomacy of states and firms.

Teaching: 10 lectures and 10 classes in the MT.

Reading list: P Dicken, Global Shift: Transforming the World Economy (3rd edn). Paul Chapman (1998); R W Griffen & M W Pustay, International Business: A Managerial Perspective (3rd edn), Prentice-Hall (2002); Financial Times, Mastering Global Business, Financial Times-Pitman Publishing (1998).

Assessment: Two-hour unseen paper in the ST.

MN304

Introduction to Strategy

MATHEMATICS

Mathematical Methods

MA100.D for BSc BMS only).

Teachers responsible: Dr Tobias Kretschmer, G509 and Dr Jörn Rothe,

Pre-requisites and excluded combinations: The course is compulsory for the BSc Management third year.

Teachers responsible: Dr J Davies and Dr M Harvey, B404

economics options and for many further mathematics courses.

Availability: This course assumes knowledge of the elementary techniques

of mathematics including calculus, as evidenced for example by a good

grade in A Level Mathematics. It is not available to students who have

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

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

further information see http://www.maths.lse.ac.uk/Courses/ma100.html

and difference equations. Some applications of the above topics. For

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

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

Teaching: There will be 10 two-hour lectures and 8 one-hour classes in

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. Assessment: Two-hour unseen paper.

MN307 H Aspects of Marketing Management

Teacher responsible: Dr Rafael Gomez, G514 Pre-requisites and excluded combinations: This course is for non BSc Management Students. It is available to students in Management Science, General Course and students in other degrees as an outside option with approval from the instructor. The course can be taken in conjunction with ST307 Aspects of Market Research.

Core syllabus: The course covers the main theories in Marketing Management (MN302). No case study is part of this course.

Content: The course focuses on the 'theory' of marketing. One of its important aims is to emphasise the range of social science disciplines that are relevant if marketing is to be properly understood. It will be a critical course, in the sense that the marketing taught here will not involve 'how to' or intensely 'practical' applications. Rather, the emphasis will be on understanding strategic concepts with broader applicability. The course will encourage students to question the limitations and problems of marketing

Teaching: Lectures: 15 one-hour lectures (MN302) in MT and LT. Review lectures in the ST will be scheduled.

Classes: Ten one-hour classes (MN307.A).

Reading list: Some useful texts are J-J Lambin, Strategic Marketing Management, McGraw-Hill (1997). And S Jagpal, Marketing Strategy and Uncertainty, Oxford University Press, New York (1999). Further references will be given during the course.

Assessment: 1. One formal three-hour examination (70%); 2. One exam in

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

Reading list: Ken Binmore & Joan Davies, Calculus, Concepts and Methods; Howard Anton, Elementary Linear Algebra.

Assessment: The course assessment is based exclusively on a 3 hour formal examination in the ST.

previously taken Quantitative Methods (Mathematics) (MA107). Core syllabus: This is an introductory level course for those who wish to

MA103 Introduction to Abstract Mathematics

Teachers responsible: Professor N Biggs, B412 and Dr M Anthony, B409 Availability: Students should have taken, or be taking concurrently, the course Mathematical Methods (MA100).

Core syllabus: Introduction to the use of formal definitions and proofs in mathematics, and to basic results of elementary set theory, number theory, linear algebra, algebra and analysis.

Content: Logic, integers, sets and functions, prime numbers, relations, real and complex numbers, greatest common divisor and modular arithmetic. 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 Teaching: 40 lectures (MA103) and 20 classes (MA103.A, for BSc in Mathematics and Economics students: MA103.B) in MT and LT. Revision

Written work: Weekly exercises are set and marked.

Reading list: M Liebeck, A Concise Introduction to Pure Mathematics; R Allenby, Numbers and Proofs; N L Biggs, Discrete Mathematics; Victor

Bryant, Yet another Introduction to Analysis; R G Bartle & D R Sherbert, Introduction to Real Analysis.

Assessment: A 3 hour formal examination in the ST.

MA106 Introductory Quantitative Methods (Mathematics)

Teacher responsible: Professor S Alpern, B407 Availability: 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 Quantitative Methods (Mathematics) (MA107) instead.

Core syllabus: This course is intended to provide elementary quantitative skills for students without mathematics or statistics to A level standard. Students will be introduced to basic mathematical concepts and manipulations. The presentation will indicate some applications of quantitative methods for economics and management

Content: Arithmetical operations, powers and roots; basic algebra; series, logarithms and exponential growth; sets, functions and graphs; linear and quadratic equations; differentiation of functions of one variable; optimisation; integration; matrix algebra; systems of linear equations. Applications to economic situations are included throughout. For further information see http://www.maths.lse.ac.uk/Courses/ma106.html Teaching:

Lectures MA106: 20 hours MT.

Classes MA106.A: 10 hours MT.

Revision lectures will be arranged in the ST.

Written work: Weekly example sheets will be set and students are expected to submit solutions each week.

Reading list: Notes covering all essentials will be handed out throughout the term. The following books provide additional material. Ian Jacques, Mathematics for Economics and Business; Mike Rosser, Basic Mathematics for Economists; E T Dowling, Mathematical Methods for Business and Economics, Schaum's Outline series; T Bradley & P Patton Essential Mathematics for Economics and Business.

Assessment: A two-hour formal examination in the ST.

MA107 **Quantitative Methods (Mathematics)**

Teacher responsible: Dr A Ostaszewski, B406 Availability: This is a basic course in mathematics intended primarily for students who have already reached A level standard in Mathematics. It is also accessible to students who have performed well at a level slightly lower than A level (eg AS Level) and are proficient in basic calculus.

Core syllabus: Additional mathematical tools necessary for further study in economics. Ideas are taught systematically, with emphasis on applicability to economic problems. Liberal use of examples throughout for motivation

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

Teaching: Lectures MA107: 20 during MT and LT. Classes MA107A: 10 during MT, LT and ST.

Revision lectures will be arranged in the ST.

Written work: Written answers to set problems will be expected on a weekly basis.

Reading list: The course follows M Anthony & N L Biggs, Mathematics for Economics and Finance: Methods and Modelling, CUP, 1996. A useful background text which is the basis of a follow-on course is A Ostaszewski, Mathematics for Economics: Models and Methods, Blackwell, 1993. There are many other books with titles like Mathematics for Economists but none of them are close to this course. Further information will be provided in the

Assessment: A two-hour examination in the ST.

MA200

Further Mathematical Methods (Calculus) eacher responsible: Professor G Brightwell, B411

Availability: Ideally Mathematical Methods (MA100) or equivalent,

entailing intermediate-level knowledge of calculus, and proficiency in techniques of differentiation and integration. Core syllabus: This course develops ideas first presented in MA100. It

studies how integrals may be calculated, or transformed by a variety of manipulations, and how they may be applied to the solution of differential 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 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

Reading list: A Ostaszewski, Advanced Mathematical Methods. Useful background texts include: Ken Binmore & Joan Davies, Calculus, Concepts and Methods; M R Spiegel, Laplace Transforms; R A Adams, Calculus. Assessment: A 2 hour formal examination in the ST.

MA201

Further Mathematical Methods (Linear Algebra)

Teacher responsible: Dr G Galbraith, B414

Availability: Students should ideally have taken the course Mathematical Methods (MA100) or equivalent, entailing familiarity with linear independence, eigenvalues and diagonalisation.

Core syllabus: This course develops the ideas and results first presented in the algebra part of Mathematical Methods (MA100).

Content: This course makes connection between formal method and geometrical insight (visual intuition). It develops a selection of optimisation problems in a number of application areas including statistics and finance; it develops vector and matrix methods including orthogonal representation of vectors and representation of projections by matrices, and representation of matrices in canonical form. Specific topics are as follows: Vector spaces, Wronskians, Inner Products, Orthogonality, Geometry of ", 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

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

Reading list: A Ostaszewski, Advanced Mathematical Methods and H Anton & C Rorres, Elementary Linear Algebra: Applications version (Wiley, 1994). Additional background reading: C Simon & L Blume, Mathematics for Economists (Norton, 1994); D Luenberger, Investment Science (1998). Assessment: A 2 hour formal examination in the ST.

MA203

Real Analysis

Teacher responsible: Dr M Anthony, B409

Availability: Introduction to Abstract Mathematics (MA103), or some equivalent giving experience with formal proofs.

Core syllabus: A course in real analysis for those who have already met the basic concepts. The emphasis is on functions, sequences and series in real n-dimensional space, and the more general concept of a metric space. Content: We study the formal mathematical theory of: series of real numbers; series and sequences in n-dimensional real space n , limits, continuity and derivatives of functions mapping between m and 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

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

Reading list: Lecture notes will be provided. The following may prove useful. Robert G Bartle & Donald R Sherbert, Introduction to Real Analysis; K G Binmore, Mathematical Analysis: a straightforward approach; Victor Bryant, Yet Another Introduction to Analysis; W A Sutherland, Introduction to Metric and Topological Spaces.

Assessment: A 2 hour formal examination in the ST.

MA207

Further Quantitative Methods (Mathematics) Teacher responsible: Dr M Harvey, B404

Availability: This course is intended primarily for students of Management, Management Sciences, Economics and Accounting and Finance who have previously taken Quantitative Methods (Mathematics) (MA107). It is not available to students who have taken Mathematical Methods (MA100), or equivalent, nor higher level methods courses.

Core syllabus: This is a second course in quantitative methods, following on directly from Quantitative Methods (Mathematics) (MA107). This course will contain further algebra and calculus. As with the course MA107, the emphasis will be on applications in economics and finance.

Content: Matrix methods in portfolio analysis. Linear independence. Rank of a matrix. Eigenvalues and eigenvectors. Diagonalisation. Linear 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

Written work: Written answers to set problems will be expected on a

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

Availability: Mathematical Methods (MA100) is a pre-requisite. Background in rigorous mathematical methods, such as provided in Introduction to Abstract Mathematics (MA103) or Real Analysis (MA203), is desirable. Students who have not done MA203 should contact the teacher responsible.

Core syllabus: The course describes various techniques of continuous optimisation, gives a mathematical presentation of the relevant theory, and shows how they can be applied.

Content: Introduction and review of relevant parts from real analysis, with emphasis on higher dimensions. Weierstrass' Theorem on continuous functions on compact set. Review with added rigor of unconstrained optimisation of differentiable functions. Lagrange's Theorem on equality constrained optimisation. Kuhn-Tucker's Theorem on inequality constrained optimisation. Linear programming and duality. Finite and infinite horizon dynamic programming.

For further information see http://www.maths.lse.ac.uk/Courses/ma208.html Teaching: 20 lectures (MA208) and 10 classes (MA208.A) in the LT. Revision lectures will be arranged in the ST.

Written work: Written answers to set problems will be expected on a

Reading list: R K Sundaram, A first Course in Optimisation Theory is the required textbook, which will be accompanied by notes handed out throughout the course. Useful background reading can be found in A U Dixit, Optimization in Economic Theory.

Assessment: A 2 hour written examination in the ST.

MA209 **Differential Equations**

Teacher responsible: Dr Jan van den Heuvel, B410

Availability: Mathematical Methods (MA100) is a pre-requisite. Background in rigorous mathematical methods, such as provided in Introduction to Abstract Mathematics (MA103) or Real Analysis (MA203), is desirable. Students who have not done MA203 should contact the teacher responsible

Core syllabus: The course concentrates on the theory and qualitative analysis of (ordinary) differential equations, although some solution techniques will be considered as well. Special attention will be paid to geometric concepts and the role of differential equations in the theory of dynamical systems.

Content: Review of relevant mathematical background. First examples; illustrations of use of the computer package Maple. Existence and uniqueness of solutions. Autonomous 1-dimensional systems. Linear equations and systems: phase portraits; classification of systems in the plane; higher dimensional systems and higher order equations; inhomogeneous equations and systems. Nonlinear systems in the plane: local and global behaviour; linearisation and stability at fixed points; Lyapunov functions. General nonlinear systems: attracting sets and attractors; conservative systems and integrals. Boundary value problems. For further information see http://www.maths.lse.ac.uk/Courses/ma209.html Teaching: 20 lectures (MA209) and 10 classes (MA209.A) in the LT.

Revision lectures will be arranged in the ST. Written work: Written answers to set problems will be expected on a

Reading list: The required text book will be D K Arrowsmith & C M Place, Dynamical Systems - Differential Equations, Maps and Chaotic Behaviour. Notes containing additional material will be handed out throughout the course. Useful material closely related to parts of the course are R Grimshaw, Nonlinear Ordinary Differential Equations and W A Brock & A G Malliaris, Differential Equations, Stability and Chaos in Dynamic

Assessment: A 2 hour written examination in the ST.

MA300

Game Theory

Teacher responsible: Dr B von Stengel, B408 Availability: Basic knowledge of matrices as covered in Mathematical Methods (MA100) or Quantitative Methods (MA 107). Some knowledge of probability. Knowledge of economics as covered in Microeconomic Principles I (EC201) or Microeconomic Principles II (EC202).

Core syllabus: Concepts and methods of game theory with applications

Content: Part I: same as for Game Theory I (MA301). Part II: Repeated Games. Static Games with Incomplete Information. Dynamic Games with Incomplete Information. Introduction to Cooperative Game Theory.

For further information see http://www.maths.lse.ac.uk/Courses/MA300/ Teaching: 40 lectures (MA300.1 and MA300.2), 20 classes (MA300.1A and MA300.2A) in MT and LT. Revision lectures in ST.

Written work: Weekly exercises are set and marked. Reading list: K G Binmore, Fun and Games, 1992; R Gibbons, A Primer in Game Theory, 1992.

Assessment: A 3-hour written examination in ST.

H MA301 Game Theory I

Teacher responsible: Dr B von Stengel, B408

Availability: Basic knowledge of matrices as covered in Mathematical Methods (MA100) or Quantitative Methods (MA 107). Some knowledge

Core syllabus: The theory of games and its applications in economics. Content: Game trees with perfect information, NIM. Backward induction. Extensive and strategic (normal) form of a game. Nash equilibrium. Commitment. Zero sum games, mixed strategies. Maxmin strategies. Nash equilibria in mixed strategies. Finding mixed-strategy equilibria for twoperson games. Extensive games with information sets, behaviour strategies, perfect recall. The Nash bargaining solution. Multistage

For further information see http://www.maths.lse.ac.uk/Courses/ma301.html Teaching: 20 lectures (MA300.1), 10 classes (MA300.1A) in MT. Revision classes in ST

Written work: Weekly exercises are set and marked. Reading list: K G Binmore, Fun and Games, 1992. Assessment: A 2 hour formal examination in the ST.

MA303

Н

H

H

Chaos in Dynamical Systems Teacher responsible: Professor S Alpern, B407

Availability: Ideally Mathematical Methods (MA100) or equivalent, entailing intermediate-level knowledge of calculus. Some familiarity with proving theorems would be useful.

Core syllabus: This course introduces the useful notion of a dynamical system to describe the evolution of a system over time. Particular emphasis is given to systems with chaotic behaviour. The connection with fractal sets

Content: Dynamical Systems. Orbit analysis. Bifurcations. Symbolic Dynamics. The quadratic systems $f(x)= r \times (1-x)$. Devaney's definition of chaos. Sarkovskii Theorem. Fractal sets.

For further information see http://www.maths.lse.ac.uk/Courses/ma303.html Teaching: 20 lectures in LT accompanied by weekly classes. Revision lecture in ST.

Written work: Weekly exercises will be set and graded.

Reading list: Required Text: R Devaney, A First Course in Chaotic Dynamical Systems. Also R Devaney, An Introduction to Chaotic Dynamical Systems; E Scheinerman, Invitation to Dynamical Systems.

Assessment: A 2 hour formal examination in the ST.

MA305 **Control Theory**

Teacher responsible: Dr A Ostaszewski, B406 Availability: Students should have attended a course in Mathematical Methods, ideally Further Mathematical Methods (Calculus) (MA200). Core syllabus: A course in optimisation theory using the methods of the Calculus of Variations. No specific knowledge of functional analysis will be

assumed and the emphasis will be on examples. Content: This course develops a geometric approach to those optimisation problems which involve the choice of functions. Applications relevant to Economic Theory are studied. It introduces key methods of continuous time optimisation in a deterministic context, and later under uncertainty, including the Calculus of Variations, Pontryagin's Principle and Bellman's Principle. Specific topics include: Introductory examples including problems in Finance, Calculus of variations. Euler-Lagrange Equations, Necessary conditions. Maximum Principle. Extremal controls. Transversality conditions. Linear 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 Teaching: 20 lectures (MA305) and 10 classes (MA305.A), in the MT. Revision lectures will be arranged in the ST.

Written work: Written answers to set problems will be expected on a regular basis.

Reading list: A full set of lecture notes will be provided. G Leitmann, Calculus of Variations and Optimal Control, Plenum

Assessment: A 2 hour formal examination paper in the ST.

MA310 Mathematics of Finance and Valuation Teacher responsible: Dr A Ostaszewski, B406

Availability: Students should have attended courses in Mathematical Methods and Statistics. For example MA107, ST107 and MA207, or the pair MA100 and ST102 would be suitable.

An intermediate level course in mathematics and/or statistics may prove helpful.

Core syllabus: Main mathematical ideas in the modelling of asset price evolution and the valuation of contingent claims (eg calls, puts); discrete methods will dominate. Introductory treatment of the Black-Scholes continuous-time model.

Content: This course introduces the main mathematical ideas involved in the modelling of asset price evolution and the valuation of contingent claims (such as call and put options) in a discrete and a continuous framework. It develops a formulation of the principles of risk-neutral valuation including some No-Arbitrage Theorems. Replication and pricing of contingent claims in certain simple models (discrete and continuous) are central themes. Derivation of the Black-Scholes equation, its solution in special cases and the Black-Scholes formula are its focal points. Specific topics followed are these: Two-period and multi-period modelling of asset price evolution. Relation to mean-variance portfolio analysis. Risk-neutral valuation of call and put options in the absence of arbitrage. Hedging and replicating portfolios. Martingale measure. Weak and strong forms of arbitrage (Law of One Price). Binomial modelling and Tree-form representation of price evolution. American options. Path dependent options. Brief and informal treatment of Itô's Lemma and the Black-Scholes equation. Kac-Feynman formula. Girsanov's Theorem (discussion only).

For further information see http://www.maths.lse.ac.uk/Courses/ma310.html Teaching: 20 lectures (MA310) and 10 classes (MA310.A), in MT. Revision lectures will be arranged in the ST.

Written work: Written answers to set problems will be expected on a weekly basis.

Reading list: The main text for the course will be: Stanley R Pliska, Introduction to Mathematical Finance, Blackwell, 1997. Background texts to which we shall refer will include: J Hull, Options, Futures and other derivatives, Prentice-Hall, 1977; P Wilmott, S Howison & J Dewynne, The Mathematics of Financial Derivatives, CUP, 1995; M Baxter & A Rennie, Financial Calculus, CUP, 1996.

Assessment: 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, B412 Availability: Introduction to Abstract Mathematics (MA103) (or some

other course based on formal definitions and proofs) is a pre-requisite. Core syllabus: A course of discrete mathematics intended mainly for thirdyear students who have previously taken the Introduction to Abstract

Mathematics (MA103) course. Content: Introduction to counting. Combinations and selections. Properties

of binomial numbers. The principle of inclusion-exclusion. Recurrence relations and generating functions. 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 Teaching: 20 lectures (MA311) and 10 classes (MA311.A) in the MT. Revision lectures will be arranged in the ST.

Written work: Written answers to set problems will be expected on a weekly basis.

Students may be required to give short presentations based on their written

Reading list: N L Biggs, Discrete Mathematics; lan Anderson, A First Course in Combinatorial Mathematics; S Barrett, Discrete Mathematics, Numbers and Beyond; R J Wilson, Introduction to Graph Theory. Assessment: A 2 hour formal examination in the ST.

MA312

Convexity and Fixed Point Theorems

Teacher responsible: Professor S Alpern, B407

Availability: Prerequisites are ideally Mathematical Methods (MA100) and Real Analysis (MA203). To provide background in writing formal proofs, a course such as Introduction to Abstract Mathematics (MA103) would be very useful.

Core syllabus: The course will be more conceptual and geometric than in previous years, with less algebra.

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. A brief introduction to convexity in normed linear spaces.

For further information see http://www.maths.lse.ac.uk/Courses/ma312.html Teaching: 20 lectures (MA312) and 10 classes (MA312.A) in the LT

Written work: Students are expected to submit written solutions to the weekly problem sheets.

Reading list: Lectures notes written by J van den Heuvel. Background reading: Adam Ostaszewski, Advanced Mathematical Methods; Yu A Shashkin, Fixed Points; H Nikaido, Convex Structures and Economic

Assessment: A 2 hour formal examination in the ST.

MA313

Probability for Finance and Economics

Teacher responsible: Professor G Brightwell, B411 Availability: Introduction to Abstract Mathematics (MA103) or equivalent, together with Mathematical Methods (MA100) and Elementary Statistical Theory (ST102). Attendance at more advanced courses, eg, Real Analysis (MA203), Further Mathematical Methods (Calculus) (MA200) and/or Probability, Distribution Theory and Inference (ST202) would be highly desirable.

Core syllabus: The purposes of this course are (i) to explain the formal basis of abstract probability theory, and the justification for basic results in the theory, and (ii) to explore those aspects of the theory most used in advanced analytical models in economics and finance.

Content: The approach taken will be formal. Probability spaces and probability measures. Random variables. Expectation and integration. Convergence of random variables. Conditional expectation. Martingales. Stochastic processes. Brownian motion. The Itô integral.

For further information see http://www.maths.lse.ac.uk/Courses/ma313.html Teaching: 20 lectures and 10 classes in the LT and ST.

Written work: Exercises will be set and marked on a weekly basis. Reading list: Full lecture notes will be provided. The following may prove useful: J S Rosenthal, A first look at Rigorous Probability Theory, G R Grimmett & D R Stirzaker, Probability and Random Processes; D Williams, Probability with Martingales; N H Bingham & R Kiesel, Risk-Neutral Valuation: Pricing and Hedging of Financial Derivatives.

Assessment: A 2 hour formal examination in the ST.

MA314

Theory of Algorithms

Teacher responsible: Dr B von Stengel, B408

Availability: Familiarity with abstract concepts, advisable course Introduction to Abstract Mathematics (MA103). Willingness to cope with technical details of computer usage.

Core syllabus: Introduction to the theory of algorithms, data structures, and computational complexity.

Content: Basics of programming in Java. Sorting and searching. Running times. Stacks. Linked lists. Tables. Graphs and graph traversal. Polynomial-

For further information see:http://www.maths.lse.ac.uk/Courses/ma314.html Teaching: 20 lectures (MA314), 10 classes (MA314.A), and optional computer help sessions, in MT.

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

Reading list: T H Cormen, C E Leiserson & R L Rivest, Introduction to Algorithms, MIT Press 1990 (or 2nd edn, 2001); D Flanagan, Java in a Nutshell, 3rd edn, O'Reilly 1999.

Assessment: A 2-hour written examination in the ST.

MA315

Algebra and its Applications

Teacher responsible: Professor N L Biggs, B412

Availability: Students must have passed Introduction to Abstract Mathematics (MA103). The course is intended for 3rd year students on the Mathematics and Economics or Business Mathematics and Statistics degrees. Students on other degrees may take this course provided that they satisfy the pre-requisite.

Core syllabus: The aim of the course is to introduce abstract algebraic structures, such as groups, rings and fields, and show how these structures can be used to solve concrete problems.

Content: Basic results about permutations. Abstract groups: cyclic groups, subgroups, Lagrange's theorem. Permutation groups: orbits and stabilizers. the orbit-stabilizer theorem; applications to counting problems. Rings and polynomials: the Euclidean algorithm for polynomials. Finite fields: construction, the primitive element theorem, applications to orthogonal latin squares, symmetric designs. Error-correcting codes: linear codes, cyclic codes, perfect codes. Cryptography: basic notions, public-key systems.

For further information see:http://www.maths.lse.ac.uk/Courses/ma315.html Teaching: 20 lectures (MA 315) and 10 classes (MA 315.A) in LT, plus revision sessions in the ST.

Written work: Sets of exercises will be distributed regularly, and students' solutions will be collected, marked, and discussed in the classes.

Reading list: The main text is N L Biggs, Discrete Mathematics, specifically Chapters 13-17, together with some introductory material from earlier chapters. Students may also find the following useful: D J A Welsh, Codes and Cryptography.

Assessment: A 2 hour formal examination in the ST.

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: 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.

Lectures: OR201.1: 6 MT; OR201.2: 25 MT, LT and ST.

Classes: OR201.2A: 32 MT, LT and ST.

Written work: Written answers to set exercises will be expected on a

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

Assessment: One three-hour formal examination in the ST, covering both

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.

Lectures: OR202.1 22 in MT, LT and ST; OR202.2 10 MT.

Classes: OR202.1A 23 in MT, LT and ST; OR202.2A 12 MT and LT with 3 revision classes in the ST; 10 x 2 hours computer help in the MT and LT, and 3 x 2 hours computer help in the ST.

Written work: Written answers to set problems will be expected on a

Reading list: Recommended books are H G Daellenbach, J A George & D C McNickle, Introduction to Operations Research Techniques, Allyn & Bacon; A Ravindran, D T Philips & J J Solberg, Operations Research; H P Williams, Model Building in Mathematical Programming, Wiley; H P Williams, Model Solving in Mathematical Programming, Wiley; Wayne L Winston, Operations Research, Duxbury Press.

Students may also wish to consult R L Ackoff & M W Sasieni, Fundamentals of Operations Research; N A J Hastings, Dynamic Programming with Management Applications; F S Hillier & G J Lieberman, Operations Research; E Page, Queueing Theory in OR; M Sasieni, A

Yaspan & L Friedman, Operations Research: Methods and Problems. Assessment: A two-and-a-half-hour written examination (80% of the marks) and a one-hour computer examination (20%) in the ST. The computer-based examination will be based upon software taught in OR202.1 and OR202.2.

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.

Teaching: ST325 (See separate entry in Statistics course guides).

OR301.1 10 lectures MT, OR301.1A 10 classes MT and 9 computer help sessions MT.

OR301.2 10 seminars LT.

Written work: ST325 and OR301.1: students will be expected to prepare answers to set problems for discussion. OR301.2: students will be expected

Reading list: ST325: see entry in Statistics course guide. OR301.1: H P Williams, Model Building and Mathematical Programming. OR301.2: suitable papers from OR journals will be available.

Assessment: Examined entirely by course work and projects as follows: 40% for a report on the simulation project, 40% for the mathematical programming project, and 20% for a critical review of a published paper.

OR302

OR303

Applied Management Sciences

Teacher responsible: Professor M F Shutler, 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 Shutler before the beginning of the ST of her or his second year.

Core syllabus: The student will carry out and report on a substantial piece of operational research

Content: See Core syllabus above. Teaching: Students will be assigned to Professor M Shutler 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. Reading list: J Mitchell, How to Write Reports, Fontana; B M Cooper, Writing Technical Reports, Pelican; Sir Ernest Gowers, The Complete Plain Words, Pelican; Chapman & Mahon, Plain Figures, HMSO, 1986.

Assessment: Assessment is based entirely on the report submitted to the supervisors by the end of the second week of the ST. Guidance will be given on the basis of a draft report.

Combinatorial Optimization Teacher responsible: Dr G Appa, G312

Availability: Mathematical Programming to the level of OR202.2 (given in

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

Teaching: OR303 18 lectures LT, OR303A 18 classes LT.

Written work: Lecture notes containing problems are supplied. Written answers will be expected on a regular basis, and the problems will be discussed in the problem class.

Reading list: Relevant sections from the following texts will provide useful supplementary reading - N Christofidis, Graph Theory: An Algorithmic Approach; M R Garey & D S Johnson, Computers and Intractability; E ation; E L Lawler, J K Lenstra, Rinnooy Kan Lawler, Combinatorial Optil & D H Shimoys (Eds), The Travelling Salesman Problem; Nemhauser, Rinnooy Kan & Todd, Optimization; Nemhauser & Wolsey, Integer and Combinatorial Optimization: C H Papdimitiou & K Steiglitz, Combinatorial Optimization; C F Laywine & G L Mullen, Discrete Mathematics using Latin Squares, Wiley & Sons 1998. As concise reference material for the graph theoretic part of the course R Wilson's book Introduction to Graph Theory

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

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 ecture 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. Teaching: There are four lecture courses, each accompanied by a fortnightly class.

ST331.1 10 MT; ST331.1A 5 MT; OR304.1 10 MT; OR304.1A 5 MT and LT; ST331.2 10 MT; ST331.2A 5 LT; OR304.2 10 LT; OR304.2A 5 LT and ST.

Written work: Written answers to set problems will be expected weekly. Up to six projects will be set during the year.

Reading list: H Raiffa, Decision Analysis: Introductory Lectures on Choices Under Uncertainty; S R Watson & D M Buede, Decision Synthesis; P M Lee, Bayesian Statistics: An Introduction; P R Goodwin & G Wright, Decision Analysis for Management Judgment; D von Winterfeldt & W Edwards, Decision Analysis and Behavioural Research; D V Lindley,

Making Decisions (2nd edn); J Baron, Thinking and Deciding (2nd edn); R Clemen, Making Hard Decisions: An Introduction to Decision Analysis

Assessment: A 3 hour formal examination in the ST, covering the full syllabus for the 4 lecture courses.

OR306

Models in Mathematical Programming Teacher responsible: Dr S Powell, G308

Availability: Students must also complete OR202 Operational Research Methods. (For third year students who have not taken OR Methods in their second year, OR Methods may be a co-requisite, taken in the same year). Must not be taken with OR301 Core syllabus: The aim of the course is:

(a) to build on the introduction to Mathematical Programming given in the course OR Methods;

to give experience in constructing and developing Mathematical Models at a level simplified from that encountered in actual operations in terms of size and the problems of data collection, but similar in terms of complexity and realism; and

(c) to illustrate, by examining case studies, the range of situations to which Mathematical Programming has been applied and the problems in so doing.

Content: There are two lecture courses.

OR301.1 See the entry under OR301.

OR306.2 Studies the use of Mathematical Programming models in a range of applications. Teaching:

OR301.1 10 lectures and, OR301.1A 10 classes MT.

OR306.2 5 x 1 hour seminars MT.

Written work: OR301.1: students will be expected to prepare answers to set problems for discussion. OR306.2: students will be expected to study and present a paper on a published mathematical programming model.

Reading list: H P Williams, Model Building and Mathematical Programming. OR306.2: suitable papers from OR journals will be available. Assessment: Examined entirely by course work and projects as follows: 80% for a mathematical programming project, and 20% for a review of a paper about a mathematical programming model.

PHILOSOPHY, LOGIC AND SCIENTIFIC METHOD

PH101

Logic

Teacher responsible: Professor Colin Howson, T301C

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 trees 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. The tree 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: Exercises will be taken from the text-book, together with others set as appropriate.

Reading list: C Howson, Logic with Trees.

Assessment: A three-hour written examination in the ST.

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: Reasoning and Argument (when is an argument valid? when is it sound) case studies: cultural relativism, the theological problem of evil, reasoning about infinity.

2. Theory of Knowledge and Philosophy of Science: Proof and evidence: what can we expect to prove about the external world? (Attempted proofs of the existence of god); what can we know for sure? (Descartes, Sceptical Doubt and the Cogito); how do we get evidence for general claims? (David Hume and the Problem of Induction, Karl Popper's anti-inductivism); how do we explain things in science? does the same model apply to explanation in the social sciences?

Metaphysical Problems: Problems of identity and personal identity: how can something change and yet remain the same thing? Free will and determinism: is science incompatible with the idea that humans possess 'free will'? The mind-body problem: do humans have minds as well as brains? or are mental states just brain states? can computers

4. Moral, Ethical and Political Philosophy: Facts and values; the nature of moral properties; moral relativism; theories of good: utilitarianism, deontological theories, and virtue ethics; the nature of political freedom.

Teaching: Lectures PH103 x 20 (ML); Classes PH103.A x 20 (ML). Written work: Students will be expected to write at least two essays per

term and to give class papers.

Reading and course material: There will be handouts for each topic, which give (i) an outline of the lecture material (ii) essential readings and suggestions for further readings and (iii) study questions for students to think about. The readings are in the form of journal articles or selections from books. Most of the readings are available on line through the library in an electronic course pack. Those readings that are, for copyright reasons, not available in this way will be available from the Library's Offprint

Assessment: A three-hour written examination in the ST.

PH200 Mathematical Logic

NA 03/04

Teacher responsible: Professor Colin Howson, T301C 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 H Enderton, A Mathematical Introduction to Logic, (Academic Press Inc, 1972). Assessment: A 3-hour written examination in the ST at the end of the

PH201

Scientific Method

Teacher responsible: Dr Robert Bishop, T403 Availability: This course is available as an outside option.

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

Locke: J Locke, An Essay Concerning Human Understanding; E J Lowe,

Locke on Human Understanding; R Woolhouse, Locke; N Jolley, Locke; J L

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

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

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 Jason Alexander, T401A Availability: No formal pre-requisites, but PH103 or equivalent is

Core syllabus: Philosophical issues concerning the nature of social scientific theory and its applications.

Content: Topics to be covered will include some or all of: the explanation and interpretation of action, naturalist and hermeneutic social theory; the nature of 'social facts'; reductionism and methodological individualism; functional and structural explanations; rationality and relativism; the role of values in social science; methods of evolutionary explanation in the social sciences. Philosophical problems of particular social sciences such as anthropology, sociology, and economics may 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, B Skyrms, Evolution of the Social Contract. 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.

Nineteenth Century Continental Philosophy 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, Hegell'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.

PH209

NA 02/03

NA 02/03

Philosophical Logic and Metaphysics

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) Philos 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.

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.

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

(b) Metaphysics: P Geach, Reference and Generality; D Wiggins, Identity and Spatio-Temporal Continuity; J Perry, 'The Same F' in Philosophical Review; D Davidson, Essays on Actions and Events; P Horwich, Asymmetries in Time; J Perry (Ed), Personal Identity; R Le Poidevin & M Macbeath (Eds), The Philosophy of Time; E Sosa & M Tooley (Eds), Causation; G Watson (Ed), Freewill. The specific list of readings for the year will be announced in the Course Handbook.

Assessment: A three-hour written examination in the ST.

PH211

Philosophy of Economics

Teacher responsible: Professor Edward McClennen, T402

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: decision and game theory. Social choice theory: Arrow's impossibility theorem and the problem of interpersonal comparisons of welfare. Sen's Paretian liberal paradox, Contractarianism and libertarianism. Welfarism and utilitarianism. The concept of a perfectly competitive market and market failures. Institutional economics. Distributive justice; constitutional political economy

Teaching: Lectures PH211 x 20 (ML); Classes PH211.A x 20 (ML).

Written work: Students will be expected to write at least two essays per term and to give class papers.

Reading list: D Hausman, The Inexact and Separate Science of Economics; D Hausman (Ed), The Philosophy of Economics; Heap et al, The Theory of Choice: A Critical Guide; L Robbins, The Nature and Significance of Economic Science; J Rawls, A Theory of Justice; R Nozick, Anarchy, State and Utopia; J Elster & J E Roemer (Eds), Interpersonal Comparisons of Well-Being; A Sen & B Williams (Eds), Utilitarianism and Beyond; J Buchanan & G Tullock, The Calculus of Consent; R Hardin, Liberalism, Constitutionalism and Democracy (1999).

Assessment: A three-hour written examination in the ST.

NA 03/04 PH213

Scientific Revolutions: Philosophical and Historical

Teacher responsible: Professor John Worrall, T501B

Availability: No prior systematic knowledge of physical and biological science is presupposed.

Core syllabus: The course examines a number of fundamental issues in philosophy of science, as they arise in the history of science from instances of important theory-changes in science (so-called 'scientific revolutions').

1. The Copernican revolution: the switch from the Ptolemaic geocentric view of the world to the Copernican heliocentric one was probably the greatest revolution in human thought ever: what justified the switch? was Ptolemaic theory definitively refuted by the data? was Copernican theory simpler? was the Church's view that Copernican theory should only be thought of as an instrument for calculating astronomical data purely theologically motivated or does it hav some scientific rationale? was role was played by predictive success?

2. Galileo: Galileo and the telescope: are all observations 'theory-laden' and does this mean that there is a subjective element to all theory-choices? Galileo and the argument for his law of free fall: can theories be 'deduced from the phenomena'?

The Newtonian revolution: what was the relationship between Newton's theory and Kepler's and Galileo's laws? what does this tell us about theory-change in general?

4. 'Revolutions' in optics: can there be such things as 'crucial experiments' in science? scientific realism and the so-called pessimistic meta-induction - does the history of theory-change in science (and particularly in optics) support an anti-realist view of scientific theories? when has one theory been 'reduced' to another? what do theory-changes in ptics tell us about the 'reference' of theoretical terms?

5. The Darwinian Revolution: testability (is 'survival of the fittest' a tautology?); underdetermination (can creationists explain everything that Darwin can?); particular aspects of Darwinian theory and the empirical support for them (altruism, sexual selection and humans as Darwinian

Teaching: Lectures PH213 x 20 (ML); Classes PH213.A x 20 (ML). Written work: Students will be expected to write at least two essays per

term and to give class papers.

Reading list: Background reading: T S Kuhn, The Structure of Scientific Revolutions; Imre Lakatos 'Falsification and the Methodology of Scientific Research Programmes' in his The Methodology of Scientific Research Programmes, Philosophical Papers 1; G Holton (revised by S Brush): Theories and Concepts in Physical Science.

There will be a hand-out for each topic that (i) outlines the material to be covered in the lectures (ii) specifies essential reading and makes suggestions for further reading and (iii) sets 'study questions' to guide your thought. Reading for particular topics will be in the form of articles and selections from books. These will be made available through a combination of electronic course pack (available free of charge through the Library) and the Offprint Collection

Assessment: 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

Core syllabus: Central topics in moral and political philosophy.

Content: The focus has alternatively been on problems and topics in contemporary normative philosophy, or on the historical classics of moral and political philosophy. When taught in the former way, the topics include: types of ethical theories - consequentialism, deontology, virtue ethics; moral realism and anti-realism; naturalism and non-naturalism; moral relativism; justice, equality and difference; the nature of freedom; the limits of state authority and 'natural rights'; individualism and its critics; science and ethics. When taught from an historical perspective, the works of such thinkers as Plato, Aristotle, Aquinas, Machiavelli, Hobbes, Locke, Hume, Kant, Mill, Marx and Nietzsche are the focus of attention. Prospective students are advised to check with the Departmental Secretary to determine for the year in question what the orientation of this course will be. 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, including basic historical texts or recommended contemporary readings will be supplied at the beginning of the course. A useful historical anthology is Michael L Morgan (Ed), Classics in Moral and Political Theory (2001). For contemporary topics, see W Kymlicka, Contemporary Political Philosophy (1990); J Wolff, An Introduction to Political Philosophy, (1996); R Goodin, & P Pettit, A Companion to Contemporary Political Philosophy (1993); S M Cahn & P Markie, Ethics: History, Theory and Contemporary Issues (1998), nicely combines both approaches.

Assessment: A three-hour written examination in the ST.

PH215

History of Modern Philosophy A Teacher responsible: Dr Helen Billinge, T401b

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 NA 02/03

History of Modern Philosophy B

seventeenth and eighteenth centuries.

Availability: The course is available as an outside option. Core syllabus: A critical historical review a duction to some of the main problems of philosophy. The main philosophers of the

Content: The main philosophical ideas of Leibniz, Locke and Berkeley. Teaching: This is an intercollegiate course. Lectures are taught at one of the colleges of the University of London, classes are held at LSE. Lectures

PH216 x 20 (ML); Classes PH216.A x 20 (ML). Written work: Students will be expected to write at least two essays per term and to give class papers.

Pitcher, Berkeley; G J Warnock, Berkeley; K Winkler, Berkeley: An Detailed readings will be circulated through the class system on particular philosophers and particular topics. Assessment: A three-hour written examination in the ST.

Mackie, Problems from Locke.

NA 02/03

Set Theory and Further Logic Availability: This course is available as an outside option. Logic (PH101) or a similar introductory course covering the syntax and semantics of sentential and predicate logic is a pre-requisite.

Aims: This course will advance a student's knowledge of formal logic in areas beyond the scope of an introductory course, paying attention to both formal results and their philosophical implications.

Learning outcomes: Knowledge of Set Theory and its philosophical foundations. Knowledge of a number of extensions of an alternatives to classical logic. Advanced ability for logical analysis and proof.

Core syllabus: Set Theory and advanced topics in logic and its

Content: The course is structured in two parts: (a) Set Theory, including: the axioms of set theory and their rationale; Russell's Paradox; relations, functions and orderings; ordinals and cardinals; infinity; the basics of transfinite arithmetic. (b) Extensions of and alternatives to classical Logic, including one or more of the following: Modal Logic; Intuitionistic Logic; Probability and Decision Theory; Deontic Logic; the logic of vagueness.

Teaching: Lectures PH217 20 x 2hr (ML). Classes PH217.A 20 (ML). Written work: Written answers to set exercises will be expected on a

Reading list: Recommended Readings: H Enderton, Elements of Set Theory, Academic Press; K J Devlin, Fundamentals of Contemporary Set Theory, Springer-Verlag; G Hughes & M Cresswell, An Introduction to Modal Logic, Routledge; D Gabbay & Guenthner, Handbook of Philosophical Logic, Reidel; V McGee, Truth, Vagueness and Paradox, Hackett; R Hilpinen, Deontic Logic, Reidel; B Skyrms, Choice and Chance, Wadsworth; E Adams, A Primer for Probability Logic

Assessment: A three-hour written examination in the ST.

PH299

NA 03/04

Essay on an Approved Subject in Philosophy

Teacher responsible: Professor John Worrall, T501b

Availability: This course is not available as an outside option. Core syllabus: The essay may be on any topic falling within the scope of the philosophy courses for Philosophy.

Selection of topic: Candidates should have the subject of their essay approved by their tutor.

Arrangements for supervision: The essay should reflect the candidates' own views but must develop out of some established part of the

philosophical literature. Students should carefully discuss the topic and approach of the essay with their tutor who will also advise on background reading. Students may ask a member of the Department other than their tutor to supervise the essay if this is more appropriate. Students must have regular meetings with their supervisor and keep a formal record of their work and progress.

Assessment: Essays must be submitted by June 6. They should be 5,000-7,000 words, and should be typewritten.

PH300 NA 02/03 Further Topics in the Philosophy of Natural and Social

Availability: This course is available as an outside option. Prerequisites: PH201 or PH203 or equivalent.

Aims: This course will provide students with the opportunity to study advanced topics in the philosophy of the social and natural sciences.

Learning outcomes: Knowledge and understanding of contemporary debate in selected areas of the philosophy of social and natural science. Developed capacity for analysing the conceptual and normative presuppositions of scientific theory and method.

Core syllabus: Philosophical issues connected with the natural and social

Content: The course will cover a number of advanced topics in the philosophy of natural and social science. Precise information on the course content will be made available on public folders before the beginning of the

Teaching: Lectures PH300 x 20 (ML). Classes PH300.A x 20 (ML). Written work: Students will be expected to write at least two essays per

term and to give class presentations. Reading list: A detailed reading list will be provided at the beginning of the

course. For background readings consult the readings for PH201 and PH203. Assessment: A three-hour written examination in the ST,

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, MLS.

Written work: Students are expected to submit two pieces of written work per term, and to read for and prepare contributions to class discussion each

Assessment: 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 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

Teaching: Lectures: 24 x SA101.Classes: 24 x SA101.A, MLS.

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

Core syllabus: An introduction to economics and its application to social

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

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, MLS. 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

Content: A wide range of topics are covered, including: the relationship between population size and available resources; social, biological and economic influences on population growth rates, especially the role of famine, disease and war; the demographic and health transitions; HIV/AIDS; fertility decline and the role of family planning programmes; the changing characteristics of the family; global trends in population ageing and their social and economic consequences for the elderly; theories and trends in migration; urbanisation.

Reading list: Detailed reading lists are provided at the beginning of each term, and are also available in the course public folder. Key overview texts include: M Livi-Bacci, A concise history of world population; H Jones, Population Geography; E A Wrigley, Population and History; W Lutz, The Future Population of the World.

Teaching: Lectures: 24 x SA103, Classes: 22 x SA103.A, MLS. Written work: Students are expected to prepare at least two class presentations per term and submit two essays per term.

SA201

Research Methods for Social Policy

Assessment: A three-hour written examination in the ST.

Teachers responsible: Dr G Wilson, A270, Dr E Munro, A272 and Ms R

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: R Simpson. Lectures: 10 x SA201.1. 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. 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 project report (30%). The project topic will be given out during the LT, and the project report must be handed in to the Student Services Centre by the end of the LT. A three-hour written examination in the ST (70%).

SA203

Finance and Organisation of Human Services (This course will be taught for the last time in 2002/2003)

Teacher responsible: Mr P Kanavos

Pre-requisites: This is a compulsory course for Bachelor's degrees in Social Policy, and is available to students on other degrees where the

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 financeprovision distinction. Alternative means of financing health services, ation, 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

Teaching: Lectures: 20 x SA203 Classes: 21 x SA203.A, MLS - 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, A139

Pre-requisites: This is an optional course for Bachelor's degrees in Social Policy, and for other degrees where the regulations permit.

Core syllabus: An introduction to the main issues in educational policy and administration. It draws on interdisciplinary research literature and focuses on contemporary Britain although there is a comparative component. The course will aim to show how major concepts in social policy can be applied to the study of education - for example, inequality (in terms of class, ethnicity and gender), social justice (special educational needs) and redistribution of resources.

Content: The first part of the course focuses on broad issues of educational policy, from the end of the 19th century onwards, including the 1944 Education Act, recent education reforms, further and higher education including market oriented reforms in the UK and elsewhere. The second part of the course focuses on specific issues that have implications for equality of opportunity, equity and social justice - social class and education, ethnicity/race and education, special educational needs, gender and education and early years education.

Reading list: Some introductory texts are recommended: M Flude & M Hammer, The Education Reform Act 1988: its origins and implications. 1992; P Gordon, R Aldrich & D Dean, Education and Policy in England in the Twentieth Century, 1991; D Lawton, Education and Politics in the 1990s: conflict or consensus? 1992; A H Halsey et al, Education: Culture, Economy, Society, 1997; A Hayton (Ed), Tackling Disaffection and Social Exclusion, 1999. A comprehensive bibliography will be provided.

Teaching: Lectures: 10 x SA204, MT. Classes: 22 x SA204.A, MLS. Written work: Presentation of 2 or 3 short class papers during the session

and two essays per term. 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: G Alland & G Crow, Families, Households and Society, Palgrave, 2001; ONS, Social Focus on Families, 1997; S McRae (Ed), Changing Britain: Families and Households in the 1990s, OUP, 1999; F R Elliott, Gender Family and Society, Macmillan, L F Harding, Family, State and Social Policy, Macmillan, 1996; D Utting, Family and Parenthood: a guide to the debate, Joseph Rowntree Foundation; K Kiernan & M Wicks, Family Change and Future Policy, Joseph Rowntree Foundation; K Kiernan, H Land & J Lewis, Lone-Motherhood in the twentieth century: from footnote to front page, OUP, 1998.

Teaching: Lectures: 20 x SA212. Classes: 22 x SA212.A, MLS.

Assessment: A three-hour written examination in the ST.

Written work: Presentation of 2 or 3 short class papers during the session

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 2001-2002

Core syllabus: The course examines the emergence and subsequent development of welfare states and contemporary social policies in Western Europe, focusing particularly on EU countries. Social policy-making at the EU level also forms an equally important component.

Content: A cross-national analysis of the development of Western European welfare states in their political, social and economic contexts.

The first part of the course traces the emergence of collective social provisions from the last quarter of the nineteenth-century. In the second part, lectures and classes focus on current processes of policy-making and implementation, and these are discussed in the context of contemporary issues in social policy; demographic trends and the planning of welfare; the fiscal crisis and the funding of social security; health care; social exclusion; women and the welfare state; labour market and training issues; urban problems. Teaching in the third part is devoted to social policy-making at the EU level and to the issue of the 'social dimension' of the Single European Market.

Reading list: No one book covers the whole course. A detailed graduated reading list will be available at the beginning of the session.

Some introductory texts are: L Hantrais, Social Policy in the EU, Macmillan (2nd edn); M Kleinman, A European Welfare state? EU Social Policy in Context, Palgrave; A Cochrane & J Clarke, Comparing Welfare States, Sage; M Wise & R Gibb, Single Market to Social Europe, Longman; Esping-Andersen, The Three Worlds of Welfare Capitalism, Polity.

Teaching: Lectures: 20 weekly lectures (SA213) in MT and LT, but twice

weekly in weeks 2 to 4 of the MT. Classes 21 x SA213.A, MLS. Assessment: An essay of 2,000 words in both the MT and LT (30%). A three-hour written examination in the ST (70%).

NA 02/03

Psychology of Crime and Criminal Justice

Teacher responsible: Dr J Rumgay, A255

Pre-requisites: This is an optional course for Bachelor's degrees in Social Policy and for other degrees where regulations permit. General Course

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 ustice 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.

Teaching: Lectures x 20; Classes x 20, MT and LT, plus two revision

Written work: Two essays per term (MT and LT) will be required. Students will be expected to present class papers.

Reading list: P B Ainsworth, Psychology and Crime: Myths and Reality, 2000; 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; G Gudjonsson The Psychology of Interrogations and Confessions, 2002; E Leyton (Ed), Serial Murder: Modern Scientific Perspectives, 2000; J Maguire, T Mason & A O'Kane (Eds), Behaviour, Crime and Legal Processes: A Guide for Forensic Practitioners, 2000; T D Meithe & R C McCorkle Crime Profiles: The Anatomy of Dangerous Persons, Places and Situations, 2001; G B Traverso & L Bagnoli (Eds), Psychology and Law in a Changing World: New Trends in Theory, Research and Practice, 2001.

Assessment: A three-hour written examination in the ST.

SA220 Health and Social Care Policy

Teachers responsible: Professor M Murphy, A234 and Ms A Dixon, J301 Pre-requisites: This course is an option for Bachelor's degrees in Social Policy, and other degrees where regulations permit. It assumes no previous knowledge of the subject.

Core syllabus: This course brings together the main issues in health and mortality in developed countries and the policy and service responses

Content: Health changes and health care in developed societies, Trends and patterns of health and mortality; Trends and patterns of morbidity and disability; Measuring health and mortality; Measuring sickness and disability; The major killers and the emerging new threats in developed society; Inequalities in health and the health of the elderly in Great Britain and Europe; Unemployment and health, Social networks and health; The role of health care systems in health policy; Health care expenditure: trends and determinants; Funding health and social care; Organisation and delivery of health care services and social care services; The health care arena: welfare state versus industrial enterprise; The health care arena: professionals and the state; Health change and the future of the health care

Teaching: Lectures: 22 x SA220. Classes: 22 x SA220.A, MLS.

Written work: A minimum of two written essays will be required from students and each student will be asked to make a short presentation for ass at least once each term.

Reading list: A general reading list is circulated at the start of the course. In each lecture attention is drawn to relevant readings. The following are useful introductions: WHO, The World Health Report 2000 - Health systems: Improving Performance, 2000; J Charlton & M Murphy (Eds), The Health of Adult Britain, 1841-1994, Vols 1 & 2, 1997; B Davey, A Gray & S Clive, Health and Disease: a reader, 1995; R Freeman, The Politics of Health in Europe, 2000; J Campbell & N Ikegami (Eds), Long-term Care for Frail Older People: reaching for the ideal system, 1999.

Assessment: An essay of 2,000 words to be handed in to the Student Services Centre in the first week of the ST (30%). A three-hour written examination in the ST (70%).

NA 02/03 SA221

Poverty, Social Exclusion and Social Change

Teachers responsible: Professor D Piachaud, A243 and 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: Definitions, measurement and causes of poverty and social exclusion. Analysis of the impact of social changes on family composition, employment, housing, health and education and the consequences for poverty and social exclusion.

Content: The course will examine poverty and social exclusion in general and analyse selected aspects drawn from the following: demographic change, racial inequality, homelessness and housing deprivation, unemployment, worklessness, social security and poverty, area deprivation, educational inequality, crime and social exclusion

Teaching: Lectures: 20 x SA221. Classes: 24 x SA221.A, MLS.

Written work: A minimum of two written essays will be required from students and each student will be asked to make a short presentation for discussion in class at least once each term.

Reading list: A detailed list will be provided a the start of the session. P Alcock, Understanding Poverty, Macmillan, 1997; J Hills (Ed), Understanding Social Exclusion, OUP, 2002; P Gregg & J Wadsworth (Eds), The State of Working Britain, Manchester UP, 1999; R Lister (Ed), Charles Murray and the Underclass, IEA, 1996; Cm4445, Opportunity for

Assessment: An essay of 1,500 words (25%) and a three hour written examination in ST (75%).

SA250

Demographic Description and Analysis

Teacher responsible: Dr A Gjonça, A229

Pre-requisites: Compulsory for Bachelor's degrees in Population Studies, but may also be taken as an option by students on other degrees where regulations permit; it assumes no previous knowledge of the subject. The course is not particularly mathematical or statistical and students with nonmathematical backgrounds should not be at a disadvantage.

Core syllabus: An introduction to the techniques of demographic analysis and the interpretation of demographic data. The main style of presentation is to introduce and discuss techniques of analysis and then examine examples of their use to illustrate demographic concepts and trends.

Content: This course provides an introduction to the techniques of demographic analysis and the interpretation of demographic data. Topics covered include sources of information about populations; period and cohort methods of description and analysis; the construction of life tables; measurement of fertility, mortality, nuptiality and migration; the determinants of age structure and the intrinsic growth rate; use of survey data; the interpretation of demographic statistics; population dynamics and

Teaching: Lectures: 22 x SA250. Classes: 24 x SA250.A, MLS.

Written work: A number of practical exercises involving either computations or the interpretation of data will be set during the course and discussed in classes. In addition, a number of brief essays will be required from each student.

Reading list: A general reading list is circulated at the start of the course. In each lecture attention is drawn to the relevant readings. The following, however, are useful introductions: C Newell, Methods and Models in Demography: A Hinde, Demographic Methods; R Pressat, The Dictionary of Demography, edited by C Wilson.

Assessment: A three-hour written examination in the ST.

SA251

NA 02/03

European Population History Teacher responsible: Dr A Gjonça, 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

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. Teaching: Lectures: 20 x SA251. Classes: 20 x SA252.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.

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; E A Wrigley,

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

Teaching: Lectures: 24 x SA252. Classes: 24 x SA252.A, MLS.

Reading list: Certain readings have direct relevance for most aspects of the course. In particular: the journal, Population and Development Review (PDR) published quarterly by the Population Council, New York, R Feachem (Ed), The Health of Adults in the Developing World, Oxford University Press, 1992; T Dyson, Population and Food, Routledge, 1996; World Bank, Population Change and Economic Development, Oxford University Press, 1985.

A supplementary reading list is available upon request from the Course Administrator in A253.

Assessment: A three-hour written examination in the ST.

SA253

NA 02/03

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

Content: Trends in marriage and the upsurge in divorce. Fertility change and its consequences for family structure. The rise of cohabitation and illegitimacy. Economic and social explanations for differentials in fertility and family formation: similarities and differences among developed societies. Ageing in a European context. Household structure, the rise of solo living. Existence of wider kin and support networks. Population distribution, migration and the 'flight from cities'. Immigrants, refugees and ethnic minorities. Measurement of morbidity and health. Changing patterns of mortality by cause and gender; prospects for mortality and morbidity. Inequalities in health.

Teaching: Lectures: 24 x SA253. Classes: 24 x SA253.A, MLS.

Written work: Students will be expected to do the reading associated with the classes and to give at least one presentation per term in these classes.

In addition, a minimum of four essays will be set.

Reading list: A reading list is handed out at the start of each term and additional material is recommended during lectures. The following items are among the more useful general works on the reading list: D Coleman (Ed), Europe's Population in the 1990s, Oxford, 1996; 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. Assessment: A three-hour written examination in the ST.

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

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.

Teaching: Lectures: 20 x SA305 Classes: 22 x SA305.A, MLS. Students will be required to give individual and group presentations in class.

Written work: Each student will be required to submit an essay to the class teacher at the end of the MT and LT.

Reading list: V George & P Wilding, Welfare and Ideology; M Hill, The Policy Process: A Reader; 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.

Assessment: A three-hour written examination in the ST.

SA309

NA 02/03

Criminal Justice Policy Teachers responsible: Dr J Rumgay, A255, Dr C Phillips, A235 and

Professor D Downes, A237

Pre-requisites: This is an optional course for Bachelor's degrees in Social Policy and for other degrees where regulations permit. General Course

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

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 in drawing on

Teaching: Lectures: 20 x SA309. Classes: 20 x SA309.A, MT and LT, and two revision classes (ST).

Written work: Two essays per term (MT and LT) will be required. Students will be expected to present class papers.

Reading list: S Ballintyne, K Pease & V McLaren, Secure Foundations: Key Issues in Crime Prevention, Crime Reduction and Community Safety, 2000; 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; I McKenzie & R Bull, Criminal Justice Research: Inspiration, Influence and Ideation, 2002; T Newburn, Crime and Criminal Justice Policy (2nd edition), 1999.

Assessment: A three-hour written examination in the ST.

SA320

Comparative and International Social Policy (This course will be taught for the first time in 2003/2004)

Teacher responsible: Dr S Mangen, A261

Pre-requisites: This is an optional course for Bachelor's degrees in social policy, and available to students on other degrees who have completed Foundations of Social Policy (SA100).

Core syllabus: The course examines social policy from a comparative perspective, focusing on similarities and differences in the representation of social policy issues, the responses to these issues and outcomes in countries across the international arena.

Content: The course: explores the implications of globalisation for social policy; considers the operation and effectiveness of transnational policy making bodies; evaluates the uses and limits of comparative methodology; discusses existing approaches to comparative analysis of social policy; considers international variation in formulation and response to issues, such as education, employment, urbanisation, housing, criminal justice

policy, population change, poverty, health, and child welfare; explores how social policy adds up across sectors in a number of contrasting countries. Teaching: Lectures, 17 x 1hr; Workshops, 3 x 2hr; Classes, 21 x 1hr.

Written work: Students are expected to submit one piece of assessed written work per term, and to read for and prepare contributions to class discussion each week.

Reading list: C Finer Jones (Ed), Transnational Social Policy (1999); C Ragin, The Comparative Method (1987); J Clasen (Ed), Comparative Social Policy (1999); L Hantrais & S Mangen, Cross National Research Methods (1996); G Esping-Andersen, Welfare States in Transition (1996); R Mishra, Globalisation and the Welfare State (1999).

Assessment: Two assessed essays (40%), each of which should be no more than 2,000 words: one to be submitted on the first day of LT; the second on the first day of ST; to be handed in to the Student Services Centre. A three-hour written examination in the ST (60%).

A Long Essay on an Approved Topic

Teacher responsible: Departmental Tutor, Department of Social Policy Pre-requisites: This is a compulsory course for the BSc Social Policy and Administration, and an option for the BSc Social Policy and Government

and BSc Social Policy with Social Psychology.

Core syllabus: An essay of not more than 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

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 Student Services Centre 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 Hoberaft, 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, doublespaced, using the reference procedures of the journal Population Studies. It must be handed in at the Student Services Centre by the date announced by the School, which will normally be 1 May. The student is advised to

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.

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

Written work: Students are expected to write 4 essays during the Session, which will be assessed by the class teachers, and to give class

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: Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: This course discusses major areas of application of social psychology to real-world issues. Emphasis is put on the complexities of translating theory into practice and on the theoretical developments which are prompted by research on topical social issues. A recurrent theme is the reciprocal interaction between theory and practice in relation to social issues of theoretical interest and practical import.

Content: The interplay of theory and practice will be examined in relation to specific topics which illustrate the application of social psychology in real world settings, such as: living with new technology; consumer behaviour; illness and lifestyle; leadership and communication; mass media; crime and anti-social behaviour; gender and sexuality; evolutionary perspectives on mating; social relationships; identity, self and others; language and communication; psychological assessment.

Reading list: Detailed reading lists will be distributed at the beginning of the course. The following are useful general works. D M Buss, The Evolution of Desire. Strategies of Human Mating, Basic Books, New York, 1994; R East, Consumer Behaviour: Advances and Applications in Marketing, Prentice Hall, 1997, R Harre, Social Being, Blackwell, 1979; H Himmelweit & G Gaskell, Societal Psychology, Sage, 1990; S W Sadara & D R McCreary (Eds), Applied Social Psychology. Prentice Hall, 1997; E H Schein, Organizational Psychology (3rd edn), Prentice Hall, New York, 1998; E P Serafino, Health Psychology: Biopsychological Interactions (2nd edn), Wiley, 1994. Additional references and a synopsis of lectures and class topics are distributed in the first lecture of the series and are also available in Outlook/Public Folders/Departments/Social Psychology/PS203. Teaching: 20 weekly lectures (PS203) and 20 weekly classes (PS203.A). Written work: Students are expected to write 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

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

M Billig, Ideological dilemmas: a social psychology of everyday thinking, Sage, 1988; H Coolican, Applied Psychology, Hodder and Stoughton, 1996; A Lewis, The new economic mind, Harvester Wheatsheaf, 1995; F Moghaddam, Social psychology: exploring universals across cultures, Freeman, 1998; J Ogden, Health Psychology, Open University Press, 2000; R Brown, Prejudice: its social psychology, Blackwell, 1995; J Turner, Rediscovering the Social Group: A self-categorisation theory, Blackwell, 1987; M Wetherell & J Potter, Mapping the Language of Racism: Discourse and the legitimation of exploitation, Harvester Wheatsheaf, 1992; R Farr & S Moscovici (Eds), Social Representations, Cambridge University Press, 1984; J Orford, Community psychology: theory and practice, Wiley, 1992; G Gardner & P Stern, Environmental problems and human behaviour, Allyn and Bacon, 1996; D Lupton, The imperative of health, Sage, 1995.

Assessment: A three hour examination in the ST: 4 questions from choice

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.

SOCIOLOGY

SO100

Principles of Sociology

Teacher responsible: Dr Nigel Dodd, S283

Availability: Compulsory first-year course in Sociology. Available to other students as permitted by the regulations for their degrees.

Core syllabus: The course aims to introduce students to sociological analysis by examining the origins of these principles in classical theories of modern society (ten lectures); to consider central topics in the sociological study of contemporary society (six lectures); and to explore the main philosophical and methodological issues which arise in contemporary sociology (four lectures).

Content: Sociological theories of modernity, industrialization and capitalism (Marx, Weber, Durkheim) and the relationship between them; sociological theories and explanations in the areas of economy, politics and culture including markets and money; forms of capital; the sociology of gender and feminist thought; theories of globalization; ritual, media and consumerism; the sociological analysis of play; meta-themes: the concept of society; social and sociological problems; the relationship between sociological theory and sociological research; objectivity in the social sciences; the relationship between the social and natural sciences; classification.

Teaching: Twenty lectures and twenty-three discussion classes.

Written work: Four 2,000 word essays (two in MT; two in LT), for feedback from class teachers.

Reading list: A detailed reading list will be available at the first lecture, but for general preparatory reading, students might wish to consult the following: D Lee & H Newby. The Problem of Sociology; Z Bauman, Thinking Sociologically; S Bruce, Sociology: A Very Short Introduction.

Assessment: A three-hour unseen examination in the ST. The paper will be divided into two sections, corresponding to the two parts of the course. Three questions must be answered, at least one from each section.

SO101

Issues and Methods of Social Research

Teacher responsible: Dr Ursula Henz, S218

Availability: Compulsory course for Bachelor's degrees in Sociology and the Diploma in Sociology. Students must be concurrently taking, or must have completed, the course ST103 Statistical Methods for Social

Research (or an equivalent course).

Core syllabus: The aim of the course is to introduce students to central

issues and basic techniques in the conduct of research in sociology.

Content: The course examines issues and methods of social research. It covers elementary aspects of the philosophy of science, the relationship between research and theory, study design and sampling, social surveys, experiments and quasi-experiments. Students are made familiar with the concepts of reliability and validity, with specific techniques of data-gathering

(such as interviews and questionnaires) and with the measurement devices appropriate for particular tasks (eg, various types of attitude measurement). The course covers differing approaches to data analysis, in particular various techniques for handling confounding variables. Students apply some of these techniques using the SPSS computer package.

Teaching: The course comprises a series of fifteen lectures and five computer workshops (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; M Shipman, The Limitations of Social Research.

Assessment: A three-hour written examination in the ST based on the full syllabus. All questions carry the same weight. Sixty per cent of the total assessment for the course is based on this examination. The remaining forty per cent is awarded for the student's coursework.

SO103

Aspects of British Society

Teacher responsible: Dr C T Husbands, S287

Availability: While constructed primarily for first- and second-year undergraduates reading for the BSc course unit degree in sociology and for other Bachelor degrees where regulations permit, the course does not assume a detailed knowledge of sociology. It is also intended to be suitable as an outside option for undergraduates reading for a range of other degrees. Overseas students, including General Course students, may find it a useful means of improving their knowledge of British society.

Core syllabus: The course considers important social, economic, and political issues relevant to contemporary Britain. It is strongly empirical and makes much use of 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 Student Services Centre by Noon on Thursday 1 May 2003. 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: BSc Sociology 1st, 2nd or 3rd years. Available as an option to other students as permitted by the regulations for their degrees, and for General Course students. The course presumes no prior knowledge of sociology. For those who have no background whatever in the subject, there will be, in addition to the main lecture course, 10 weekly, optional lectures/discussions of 2 hour duration.

Core syllabus: To identify and explain variations in workplace behaviour and organisation in the United States, France, Russia, Japan and Britain. The course is intended for students interested in the differences between industrial societies, and particularly for those who expect to work in more than one of these countries or in multinational enterprises.

Content: Industrial enterprises require the participation of a number of social actors: entrepreneurs, workers, managers, professionals, and state officials of various kinds. The main body of the course reviews comparative research on the historical and cross-cultural variations in the behaviour and relationships of each of them, showing how their behaviour affects the structure and operation of the enterprise as a whole. It concludes by assessing the contributions that sociological theory, history, economics, cultural analyses might make to explaining and understanding these variations. Examination candidates are expected to show detailed knowledge of empirical research referring from at least three of the five societies.

Teaching: 20 two hour lectures (SO105) MT and LT, and 20 one hour classes (SO105.A) Sessional.

Reading list: The entire course is transcribed in the public folders along with critical analyses of relevant source material and many supporting websites. Other relevant references are 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

Assessment: One three-hour unseen examination in the ST.

SO106

Sociology of Religion

Teacher responsible: Professor Elleen Barker, S217

Availability: 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 the extent to which religion can affect and be affected by individuals, social groups, institutions and cultures.

Content: The course concentrates primarily, but not exclusively, on the role of religion in industrial societies during the past two centuries. The approach of writers such as Weber, Durkheim and Marx is considered at the theoretical and empirical levels. Topics receiving special attention include secularisation; modern forms of religion; relations between church and state; religion in former Soviet societies; the rise of fundamentalism; gender and methodological issues associated with the sociology of religion. Teaching:

Lectures: (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 Pespective (Oxford University Press, 1982); D Martin, A General Theory of Secularization (Blackwell, 1978); G Davie, Religion in Britain since 1945; Religion in Modern Europe (OUP, 2000); M Douglas, Purity and Danger (Routledge, 1966).

Assessment: A three-hour formal paper in the ST (60% of the marks) and a 4,000 max word essay, to be handed in to the Student Services Centre on Friday 2 May 2003 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

Teacher responsible: Dr Nigel Dodd, S283

Availability: Compulsory course for Bachelor's degrees in Sociology. Available to other students as permitted by regulations.

Core syllabus: An exploration of modern and postmodern social theory. Content: In the first term (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 Baurdrillard, Fatal Strategies; U Beck, Democracy Without Enemies; U Beck, A Giddens & S Lash, Reflexive Modernization; M Berman, All that is Solid Melts Into Air; N Dodd, Social Theory and Modernity; M Foucault, Power/Knowledge; D Frisby, Fragments of Modernity; A Giddens, The Consequences of Modernity; A Giddens, Capitalism and Modern Social Theory; J Habermas, The Philosophical Discourse of Modernity; M Horkheimer, Critical Theory; J-F Lytard, The Postmodern Condition; N Mouzelis Sociological Theory: What went wrong?; G Ritzer, Sociological Theory; R Rorty, Achieving Our Country; J H Turner, The Structure of Sociological Theory.

Assessment: 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

Availability: Optional course for Bachelor's degrees in Sociology. Other students may take this course as permitted by the regulations for their degrees.

Core syllabus: Major aspects of Soviet and Russian social structure will be examined in relation to problems of industrialisation and social change. The course draws on a wide range of contemporary materials, but places these within an historical perspective.

Content: Particular attention will be given to the analysis of: women, the family, population policy, urban and rural structure, the distribution of power, the economy, collectivisation, social stratification and mobility, the education system, social welfare, trade unions, religion, nationalities, and the military. Problems of information, the role of ideology, cohesion, conflict and social change will also be discussed.

The course will also include the comparative analysis of the Soviet Union as a model of industrialisation.

Teaching: The lectures and classes are given by Dr Weinberg and as such are entirely integrated.

Lectures: SO202 23 in a two-hour session MLS.

Written work: Each student is required to produce several papers for class presentation throughout the year.

Reading list: The following should be consulted for relevant topics throughout the course:

C Black (Ed), The Transformation of Russian Society, E A Weinberg, The Development of Sociology in the Soviet Union; J Pankhurst & M P Sacks, Contemporary Soviet Society; D Lane, State and Politics in the USSR; Soviet Economy and Society; S Cohen, Rethinking the Soviet Experience; D Lane, Soviet Society under Perestroika; M Buckley, Redefining Russian Society and Polity; R Sakwa, Russian Politics and Society.

Assessment: A three-hour formal examination in the ST (75%) and an assessed essay (25%) to be handed in during the first week of the ST.

SO203

Political Sociology

Teacher responsible: Dr A W G Stewart, S276

Availability: Optional course for Bachelor's degrees in Sociology.

Core syllabus: The aim of the course is to discuss central theoretical and empirical issues in the political sociology of modern societies.

Content: The course presents competing arguments regarding the nature of power relations and political processes in modern societies.

Alternative models of power analysis in modern societies are presented and analysed, including Marxist, elite institutional, pluralist, and postmodernist. The development of the modern system of states and its relationship with capitalist modernity is examined. The changing nature of relations between states and economic processes is considered, including the question as to whether states and economic processes is considered, including the question as to whether states are increasingly powerless in relation to globalisation. Theories of revolutions are examined in relation to the development of modernity. Contemporary arguments about and possibilities for democratisation are identified and discussed, including debates about the public sphere, citizenship and social movements.

Teaching:

Lectures: SO203 Sessional Classes: SO203.A 22 Sessional.

Written work: At least one class presentation and a termly paper in the MT

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 formal examination in the ST (75%) and an assessed essay (25%) to be handed in during the first week of the ST.

NA 02/03 SO204

Political Processes and Social Change

Teacher responsible: Dr A W G Stewart, S276 Availability: Optional course for Bachelor's degrees in Sociology.

Core syllabus: The aim of the course is to 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 (75%) and an assessed essay (25%) to be handed in during the first week of the ST.

SO208

Gender and Society

Teacher responsible: To be announced

Availability: Optional course for Bachelor's degrees in Sociology, and other degrees where permitted by regulations.

Core syllabus: The nature and explanation of various aspects of gender

Content: An examination of the importance of gender and the forms of gender inequality in society. Contrasting theoretical explanations will be applied to a number of substantive issues of contemporary concern.

The main topics are: social control; work; families; violence; age; health; reproductive technologies; sexuality; culture; state and politics; gender and ethnicity.

Teaching: The course will consist of 20 lectures (SO208) and 23 classes (SO208.A).

Written work: Students will be expected to prepare one essay per term and at least one class paper per term which will be written up and handed to the class teacher

Reading: The following indicates some of the books. P Abbott & C Wallace, An Introduction to Sociology: Feminist Perspectives (2nd edn), 1996; R W Connell, Gender and Power, 1987; 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,

Availability: Optional course for Bachelor's degrees in Sociology. Students

should have completed introductory courses in sociological theory and

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.

Sociology of Health and Medicine

Teacher responsible: Dr Steve Taylor, S264 Availability: Optional Course for Bachelor's degrees in Sociology and

other subjects where regulations permit.

Core syllabus: Key sociological perspectives on health, sickness, health care and the development of medicine as a social institution. Content: The role of medicine, medicalisation and the social production of

medical knowledge and practices; the social bases of health, health inequality and the politics of health, stress, social support and health; the sociology of sickness, sick role, stigma, illness and identity; the social causes of mental disorder, mental illness and social control, sociological perspectives on suicide and self harm; the crises in health care provision in modern societies, managerialism, consumerism and health care.

Reading list: S Taylor & D Field, Sociology of Health and Health Care (3rd edn), 2002; D Field & S Taylor, Sociological Perspectives on Health, Illness and Medicine, 1998; M Bury, Health and Illness in a Changing Society, 1997; B Davey, Health and Disease, 1995; Townsend, N Davidson & M Whitehead, Inequalities in Health, 1992; B Turner, Medical Power and Social Knowledge (2nd edn), 1995.

Teaching:

Lectures SO211, weekly MLS.

Classes SO211, weekly MLS.

Written work: Students will be expected to produce 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

SO214

Sociology of Work, Management and Employment

Teacher responsible: Dr Patrick McGovern, S275

Availability: Optional course for Bachelor's degrees in Sociology, Management and Industrial Relations. Outside option for Course Units (BA

Core syllabus: Coverage of contemporary sociological perspectives on the employment relationship, labour market divisions, contemporary management, globalization and labour.

Content: The employment relationship; control and consent at work; scientific management and McDonaldization; labour market divisions; women in the labour market; discrimination at work; the changing employment relationship; employment in Japan; developments in contemporary management such as self-managing teams, lean production and management gurus; globalization and labour; employment practices in multinational corporations; immigrant workers; the future of work.

Teaching: There will be 20 lectures (SO212) given by Dr P McGovern (convener) and a guest lecturer (Dr Catherine Hakim).

Written work: One essay and one class paper per term.

Reading list: There is no recommended textbook. Books of a general nature that cover substantial parts of the syllabus are: K Grint, The Sociology of Work (2nd edn); 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.

The Psychoanalytic Study of Society

Teacher responsible: Dr C Badcock, S282

Availability: Optional course for Bachelor's degrees in Sociology and other subjects where regulations permit; also for General Course students.

NA 02/03

Core syllabus: The course aims to provide students of the social with a basic grounding in the aspects of psychoanalysis relevant to their

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 pyschoanalytic 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

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 Winnicot, 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

NA 02/03

Evolution and Social Behaviour Teacher responsible: Dr C Badcock, S282

Availability: 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 cooperation and conflict, sex roles, and so on.

Content: Fundamentals of evolution; selection and adaptation; heredity, genes and development; the group-selectionist fallacy; the evolution of 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 Borgerhoff Mulder & P Turke (Eds), Human Reproductive Behaviour, C Crawford & D Krebs (Eds), Handbook of Evolutionary Psychology; M Daly & M Wilson, Sex, Evolution & Behaviour (2nd edn); D Buss, The Evolution of Desire: Strategies of Human Mating; R Dawkins, The Selfish Gene; W D Hamilton, Narrow Roads of Gene Land; J R Harris, The Nurture Assumption; J Lopreato & T Crippen, Crisis in Sociology: The Need for Darwin; R Plomin et 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

Availability: 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

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.

(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, Cults, Religion and Violence (CUP, 2000); D Bromley & J Hadden (Eds), The Handbook on Cults and Sects in America (JAI Press, 1993); L Dawson (Ed), Cults in Context (Transactin, 1998); 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 Student Services Centre on Friday 2 May 2003 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

Availability: Optional course for second and third year students on Bachelor's degrees in Sociology and other subjects where regulations

Core syllabus: The course explores the relation between culture and economy by looking at 'consumer culture' and 'market society' as characterizations of modern social life, investigating how these terms have structured social thought and critical traditions. It also looks substantively at institutions and processes of consumption and commerce through key themes and case studies.

Content: Traditions of theorizing the relation between culture and economy; theories of consumption and consumer culture; commercial institutions and processes in contemporary economic life; consumer culture and market society in modern thought and critique; postmodernization, 'new economy' and other concepts of the 'enculturation' of economy in contemporary society; globalization and localization; case studies. Teaching: Weekly lecture/seminar.

Written work: All students are expected to submit one piece of nonassessed written work and prepare seminar presentations.

Reading list: P Bourdieu, Distinction (1984); M Callon (Ed), The Laws of the Market (1998); J G Carrier (Ed), Meanings of the Market: The Free Market in Western Culture (1997); P du Gay (Ed), Production of Culture, Cultures of Production (1997); J K Gibson-Graham, The End of Capitalism (as we knew it?): A Feminist Critique of Political Economy (1996); M Granovetter & R Swedberg (Eds), The Sociology of Economic Life (1992); R J Holton, Economy and Society (1992); S Lash & J Urry, Economies of Signs and Space (1994); N Klein, NoLogo (2001); M Lee (Ed), The Consumer Society Reader (2000); D Miller, Material Culture and Mass Consumption (1987); D Miller (Ed), Acknowledging Consumption: A Review of New Studies (1995); L Ray & A Sayer (Eds), Culture and Economy: After the Cultural Turn (1999); D R Slater, Consumer Culture and Modernity (1997); D Slater & F Tonkiss, Market Society: Markets and Modern Social Thought (2001); V A Zelizer, The Social Meaning of Money (1997).

Assessment: A three-hour unseen examination in the ST.

SO302

The Sociological Project

Teacher responsible: The Departmental Tutor

Availability: A compulsory paper for Sociology students.

Core syllabus: The project is to be in the form of an essay on a sociological topic to be approved by the Convener of the Department of Sociology. The purpose is to allow the student to study in depth an interest of his or her own choosing. Many approaches are possible in the work for the essay, but there are three main variants: original fieldwork, secondary analysis, and literature review.

Selection of topic: The topic must be within the general field of sociology and should fall within the range of competence of a member of the staff, normally a member of the Sociology Department. However, it need not be chosen from those areas of sociology which are at present taught within the Department. The topic should not overlap too closely with the content of other units that the student is taking. Students may follow up a theme suggested to them by their course-work, but the topic must allow the material and arguments to be developed in greater depth than is possible in the lectures and seminars for the course.

Arrangements for supervision: During the first term there will be a 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 Student Services Centre 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.

STATISTICS

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

Core syllabus: A series of seminars covering study skills and career

Content: Topics covered include: capitalising on your time at university; part-time and vacation work; completion of application forms and CVs; 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 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

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: 8 MT, 10 LT, 3 ST. Help Sessions: 6 MT, 10 LT, 3 ST.

Written work: Students will be given weekly exercises which they are to work on and hand in to class teachers. The exercises will be looked at in the workshops and classes. In addition students will receive 2 short pieces of coursework during each of the MT and LT. Their work on these will be marked more formally

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 Soc 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. Twosample 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

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%].

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: Handout material will be distributed to accompany the lectures but this should be supplemented with additional background reading. Readings from P Newbold, Statistics for Business and Economics and R J Wonnacott & T H Wonnacott, Introductory Statistics will be recommended.

Teaching:

Lectures ST106: 10 MT, 10 LT, 3 ST.

Classes ST106.A: 4 MT, 5 LT, 1 ST fortnightly.

Written work: Weekly example sheets will be set and students are expected to submit solutions to the class teacher each week. Assessment: 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 management and economics with an emphasis on the applicability of the methods to management and economic problems.

Content: An introduction to statistical concepts. Centre and spread of a distribution. Probability, conditional probability. The binomial and normal distributions. Covariance and linear combinations of random variables. Random sampling, sampling distribution. Efficiency, biased and unbiased estimators. Confidence intervals for means and difference in means, the 't' distribution. Hypothesis tests, power,

Correlation and Regression. Fitting a line, OLS. Sampling variability of the estimates. Confidence intervals and tests. Predicting Y.

Reading list: Handout material will be distributed to accompany the lectures but this should be supplemented with additional background reading. Readings from P Newbold, Statistics for Business and Economics and R J Wonnacott & T H Wonnacott, Introductory Statistics will be recommended.

Lectures ST107: 10 MT, 10 LT.

Classes ST107.A: 4 MT, 5 LT, 1 ST fortnightly.

Written work: Weekly example sheets will be set and students are expected to submit solutions to the class teacher each week.

Assessment: 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.

Lectures ST203.1: 20 MT. Project Briefing Session: 1 MT. Computer Workshops ST203.1: 8 MT.

Written work: One assessed project. Assessment: 2-hour formal written examination in the ST [80%]. Course

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. 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

Teachers responsible: Mr C Chalmers, B710 and Mrs J I Galbraith, B615 Availability: Primarily for BSc Management Sciences, BSc Management. Pre-requisite: mathematics and statistics to the level of MA107/ST107 Quantitative Methods. Not to be taken with: ST201 Statistical Models and Data Analysis, or ST205 Sample Surveys and Experiments.

Core syllabus: A second course in statistics encompassing a wide range of practical issues from the design of surveys and data collection to building models and making inferences. Computer packages used throughout. Content: There are two lecture courses.

ST203.1: Statistical Models and Data Analysis (Mr C Chalmers). Statistical models. Estimation and testing. Simple linear regression. Multiple regression. 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: 20 MT. Project Briefing Session: 1 MT. Computer Workshops ST203.1: 8 MT. Lectures ST203.2: 18 LT. Classes ST203.2: 8 LT, 1 ST. Workshop (2 Hour) ST203.2: 1 LT.

Written work: Two or more assessed projects. Assessment: 3-hour written examination in the ST [80%], course work [20%].

ST205

H

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

Reading list: Reading list will be suggested. Teaching: Lectures ST203.2: 18 LT.

Classes ST203.2: 8 LT, 1 ST. Workshop (2 Hour) ST203.2: 2 LT.

Written work: One or more assessed projects. Assessment: 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

ST218.1 Regression with MINITAB (Dr I Moustaki). This course will link use of MINITAB to practical statistical modelling with an emphasis on

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, 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: Dr A Dassios, B603 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

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

Reading list: R Norberg, Basic Life Insurance Mathematics; IA, Formulae and Tables for Actuarial Examinations; A S Macdonald & M R Hardy, IA Core Reading 104; R G Miller et al, Survival Analysis; J D Kalbfleisch & R L Prentice, The Statistical Analysis of Failure Time Data. 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 tion of regression models, generalised linear models and the analysis of variance.

Content: Least Squares, analysis of variance models for simple designed experiments and observational studies, multiple regression, regression diagnostics and generalised linear models. The use of a statistics package will be an integral part of the course. About half of the classes will be sessions using the package in a computer room.

Reading list: D C Montgomery, E A Peck & G G Vining, Introduction to Linear Regression Analysis; D C Montgomery, Design and Analysis of Experiments; A J Dobson, An Introduction to Generalised Linear Models; P McCullagh & J A Nelder, Generalized Linear Models; A C Atkinson, Plots, Transformations and Regression; A C Atkinson & M Riani, Robust Diagnostic Regression Analysis.

Teaching:

Lectures ST300: 10 MT, 10 LT.

Computer Workshops ST300.A: 10 MT, 10 LT. Written work: Three assessed projects.

Assessment: 2-hour written examination in the ST [70%]; Assessed projects [30%].

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

Content: Markov chains (discrete and continuous time); processes with jumps; Brownian motion and diffusions; Martingales; stochastic calculus; applications in insurance and some applications in finance. For more applications in finance students should take ST330 Stochastic and Actuarial Methods in Finance.

Reading list: 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: Dr L Smith, B705

Availability: Primarily for BSc Actuarial Science; BSc Business Mathematics and Statistics, BSc Mathematics and Economics. Pre-requisite: a good level of regression theory and distribution theory. Core syllabus: The course introduces the student to the statistical analysis of time series data and simple models, both linear and nonlinear. Content: Stationary stochastic processes, linear time series models, spectral analysis, forecasting, simple nonlinear models, predictability.

Reading list: C Chatfield, The Analysis of 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

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: multi-lives functions and select functions. Disability and long-term care contracts. Effects of inflation and expenses in various contracts; calculating premiums and reserves. Technique of discounted emerging costs. Asset shares; the relationship of the asset share to the retrospective reserve. Early termination of contracts. Guarantees and options. Heterogeneity and selection. Population projections. Computational techniques for disability insurance contracts. Profit testing. Multiple decrements and pension fund valuation factors.

Reading list: R Norberg, Basic Life Insurance Mathematics; Institute of Actuaries core reading notes.

Teaching:

Lectures: 20 MT, 20 LT.

Seminars: 10 MT, 10 LT.

Written work: Compulsory written answers to one set of problems. Assessment: 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 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.

Aspects of Market Research

Teacher responsible: Dr C Phillips, B608

Availability: Primarily for BSc Management Science, BSc Management. Pre-requisites: probability and statistics to the level of ST107 Quantitative Methods. Not to be taken in conjunction with ST327 Market Research: An Integrated Approach.

Core syllabus: The main ideas and applications of market research techniques.

Content: Problem formulation and research designs for market and opinion research. Random sampling and statistical inference. Quota sampling. Survey stages and sources of error. Data collection methods. Attitude 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: 9 MT, 2 LT, 2 Revision ST. Written work: 2 essay assignments.

Assessment: 2-hour examination in the ST.

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.

ST327.1 Research Methods: Problem formulation and research designs for market and opinion research. Random sampling and statistical inference. Quota sampling. Survey stages and sources of error. Data collection methods. Attitude measurement. Market models, advertising and public opinion research. The analysis of market research data.

ST327.2 Case Studies Students use the information and techniques gained from ST327.1 to carry out a co-operative Marketing Case Study. Individual write up of the Case Study forms part of the assessment.

Reading list: T C Kinnear & J R Taylor, Marketing Research: An Applied Approach; C A Moser & G Kalton, Survey Methods in Social Investigation; P Chisnall, Marketing Research; R W Worcester & J Downham (Eds), Consumer Market Research Handbook; C Phillips, Understanding Marketing; G Kalton, Introduction to Survey Sampling.

Teaching:

Lectures: ST327.1 24 MT, 2 ST.

Lectures: ST327.2 10 two-hour case-study meetings LT.

Classes: ST327.1A 16 MT, LT and ST.

Written work: ST327.1: exercises and presentations. ST327.2: assessed presentation and case study project.

Assessment: ST327.1: 3-hour written examination in the ST [70%]; ST327.2 course work [30%].

ST330

Stochastic and Actuarial Methods in Finance

Teacher responsible: Ms Pauline Barrieu, B603

Availability: Primarily for BSc Actuarial Science, BSc Business Mathematics and Statistics. Pre-requisites: ST202 Probability, Distribution Theory and Inference; ST302 Stochastic Processes should be taken in conjunction with this course.

Core syllabus: Applications of stochastic processes and actuarial models

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 and ST105 or ST107 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 fortnightly,

Assessment: 2-hour written examination in the ST.

INDEX		Economic History	2
	Table 1	Departmental Tutor and Administrator	55 55
Academic Registrar	2	BSc and Fernance	56
Access Funds	13	and Economics	56
Accommodation	16	with Economics with Population Studies	57
Accounting and Finance	2	Course Guides	97
Departmental Tutor and Manager	53	Economics	
BSc	84	Departmental Tutor and Manager	2
Course Guides	53	BSc	57
Actuarial Science, BSc	22	and Economic History	56
Advice Centre	2, 23	with Economic History	58
Advisers: Students with Disabilities Women Students	2, 23	Course Guides	92
	14	Ellicott-Hollows Memorial Prize	14
Akzo-Nobel Prize Alcohol Policy/Procedure	38	Employment	14
Allen Young Prize	14	English for Academic Purposes	10
Alumni Services	24	Environmental Management and Policy, BSc	59
Andrea Mannu Prize	14	Environmental Policy with Economics, BSc	59
Anthropology		European Studies	400
Departmental Tutor and Manager	2	Course Guides	100
BA/BSc Social Anthropology	53	Russian Studies, BSc	75
Anthropology and Law, BA	54	Examinations (see also Assessment)	25 15
Course Guides	85	Farr Prize	13
Appeals (Examination Decisions)	29	Fees	15
Assessment (see also Examinations)		Financial Times Prize	3
Assessment Offences	25	Fire Precautions	48
Attendance Requirements	7	First Degrees Regulations	39
BA and BSc degrees	-27	Free Speech (Code of Practice)	15
Classification Schemes	51	GAAPS Actuarial Science Prize, The	15
General Regulations	48	Geography and Environment	2
Bassett Memorial Prize	14	Departmental Tutor and Manager	59
Bernard Cullen Prize	14	Environmental Management & Policy, BSc	59
Bowley Prize	14	Environmental Policy with Economics, BSc	60
Business Mathematics and Statistics, BSc	54	Geography and Population Studies	60
Career Development Skills	9	Geography and Population Studies	61
Careers Service	2, 17	Geography with Economics, BSc	100
Ceremonies	26	Course Guides George & Hilda Ormsby Prize	15
Chaplaincy	2, 17	Gonner Prize	15
Christie Memorial Prize	14	Goodwin Prize	15
CIMA Prize	14 14	Government	
Citibank Prize	14	Departmental Tutor and Manager	2
Classification Schemes	51	BSc BSc	61
BA and BSc degrees	78	and Economics, BSc	62
LLB degrees	10	and History, BSc	62
Codes of Practice	39	Course Guides	105
Free Speech	16	Harold Laski Scholarship	15
Services	45	Health Service	2, 20
Teaching, Learning and Assessment for Undergraduates	40	History, BA	63
Committees	26	Hobhouse Memorial Prize	15
Student Progress		Housing Advice	16
Complaints	42	Hughes Parry Prize	15
Academic Matters	44	Huw Wheldon Prize	15
Service	44	Industrial Relations	
Sexual Harassment		Departmental Tutor and Manager	2
see also Codes of Practice Conveners Prize in Government and Economics	14	and Human Resource Management, BSc	65
	34	Course Guides	108
Copyright	3	Information Systems	
Correspondence	14	Departmental Tutor and Manager	2
Council Tax	23	Course Guides	110
Counsellor	8	Information Technology	-0.5
Course Choice	14	Services Policy	32
Cyril Offord Prize	3, 34	Conditions of Use	33
Data Protection	2	International History	
Dates of Terms		Departmental Tutor and Manager	2
Deadlines	8	History, BA	63
Course choices	13	BSc	65
Fees Dean of Undergraduate Studies	2	Course Guides	110
Dechert Prize in Company Law	14	International Relations	
	2, 20	Departmental Tutor and Manager	2
Dentist Departmental Managers	2	Prizes	15
Departmental Tutors	2	BSc	66
Disabilities, Students with	13	and History BSc	68
Adviser	23	Course Guides	118
Discipline – see Regulations	-	Interruption of Studies	7
Dresdner Kleinwort Wasserstein Prizes	15	IT Skills	10
Drugs Policy/Procedure	38	Janet Beveridge Awards	15
Dyslexia Support	9	John Griffith Prize	15 15
		KPMG Peat Marwick Prize	

Language Studies		BA and BSc Degrees	48
Course Guides	122	Discipline (Regulations for Students and	35
Modern Foreign	11	Rules for Student Activities)	33
Lauterpacht Higgins Prize	15	First Degrees	48
Law		Information Technology Policy	32
Departmental Tutor and Manager	2	IT Facilities – Conditions of Use	33
LLB and LLF degrees	80	LLB and LLF Degrees	78
Classification Schemes	78	Rules of the Library	31
Programme Regulations	80	Re-sitting Examinations	
Course Guides	124	Revising for Exams	26
Learning Support	9	Richard Goeltz Prize	9
Lecturers Prize in Jurisprudence	15	Rishi Madlani Award	15
Library and Information Skills	9	Room Numbering	15
Lillian Knowles Prize	15	Rules – see Regulations	3
Linklaters Prize	15	Russian Studies, BSc	22
Loans	13	Service Complaints	75
Lockers	18		44
Mactaggart, Prize, C S	14	Services (Code of Practice)	16
Management	14	Sexual Harassment, Procedure for Complaints	44
Departmental Tutor and Manager	2	Slaughter & May Prize	15
BSc BSc	2	Social Policy	
Course Guides	69	Departmental Tutor and Manager	2
	131	and Administration, BSc	75
Management Sciences, BSc Mathematics	71	and Government, BSc	76
	5.0	and Population Studies, BSc	76
Departmental Tutor and Manager	2	with Social Psychology, BSc	77
and Economics BSc	72	and Sociology, BSc	77
Business Mathematics and Statistics, BSc	54	Course Guides	140
Course Guides	132	Social Psychology	
Messages	3	Departmental Tutor and Manager	2
Michael Sallnow Prize	15	with Social Policy, BSc	77
Modern Foreign Languages	11	Course Guides	143
Morris Finer Memorial Prize	15	Sociology	140
Nightline	23	Departmental Tutor and Manager	2
Notice Boards	3	BSc	77
Nursery	20	Course Guides	
Opening Times of School Buildings	3	Statistics	144
Operational Research		Departmental Tutor and Manager	0
Departmental Tutor and Manager	2	Actuarial Science, BSc	2
Management Sciences, BSc	71	Business Mathematics and Statistics, BSc	53
Course Guides	136	Course Guides	54
Outside Options List	82		148
Overseas Examinations	25	Student Complaints (Principles and Procedures)	41
Philosophy, Logic & Scientific Method	20	Student Drugs and Alcohol Policy	38
Departmental Tutor and Manager	0	Student Drugs and Alcohol Procedure	39
Philosophy BA/BSc	2	Student Loans	13
	73	Student Services Centre	21
Philosophy and Economics BSc	73	Student Support Fund	13
Philosophy and Mathematics, BSc	74	Students' Union	22
Course Guides	137	Financial Support	13
Population Studies, BSc	74	Students' Union Advice and Counselling Centre	23
Premchand Prize	15	Study Skills	9
Programme Regulations		Sweet & Maxwell Law Prize	15
BA and BSc	53	Tax	
LLB and LLF	80	Council Tax	14
Raynes Prize	15	Timetables	7, 22
Registration	5	Welfare Advice	23
Regulations		Withdrawal from Examinations	25
Appeals	29	Withdrawal from Registration	7
Assessment Offences	27	Women's Right to Choose	and the second
		and the one of the original to original to one of the original to orig	13, 23



